

**2025 HOUSE EDUCATION**

**HB 1472**

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1472  
2/4/2025

Relating to the authorization of microschools.
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9:00 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:

- Microschool protocol
- Attendance Requirements
- National Standardized Testing
- Teacher Certifications
- Service Regulations

9:00 a.m. Representative Morton introduced the bill and submitted testimony. #34453

9:12 a.m. Senator Boehm testified in favor and submitted testimony. #34436

9:16 a.m. Rebekah Drahosh, Homeschool Teacher, testified in favor and submitted testimony. #33715

9:24 a.m. Brianna Taylor, Home Schooling Mother, testified in favor and submitted testimony. #34062

9:29 a.m. Don Soifer, National Micro Schooling center, testified in favor and submitted testimony. #33778

9:40 a.m. Christy Oliver, Founder of Step Out Summit, testified in favor and submitted testimony. #34156

9:46 a.m. Kristy Rose, Homeschool Teacher, testified in favor and submitted testimony. #33876

9:52 a.m. Adam Peshek, Senior Fellow at Stand Together, testified in favor and submitted testimony. #34313

9:55 a.m. Michael Heilman, Executive Director of ND Small Organized Schools, testified in opposition and submitted testimony. #34388

9:59 a.m. Amiee Copas, Executive Director NDCEL, testified in opposition and submitted testimony. #34461

10:02 a.m. Anna Rackley, Legal Member, Protection and Advocacy Project, testified in opposition and submitted testimony. #33978

**Additional written testimony:**

Gordon Greenstein, Independent, submitted testimony in favor. #34375

Doug Sharbono, independent, submitted testimony in favor. #34312

Cam Leedahl, independent, submitted testimony in favor. #34287

Levi Taylor, independent, submitted testimony in favor. #34243

Alex Newman, President of Liberty Sentinel, submitted testimony in favor. #34237

Paige Cary, independent, submitted testimony in favor. #34101

Kelsy Achtenberg, Dean at the Innovation School, submitted testimony in favor. #34099

Emily Hewitt, independent, submitted testimony in favor. #34012

Grace Boehm, Independent, submitted testimony in favor. #33962

Vicky Enger, independent, submitted testimony in favor. #33950

Theresa Deckert, independent, submitted testimony in favor. #33760

Rebekah Oliver, independent, submitted testimony in favor. #33507

Catrin Wigfall, Education Policy Fellow for American Experiment of ND, submitted testimony in favor. #33903

Mark Jorritsma, Executive Director for ND Family Alliance Legislative Action, submitted testimony in favor. #33932

Amy De Kok, Executive Director for the ND School Boards Association, submitted testimony in opposition. #34360

Rachel Laqua, ND Planning Association, Submitted testimony in opposition. #34401

Vicki Voldal Rosenau, independent, submitted testimony in opposition. #34337

Kristin Nelson, independent, submitted testimony in opposition. #34127

Nick Archuleta, President of ND United, submitted testimony in opposition. #33910

Leslie Bieber, Superintendent at Alexander Public School, submitted testimony in opposition.  
#34111

James Buhr, independent, submitted testimony in opposition. #33975

10:06 a.m. Chairman Heinert closed the hearing.

*Saydee Wahl for Leah Kuball, Committee Clerk*

February 1, 2025

Education Committee  
North Dakota State House

Dear Members of the House Education Committee,

I am writing to **strongly support HB 1472**, which provides for educational opportunities in the form of Microschools. As an educator with experience in both public and private institutions, I have frequently observed the positive learning outcomes that occur when a student's learning environment is suited to their individual and educational needs.

Parents are increasingly concerned about public school outcomes, including declining test scores, larger class sizes, and overwhelming social problems. These factors affect children of all ages, economic backgrounds, and giftings, and point strongly to the need for flexible and personalized educational alternatives.

Microschools provide just such an alternative, giving students a space where they can maximize their talents, make up their weaknesses, and participate in a safe and comfortable environment that best fits their individual learning needs.

Microschools also allow parents to select or set up the educational opportunities that are best suited for their child, and offer the latitude to tailor curriculum, grade level for various subjects, class size and classmates, school hours and environment, and instructor. As the primary stakeholders in their children's education, parents should have full freedom to supervise and manage these aspects, and have the right to do so apart from the expense and limitations of regulation or oversight.

Much will likely be said about the need to regulate microschools; however, each layer of regulation adds financial cost, and reduces educational flexibility. The purpose of microschools is to provide a low-cost and highly-flexible educational opportunity which is available to all North Dakota children, regardless of family income or status. This bill helps to provide that opportunity, and I strongly support a **Do Pass**.

Sincerely,

Rebekah Oliver, PhD

HB 1472

Yes

Members of the Education Committee and Chair,

Thank you for taking the time to review my testimony in support of North Dakota HB 1472. My name is Rebekah Drahosh and I live in Jamestown, ND. I am married to Caleb and we have six children ages 3 – 11 years old. This is my sixth year homeschooling and I currently have two kindergarteners, a third grader, a fourth grader, and a sixth grader.

We are fortunate to be partnering with a small group of like-minded homeschool parents. The families in our homeschool co-op share convictions in both faith and educational philosophy. We follow a Classical Christian Curriculum that is incredibly rigorous. My children benefit deeply from this small, like-minded community of learners and from my direct involvement in their education. I consider it a privilege to bear the responsibility for my children's education.

We are in the process of transitioning our current homeschool group into a formal school, but find it challenging due to ND state code. Starting a formal school gives us the opportunity to invite families to participate in our educational model who are unable to homeschool. Constitutionally, all American citizens have the right to educate their children in a place that aligns with their faith. In this way, education is an issue of religious freedom.

This bill would allow us to exercise our freedom of religion in a smaller school setting by eliminating the need to meet burdensome and unnecessary state requirements. The benefits of approving this bill positively impact us by giving us the freedom to create an educational environment that can be hospitable to those who share our faith values but do not have the ability to homeschool their children.

Additionally, education is far more effective when there are fewer students for each teacher or parent to instruct. This scenario ensures that the child will be receiving the appropriate level of attention – that his or her errors would be corrected in a timely way, that his or her struggles would be noticed more quickly and helped, that his or her strengths would be recognized and praised. Small schools naturally have the benefit of caring for the specific educational needs of each student. They also promote mental health by encouraging deep, cross-generational relationships due to the smaller number of people involved.

Please decide in favor of passing this bill. The microschool model will greatly benefit students, parents, families, communities, and ultimately the state of North Dakota.

Rebekah Drahosh

Jamestown, ND

502.475.1703

January 20, 2025

HB 1472

Yes

Chair Heinert and Members of the Committee,

My name is Theresa Deckert and I am the former office administrator of the North Dakota Home School Association (NDHSA). During my years in that position I answered the phone and guided parents as they searched for new educational opportunities for their children. Maybe they needed a change because of a special need that was not being met, bullying from another student, or quite often, a mental health crisis was the reason to seek an alternative to public, classroom education.

As I would interview a parent to best assess what to recommend in their unique circumstance, it often became clear that homeschooling as per North Dakota's current law was not an option. This may have been because of a parent's need to work, especially in the case of a single parent. Many times the caller would ask, "Can the child's grandparent homeschool them because they are a certified teacher" or "Can my friend or sister homeschool my child along with her own?"

I had to unfortunately tell them no. This was especially a problem during Covid shutdowns. Many of these families simply decided to get together with other families and take turns teaching. These were termed "pod schools". They operated during covid – whether legal or not, it happened and that is past.

For these reasons I feel HB 1472, allowing for microschools is needed in our state to let parents who maybe don't feel able to homeschool give their children that opportunity through the use of microschools.

As this bill was being written I was contacted by the writers about having this added to the homeschool statute which is current law. I discouraged that as the NDHSA sees this as an entirely different mode of education though having similarities. My experience shows that schools often get confused about the application of the Century Code relating to home education. Because microschools are a unique approach to education, they need to be under a separate statute mostly for clarification to school districts.

So for those reasons I would encourage a "do pass" on HB 1472. I would be happy to answer any questions if a legislator desires to reach out to me.

Sincerely,  
Theresa Deckert  
Devils Lake, District 15  
jntdeck@gondtc.com  
701-662-4790



HB 1472

"Yes"

Don Soifer, National Microschooling Center  
Testimony to the North Dakota House of Representatives  
February 4, 2024

Chairman Heinert and Members of the Education Committee,

Thank you for the opportunity to offer testimony in support of proposed HB 1472. I am Don Soifer and I lead the National Microschooling Center, award-winning nonprofit movement-builder working to advance the growth and health of what millions of Americans view as the most exciting movement in our country's education in a generation.

Microschools are innovative, small learning environments, and they are changing understandings of what is possible in schooling in communities across the nation. Most are organized as either nonpublic schools or learning centers serving families who follow pertinent homeschooling requirements. Because nothing meaningful in education occurs in a vacuum, they are created in response to the educational needs and what families are seeking in their communities, and to their required operating frameworks, which vary significantly from state to state.

As such, most are organized as either small private schools (37%) or learning centers serving families who follow homeschool requirements (55%), and some (6%) public models operate within charter school or traditional district-operated school systems.

Our research finds nationally, microschools serve a median size of 16 children. Founders identify more children attending microschools as being from households at approximately the average income for their area (48 percent), or below the average income (40 percent) than above the average income for their area (12 percent).

My own professional background, including as a widely-published education researcher studying innovative schooling models, a charter school authorizer with a strong record advancing school quality in two states, and as a court-appointed expert on school quality, provides me considerable experience on questions of what constitutes a high-quality learning environment, and our team at the National Microschooling Center works regularly to support high-quality microschools in most states in meaningful ways.

My wife and I personally founded and led a highly successful public-private partnership microschool with the City of North Las Vegas where the 100+ children we served, who came to us at two years behind grade level proficiency on average, achieved two years

of academic growth in reading, and comparable but slightly lower gains in math, as validated in a case study by the respected RAND Corporation.

How can this work? Families choose microschools for different reasons, especially because their small size and flexibility allow them to be created and operated around the specific needs of the individual children they serve. Curricular components can be evolved, and models popular with families include small, child-centered learning environments, options rarely offered in traditional schooling settings.

As a result, participating children can feel heard, seen and engaged as many never could in the larger, more rigid school systems that they had attended previously.

Educators who choose to leave a traditional setting and start a microschool often express how the flexibilities in microschooling allows them to reach their full potential as an educator, they are able to be flexible and make decisions on the spot rather than wait for a system to approve a purchase or new idea.

I see particular value in the approach offered by the plan being discussed today for several reasons. North Dakota is among the states with the most heavily regulated private school sectors in America, which would make it prohibitive for the most effective innovative microschool models in the country to open to serve children here while remaining small and affordable.

Most microschools (more than 60 percent) are founded by experienced educators who have held professional licenses in their state. These are often not maintained as few states offer the continuing education offerings pertinent to the skills and practices necessary to operating a successful microschool. Other thriving microschools are led by noneducators, often military veterans and private-sector professionals. Our nonprofit Center offers many popular trainings and resources at no cost to founders.

Microschooling is about creating new learning options, which are not only small and highly personalized but often not currently available in the communities in which they operate. Microschools often seek to serve children who have not been thriving in their prior educational settings. Children representing a broad range of special populations have a strong presence in today's microschooling movement. Children with neurodiversities, other special needs, and those coming to microschools at two or more grades below "grade level mastery" as defined by their state all are served by more than 50 percent of microschools surveyed nationally.

Thank you, and I would be happy to answer any questions you may have.

Don Soifer, [don@microschoolingcenter.org](mailto:don@microschoolingcenter.org), 202-360-8392.

Kristy Rose  
6725 Apple Creek Drive  
Bismarck, ND 58504  
kristywrose@gmail.com

ND Legislature  
69<sup>th</sup> Assembly

RE: HB 1472

I am writing in support of HB 1472 which would allow micro schools in North Dakota.

The catchphrase of our time is “school choice” but what that usually entails is oodles of government money paying for someone's choice to send their kids to private school or to homeschool. In ND, our choices are lacking compared to other states. We have public schools, private schools which are mostly religious, and we have homeschool. Micro schools are a blend of homeschool meets private school and offer another educational opportunity to families who want something different than the three choices offered in our state.

The number one reason I support micro schools is for parental choice. They simply need more options.

But, the other reasons I support micro schools are:

- 1- they don't cost the state any additional funding, won't take funding from public education and are much less expensive than costly administrative nightmares called ESAs.
- 2- they offer personalized learning where a child's learning abilities aren't limited by the rest of the class or the curriculum. Children can meet their full potential when they are educated as whole persons not just receptacles for information who then take a test. Micro schools offer whole person education.
- 3- they offer true socialization for the students. Because the ages are often blended and the community is small, micro schools give their students a “real world” socialization where they learn alongside and relate to people other than those their same age from their same zip code.

Though I am a homeschool mom, I believe micro schools bring a cost-effective, personalized education choice for North Dakota. Micro schools are an excellent choice and fantastic alternative to costly ESAs and other government funding options masquerading as school choice. Please pass HB 1472 and bring micro schools to North Dakota.

Sincerely,  
Kristy Rose



February 3, 2025

HB 1472 — In support of

North Dakota House of Representatives  
Education Committee

Dear Members of the House Education Committee,

My name is Catrin Wigfall, and I am the education policy fellow for American Experiment North Dakota, a state-based public policy organization. I am writing today in support of HB 1472, which would allow for the authorization of microschools in North Dakota.

As someone who experienced a variety of education settings throughout my K-12 journey, and as an educator with experience in both public and private institutions, I have seen first-hand how students benefit when they can access a learning environment that best meets their unique educational needs.

Microschools are creative schooling options that provide individualized, innovative education with more flexibility and lower cost than other school settings, which encourages accessibility particularly among families who face financial barriers with nonpublic alternatives.

According to the National Microschooling Center's 2024 analysis of 400 microschools representing 41 states, over 70 percent of today's microschool founders are current or former licensed educators. The analysis also found that more children attending microschools are from households at the average income for their area (48 percent) or below the average income (40 percent), than above the average income for their area (12 percent).

Because microschools operate in intentionally small school settings with low student-to-teacher ratios, students in need of additional support and students requiring additional services have the opportunity to thrive in ways that perhaps their previous educational environment couldn't accommodate. Expanding the educational opportunities for particular learner populations who have not had adequate access historically to alternatives is an important contribution to the state and communities with specific needs.

The personalization, freedom, and flexibility of microschools enable the students attending the schools and the entrepreneurial teachers and parents creating the schools to flourish. American Experiment North Dakota believes an openness to the varied learning environments and approaches that prepare the state's next generation of leaders is an essential part of any education ecosystem, and I respectfully ask for a Do Pass.

Thank you for the opportunity to submit testimony in support of HB 1472.

Best,

A handwritten signature in blue ink that reads "Catrin Wigfall".

Catrin Wigfall  
Policy Fellow  
American Experiment North Dakota



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*Great Public Schools**Great Public Service*

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**Testimony Before the House Education Committee**  
**HB 1472**  
**Tuesday, February 4, 2025**

Chair Heinert and members of the Committee, I am Nick Archuleta, president of ND United, and I rise today to oppose HB 1472 and to encourage a ***do not pass*** recommendation on this proposed legislation.

Chair Heinert and members of the Committee, HB 1472 would enshrine into statute the permission structure to establish microschools in North Dakota. While we do not shy away from a debate regarding the virtues and shortcomings of microschools, or any schools for that matter, HB 1472 should be a non-starter for several reasons contained in the bill. Specifically:

- HB 1472 allows for anyone with only a HS diploma to be a teacher of record at a microschool.
- HB 1472 exempts teachers from criminal background checks.
- HB 1472 exempts teachers from teacher certification.
- HB 1472 exempts microschools from any law or rule related to fire codes, health codes, building codes, and food service regulations.

Chair Heinert and members of the Committee, all these exemptions for microschools unnecessarily put children at risk. Passing this proposed piece of legislation would be reckless and a step backward from what we need to ensure child safety. For these reasons I respectfully urge a ***do not pass*** recommendation for HB 1472.

With that, I conclude my testimony and will stand for any questions.



### Testimony in Support of House Bill 1472

Mark Jorritsma, Executive Director  
North Dakota Family Alliance Legislative Action  
February 4, 2025

Dear Chairman Heinert and honorable members of the House Education Committee,

North Dakota Family Alliance Legislative Action would like to testify in support of House Bill 1472 and respectfully requests that you render a DO PASS on this bill.

Educational options are in high demand nationwide as parents seek out the best opportunities for their children. Currently in North Dakota our families have at least two and at most three choices for the education of their K-12 children: public school, private school (often not an option at all for families due to their rural locations), and home education. Home education requires a parent to be the primary educator for their children. This is often impossible for families to consider due to potential income loss by the teaching parent.

House Bill 1472 would add another option for parents to consider as it doesn't require the parent to be the educator. Microschools can recreate the highly successful one-room schoolhouse model of years past by serving multiple ages and hiring a qualified educator to teach. They are a natural fit for North Dakota with "micro" group sizes capped at 50 students and wide flexibility for locations where they may meet including a home, church, library, community center, etc.

We strongly support the opportunity for microschools in North Dakota, because it gives families more options as they consider the best educational fit for their children, their child's most effective learning techniques, and specific circumstances.

For these reasons, North Dakota Family Alliance Legislative Action respectfully requests that you vote House Bill 1472 out of committee with a DO PASS recommendation.

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Thank you for the opportunity to provide this testimony, and feel free to contact us if you have any questions.

Sincerely,

Mark Jorritsma  
Executive Director  
North Dakota Family Alliance Legislative Action

HB 1472

Yes

To the Members of the Education Committee

My name is Vicky Enger and I am writing this testimony in support of HB 1472. I was raised in a small town and attended the local public school and continued my education at the University of North Dakota earning a Bachelor of Accountancy degree in 2009. My husband and I are both lifelong residents of North Dakota and live in District 24.

Our children's education started out in the public school, and we made the decision to homeschool a few years later. We started homeschooling in the fall of 2020 and it has been great to foster a love for learning. After 3 years of homeschooling, our family grew in relationship with other homeschooling families who share the same desires in raising children who are being educated in an environment that supports their growth in faith. We now participate in a small classical, Christian homeschool co-op that consists of 6 families. All of the moms are involved in the teaching along with a couple others who have a desire to share their love of learning with the students.

Some of the benefits of a microschool would include:

- including families who desire this type of education setting, but who do not have the flexibility to homeschool
- building a student's confidence in public speaking, due to the many opportunities of being able to share with a small group of people
- time and space for meaningful communications to produce growth in character, virtue, and morals
- a learning environment that fosters a love for God and for others by having the freedom to educate alongside others who share common convictions
- having the ability to invite others to participate in teaching by utilizing their skill sets

Thank you for reading this testimony. I believe the passing of HB 1472 would add a valuable educational model for citizens in North Dakota.

Dear Members of the House Education Committee,

I am writing to urge a Do Pass recommendation for HB1472, which will allow microschools in North Dakota. Educational freedom is important and microschools will give children the opportunity to thrive in an individualized environment.

Microschools are a needed alternative for parents who are looking for an innovative, unique, more tailored learning atmosphere for their children.

My husband and I have two young children who we intend to homeschool, but we would love the opportunity to integrate a microschool to both help, and be helped by other families in similar situations.

Thank you,  
Grace Boehm  
Mandan, ND

Members of House Education Committee:

Please Vote NO on HB1472:

This bill seems like another intended to siphon off funding for public schools in North Dakota. Especially startling in this bill are the exemptions such as background checks, fire codes and teacher certification. My mother taught school at age 16 in Minnesota in the 1930's and even she needed a certificate of qualification beyond her high school diploma. We need to put our efforts into maintain and improving quality in our public schools, which served our children very well. Please recommend a Do Not Pass on HB1472. Thank you for your consideration.

James B. Buhr  
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[James.b.buhr.md@gmail.com](mailto:James.b.buhr.md@gmail.com)  
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# Protection & Advocacy Project

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House Education Committee  
House Bill 1472 – February 4, 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.

My primary concern is the bill's exemption of microschools from critical laws and regulations related to elementary and secondary education, including teacher certification and building, fire, and health codes. These exemptions raise concerns regarding the ability of microschools to provide a safe and appropriate learning environment, particularly for students with disabilities who may require specialized services, accommodations, or modifications to access their education fully.

Additionally, the bill does not specify how microschools will comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). Without explicit language requiring microschools to adhere to these federal laws, there is a significant risk that students with disabilities could be denied the free appropriate public education (FAPE) to which they are entitled. Many students require services such as speech therapy, occupational therapy, or assistive technology, and it is unclear how or if microschools would be required to provide these necessary supports.

Furthermore, the bill's provision allowing microschools to operate in various settings—including residential properties—raises concerns about the potential segregation of students with disabilities, which could violate their right to be educated in the least restrictive environment. Additionally, permitting microschools in public spaces such as churches, libraries, and parks raises further concerns regarding accessibility, health, and safety standards, particularly for students with mobility impairments or medical needs.

To ensure that microschools are a viable and equitable option for all students, I respectfully recommend the following amendments:

- Explicitly require microschools to comply with IDEA, ADA, and Section 504 to ensure that students with disabilities receive the services and accommodations they need.
- Establish oversight mechanisms through the North Dakota Department of Public Instruction to monitor compliance with special education requirements and ensure that microschools are providing an equitable education for all students.
- Require that any facility used as a microschool meets basic safety, accessibility, and health standards to protect students and staff.
- Clarify how microschools will be funded, particularly in relation to students with disabilities, to prevent unintended negative financial impacts on traditional public schools that provide essential special education services.

School choice should not come at the expense of vulnerable students. While I support efforts to expand educational opportunities, we must ensure that these opportunities are available to all students, including those with disabilities.

Thank you for your time and consideration.

Anna Rackley  
Legal Team Member  
arackley@nd.gov

HB 1472

Yes

House Education Committee,

I am writing in favor of HB 1472. I share my testimony with you in hopes that you can see the benefits to children learning in a “microschool” environment. I currently participate in a home school co-op setting where both of my children, 6 and 9 years of age are being educated. It would be considered a “microschool” and I have personally witnessed extreme growth in both of my children, however I will be sharing the benefit of this type of education and its effects on my 9-year-old.

My 9-year-old has been diagnosed with severe Dyslexia, Dysgraphia, and Irlen Syndrome. You may or may not be familiar with some if not all of these diagnoses, but I would like to share that 1 in 5 children are affected by Dyslexia. The small co-op setting has allowed my son to be met where he is currently at academically and gives him adequate time for learning concepts to digest and be understood fully before moving onto the next lesson or even repeating lessons if need be. It also allows versatility in learning avenues such as technology with screen filters to help with his Irlen Syndrome or catering to him with verbal testing due to his writing being affected by his Dysgraphia. I believe adaptation to giving students a strong foundation in fully understanding what they’re learning is the correct path in creating healthy individuals.

By participating in this style of education, he has built confidence in his ability to thrive and his desire to learn because he comprehends it better and connects one concept

to the next. We currently use a Classical Christian Curriculum that anyone would have a hard time finding an area in which our children are lacking, I would argue it is the opposite and take pride in knowing it's value in fluency that they're receiving one year to the next.

Aside from the growth in his confidence in learning, this smaller co-op style setting has allowed him to be surrounded by peers who offer encouragement and help rather than the "bullying" in the larger school settings that he has previously participated in. It also allows each child to be viewed individually and highlights the strengths in a positive light but also normalizes weaknesses and the effort everyone can make to help lead one another into success.

It has modeled what I believe each of us would desire in a personal preference of life if we had a choice. Smaller peer numbers around you to foster an intimacy allowing a comfortability in recognizing and or normalizing asking for help, being surrounded by encouragement, attentiveness, and feeling comfortable in who you are with those you're surrounded by daily. Every child deserves this opportunity to grow in ways that fit them, and you would be providing opportunity to many in voting yes to HB1472.

Thank you for your consideration,

Emily Hewitt

HB 1472

Yes

Members of the Education Committee and Chair,

Thank you for considering this testimony. My name is Brianna Taylor and I live in District 29. I am a wife, homeschooling mother of three, and graduate of Jamestown College with a Bachelor of Science in Nursing. Homeschooling is not something I ever imagined I would do, but now I am halfway through my seventh year. My children are spread across high school, middle school, and elementary school, so I enjoy a broad range of levels. I am testifying in favor of HB 1472 because I have the privilege of participating in a co-op style homeschool group and have witnessed and received the immense benefits of a kind of “microschool” which the bill speaks to.

Our co-op utilizes a classical, Christian method of education with a specific curriculum that covers all “traditional” subjects one would expect but goes far beyond those classes. We (mothers who teach and our children) come together four days each week to learn and grow: not only academically but also in virtue, character, and love for God and others. We learn Latin, math, grammar, and spelling in the mornings. After lunch/P.E. we (depending on age) study various subjects including Greek, Hebrew, classic literature, composition, history, geography, the Bible, US Constitution & Government, logic, music, art, science, and poetry.

The education my children are receiving is excellent under any standard; more than that, however, is the truth, beauty, and goodness that is imparted to them daily in so many different ways. We teach voluntarily because we know the inherent value that lies within

this model and method. I wish all children could receive this education! I have no doubts about the kind of adults they will grow up to be, and the small school setting we are involved in plays no small part in that great comfort. Having a class of four lends itself to much more in-depth discussion on any subject, allows for greater assistance to the child in mastering any subject, and engages close friendships amongst the children and parents. We are building a culture and community and passing that on to our children--believing that they, too, will become adults who love God, love others, and live lives of sacrifice for the good of their families, neighbors, and nation. We would love to share this method of education with others who may be interested but unable to participate for various reasons, including full-time employment, etc. HB 1472 would allow us to offer that to them and their children.

I strongly encourage you to vote in favor of HB 1472. Thank you for your time spent deliberating over this issue, and your service to the great state of North Dakota and those of us privileged to call it home.



## House Bill 1472 Testimony

*Kelsy Achtenberg*

*1/20/25*

Hello Chairperson, members of the committee, and fellow North Dakotans. My name is Kelsy Achtenberg, and I serve as the Dean of Students and an educator at The Innovation School, a project-based, hands-on private school in Bismarck. Thank you for the opportunity to testify today in support of House Bill 1472, which seeks to create a pathway for microschools in North Dakota.

I have spent over a decade in education, working with students across grades K-8, with a focus on STEM and project-based learning. At The Innovation School, we pride ourselves on fostering creativity, critical thinking, and collaboration in a setting that prioritizes hands-on, personalized learning. Our school operates as a microschool, serving a small population of students, many of whom thrive in nontraditional educational environments.

As an educator, I am deeply passionate about providing students with options that meet their unique needs and learning styles. I have seen firsthand how smaller, more flexible educational models can transform lives. Microschools align with my philosophy of education: that every child deserves a tailored learning experience that empowers them to succeed both academically and personally.

At The Innovation School, we believe education should not be confined to the traditional standardized model but should instead reflect the skills and knowledge students need to succeed outside the classroom. Our approach includes hands-on projects, presentations, and collaborative problem-solving activities that mirror real-world scenarios. Many microschools have similar models, focusing on preparing students for life, not just exams. At The Innovation School, we witness firsthand how nontraditional educational settings can transform students' lives. House Bill 1472 allows families to take a more active role in their children's education. This collaboration strengthens communities and supports the broader goal of raising engaged, capable citizens.

Microschools represent an innovative and flexible approach to education that can fill critical gaps in our current system. By design, microschools serve a smaller number of students, allowing educators to tailor instruction to individual learning needs. This model is particularly effective for students who thrive in environments with personalized attention or who struggle in traditional classrooms. House Bill 1472 provides options for parents seeking alternatives to public and nonpublic schools without compromising academic rigor. North Dakota communities, especially rural ones, often face challenges such as limited school options, teacher shortages, and long commutes. Microschools can address these challenges by creating hyper-localized learning environments.



## House Bill 1472 Testimony

*Kelsy Achtenberg*

*1/20/25*

A key aspect of microschools is that they are privately funded and operate independently of state and federal funding. This independence allows microschools to remain agile and responsive to the needs of their students and families. It is vital that the structure, operation, and choice of educators remain in the hands of the school operators and parents. House Bill 1472 respects this autonomy, ensuring that microschools can innovate without being burdened by unnecessary regulations or external control. Keeping decision-making local ensures that the unique needs of each community are met without a one-size-fits-all approach.

House Bill 1472 represents a bold and necessary step toward diversifying North Dakota's educational landscape. By supporting microschools, we empower families, offer school choice, foster innovation, and address the unique needs of our communities. I urge you to vote in favor of this bill and help North Dakota lead the way in educational choice and innovation.

Thank you for your time and consideration. I am happy to answer any questions you may have.

Kelsy Achtenberg  
The Innovation School  
Dean of Students & Educator

ND Legislature

69<sup>th</sup> Assembly

Regarding HB 1472 "Microschools"

In am writing in support of passing HB 1472 to allow for the creation of microschools in North Dakota. As a homeschool graduate of this great state and current homeschooling parent of three I believe this would be an amazing option for many families in North Dakota.

While the COVID-19 era was one of stress and uncertainty there were some good things that came out of this time. One of these was parents becoming more involved in their children's educations. New options and alternatives to typical schools were explored and experimented with in 2020. Thanks to this opening of fresh educational possibilities many parents are eager to continue with alternative learning environments.

While hundreds of parents wish to homeschool there is often financial or time barriers due to employment or unique circumstances. Microschools would be an ideal solution for many who are wanting something different than a typical school but not desiring or able to fully homeschool.

Microschools would quantify all of the positive parts of an old-fashioned one-room schoolhouse with today's technology and resources for a well-rounded and interactive educational experience. I believe the establishment of microschools in North Dakota is placing our state as a leader in school choice, while also staying true to our roots of community and creativity in times of challenge.

I hope you will consider all of these--as well as many other--merits of passing HB 1472.

Thank you, Paige Cary

523 Juniper DR

Bismarck, ND 58503

[Paigeliz21@yahoo.com](mailto:Paigeliz21@yahoo.com)

## Testimony in Opposition of HB 1472

Chairman Heinart and Members of the Committee,

My name is Leslie Bieber and I am the Superintendent of Alexander Public Schools in Alexander, ND. Thank you for allowing me the time to provide my testimony. I am in opposition of HB 1472 which authorizes micro schools in North Dakota without adequate oversight, accountability, or safety measures.

Unlike public schools, micro schools under HB 1472 would be exempt from state education laws, teacher certification, background checks, and safety regulations. Public school teachers are mandated reporters, all personnel in schools require a background check, and our buildings have codes to ensure student safety. Micro schools will allow 50 students to gather together for educational purposes without any of those protections that have been put in place over time to protect students. Education needs to continue to progress forward, not take a step backwards.

HB 1472 lacks the necessary oversight to ensure student safety and school choice should not come at the expense of student protection. I request a Do Not Pass on this bill.

Kristin Nelson

2/3/25

5409 20<sup>th</sup> Street South

Fargo, ND

District 46

**DO NOT PASS HB 1472**

Representative Heinert and members of the House Education Committee:

I am writing to you today to vote **DO NOT PASS** on HB 1472. This bill establishing microschoools in the state is concerning because there are no protections for those receiving services from such a “school”. No background checks need to be completed, no regulations on where programs can be established, no requirements for health or safety.

This bill is dangerous and put students at risk. We should be concerned about WHY the bill sponsors believe a “teacher” with no background check can take students anywhere alone and call it education.

Again, I urge a **DO NOT PASS** recommendation on this bill.

Chairman Heinert and Members of the Education Committee, my name is Dr. Christy Oliver. I am the founder and director of Step Out Summit, an organization that helps people start homeschools and microschools. In addition, I founded a microschool in the state of Virginia where I taught disadvantaged and special needs children in a multi-grade classroom for eleven years. I'm going to address what have been considered the more controversial aspects of this bill.

HB 1472 places the responsibility for the safety, well-being, and education of children where it belongs - on the parents. The state does not require parents to seek a background check when they hire a babysitter, a piano teacher, or a personal tutor for their child. While it is certainly prudent for a parent to do so before hiring a stranger, it would seem superfluous when the teacher is already well-known to the family, such as an aunt, an older sibling, or a close friend. HB 1472 neither requires nor prohibits a parent from demanding a background check from a prospective instructor. Parents should have the authority to choose their child's teacher without state interference or mandates.

The vast majority of parents want what is best for their child. They have a vested interest in their child's safety and success, far more than the state does. The state already has laws that protect children from criminal neglect and abuse. The bad actions of a few parents must not be the justification for the infringement of the rights of all parents.

In addition, the First Amendment to the U.S. Constitution guarantees the right to peaceably assemble. There is not an exception for education or for school zoning restrictions. Homes, churches, office spaces, and store fronts are safe places where people regularly assemble for many purposes. A child is not endangered by assembling in the same place for educational purposes. Additional school zoning restrictions place burdens on microschools that could regulate them out of existence, limiting the educational choices of parents and the educational opportunities of young North Dakotans. These codes often put microschools back in the box from which their innovative models are trying to break free. A farmhouse could be an ideal location for a school with an agricultural emphasis. A home kitchen is a great place to combine a cooking class with math or an understanding of the science behind culinary pursuits. Current school codes could prevent such schools from operating. One of the beauties of microschools is their accessibility to families in rural areas and inner cities; the school operates where the students are. HB 1472 upholds the Constitutional rights of parents to choose the place where their children peaceably assemble for education.

HB 1472 removes the teacher certification requirements for microschool teachers. In non-public schools, neither teacher certification nor a bachelor's degree have been shown to ensure better student outcomes or test scores. Out of 50 states, only six require all private schools to have certified teachers. Another eleven have limited certification requirements. When comparing average SAT scores of private school students in states that require certification for all schools versus those that require none, the averages are virtually the same, with the states requiring no certification one point higher, (1232 vs 1231 out of 1600).

Among home schoolers, when matched for parent education level, students whose parents had never been certified teachers had a small, but statistically significant, increase in test scores over those who had a parent who had been a certified teacher (Ray, 2010).

In addition, in Amish and Mennonite schools where teachers have completed no more than an 8<sup>th</sup> or 10<sup>th</sup> grade education, students score well above the median national percentile (50), with total battery scores of around the 80<sup>th</sup> percentile on average (Catforms, LLC, [info@catforms.com](mailto:info@catforms.com)).

HB 1472 allows parents the Constitutional right to direct the upbringing and education of their children, including choosing microschools and their children's teachers. It brings North Dakota law in line with the First and Fourteenth Amendments to the Constitution and with multiple Supreme Court decisions on parental rights over educational decisions.

According to a recent survey by Populace, Inc., Americans want entirely different schools, not just better ones. Americans want practical skills to be the goal of K-12 education, including managing finances, preparing a meal, making an appointment, and the academic basics of reading, writing, arithmetic. The majority of Americans want individualized education, not one-size-fits-all standardization. Mastery and individualized support and pacing are more important to them than standardized curriculum and testing. In addition, different ethnicities have different education priorities.

Microschools are uniquely able to meet these educational goals. With the people closest to the students (parents and teachers) making the educational and curricular decisions, instruction can conform nimbly to a student's needs. In these unconventional learning environments, students, who previously struggled in traditional schools, now thrive and love learning. Parents want educational options for their children that are different from what "standard" public and private schools offer. HB 1472 allows "edupreneurs" to break out of the box to provide what parents are seeking.

In just the past few days I have talked to four North Dakotans who have considered starting a microschool. Currently, North Dakota Century Code for nonpublic schools makes this very difficult. For the sake of the children of North Dakota, I urge a DO PASS on HB 1472.

Chairman Heinert and members of the Education Committee, my name is Alex Newman, and I am here today to urge all of you to support HB1472 to expand educational liberty.

As the author of two best-selling books on education, a longtime educator, a homeschool father, and an expert who has been featured on Fox, Newsmax, OAN, and countless other venues on education, I can assure you this is an area I know something about and care deeply about.

Parents have a fundamental, God-given right to direct the education and upbringing of their children without undue government interference.

There is no need for all of the counterproductive and quasi-tyrannical regulations and restrictions that currently exist in North Dakota that are obstacles to educational freedom.

Parents have a very strong interest in ensuring that the private schools, microschools, and homeschools that their children are learning from are doing a great job. Any providers that do not meet those expectations will lose customers.

In any case, students at private schools do far better on average than students in government schools. That is one of the many reasons why parents are willing to make the sacrifice to choose these options. As such, legislators should not work on fixing what is not broken.

Government data from the National Assessment of Educational Progress show less than a third of students in government schools are not proficient in any core subject. The people in charge of this system (government) have no business telling successful alternatives what to do or how to do it.

I urge a DO PASS on HB 1472. And I'm happy to answer any questions you may have.

Alex Newman

Members of the Committee and Chair,

I am writing to express my strong support for HB1472 which seeks to provide support and recognition for the establishment and operation of microschools in our state.

Microschools represent an innovative and flexible approach to education that can better meet the diverse needs of students and families. Unlike traditional schools, microschools operate with a smaller student-to-teacher ratio, allowing for personalized and individualized instruction. This environment fosters a more intimate and engaged learning experience, which can lead to improved academic outcomes and student well-being.

In particular, microschools offer several key benefits:

1. **Personalized Learning**: Microschools allow educators to tailor instruction to the unique strengths, interests, and learning styles of each student. This personalized approach helps ensure that every child can thrive and reach their full potential.
2. **Flexibility**: Microschools can adapt more easily to the changing needs of students and families. This flexibility is especially valuable in times of crisis, such as the COVID-19 pandemic, when traditional schools may face significant disruptions.
3. **Community Engagement**: By operating on a smaller scale, microschools can foster stronger connections between students, teachers, and families. This sense of community can enhance student motivation, engagement, and overall satisfaction with their educational experience.

4. **\*\*Innovation\*\***: Microschools provide an opportunity to experiment with new and innovative educational practices. This can lead to the development of more effective teaching methods and curricular models that can be scaled and implemented in larger educational settings.

HB1472 is a crucial step toward recognizing and supporting the valuable role that microschools can play in our state's education system. By passing this bill, we can ensure that more families have access to high-quality, personalized education options that meet their unique needs.

I urge you to support HB1472 and help pave the way for a more flexible, innovative, and effective educational system in our state. Thank you for your time and consideration.

Sincerely,

Levi Taylor

**Testimony in support of House Bill 1472**

Dear members of the House Education Committee:

My name is Cam Leedah. I live in rural Leonard. I graduated all of my children from homeschool and now have grandchildren being homeschooled. I encourage you to give HB 1472 a Do Pass.

This is a well-written bill that offers true school choice for the parent that is seeking an educational option for their child that is not a homeschool, and yet not a private school.

It is so very difficult for parents who know that home education would be the best for their child, yet they are unable to provide that. I have met many of them. It breaks their heart to have to send their child to a school that is not a good fit for their child's individual needs. But the option of a micro school changes that picture from "getting by" to thriving.

No taxpayer dollars. No burdensome regulations. Accountable to the parent. Innovative. Serves the child.

I encourage you to give this bill a Do Pass as written.

**Do Pass Testimony  
of Doug Sharbono, citizen of North Dakota  
on HB1472  
in the Sixty-ninth Legislative Assembly of North Dakota**

Dear Chairman Heinert and members of the House Education Committee,

I am writing as a citizen and believe HB1472 is much needed legislation. This legislation codifies the use of microschools.

Our family has already previously dabbled in a type of this arrangement to great success with a co-op homeschool arrangement. Our situation was a joint parent effort and made the best of a poorly handled COVID-19 situation in the public system. Circumstances presented us no other reasonable option. Unfortunately, we mistakenly looked at it as a last resort instead of a first option.

A microschool would put place the educator role in the hands of one of the parents instead of contributing with a joint effort. The standardized testing gives this method veracity. It gives parents who do not have the ability to homeschool the option of having their children educated with this model.

Please give HB1472 a Do Pass Recommendation.

Thank you,

Doug Sharbono  
1708 9<sup>th</sup> St S  
Fargo, ND 58103

Chairman Heinert, members of the committee, thank you for the opportunity to speak to you on this important topic.

My name is Adam Peshek and I am a Senior Fellow at an organization named Stand Together. I specialize in K-12 education, an area I've been focused on for 16 years. I've also spent a great amount of time studying and working with microschools.

The past few years have represented the most dynamic time in education in any of our lifetimes. We are seeing more parents and educators who are looking not only for something better in education, but something *different* from education.

We've seen thousands and thousands of new and unique schools started across the country: classical schools, Montessori schools, STEM-focused schools, career-focused schools, schools focused on serving kids with learning disabilities, and many more approaches than I have time to go over. This entrepreneurial spirit is a positive trend for education and the teaching profession.

One approach has seemed to stand out in the public's imagination: microschools, which can be best described as a modern-day version of the one-room schoolhouses that would have dotted the North Dakota landscape a century ago.

Microschools are like a home-cooked meal—each use their own recipe, no two look the same, and the best ones don't come from a box. But they are typically characterized by:

1. **Small Sizes** – Typically 50 students or less, though they can range anywhere from 5 to 150 students.
2. **Individualized Curriculum** – The small size naturally allows for more tailoring to students' needs or interests. It's common for schools to follow kids' interests, such as pivoting to focus more on the solar system if that topic captures students' imaginations.
3. **Unique Approaches** – Not surprisingly, microschools often specialize in approaches not provided in the public system, such as classical education, Montessori, religious education, project based learning, and many other approaches not typically found in traditional schools.
4. **Flexibility** – Some microschools operate outside of standard school hours or offer mixed-age group learning, where older experienced students take on roles of guides for younger students.
5. **Non-Traditional Settings** – They can be held in homes, community centers, churches, or even outdoors.
6. **Teacher Autonomy** – Educators often have more freedom to experiment with teaching methods and can direct the day.

And that's why many current and former educators are opting for microschools. I have encountered many, many teachers who either left the profession or were considering leaving the

profession because they felt unfulfilled in their careers. Then they learn about microschooling, how they can lead their own school, and how they can build it in a way that matches their vision for what they went into teaching to do.

Microschools also point to an obvious notion that we rarely reflect on today: that one or two great teachers, working directly with families and freed from bureaucracy, can build a school from the ground up with a tight knit group of kids and parents.

These models do not fit neatly into preconceived definitions. The U.S. Department of Education and most states break education into three or four categories: public schools, private schools, homeschoolers, etc. These set categories do not give space for the nuance that is driving the most innovation in the education market. You may enter a school that you are convinced is a traditional private school, only to find that most students only attend two days a week and are homeschooled the other days. A parent may tell you they homeschool their children, only to find that a great deal of instruction is coming from a microschool teacher. I have encountered parents of students in a microschool who describe what they are doing in different ways.

This nuance and confusion is why bills like HB 1472 are needed to add clarity. Founders and would-be founders of microschools and other innovative new models are constantly getting caught up in regulatory fights with City Hall on such topics as local zoning ordinances, rules governing how to register as a private school, childcare regulations that often misclassify microschool and homeschool students, compulsory education laws with strict definitions around the number of days and hours schooling is required, and much more.

- A microschool founder signed a lease on a two-acre property where she planned to open her school, but was prevented by local zoning officials who told her she needed a minimum of 5 acres for a school.<sup>i</sup>
- A retired Navy officer with an engineering degree was blocked from opening a microschool because he lacked a state teacher's license.<sup>ii</sup>
- A health department wouldn't allow a microschool to order pizza for students on Fridays because state law required a commercial kitchen for schools.<sup>iii</sup>
- One microschool founder was shut down by a zoning officer because her parking lot was 32 feet away from the neighboring building instead of the required 35 feet for businesses classified as childcare centers. This required her to pursue a lengthy zoning variance to reopen, all while carry the lease on a building she cannot use.<sup>iv</sup>

Prospective microschool founders have been told that they violate zoning regulations because they are a "business and not a school," they've been ordered to install elevators to comply with the Americans with Disabilities Act, and even required to register as a daycare and be forced to

setup dedicated and sterile diaper changing stations – even though the school teaches teenagers.<sup>v</sup>

Just yesterday, I received an email from a school founder who received a cease and desist letter from his local school district because his proposed school name had part of the town's name in it.

These are just a handful of the hundreds of examples I have seen from all corners of the U.S. that impede entrepreneurial educators from launching new schools.

Lawmakers from both parties strive to be seen as the best for small business. Like we do with small businesses, we should pay more attention to the burden of starting a new small school in the education sector.

**Chairman Heinert, members of the committee**, thank you for the opportunity to speak to you on this important topic.

My name is **Adam Peshek**, and I am a Senior Fellow at Stand Together. I specialize in K-12 education, an area I've been focused on for 16 years. I've also spent significant time studying and working with and around microschools.

The past few years have been the most dynamic period in education in any of our lifetimes. More parents and educators aren't just looking for something *better*—they're looking for something *different* from education.

Across the country, thousands of unique schools have been created to meet this new demand: classical schools, Montessori schools, STEM-focused schools, career-prep academies, schools serving students with learning differences, and many more. This entrepreneurial energy is a positive trend for both education and the teaching profession.

One approach that has captured the public's imagination is **microschooling**, best described as a modern version of the one-room schoolhouses that once dotted the North Dakota landscape.

Microschools are like a home-cooked meal—each follows its own recipe, no two look the same, and the best ones aren't made from a box. They are typically characterized by:

1. **Small sizes** – usually 50 students or fewer, sometimes as few as 5 or as many as 150.
2. **Individualized curriculum** – tailoring instruction to students' needs and interests, often pivoting when kids become deeply engaged in a topic.

3. **Unique approaches** – such as classical education, Montessori, religious instruction, and project-based learning.
4. **Flexibility** – including mixed-age classrooms, flexible hours, and student-led learning.
5. **Non-traditional settings** – from homes and churches to community centers and outdoor spaces.
6. **Teacher autonomy** – allowing educators to experiment, innovate, and build schools that match their vision of great teaching.

This is why so many educators are choosing microschools. I've spoken with countless teachers who felt unfulfilled, even considering leaving the profession—until they discovered that they could start and lead their own school, free from bureaucracy and able to shape the learning experience around students' needs.

Microschools also remind us of a simple but profound truth: **great teachers, working directly with families and freed from red tape, can create exceptional schools.**

But current education laws don't reflect this reality. The U.S. Department of Education and most states sort schools into rigid categories—public, private, and homeschool—without room for the hybrid, innovative models emerging today. As a result, microschools and similar efforts often run into unnecessary regulatory roadblocks:

- A school founder leased a two-acre property, only to be told she needed five acres to operate.<sup>vi</sup>
- A retired Navy officer with an engineering degree was blocked from starting a microschool because he lacked a state teaching license.<sup>vii</sup>
- A health department prohibited a microschool from ordering pizza for students because state law required a commercial kitchen.<sup>viii</sup>
- A founder was forced to shut down because her parking lot was 32 feet from the next building instead of the required 35 feet—despite her school serving students, *not* operating a daycare.<sup>ix</sup>

These are just a handful of the countless examples from across the country that make starting a small school harder than it should be.

**This is why HB 1472 is necessary.** It provides clarity for microschools, removes barriers that stifle innovation, and ensures that educators and families have the freedom to build learning environments that work for them.

Policymakers across the country take pride in supporting small businesses—yet small schools face even greater obstacles. If we truly believe in entrepreneurship, innovation, and opportunity, we should extend that same mindset to education—arguably the area most in need of harnessing a positive, entrepreneurial spirit.

This bill is a step toward making sure that passionate educators have that freedom.

Thank you for your time, and I welcome any questions.

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<sup>i</sup> <https://ij.org/press-release/micro-school-entrepreneur-struggles-to-make-sense-of-zoning/>

<sup>ii</sup> <https://www.forbes.com/sites/kerrymcdonald/2023/02/22/why-cant-a-retired-us-navy-officer-and-engineer-open-a-private-school-in-nevada/?sh=9d292fe3649a>

<sup>iii</sup> <https://www.the74million.org/article/growing-pains-microschools-face-regulatory-maze-as-approach-takes-hold/>

<sup>iv</sup> <https://fee.org/articles/how-regulations-constrain-education-entrepreneurship-and-innovation/>

<sup>v</sup> <https://libertas.org/bill/sb-166-legalize-microschools/>

<sup>vi</sup> <https://ij.org/press-release/micro-school-entrepreneur-struggles-to-make-sense-of-zoning/>

<sup>vii</sup> <https://www.forbes.com/sites/kerrymcdonald/2023/02/22/why-cant-a-retired-us-navy-officer-and-engineer-open-a-private-school-in-nevada/?sh=9d292fe3649a>

<sup>viii</sup> <https://www.the74million.org/article/growing-pains-microschools-face-regulatory-maze-as-approach-takes-hold/>

<sup>ix</sup> <https://fee.org/articles/how-regulations-constrain-education-entrepreneurship-and-innovation/>

House Bill 1472  
House Education Committee  
Representative Pat D. Heinert, Chair  
February 4, 2025  
Testimony in Opposition to HB 1472

Chairman Heinert and Members of the House Education Committee, I am Vicki Voldal Rosenau, a parent and lifelong resident of Valley City, ND. Thank you for this opportunity to offer my testimony in opposition to House Bill 1472.

According to the terms of HB 1472, the microschools proposed for North Dakota would operate with woefully inadequate standards and accountability. For example, there would be no teacher certification; in fact, a teacher would need only a high school diploma.

Perhaps even more concerning, under this bill, microschools would be exempt from several important safety and health accountability laws.

This blatant lack of standards definitely would not meet the requirements for public transparency and accountability that Superintendent of Public Instruction Kirsten Baesler called for when she spoke with this committee yesterday.

Nationwide, there is no single regulatory body monitoring microschools, which experts fear means there are no quality backstops to ensure kids are receiving an adequate education. Most microschools are not accredited. In a survey of 400 microschools across the country shared ... from the National Microschooling Center, only 16 percent said they were accredited in their state.

(<https://thehill.com/changing-america/enrichment/education/4574859-the-us-is-experiencing-a-boom-in-microschools-what-are-they/>)

Finally, according to Jen Jennings, director of Princeton University's [Education Research Section](#), "the concern with microschools ... and any form of state-funded education where there is no quality backstop is that we simply just don't know what kids are getting."

I urge you to vote "Do Not Pass" on HB 1472.

Thank you for your consideration,  
Vicki Voldal Rosenau, Valley City



**NDSBA**  
NORTH DAKOTA SCHOOL  
BOARDS ASSOCIATION

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**HB 1472**  
**Testimony of Amy De Kok**  
**House Education Committee**  
**February 4, 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 to express opposition to HB 1472, which seeks to authorize microschools in North Dakota. While expanding educational options is an important goal, this bill raises significant concerns regarding educational quality, equity, accountability, and student safety.

**Lack of Accountability and Oversight**

HB 1472 exempts microschools from essential state laws and regulations that ensure the quality and safety of educational institutions. The bill explicitly exempts microschools from teacher certification requirements, criminal history record checks, and compliance with health and safety codes. This lack of oversight raises serious concerns about the quality of instruction and the safety of students attending these institutions. Unlike public and private schools, which must meet rigorous educational and operational standards, microschools would operate with little to no regulatory oversight.

**Potential for Educational Inequities**

Public education is designed to provide equal opportunities for all students, regardless of background or economic status. However, by allowing microschools to charge tuition and operate without clear financial assistance mechanisms, HB 1472 could create additional disparities in educational access. Families with fewer financial resources may be unable to afford high-quality microschool options, while wealthier families benefit from alternative, potentially higher-quality learning environments. This will deepen the existing educational divide, disproportionately harming students from low-income and historically underserved communities.

**Concerns About Student Outcomes and Assessment Gaps**

Although the bill requires microschool students to take assessments in grades four, six, eight, and ten, these standards are far weaker than those required for traditional public schools. There is no requirement for certified educators, structured curricula, or adherence to state-approved academic

benchmarks. Without adequate oversight of instructional quality, there is no guarantee that students in microschools will receive a comprehensive, well-rounded education that adequately prepares them for higher education or the workforce.

### **Weak Standards for Educators**

One of the most alarming provisions of HB 1472 is that teachers in microschools are only required to have a high school diploma or equivalent. This is a stark departure from the professional training and certification required of public school educators. Teaching is a profession that requires expertise in instructional methods, classroom management, and child development. Allowing individuals without formal training to educate children undermines the integrity of North Dakota's education system and places students at risk of receiving subpar instruction.

### **Undermining North Dakota's Home Education Laws**

North Dakota has long upheld strong home education laws that ensure parents take direct responsibility for their child's education, requiring supervision and compliance with clear guidelines. HB 1472 introduces a parallel system that weakens these standards by allowing microschools to operate without the same parental oversight that home educators must adhere to.

Under existing home education laws, parents must file a notice of intent, ensure instruction is provided by a parent or qualified individual, and maintain academic records. In contrast, microschools would allow entrepreneurs or non-parental figures to assume educational roles without the same legal responsibilities. This opens the door for the commercialization of homeschooling under a loosely regulated structure, ultimately diluting the integrity of home education laws and diminishing parental control over their child's learning environment.

### **Health, Safety, and Disability Rights Concerns**

HB 1472 exempts microschools from critical health, fire, and building code regulations, which exist to ensure safe learning environments. This lack of regulation puts students at risk, especially in settings that do not meet basic safety standards. Additionally, the bill does not provide clear guidelines for ensuring compliance with federal and state disability laws. Students with disabilities could face barriers to accessing necessary accommodations, further exacerbating educational inequities.

### **Undermining Public Education**

Public schools are the backbone of our education system, serving all students and fostering community cohesion. By diverting students and potentially public funding away from traditional schools, HB 1472 threatens the stability and effectiveness of public education. Instead of creating parallel,

unregulated alternatives, we should focus on strengthening existing schools, investing in teacher development, and addressing the challenges that public schools face.

While educational innovation and flexibility are important, HB 1472 introduces more risks than benefits. By eliminating crucial oversight, weakening educator standards, undermining home education laws, and failing to address equity concerns, this bill compromises the integrity of North Dakota's education system. I urge the committee to oppose this bill and instead seek solutions that enhance, rather than weaken, educational quality and equity for all students in our state.

Thank you for your time and consideration. I am happy to answer any questions.

HB 1472

House Education

Chairman Heinert and Committee Members

I am in strong support of HB 1472. As I have researched microschools, I have come to the opinion that these types of schools are needed. Micro schools have common traits, an intentionally small student population, an innovative curriculum, place-based and experiential learning, the use of cutting-edge technology, and an emphasis on mastering or understanding material.

Small schools can offer several benefits for students: Individual attention, strong sense of community, enhanced student engagement, flexibility in curriculum, and opportunities for leadership and involvement.

I support HB 1472

Thank You, Gordon Greenstein



# North Dakota Small Organized Schools

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1 Testimony in Opposition to HB 1472

2 Chairman Heinert and members of the House Education Committee

3 My name is Michael Heilman, I am the Executive Director of North Dakota Small Organized Schools. The  
4 140+ schools that are members of NDSOS stand in opposition to HB 1472, which seeks to provide  
5 provision in statute for the establishment of micro-schools.

6 I represent the 16 current micro schools that exist in the state of North Dakota. Schools like Menoken,  
7 Fort Yates #4, Lone Tree #6, Sweet Briar, Kensal, Zeeland, Litte Heart, Sterling, Naughton, Manning, Ft.  
8 Ranson, Horse Creek, and Marmarth. Schools that struggle to exist due to funding shortfall and frankly  
9 that some might suggest are too small to exist. Yet, they are all public schools that the local elected  
10 school boards are working to maintain for the benefit of the children and the communities they serve.  
11 These small public schools must follow all the rule and regulations that are set forth by the state and the  
12 department of public instructions. Rules and statutes that are designed ensure the safety and well-being  
13 of our children. Rules like

- 14 1. Teachers must be certified by the Educational Standards and practices board.
- 15 2. Criminal background checks for employees
- 16 3. Childcare and facilities rules like fire codes, health codes and food services regulations.
- 17 4. All other statues and rules of the State of ND and DPI that govern our schools.

18 These schools and the additional 20 that are just slightly larger would welcome the enrollment of any  
19 child. This law simply is not necessary, will divert funding from our current public schools that follow  
20 state statues, and in turn fund home education with public dollars.

21 NDSOS urges a do not pass on HB 1472.

22 Mr. Michael Heilman – Executive Director  
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25 701.527.4621  
26

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**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.**



**NORTH DAKOTA  
PLANNING ASSOCIATION**  
Serving North Dakota since 1973

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February 4, 2025  
Committee Hearing: HB 1472  
House Education

Representative Heinert and Committee Members:

The North Dakota Planning Association respectfully requests a decision of DO NOT PASS on House Bill 1472.

The North Dakota Planning Association advocates for thoughtful long-term planning of a community and zoning is the regulation mechanism to enforce a community's long-range vision. HB 1472 would preempt local control and local zoning regulations in terms of what uses they wish to permit where.

It is not within our purview to weigh in on best educational models, however we do wish to advocate for local control and for a community to have the ability to determine what uses are permitted where as well as advocate for life safety codes such as fire and building code requirements.

Zoning allows a community to establish expectations for property owners themselves, their tenants and their neighbors, in terms of what uses are permitted next to them. In this case, schools are typically permitted uses in residential districts, in commercial districts with certain restrictions to allow for space between commercial and school uses, and typically, not permitted at all in industrial districts for environmental reasons. While all industrial areas are not created equal and many are blurring the lines between commercial and industrial in terms of intensities, a school use typically is not conducive to be next to manufacturing even if there is a vacant, presumably cheaper space next door. We understand economics and market factors may make industrial or commercial spaces appealing but on a community long-term vision level, industrial and commercial spaces may not be well suited for school uses. Arguably as well, up to 50 kids in a residential unit, be it a home, accessory dwelling unit, or public spaces as written in terms of how many people can be in a space, is too many to have without creating negative external spinoffs to adjacent neighbors. A lower number, much like current child care limits, would be better suited in residential settings.

Life safety codes speak for themselves in terms of the protection and prioritization of life; for kids, teachers and parents. The life safety codes especially should come into place if up to 50 kids plus teachers are in residential space and definitely for any number of people in a commercial or industrial setting.

The bill also would require localities to prioritize these types of request on a 'first priority basis' in terms of processing them for building and development permits. ND communities strive to facilitate development requests as they come in to meet the needs and demands of all sectors looking to grow and expand within our state. We recommend the removal of the priority language in order to allow for fair application processing practices.

We encourage the evaluation and amendment of the items noted above, and at this time, recommend a DO NOT PASS on House Bill 1472.

Thank you,  
North Dakota Planning Association Board  
Rachel Laqua, President

Chairman Heinert members of the committee,

I am here before you today to speak in strong support of House Bill 1472, legislation designed to carve out a clear and distinct pathway in the North Dakota Century Code for the authorization and operation of microschools. This bill is not an attempt to replace or undermine existing public or private schools. Instead, it acknowledges the evolving educational landscape and the need for families to have greater flexibility in how they educate their children.

House Bill 1472 establishes microschools as their own category within our educational framework, separate from traditional public schools, private institutions, and home education providers. It ensures that these small, community-focused learning environments are recognized in law and given the space to thrive without being burdened by regulations designed for much larger educational systems.

At its core, this bill upholds the principle of educational freedom. It provides families with an alternative choice that fosters innovation, personalization, and a closer teacher-student relationship. By setting clear definitions and allowing microschools to operate outside many of the regulations imposed on public and private schools, we empower parents, educators, and entrepreneurs to create learning environments that best suit the needs of their students.

One of the most critical elements of this bill is the recognition that microschools should not be held to the same regulatory framework as larger institutions. House Bill 1472 ensures that microschools are exempt from stringent rules regarding teacher certification, extensive administrative oversight, and facility regulations that were never designed for small-scale learning settings. By doing so, we remove unnecessary barriers that would otherwise stifle the growth of these innovative educational models.

This bill does not eliminate accountability. It still requires microschools to provide core instruction in essential subjects, ensure students undergo periodic assessments, and maintain records of academic progress. However, it recognizes that accountability should be designed in a way that respects the autonomy and unique structure of microschools. It strikes a balance between oversight and freedom, ensuring that children receive a quality education while allowing these schools to remain agile and responsive to student needs.

Furthermore, House Bill 1472 allows microschools to operate in a variety of settings, including residential properties, community spaces, and places of worship. This flexibility makes microschools accessible and feasible for families across North Dakota, particularly in rural communities where traditional schooling options may be limited. It affirms that education can happen in diverse environments without unnecessary zoning restrictions or bureaucratic delays.

In passing this legislation, North Dakota takes a bold step in recognizing that education is not one-size-fits-all. We acknowledge that families deserve more choices, that learning environments should be adaptable, and that regulations intended for large institutions should not hinder the success of small, student-centered schools.

I urge this committee to support House Bill 1472 with a do pass recommendation as a means of fostering educational freedom, innovation, and local decision-making in our great state. Thank you for your time and consideration and I stand for questions.

## Microschools - House Bill 1472

Good morning Chairman Heinert and members of the Education Committee.

For the record, my name is Representative Desiree Morton. I serve District 46 in south Fargo.

Today I bring before you House Bill 1472 which deals with the authorization of Microschools. A microschool is another option for parents who choose to educate their children in a non-traditional way.

Section 1 of the bill provides definitions for Collegiate model school; Microschool; Parent; Primary Education; and Teacher.

Microschools will provide primary education to a student or students. They will have the ability to operate in a variety of places listed in the bill. They will be operated by one or more teachers, parents, or entrepreneurs. They may use the collegiate model school. They are permitted use in all zoning districts. They will ensure that a teacher has obtained a high school diploma or equivalent.

Parents who choose to microschool will notify their local superintendent and will provide the superintendent with the information listed on lines 23-28 of page 2. Parents will assure that their child will satisfy the compulsory attendance requirements under section 15.1-20-01.

Microschools will assure that students will take nationally normed standardized tests while in grades four, six, eight, and ten in the subjects of reading, language, mathematics, science, and social studies. A parent shall maintain an annual record of courses and progress of the student, and a child participating in a microschool may obtain a high school diploma under section 15.1-23-17.

Microschools are exempt from any law or rule related to

Elementary and secondary education; teacher certification; criminal history record checks, and child care facilities, including building codes, fire codes, health codes, and food service regulations.

A school district or institution of higher education under the administration of the state board of higher education may not discriminate against a child participating in a microschool in admissions or other circumstance.

I think that all of us in this room want the best for children. We want them to excel in school, we want them to build great relationships during their formidable years, and we want them to succeed when they either go on to further schooling, go out in to the work force, or if they decide to enter the military. We may not all be in agreement as to how to make this happen, but when it comes down to the desire to see successful, well-rounded, mature young adults leaving behind their high school years and heading in to the real world, we will all applaud the achievements acquired from their K-12 experiences.

Giving parents the freedom to educate their children in a way that best meets the needs of those children and the desires and goals of the parents is a good thing. Different does not mean bad, and not understanding something does not mean it can't be understood. Let's continue to work together to give each of our children the opportunity to learn and grow in an environment that is the best fit for them. Please join with me and give Microschools a chance. Please vote for a DO PASS on House Bill 1472.

Thank you, and I will stand for questions.



## **Testimony in Opposition to House Bill 1472**

Chairperson and Members of the Committee - Thank you for the opportunity to testify today. While I appreciate the intent to expand educational options, this bill poses serious risks to public education, student accountability, and equitable access to high-quality learning opportunities.

### **Lack of Accountability and Oversight**

HB 1472 removes essential oversight mechanisms that ensure educational quality and student safety. The bill exempts microschools from elementary and secondary education laws, teacher certification requirements, and background checks. Without these safeguards, there is no guarantee that students in microschools will receive a comprehensive, high-quality education.

Additionally, the bill does not require licensed educators, instead allowing anyone with a high school diploma to serve as a teacher. Public school educators undergo rigorous training and certification to ensure effective instruction. Removing these requirements for microschools puts students at risk of receiving substandard education.

### **Potential for Educational Inequities**

This bill could exacerbate educational inequities across North Dakota. Microschools will likely attract families who can afford tuition or provide supplementary education, leaving low-income and special needs students with fewer viable options. Public schools, which serve all students regardless of background, could face funding reductions as enrollment declines, further disadvantaging marginalized communities.

Additionally, there are no clear protections in place to ensure that students with disabilities receive adequate services. Unlike public schools, which must comply with the Individuals with Disabilities Education Act (IDEA), microschools would not be subject to these protections, potentially leaving vulnerable students without the support they need.

### **Funding and Resource Drain from Public Schools**

HB 1472 allows microschools to operate with no clear financial oversight while still enabling students to participate in public school courses and extracurricular activities. This arrangement means public schools will be required to allocate resources to students who are not fully enrolled, stretching already limited budgets.

Public schools rely on state funding based on student enrollment. By diverting students to microschools without requiring them to meet the same standards or contribute to the broader public education system, the bill undermines the financial stability of school districts.

### **Health, Safety, and Building Code Exemptions**



1 The bill explicitly exempts microschools from compliance with health, fire, and building codes.  
2 These exemptions pose serious risks to student safety. Public schools must meet strict safety  
3 regulations to ensure the well-being of students and staff. Allowing microschools to bypass these  
4 basic safety requirements creates unacceptable risks.

## 5 **Conclusion**

6 While educational innovation is important, it must be balanced with accountability, equity, and  
7 student well-being. House Bill 1472 removes essential oversight, risks exacerbating educational  
8 disparities, and threatens the stability of public schools without clear benefits to students.

9 For these reasons, I urge the committee to reject this bill and instead focus on strengthening  
10 educational opportunities within the public school system to benefit all North Dakota students.

11 Thank you for your time and consideration. I welcome any questions the committee may have.

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1472  
2/17/2025

Relating to the authorization of microschools.
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3:12 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:

- Committee Action

3:13 p.m. Representative Morton moved to overstrike line 23 on page 3 of the amendment.

3:14 p.m. Representative Heilman seconded the motion

Representatives	Vote
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative LaurieBeth Hager	Y
Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	Y
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

Motion Carried: 14-0-0

3:15 p.m. Representative Hauck moved a Do Pass as Amended.

3:16 p.m. Representative Heilman seconded the motion.

Representatives	Vote
Representative Pat D. Heinert	N
Representative Cynthia Schreiber-Beck	N
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	Y
Representative Doug Osowski	Y

Motion Failed: 7-7-0

3:31 p.m. Representative Novak moved a Do Not Pass.

3:32 p.m. Representative Conmy seconded the motion

<b>Representatives</b>	<b>Vote</b>
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
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	N
Representative Doug Osowski	N

Motion Failed: 7-7-0

3:33 p.m. Representative Novak moved to pass without committee recommendation.

3:33 p.m. Representative Hauck seconded the motion.

<b>Representatives</b>	<b>Vote</b>
Representative Pat D. Heinert	N
Representative Cynthia Schreiber-Beck	N
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	Y
Representative Doug Osowski	Y

Motion Failed: 7-7-0

3:35 p.m. Chairman Heinert closed the hearing.

*Saydee Wahl for Leah Kuball, Committee Clerk*

February 17, 2025

Sixty-ninth  
Legislative Assembly  
of North Dakota

**PROPOSED AMENDMENTS TO**

**HOUSE BILL NO. 1472**

Introduced by

Representatives Morton, Bolinske, Hendrix, Kasper, Koppelman, S. Olson

Senators Boehm, Clemens, Powers

2-17-25

JB 1084

- 1 A BILL for an Act to create and enact a new chapter to title 15.1 of the North Dakota Century  
2 Code, relating to the authorization of microschools.

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

- 4 **SECTION 1.** A new chapter to title 15.1 of the North Dakota Century Code is created and  
5 enacted as follows:

6 **Definitions.**

7 As used in this chapter:

- 8 1. "Collegiate model school" means a school requiring a student to attend classes in  
9 person two to three days per week and complete assignments virtually or remotely two  
10 to three days per week.  
11 2. "Microschool" means a school providing educational programming to no more than  
12 fifty students. The term does not include:  
13 a. A home education provider;  
14 b. A public or nonpublic school;  
15 c. A day care center, child care facility, preschool, headstart program, or nursery  
16 school;  
17 d. An individual providing private individual or small group lessons, including music  
18 lessons or tutoring; or  
19 e. A tutoring center.  
20 3. "Parent" means the parent or guardian of a child under the age of eighteen.

- 1       4. "Primary education" means a program of education for a student in kindergarten  
2       through grade twelve, including grade level appropriate instruction in:  
3       a. English language arts, including reading, composition, creative writing, English  
4       grammar, and spelling;  
5       b. Mathematics;  
6       c. Social studies; and  
7       d. Science.

- 8       5. "Teacher" means an individual who provides primary education to a student at a  
9       microschool.

10       **Microschools.**

11       A microschool:

- 12       1. Shall provide primary education to at least one student and may charge tuition.  
13       2. May operate in a residential property, accessory dwelling unit, farm or homestead,  
14       nonresidential property, or public space, including a church, library, community center,  
15       museum, or park.  
16       3. May be operated by one or more parents, entrepreneurs, or teachers.  
17       4. May use the collegiate model school.  
18       5. Is a permitted use in all zoning districts within a municipality. Each land use application  
19       for approval required for a microschool, including an application for a building permit,  
20       must be processed on a first priority basis.  
21       6. Shall ensure a teacher has obtained a high school diploma or equivalent.

22       **Notice required - Compulsory attendance.**

- 23       1. The parent of a child participating in a microschool shall provide notice to the  
24       superintendent of the child's school district of residence or if no superintendent is  
25       employed, to the county superintendent of schools for the child's county of residence.  
26       The notice must include:  
27       a. The name, address, and age of the child;  
28       b. The name and address of the microschool the child will attend;  
29       c. Any public school courses in which the child intends to participate and the school  
30       district offering the courses; and

1           d. Any extracurricular activities in which the child intends to participate and the  
2           school district offering the activities.

3           2. A parent whose child is participating in a microschool satisfies the compulsory  
4           attendance requirements under section 15.1-20-01.

5           **Assessments - Records of academic progress - Diploma.**

6           1. While in grades four, six, eight, and ten, each child participating in a microschool shall  
7           take:

8           a. A nationally normed standardized achievement test in the subjects of reading,  
9           language, mathematics, science, and social studies, which must be administered  
10           in accordance with the instructions of the selected test and by a qualified person  
11           under the test's published guidelines;

12           b. An assessment embedded in a nationally recognized, research-informed  
13           curriculum; or

14           c. An equivalent alternative academic assessment of proficiency or progress.

15           2. A parent shall maintain an annual record of courses and academic progress  
16           assessments, including standardized achievement test results, taken by the parent's  
17           child participating in a microschool. If the child transfers to a public school district, the  
18           parent shall furnish the record to the superintendent of the child's school district of  
19           residence or other administrator upon request.

20           3. A child participating in a microschool may obtain a high school diploma under section  
21           15.1-23-17 in the same manner as a child receiving home education.

22           **Exemptions from laws and regulations - Discrimination - Prohibited.**

23           1. Except as required under this chapter, microschools are exempt from any law or rule  
24           related to:

25           a. Elementary and secondary education;

26           b. Teacher certification;

27           ~~c. Criminal history record checks; and~~

28           d.c. Child care facilities, including building codes, fire codes, health codes, and food  
29           service regulations.

- 1        2. A school district or institution of higher education under the administration of the state
- 2                board of higher education may not discriminate against a child participating in a
- 3                microschool in admissions or other circumstance.

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1472  
2/18/2025

Relating to the authorization of microschools.
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10:37 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:**

- Majority/Minority Report

10:38 a.m. Representative Heilman Moved to have a majority and a minority report.

10:39 a.m. Chairman Heinert will be the carrier for the majority and Representative Hauck will Be the carrier for the minority.

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

*Leah Kuball, Committee Clerk by Risa Berube*

# 2025 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

HB 1472  
2/21/2025

Relating to the authorization of microschools.
--

10:00 a.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, Novak, Osowski

### Discussion Topics:

- Committee Action

10:00 a.m. Representative Longmuir moved to reconsider committee actions.

10:00 a.m. Representative Hatlestad seconded the motion.

Representatives	Vote
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative LaurieBeth Hager	Y
Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	Y
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

Motion Carried: 14-0-0

10:01 a.m. Representative Hager moved to pass without committee recommendation.

10:01 a.m. Representative Hatlestad seconded the motion.

Representatives	Vote
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative LaurieBeth Hager	Y

Representative Patrick R. Hatlestad	Y
Representative Dori Hauck	Y
Representative Matthew Heilman	Y
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

Motion Carried: 14-0-0

Bill Carrier: Representative Heinert

10:02 a.m. Chairman Heinert closed the hearing.

*Saydee Wahl for Leah Kuball, Committee Clerk*

**REPORT OF STANDING COMMITTEE  
HB 1472**

**Education Committee (Rep. Heinert, Chairman)** recommends **AMENDMENTS** [\(25.1021.01001\)](#) and when so amended, recommends the measure **BE PLACED ON THE CALENDAR WITHOUT RECOMMENDATION** (14 YEAS, 0 NAYS, 0 ABSENT OR EXCUSED AND NOT VOTING). HB 1472 was placed on the Sixth order on the calendar.