

2025 HOUSE EDUCATION

HB 1569

2025 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

HB 1569
2/12/2025

Relating to sex trafficking awareness and prevention curriculum.
--

3:31 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:

- Education on sex trafficking
- Signs of victims

3:31 p.m. Representative Richter introduced the bill.

3:39 p.m. Ria Bahadur, Stanford University, testified in favor and submitted testimony. #37412

3:49 p.m. Jacob Thomsen, Policy Analyst, ND Family Alliance Legislative Action, testified in favor and submitted testimony. #37405

3:52 p.m. Andrew Alexis Varvel, ND Resident, testified in opposition and submitted testimony. #37295

3:57 p.m. Cody Schuler, Advocacy Manager, American Civil Liberties Union, ACLU, testified in opposition.

Additional written testimony:

David Tamisiea, Executive Director, North Dakota Catholic Conference, submitted testimony in favor (#36789)

Barbara Dunn, submitted testimony in favor (#37231)

Jamie Belgarde, LMSW, submitted testimony in favor (#37411)

Liann Hanson, Director of Standards-Based Instruction, Fargo Public Schools, submitted testimony in opposition (#36382)

4:00 p.m. Chairman Heinert closed the hearing.

Addison Randazzo for Leah Kuball, Committee Clerk

North Dakota House Education Committee
600 E Boulevard Ave.
Bismarck, ND 58505

RE: Opposition to House Bill 1569 – Sex Trafficking Awareness and Prevention Curriculum

Dear Members of the House Education Committee,

As the Director of Standards-Based Instruction for Fargo Public Schools, I am writing to express my concerns regarding House Bill 1569, which mandates sex trafficking awareness and prevention instruction in North Dakota schools. While addressing sex trafficking is an important issue, this bill does not align with North Dakota's current curriculum development process, creates an unfunded mandate, and raises concerns about local control and curriculum oversight.

Lack of Alignment with North Dakota State Standards

HB 1569 bypasses North Dakota's established curriculum review and standards alignment process, which ensures instructional integrity and developmental appropriateness. Best practices in curriculum development require a systematic approach that integrates topics meaningfully within existing courses rather than legislatively mandating standalone topics. If sex trafficking education is to be included, it should be vetted through the North Dakota Department of Public Instruction (NDDPI) curriculum review process, ensuring proper alignment with state-approved standards.

Unfunded Mandate on Schools

HB 1569 mandates new instructional requirements without allocating funding or professional development support for educators. Implementing a comprehensive curriculum on a sensitive topic such as sex trafficking requires specialized training for teachers, access to high-quality instructional materials, and support for counselors and staff who may need to address difficult student disclosures. Without dedicated funding, districts will struggle to meet the mandate effectively, forcing them to either divert resources from other essential educational programs or implement incomplete instruction.

Infringement on Local Control and Curriculum Decision-Making

North Dakota has long upheld local control in education, allowing school districts to tailor instruction to meet the needs of their students and communities. While the bill allows some flexibility in curriculum selection, it still mandates a state-imposed curriculum approval process rather than trusting districts to work with educators, counselors, and subject-matter experts to develop age-appropriate, research-based content.

Lack of Consideration for Developmentally Appropriate Implementation

The bill allows for instruction to begin in grade seven but mandates instruction before grade twelve, without clear guidelines on age appropriateness. Educators, not legislators, should determine when and how students engage with such sensitive content to ensure effectiveness and student well-being. This rigid mandate does not provide the necessary flexibility to integrate such instruction within the developmental and social-emotional readiness of students.

Conclusion

While sex trafficking awareness and prevention are critical issues, HB 1569 is not the right approach. It circumvents established curriculum review processes, imposes an unfunded mandate, restricts local control, and lacks a research-based framework for age-appropriate instruction. If legislators wish to support this important topic, they should work through the North Dakota Department of Public Instruction and the state standards review process rather than imposing a legislative directive that lacks proper educational alignment.

For these reasons, I urge you to oppose HB 1569 and instead support a research-driven, locally controlled, and fully funded approach to addressing sex trafficking awareness and prevention in schools.

Sincerely,

Dr. Liann M. Hanson
Director of Standards-Based Instruction
Fargo Public Schools



*Representing the Diocese of Fargo
and the Diocese of Bismarck*

103 South Third Street
Suite 10
Bismarck ND 58501
701-223-2519
ndcatholic.org
ndcatholic@ndcatholic.org

To: House Education Committee
From: David Tamisiea, Executive Director
Date: February 12, 2025
Re: HB 1569 — Human Sex trafficking Awareness and Prevention Curriculum in Schools

The North Dakota Catholic Conference strongly supports common-sense legislation to fight against the scourge of human sex trafficking and the closely related crimes of prostitution and commercial exploitation of children. These intersecting crimes violate the dignity of the human person, the sanctity of human life, and fundamental rights of the human person.

All three of the last popes (John Paul II, Benedict XVI, and Francis) and the United States Conference of Catholic Bishops have publicly decried human trafficking and called for its eradication and for the protection of its victims. Our two North Dakotan bishops, Bishop David and Bishop John Folda, have asked that addressing the problem of human trafficking be made a legislative priority.

Every year, millions of men, women, and children are trafficked for labor or commercial sex acts worldwide – including right here in North Dakota. It can happen in any community, and victims can be any age, race, gender, or nationality. Human trafficking often is hidden and goes unidentified. It is a crime that flourishes in darkness.

According to the federal Department of Homeland Security, one of the most effective means of combatting human trafficking is being able to recognize the crime and identify its victims.

HB 1569 aims to address the problem of human sex trafficking by establishing a school curriculum on sex trafficking awareness and prevention for students to be taken one time between the 7th and 12th grades. This program would raise awareness about human trafficking, help students identify trafficked victims, give them knowledge about common risk factors, educate them on reporting systems and community engagement opportunities against trafficking, and enlist their help in preventing trafficking from ever happening.

We respectfully ask for a **Do Pass** recommendation on House Bill 1569.

I am writing to support HB 1569. I think that it is a very good idea to teach the aspects of sex trafficking listed in this bill to kids. It's especially beneficial at grade seven since teaching them about this subject at a fairly early (age 12?) like this can really help them avoid falling into the trap that predators set for them. If this does pass, I so hope that school districts will see their way to reinforcing that early instruction with a repeat later on but before the end of high school as described in number 1 of the bill. Since I see this has the potential to save lives and prevent the misery and damage of sex trafficking, I hope you will vote yes on HB 1569.

House Education Committee

House Bill 1569

Andrew Alexis Varvel

Written Testimony

February 11, 2025

3:30PM

Chairman Heinert & Members of the Committee:

My name is Andrew Alexis Varvel.

I live in Bismarck.

My opposition to HB 1527, HB 1536, and HB 1569 comes from the same place. This is a defense of local control, aversion to legislative micromanagement, and a principle that teachers should have considerable latitude to interpret statewide educational guidelines.

I oppose House Bill 1569.

Please look at page 1, lines 16-17.

It requires “Information about the race, gender, and socioeconomic status of sex trafficking victims and perpetrators...”

There is a term for discussing the intersectionality of race, gender, and socioeconomic status of victims and perpetrators –

Critical Race Theory

I strongly suspect that many of this bill's sponsors would not have signed on if they had realized that they were actually mandating that Critical Race Theory get taught as part of the 7-12 curriculum.

During the North Dakota Legislature's special session in 2021, I spoke in opposition to prohibiting discussion about Critical Race Theory as part of the K-12 curriculum. I spoke in opposition to both that law and to Critical Race Theory. And I still feel that way.

So, it is rather comical to me that, if this legislation actually gets passed, the Legislature would soon be both banning and mandating Critical Race Theory at the same time!

When teaching children about sex trafficking, do we really want to get into the weeds of race, sex, and class when there is plenty of examples from history that are enough to embarrass everybody?

Please read Appendix B with historical examples which could provide fodder for racial stereotyping.

Black girls should not be encouraged to become brothel madams. Native American girls not be encouraged to regard prostitution as a proper way honor the traditions of their ancestors. White boys should not be encouraged to perceive themselves as johns.

Pimps come in many colors, shapes, sizes, and genders – using history or statistics to perform racial stereotyping is not a good idea.

Please look at page 1, lines 23-24.

It calls for every child to learn “Basic identification training to determine if an individual is at risk of or has been sex trafficked...”

There are obvious signs of abuse – fear, submissiveness, bruises, and marks of pimp ownership. Children should know the basics. On the other hand, let's avoid teaching children any pointers on what kind of classmates they could more easily prey upon.

In Tom Lehrer's infamous song ***Be Prepared***, he sang:

*Don't solicit for your sister, that's not nice
Unless you get a good percentage of her price
Be prepared!*

This reference might sound funny in a comedy song from 1953 which satirized the *Boy Scouts*, but these lyrics point to a fundamental problem when it comes to stopping sex trafficking – we should not be teaching bullies how to become pimps.

Sex trafficking is a topic one would normally expect as part of a Health class curriculum, and I am confident that the Department of Public Instruction will consider this in its periodic review.

I regard this bill to be yet another piece of well meaning legislation which would micromanage the curriculum and cause more problems than it solves. Please recommend a **DO NOT PASS**.

Thank you.

APPENDIX A: Critical Race Theory Definition

A good summary of “critical race theory” comes from Yosso and Lopez.

Source: Tara J. Yosso and Corina Benavides Lopez, “Counterspaces in a Hostile Place: A Critical Theory Analysis of Campus Culture Centers”, in Lori D. Patton (ed.), “Higher Education: Perspectives on Identity, Theory and Practice” (Sterling VA: Stylus Publishing, 2010), 85-86.]

“CRT exhibits five tenets:

1. The intercentricity of race and racism with other forms of subordination: CRT starts from the premise that race and racism are central, endemic, permanent, and fundamental part of defining and explaining how U.S. society functions (Bell, 1992; Russell, 1993), CRT acknowledges the inextricable layers of racial subordination based on race as well as on gender, class, immigration status, surname, phenotype, accent, and sexuality (e.g., Crenshaw, 1989, 1991; Valdes, 1998).
2. The challenge to dominant ideology: CRT challenges White privilege and refutes claims of objectivity, meritocracy, color blindness, race neutrality, and equal opportunity that institutions of higher education make to camouflage the self-interest, power, and privilege of dominant groups (e.g., Calmore, 1992; Solórzano, 1997).
3. The commitment to social justice: CRT's social and racial justice research agenda exposes the “interest convergence” of civil rights gains in education (Bell, 1987) and works toward the elimination of racism, sexism, and poverty, as well as the empowerment of People of Color and other subordinated groups (e.g., Freire, 1970, 1973; Solórzano & Delgado Bernal, 2001).
4. The centrality of experiential knowledge: CRT recognizes the experiential knowledge of People of Color as legitimate, appropriate forms of data, and critical to understanding, analyzing, and teaching about racial subordination (e.g., Delgado Bernal, 2002).
5. The transdisciplinary perspective: CRT extends beyond disciplinary boundaries to analyze race and racism within both historical and contemporary contexts (e.g., Calmore, 1997; Delgado, 1984, 1992; Gutiérrez-Jones, 2001; Harris, 1993; Olivas, 1990).”

APPENDIX B: Race, sex, class – do we really want to go there?

At one time, the most famous black woman in North Dakota was Melvina Massey. She was the madam of the Crystal Palace, the most upscale brothel in Fargo.

Angela Smith, *Melvina Massey: Fargo's Most Famous Madam*, in Historical Sex Work: New Contributions from History and Archaeology (Gainesville, FL: University Press of Florida, 2020), pages 161-186.

Kristen R. Fellows, *Homosocial Bonding in the Brothel: Feminine Spaces and Masculine Identities*, in Historical Sex Work: New Contributions from History and Archaeology (Gainesville, FL: University Press of Florida, 2020), pages 189-214.

We could talk about how a survivor of the Wounded Knee massacre, Zintkala Nuni (Lost Bird) turned tricks in San Francisco.

Reneé Sansom Flood, Lost Bird of Wounded Knee: Spirit of the Lakota (New York: Scribner, 1995), pages 282-287.

We could talk about how, according to John Bradbury's journal of 1811, a pimp near a Hidatsa village got wildly upset with him because the traveler refused to purchase sex with his shirt.

John Bradbury's Journal Entry for 1 July 1811, in *Volume V: Bradbury's Travels in the Interior of America, 1809-1811*, in Reuben Gold Thwaites (editor), Early Western Travels: 1748-1846 (Cleveland: The Arthur H. Clark Company, 1904), page 166.

According to the journal of Henry Marie Brackenridge dated 18 June 1811 about an Arikara village,

“Our common boatmen became objects of contempt, from their loose habits and ungovernable propensities. To these people, it seemed to me that the greater part of their females, during our stay, had become mere articles of traffic ... fathers brought their daughters, husbands their wives, brothers their sisters, to be offered for sale at this market of indecency and shame ... The silly boatmen, in spite of the endeavors of our parties, in a short time disposed of almost every article which they possessed, even their blankets and shirts. One of them actually returned to camp, one morning entirely naked, having disposed of his last shirt...”

Henry Marie Brackenridge's Journal Entry for 18 June 1811, in *Volume VI: Brackenridge's Journal up the Missouri, 1811*, in Reuben Gold Thwaites (editor), Early Western Travels: 1748-1846 (Cleveland: The Arthur H. Clark Company, 1904), pages

In 1797, Canadian fur trader and explorer David Thompson wrote the following:

“The curse of the Mandanes is an almost total want of chastity : this, the men with me knew, and I found it was almost their sole motive for their journey hereto : The goods they brought, they sold at 50 to 60 p^{cent} above what they cost ; and reserving enough to pay their debts, and buy some corn ; [they] spent the rest on Women...”

On the next page, David Thompson also wrote:

“The white men who have hitherto visited these Villages, have not been examples of chastity...”

David Thompson's Narrative of His Explorations in Western America, in Publications of the Champlain Society, Volume XII (Toronto: Champlain Society, 1916; reprinted, New York: Greenwood Press, 1968), pages 234, 235.



Testimony in Support of House Bill 1569

Jacob Thomsen, Policy Analyst
North Dakota Family Alliance Legislative Action
February 12, 2025

Good afternoon, Chairman Heinert and honorable members of the House Education Committee. My name is Jacob Thomsen, and I am a Policy Analyst with North Dakota Family Alliance Legislative Action. I am testifying on behalf of our organization in favor of House Bill 1569 and respectfully request that you render a "DO PASS" on this bill.

Our organization believes that every person has inherent worth, and dignity given from God. Human trafficking, in its various forms, steals that worth and dignity away from the people who are victims of it. A person becomes dehumanized and is turned into a product, rather than a soul with worth, capability, and potential. They deserve to be loved. That feeling of love gets ripped away when people are bought and sold like a commodity.

Human trafficking is an abhorrent crime that violates a victim in many ways but can be well hidden. Human trafficking is commonly described as hidden in plain sight. In North Dakota, I would also go so far as to say that many people simply don't know what it is.

I can attest to that fact. Growing up, we heard about "stranger danger" in lower elementary school, but that was really it. I didn't know what human trafficking was until I was a junior at the University of Mary. I had the privilege of taking a night class on the issue of human trafficking through my studies in Criminal Justice. The class was taught by Stacy Schaffer from the 31:8 Project.

I can confidently say that class changed my life. All at once I was aware of a massive population of people who are slaves today. I learned so much about how these horrible crimes work, how the criminals twist the minds of their victims, the hopelessness of these situations, and so much more. These things absolutely gripped my soul, and I wondered why I was only learning about this now, as a junior in college.

I came out of that class believing that every single person on that campus needed to know about this horrible issue, and that's exactly what this bill addresses. It has been a personal goal of mine ever since I finished that class to help people understand what is going on right under our noses. This bill, if it becomes law, has the potential to affect not only the kids and faculty in

our schools and universities, but the entirety of our state. This education can and will change people's lives.

With anything, one of the first steps to fighting and addressing a problem is raising awareness. As a lifelong citizen of North Dakota, I can say that the average citizen does not know what human trafficking looks like. This bill directly addresses that issue and educates the citizens of our state who are arguably most vulnerable to this crime. Because of these reasons, North Dakota Family Alliance Legislative Action respectfully requests that you render a “DO PASS” on House Bill 1569.

Thank you for the opportunity to testify. I’d be happy to answer any questions.

Testimony of Jamie Belgarde, LMSW

In support of House Bill 1569 – Sex Trafficking Awareness and Prevention Curriculum

Dear Members of the House Education Committee,

My name is Jamie Belgarde and I am a citizen of Rolette County. I am an enrolled member of the MHA Nation and a descendant of Turtle Mountain Band of Chippewa. I have worked in the Turtle Mountains resided near the Turtle Mountains for over 14 years.

I am writing to support HB 1569 because for Indigenous youth, this bill would help address issues that directly affect our vulnerable children in tribal communities. There are many factors that make our Indigenous youth susceptible to falling victim to sex trafficking perpetrators. Our youth are preyed upon because they are viewed as being “easy targets” to being kidnapped, taken, or lured away from their homes.

Jurisdiction is a huge problem when our Indigenous people go missing because it takes a longer length of time to determine who is responsible for finding our people. That allows enough time for the victims to be relocated to an unknown location. There is a lack of cameras to track where a youth may have been taken from or where the vehicle may be headed. Specifically in the Turtle Mountains, we are a rural community that does not have adequate cell phone service to track a child’s location.

Current technology, social media, gaming applications, and other media outlets make contacting a juvenile easy and sometimes difficult to track. Our youth are being groomed by perpetrators online and are arranging meet ups in undisclosed locations. As a Licensed Master of Social Worker, adolescents are cognitively incapable of identifying when they might be exchanging information with an unsafe person. HB 1569 would be able to help students become aware of some of the red flags of sex trafficking. Awareness is a vital to helping our children safe in the virtual world we see today. We may not be able to protect them always, but this a healthy step in the right way to try to protect them as trusted individuals.

I strongly support HB 1569 and I see the power of awareness and prevention in such a difficult subject of sex trafficking. Thank you for your consideration.

Respectfully,

Jamie Belgarde, LMSW

Good afternoon to the Madam Chairman Representative Axtman, and Mr. Vice Chairman Representative Richter, to the Members on the Committee on Education.

First and foremost, I extend my immense gratitude to Rep. Richter for becoming my bill sponsor in North Dakota, providing me the opportunity to testify, and partnering with me on this critical legislation. It is an honor to be seated before you today, bringing the fruition of years of social, educational, and legislative innovation before you, as a 19-year-old with the ambition to eradicate the insidious and rampant social pandemics of human and sex trafficking, engendering waves of knowledgeable upstanders, state by state, nation by nation.

My name is Ria Bahadur, and I am a sophomore at Stanford University and the author and proponent of HB 1569. I am testifying in **strong** support of this bill, because I believe that widespread intersectional, actionable, and accurate sex trafficking education is not only a necessity for future mitigation, but the most basic of human rights. I began this journey at eleven years old, and have since been working to combat the disinformation and stigma that viciously dominates the narrative, stifling the voices of survivors and advocates, disabling informed aid and protections for the victims that deserve justice.

Let me be clear - The numbers we're seeing across the nation and in the State of North Dakota are not just statistics. They tell a story of a crisis happening right here in our communities, in our schools, where our children should be safe. Right here in North Dakota, 9 out of 10 human trafficking cases involve sex trafficking. And what's even more troubling, Senators and Representatives, is that 30% of these cases involve our children – this community's future generation who should be focused on their dreams, seeding the skills to become future professionals and public servants, not fighting for their basic human dignity, avoiding irrevocable harm at every step.

Members of the committee, as parents and grandparents, I ask you to pause for a moment and think of your own children and grandchildren during their middle and high school years - that precious time of growth between 12 and 18 years old. These are precisely the ages that traffickers target most aggressively; the very same years when our children are discovering who they are, when they're dreaming about their lives, when they should feel most protected as they navigate agency, understanding, empathy, and intelligence in a brave new world are the years when they are most at risk. Every day across this state, predators are deliberately targeting children the same age as the young people you've raised, or are raising right now.

This horrifying precedent reverberates nationwide. 45% of sex trafficking victims are young people sitting in classrooms every single day. But these numbers, as shocking as they are, don't tell the whole story, don't represent the entirety. In our rural communities especially, we're only seeing the tip of the iceberg. And when we look at our Native American communities, we find an even deeper issue - what experts call the 'silent crisis' of Missing and Murdered Indigenous Persons, where trafficking and exploitation create and

exacerbate cycles of intergenerational trauma that ripple through the very foundations of a trust-based society, then trustworthy no longer.

Apathy, rooted in pervasive ignorance, distorts the meaning and scope of the term ‘sex trafficking’ to ensure the fear behind the word ‘sex’ emerges long before the truth of exploitation ever will. When nearly one-third of trafficking victims in our state are juveniles, we cannot treat this as just another policy issue. This is a moral imperative that cuts across party lines and jurisdictional boundaries. We must strengthen our educational systems to serve as the first line of defense, equipping our teachers and school staff appropriately with the tools to empower students to learn what sex trafficking truly is, understand that sex trafficking – the victim or the perpetrator, the system or the individual – does not discriminate, and identify warning signs to ensure their classrooms remain safe spaces for both our most vulnerable and upstanding students. Comprehensive trafficking prevention and identification education is not just an enhancement, but a vital foundation of verity, life, and liberty that generates young citizens empowered with civic duty, multiple perspectives, and love in face of power and control.

Members, I stand before not just as an advocate, but as proof that education makes a difference. At 17 years old, I authored and successfully defended the first version of this very bill, SB 5355, which passed unanimously in Washington state under Sen. Claire Wilson’s sponsorship. As part of my legislative initiative to foster a knowledgeable and safe generation of advocates nationwide, and eventually, worldwide, SB 5355’s impact has now reached beyond Washington’s borders, with modified versions advancing in Minnesota, Nevada – #1 in the U.S. for child sex trafficking – and other states across our nation.

And I can tell you that SB 5355’s impact on student safety and agency has not only been rewarding but reinforces the need for such education beyond one state’s confines, some of which I’ve authored, to exist within the realm of current instruction in all schools. We see a dramatic increase in implementation of sex trafficking awareness and prevention curriculum that is not only a measure but a mitigation, with students as young as the age I began taking action in classrooms and beyond, whether through friendship bracelets signaling trafficking, support groups, or infographics. I have seen firsthand students’ wide eyes when learning about the immense oppression of trafficking victims, their horror that they are not immune, and that sex trafficking follows no algorithm. And who can deny the right to truth to the students of North Dakota who attend tribal schools, who know Missing and Murdered Indigenous Persons not as an alarming statistic but a lived experience?

I further wish to address the point of accessibility to this education. We love our teachers, I can tell you I am deeply indebted to mine, and as a grantee of a state educational department who has directly developed and implemented sex trafficking education, the last people I wish to bombard are the State Departments of Education, who commandeer our students’ knowledge and bright futures. That is why, beyond the Department’s role in “offering, reviewing, and approving”, that is, ensuring that trafficking education meets the outlined standards, they are not responsible for creating such instruction themselves. This

broadens sex trafficking education – as well as professional development resources - to any material accessible in third parties, nonprofits, or open-source, openly-licensed educational resources, allowing schools and school districts jurisdiction over the time and fiscal cost they allow.

However, do allow me to emphasize what I'm asking for today as part of the cost I just described; one hour. One single hour of classroom time that could mean the difference between vulnerability and vigilance. Just sixty minutes to change how our students see their world and protect themselves and save their lives or the lives of their peers and communities. That's all it takes - one lesson plan, one hour, one chance to equip our children with knowledge that fills the ignorance traffickers capitalize on. 1 hour, versus 20 years of a child's life; time they will never be able to reclaim.

Ultimately, members, I am not afraid of indignation, but I am afraid of rightful indignance not reaching the students who eventually will become the changemakers this legislation relies on, or god forbid, victims themselves. I know there are some folks out there who think trafficking isn't happening in their America. They want to believe this is somebody else's problem. But make no mistake - this occurs every single day, right here, in our backyard, here in North Dakota. And the fact that some would deny this reality only makes our responsibility to act that much greater.

The time for half-measures and divided efforts has passed. Our children - all of our children - deserve nothing less than our full commitment to their safety, their empowerment, their freedom, and their future.

Should the committee have any questions, I am more than willing to take them. Thank you very much for your time.

2025 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

HB 1569
2/18/2025

Relating to sex trafficking awareness and prevention curriculum.
--

10:08 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:

- Committee action

10:11 a.m. Representative Heiman proposed changing the word sex to human throughout the bill.

10:12 a.m. Representative Jonas 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

10:15 a.m. Representative Hauck proposed removing lines 16 and 17 from page 1.

10:15 a.m. Representative Conmy 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

10:16 a.m. Representative Hauck moved a Do Pass as Amended.

10:16 a.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	N
Representative Andrew Marschall	N
Representative Desiree Morton	Y
Representative Anna S. Novak	N
Representative Doug Osowski	Y

Motion Failed: 4-10-0

10:22 a.m. Representative Hager moved a Do Not Pass as Amended.

10:22 a.m. Representative Schreiber-Beck 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	N
Representative Dori Hauck	N
Representative Matthew Heilman	N
Representative Jim Jonas	Y
Representative Donald W. Longmuir	Y
Representative Roger A. Maki	Y
Representative Andrew Marschall	Y
Representative Desiree Morton	N
Representative Anna S. Novak	Y
Representative Doug Osowski	N

Motion Carried: 9-5-0

Bill Carrier: Representative Conmy

Chairman Heinert closed the hearing.

Addison Randazzo for Leah Kuball, Committee Clerk

February 18, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO

HOUSE BILL NO. 1569

Introduced by

Representatives Richter, Brandenburg, Davis, Finley-DeVille, Kiefert, S. Olson, Satrom

Senators Conley, Marcellais, Myrdal, Sorvaag, Clemens

1 A BILL for an Act to create and enact a new section to chapter 15.1-21 of the North Dakota
2 Century Code, relating to ~~sex~~human trafficking awareness and prevention curriculum.

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

4 **SECTION 1.** A new section to chapter 15.1-21 of the North Dakota Century Code is created
5 and enacted as follows:

6 **SexHuman trafficking awareness and prevention - Curriculum.**

7 1. Beginning no later than the 2027-28 school year, a school district shall offer instruction
8 on ~~sex~~human trafficking awareness and prevention to each student at least once
9 before the student completes grade twelve.

10 2. The superintendent of public instruction shall review and approve curriculum before
11 the curriculum is used by a school district, or provide a school district with approved
12 curriculum.

13 3. A school district may offer instruction under this section beginning in grade seven.

14 4. The curriculum may be integrated into a relevant course.

15 5. The curriculum must include:

16 a. ~~Information about the race, gender, and socioeconomic status of sex trafficking~~
17 ~~victims and perpetrators;~~

18 ~~b.~~ Medically and legally accurate definitions of ~~sex~~human trafficking and information
19 about the term stigmatization and how it may reduce reporting and increase the
20 difficulty of detecting and prosecuting ~~sex~~human trafficking crimes;

- 1 ~~e.b.~~ Information about reporting systems and community engagement opportunities
- 2 with local, state, or national organizations against ~~sex~~human trafficking;
- 3 ~~d.c.~~ Basic identification training to determine if an individual is at risk of or has been
- 4 ~~sex~~human trafficked; and
- 5 ~~e.d.~~ Information to help students recognize the signs and behavior changes in others
- 6 that may indicate grooming for ~~sex~~human trafficking or other unlawful, coercive
- 7 relationships.
- 8 6. A school district may receive funds or donations to implement this section, as long as
- 9 any curriculum provided to the school district satisfies subsection 2.

**REPORT OF STANDING COMMITTEE
HB 1569**

Education Committee (Rep. Heinert, Chairman) recommends **AMENDMENTS** ([25.1312.01002](#)) and when so amended, recommends **DO NOT PASS** (9 YEAS, 5 NAYS, 0 ABSENT OR EXCUSED AND NOT VOTING). HB 1569 was placed on the Sixth order on the calendar.