

WELCOME



NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**

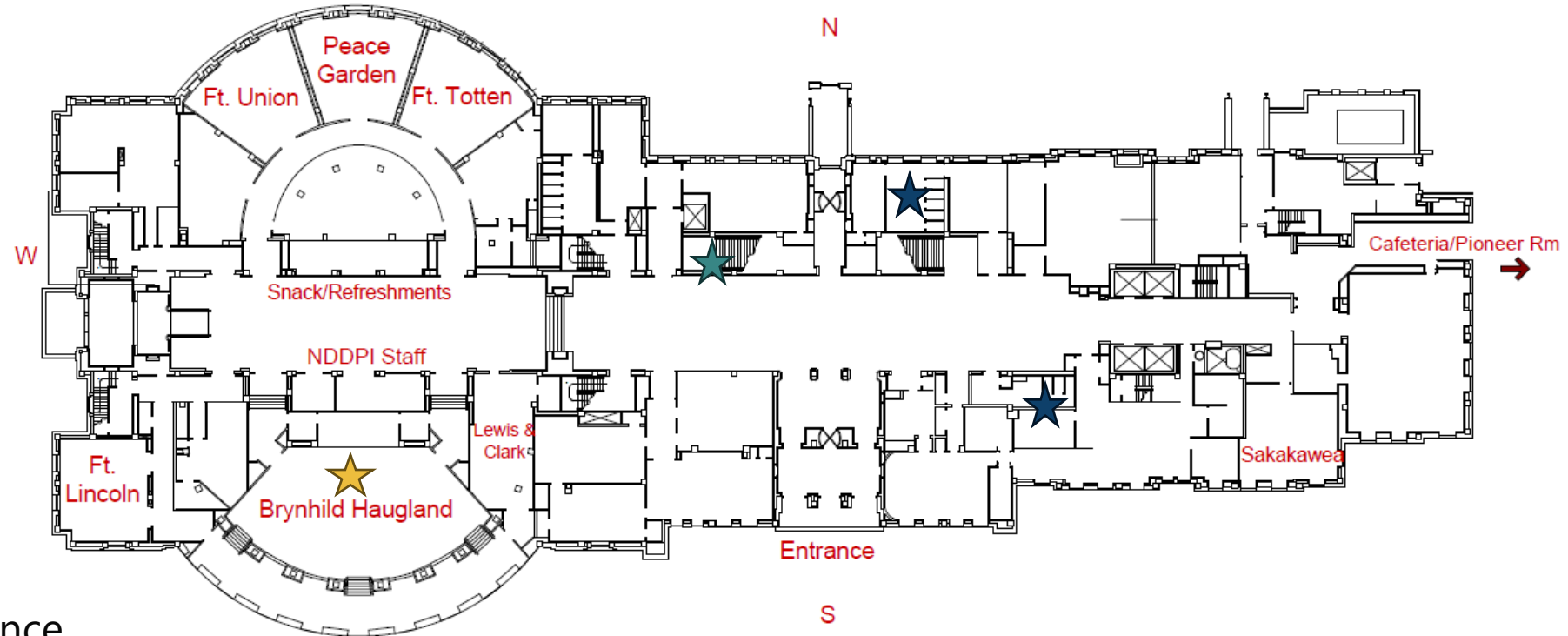
**WELCOME**

2025 BACK TO SCHOOL DRILLDOWN

August 6, 2025

# Housekeeping

- Restrooms ★
- Café Credit Available
- Lunch – Memorial Hall ★
- Breakout Rooms
- Evaluations
- Slides will be provided to each participant upon the conclusion of today's conference.





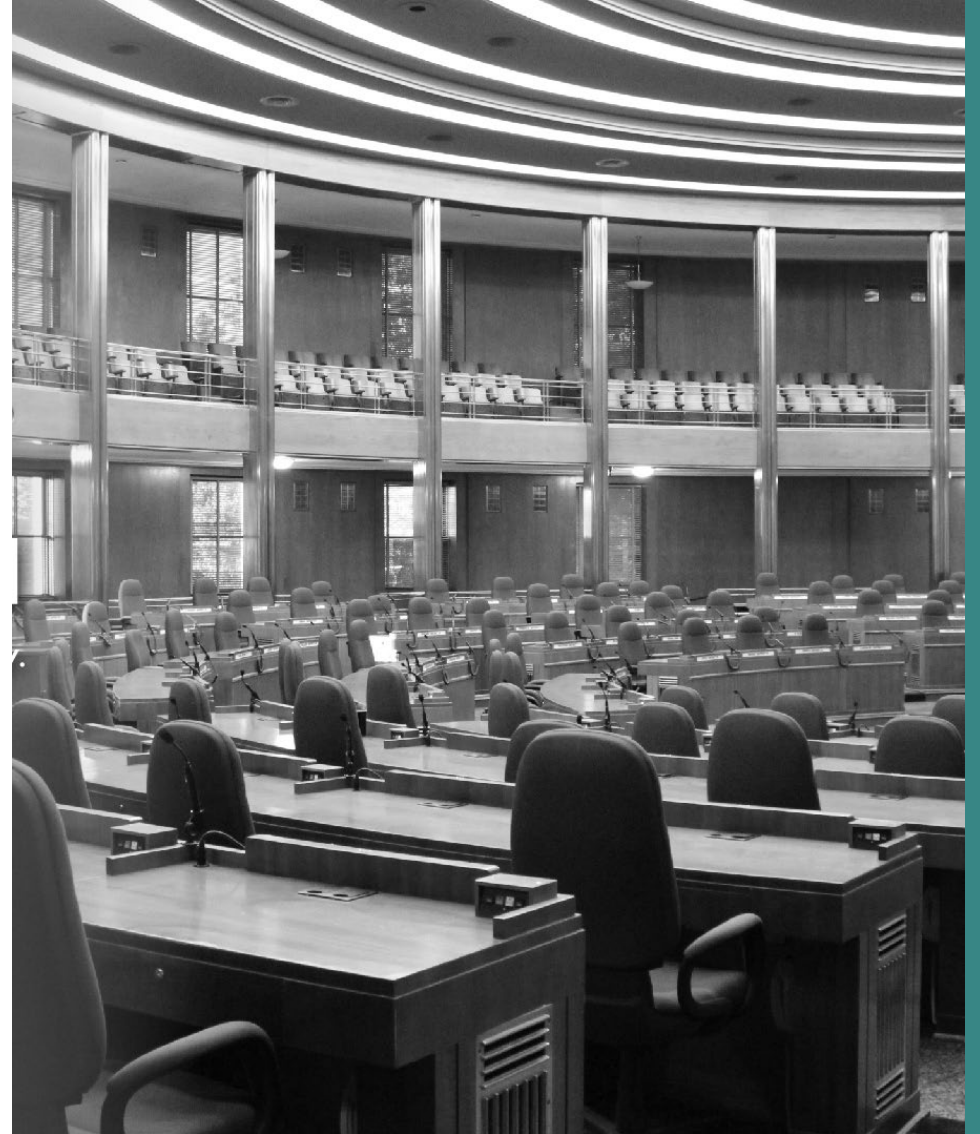
# Legislative Impacts



**Arlene Wolf**, Director  
**Jim Upgren**, Assistant Director  
Office of School Approval & Opportunity

# Overview

- We'll cover some of the major legislative impacts coming out of the 69<sup>th</sup> Legislative Assembly.
- Not a comprehensive list – stay informed with NDDPI Messenger
- Slides are hyperlinked and will be provided upon the conclusion of today's sessions.





## DISCLAIMER:

*The North Dakota Department of Public Instruction provides this information as a summary of laws for general informational purposes only. NDDPI does **not** provide legal advice or legal interpretations. School districts and stakeholders are responsible for consulting their own legal counsel for advice on how these laws apply to specific situations or circumstances.*

# Electronic Devices During Instructional Time

## SB 2354

- **New Requirement:** Schools must adopt policies that prohibit student access to personal electronic devices during instructional time.
- **Devices Must Be:** Silenced, turned off, and stowed away in an inaccessible location.
- **Exceptions:** Permitted for students with medical needs, IEPs, or 504 plans.
- **Parent Contact:** Students must have access to a school phone if needed.
- **Accountability:**
  - Policy must be published in student and personnel handbooks and shared with families.
  - Districts must collect annual impact data (behavior, attendance, academics).



# Daily Opportunity to Recite the Pledge of Allegiance

## HB 1222

- **New Requirement:** Each school district shall adopt a policy requiring each school to offer all students the opportunity to voluntarily recite the pledge of allegiance at the beginning of each school day.
- **Participation Is Voluntary:** Students may not be required to:
  - Recite the pledge,
  - Stand during it, or
  - Salute the flag.



# Student Sexual Offense Victim Protection

## HB 1247

- **New Law:** Schools must create a victim-centered safety plan when a student has been adjudicated or convicted of a sexual offense against another student in the same school.
- **Safety Plan Must Include:**
  - No contact between victim and responsible student
  - Transfer to alternative program or school
  - Expulsion hearing (required for serious offenses)
  - Full separation in classrooms and activities
- **Mandatory Review:** Safety plans must be reviewed regularly to ensure the ongoing safety and well-being of the victim.
- **Input Required:** Must consider input from the victim, guardians, and professionals.
- **Information Sharing:** Courts must notify the school of relevant convictions/adjudications, and victim identity may be shared with consent.
- **Confidentiality:** All records are protected under state juvenile privacy laws.

# Student Data Protection & Data Sharing Agreements

## HB 1357

- **New Certification Requirement:** To receive state approval, public schools must have an executed data sharing agreement with the NDDPI.
- **Data Protection Policy Mandate:**
  - All districts must adopt or update a student data protection policy.
  - Requires board approval before sharing student data with non-employees or outside entities (with legal exceptions).
- **Transparency & Access:** Districts must maintain:
  - A list of all individuals/entities with whom student data is shared.
  - A list of personnel (by title) with access to student data.
- **Data Sharing Agreements:** Must include FERPA language designating NDDPI as an authorized representative for data use in the statewide longitudinal data system.
- **State SIS Requirement:** Districts must use the state student information system or obtain formal exemption if using a compatible or BIE-compliant SIS.
- **Effective Date:** July 1, 2026

# Cardiac Emergency Response Plans

## HB 1363

- **New Requirement:** All public and nonpublic schools must develop a Cardiac Emergency Response Plan using a state-provided template.
- **Template Development:** Created jointly by ND Department of Health & Human Services and DPI; based on American Heart Association standards.
- **Plan Must Include:**
  - Annual review/adoption by district crisis management team.
  - AED placement & routine maintenance per national guidelines.
  - Staff training (licensed coaches, nurses, athletic trainers).
  - Coordination with local EMS.
  - Plan distribution across school grounds.
- **Signage:** AEDs must be clearly marked with appropriate signage.
- **Liability Protection:** Immunity granted for good faith implementation of the plan.
- **Effective:** 2027-2028 School Year

# Mandated Reporter Training

## HB 1562

- **Before Initial Licensure:** Teachers, administrators, librarians, and counselors (public & nonpublic) must document completion of mandated reporter training for suspected child abuse/neglect.
- **Training Provided By:**
  - ND Department of Health & Human Services (online interactive module).
  - Colleges of teacher education, schools, or REAs (must meet requirements).
- **Ongoing Training:** Colleges, schools, and REAs may provide subsequent district-level trainings that meet the state standard.

# Mathematics Instruction & Screening

## SB 2213

- **Licensure Requirement:**
  - Elementary & secondary math teacher candidates must demonstrate competencies in explicit math instruction & pedagogy (training or mastery-based).
  - Provisional license (up to 2 years) allowed if not yet met.
- **Curriculum & Professional Development:**
  - Math curriculum must be evidence-based, aligned to ND standards, and cover foundational skills & competencies.
  - Ongoing PD for math teachers, special ed teachers, and school leaders focused on best practices & the science of mathematics.
  - Formative assessments with targeted interventions.
  - K–3 screening for math deficiencies/dyscalculia, with parent notification, resources, and individual education plans if needed.
- **Pilot Program (2025–2027):**
  - DPI to implement math screening tool for grades 4–8; \$300,000 allocated.
  - Includes individualized learning tools, PD for teachers, and evaluation of student outcomes.
- **Funding:** \$1.5M appropriated for K–8 math improvement initiatives, PD, coaching, and REA partnerships.

# Mathematics Instruction & Screening

## SB 2213

- **Licensure Requirement:**
  - Elementary & secondary math teacher candidates must demonstrate competencies in explicit math instruction & pedagogy (training or mastery-based).
  - Provisional license (up to 2 years) allowed if not yet met.
- **Curriculum & Professional Development:**
  - Math curriculum must be evidence-based, aligned to ND standards, and cover foundational skills & competencies.
  - Ongoing PD for math teachers, special ed teachers, and school leaders focused on best practices & the science of mathematics.
  - Formative assessments with targeted interventions.
  - K–3 screening for math deficiencies/dyscalculia, with parent notification, resources, and individual education plans if needed.
- **Pilot Program (2025–2027):**
  - DPI to implement math screening tool for grades 4–8; \$300,000 allocated.
  - Includes individualized learning tools, PD for teachers, and evaluation of student outcomes.
- **Funding:** \$1.5M appropriated for K–8 math improvement initiatives, PD, coaching, and REA partnerships.

# Public Charter School Authorization & Oversight

## SB 2241

- **Creates New NDCC Chapter:** Establishes framework for public charter school creation, governance, funding, and accountability.
- **Authorization:**
  - Only the Superintendent of Public Instruction may authorize public charter schools.
  - Charter Performance Agreement required (5-year term; renewable).
- **School Operations:**
  - In-person only (no virtual/home school as primary model).
  - Must meet or exceed state standards & graduation requirements.
  - May target at-risk student populations or have a specialized academic focus.
  - Open enrollment with lottery if oversubscribed; preferences allowed for current students, siblings, and staff children ( $\leq 10\%$ ).



# Public Charter School Authorization & Oversight

## SB 2241

- **Governance & Accountability:**
  - Operated by an independent governing board.
  - Annual monitoring & evaluation by NDDPI; possible remediation, nonrenewal, or revocation for nonperformance.
  - Required independent financial audits every 6 months.
- **Funding:**
  - Per-pupil state funding equal to statewide average; eligible for categorical aid.
  - May contract for transportation; may receive grants/donations.
- **Facilities & Activities:**
  - Right of first refusal for unused state facilities; property tax exempt.
  - May participate in NDHSAA activities.

***NDDPI expects the application process to start in Fall of 2026***

# K–3 Foreign Language Instruction Pilot Program

## SB 2275

- **Program Overview:**
  - DPI will operate a pilot grant program for schools providing foreign language instruction in K–3.
  - Grants can be used for program costs, materials, or stipends.
- **Funding:**
  - Up to \$2,500 per school per year.
  - Total appropriation: \$49,500 for the biennium (July 1, 2025–June 30, 2027).
- **Implementation:** DPI will develop participation requirements and application procedures.

# Human Trafficking & Exploitation Prevention Education

## SB 2230

- **Policy Requirement:** Public school districts & tribal school boards must adopt a human trafficking & exploitation prevention and awareness policy.
- **Instruction Requirements:**
  - Mandatory schoolwide education for students in grades 6, 10, and 12.
  - Optional workshops/materials for parents & guardians on personal safety and grooming prevention.
- **Program Standards:**
  - May be delivered by a qualified nonprofit organization.
  - Must be developmentally appropriate, culturally sensitive, and use best practices.
  - Delivered annually to required grade levels.

# Human Trafficking Commission & Training

## HB 1308

- **Human Trafficking Commission:**
  - Expanded membership to include representatives from rural and large school districts, tribal nations, ND United Tribes, and Governor's Office.
  - Appointments by the superintendent of public instruction:
    - Rural school district
    - Large school district
- **Present annual prevention and awareness education for students on human trafficking**
  - RFP to support SB2330 in grades six, ten, and twelve
  - Applications due August 15
  - Questions contact Jen Withers, [jwithers@nd.gov](mailto:jwithers@nd.gov); 701-328-4612.
  - She will also send updates as available.

# Accreditation of Schools

## SB 2362

- **Accreditation may be:**
  - State-provided (at no cost to districts)
    - Cognia is the current selected vendor
  - Nationally recognized organization from DPI's state-approved list that meets specific criteria (district covers costs).
- **State-approved list criteria:**
  - Nationally recognized.
  - Standards require measurable outcomes in achievement, curriculum, educator qualifications, leadership, governance, student support, and continuous improvement.
  - Must submit evidence and meet DPI criteria.
- DPI reviews requests within 30 days, maintains & publishes the state-approved list, and can remove noncompliant organizations.
- NDDPI periodically reviews each accreditation option's effectiveness in improving achievement.

# Understanding the Difference Between Approval & Accreditation with Cognia

- Cognia is currently used for Approval, the Title I Consolidation Applications and Accreditation in North Dakota.
- **Approval:** A mandatory process that ensures each school is compliant with state laws and educational standards.
  - Cognia strategy maps are high-level planning tools that schools use to outline strategic goals and track improvement efforts.
  - Required to be updated annually by state law ([§15.1-06-06](#)), each public school submits a strategy map (June 1) as evidence that a school “participates in and meets the requirements of a review process.”
    - One common method for reporting
    - Uniform comparisons
    - Published, public-facing document posted on each school’s Accountability NDInsights Dashboard
- **Accreditation:** Unlike approval, accreditation involves meeting national standards, engaging in reflective self-study, and undergoing an independent, third-party external review.

# VIRTUAL LEARNING



# Definitions

- Virtual School: Educational institution operated by a school district or nonpublic school that offers virtual instruction
  - No physical facility
  - Students and teachers are geographically apart from each other
  - Students can enroll via open enrolment
- Virtual Instruction: Teaching and learning that takes place through digital means, and may be synchronous or asynchronous
- Distance Education (NDCC 15-19): A method of learning in which students complete coursework through the ND Center for Distance Education (NDCDE)

# HB 1105

- Enacted during the 69<sup>th</sup> Legislative Assembly (2025)
- Revised NDCC 15.1-07-25.4, regarding virtual learning policies for school districts
  - Gives school districts the authority to place some local regulations on virtual instruction
  - **DOES NOT** completely remove the responsibility of school districts paying for courses offered through NDCDE

# Virtual Learning Policies

- **Weather or Other Conditions:** If a district chooses to provide temporary virtual instruction because of weather or other conditions, the district must have a policy.
  - Inclement weather, emergency events, etc.
- **Virtual Schools:** If a district chooses to operate a virtual school, the school board must create and adopt a policy.
- If a school that is not a virtual school offers virtual instruction using its own teachers or an external provider, adopting a board policy is optional.

# District Responsibilities for Open Enrollment

- School districts must not restrict student access to virtual learning options.
- Resident school districts cannot deny students open enrollment to an approved virtual school.
- The admitting district takes on all responsibilities for educating the student, including special education and related services.
- The district of residence must reimburse the admitting district for costs associated with special education services.

# Student Enrollment and Eligibility

- Districts **MAY**:
  - Require virtual course registration to follow standard school course enrollment deadlines
  - Set a minimum number of virtual courses to be taken onsite
  - Establish the same prerequisites for virtual courses that exist for nonvirtual courses (ex. Must take Algebra I before Algebra II, etc.)
- Districts **MAY NOT** establish more rigorous or additional expectations for enrollment in NDCDE or other virtual instruction than would be expected for brick-and-mortar courses.

# Costs and Funding Responsibilities

- A student's school district of residence is responsible for covering the required fees when the student chooses to enroll in courses through the NDCDE, regardless of whether or not the course is offered at the school.
  - Does not apply to students who are home educated
- Districts **must** notify students and parents about the available courses through NDCDE.
- Districts may decide whether to pay for course retakes or extensions.

# Impact on Foundation Aid

- Virtual Instruction qualifies students for Average Daily Membership (ADM) in the school district.
- Students enrolled in virtual schools do not generate district size weighting factors under North Dakota's school funding formula.



# Performance Reporting Requirements

- NDDPI must submit an annual report to the legislature on virtual learning outcomes for students enrolled in virtual schools.
  - The report must compare academic performance between virtual and non-virtual students using the statewide PK-12 Strategic Vision Framework Goals.
  - If NDDPI cannot access academic performance data for virtual schools due to small group sizes, school districts must provide their own reports comparing virtual and non-virtual students using the statewide PK-12 Strategic Vision Framework Goals.

# Virtual Education Guidance

- Located on the NDDPI website
- From the homepage, go to the dropdown tab titled "Education Programs"

Questions?



NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**

# THANK YOU

**Arlene Wolf**

701-328-2755 | [arlenewolf@nd.gov](mailto:arlenewolf@nd.gov)

**Jim Upgren**

701-328-2244 | [jimupgren@nd.gov](mailto:jimupgren@nd.gov)

BREAK



# SCHOOL FINANCE UPDATES

**Adam Tescher**  
NDDPI School Finance Officer



# Foundation Aid Formula

## HB 1369 INTEGRATED FORMULA

- Per Pupil Payment
  - 2025-2026 - \$11,349 (2.5% Increase)
  - 2026-2027 - \$11,633 (2.5% Increase)
- Homestead and Veterans' Credits are no longer treated as "In Lieu of Property Tax"
- Gross taxable valuation vs net taxable valuation



# Legislative Updates

## HB 1369 CONSTRUCTION LOANS

- School construction assistance revolving loan fund
  - Projects less than \$75 million
    - \$10 million
  - Projects greater than \$75 million
    - \$20 million
- Threshold for bidding construction increased to \$250,000

# Legislative Updates

## HB 1013 – NDDPI BUDGET BILL

- Integrated Formula Payment - \$2,414,277,703 (\$114.6 million increase)
  - Foundation Aid Stabilization Fund - \$233 million (\$76 million increase)
  - State Tuition Fund - \$595,677,350 (\$84.8 million increase)
- Special Education Contracts - \$22 million (\$2 million decrease)
- Transportation Grants = \$60.1 million (\$2 million increase)
- Cognia no longer withheld from school districts
- Cost sharing reimbursement for sharing administration was removed

# Legislative Updates

## HB 1214 TRANSPORTATION FUNDING

- New Factors
  - Runs (Transportation Report)
  - Buildings (School buildings where students are enrolled)
    - Does not include CTE and special education buildings
  - District square miles (LEA Fall Report)
- Converts data to a weighted student unit
- Multiply by per pupil rate
- Hold harmless included for the 2025-27 biennium for districts that do not decrease miles or runs



# Legislative Updates

## HB 1476 BUILDING DATA COLLECTION

- Allows NDDPI to collect school facility information
  - Year built
  - Square footage
  - Major renovations
  - Condition



# Legislative Updates

## HB 1176 PROPERTY TAX

- 3% cap on property tax increases
  - Base year levy
  - Adjusted year levy
  - Increases above 3% require voter approval
  - Exempt levies
    - Bonded debt
    - Tuition levy
    - Special assessments levy





# Legislative Updates

## HB 1176 GAP FUNDING

- Eligibility
  - Existing valuation increases more than 3%
  - Levied 60 mills the previous year
  - Proportionally reduced mills
- Funding formula will always deduct 60 mills
- Documentation required
  - Mill levy authority was maxed out
  - Mills were reduced proportionally

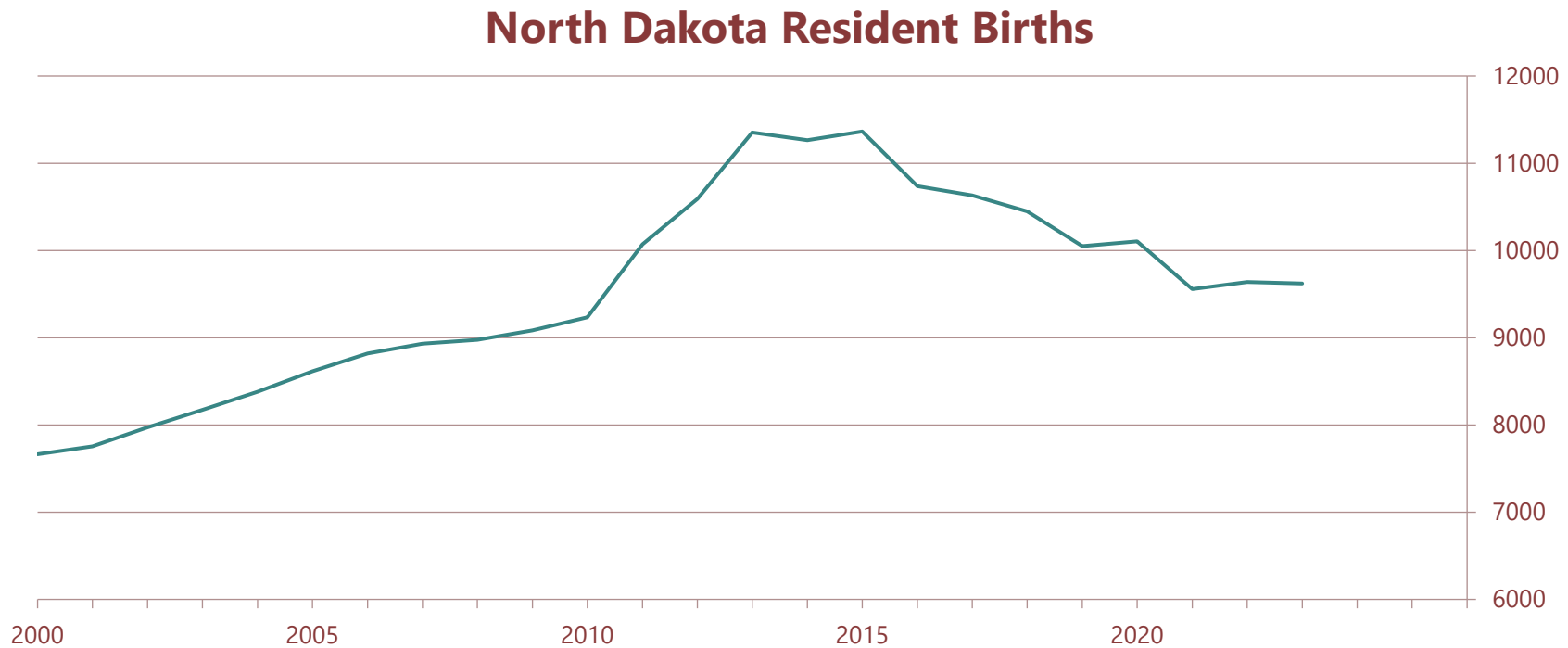
# Enrollment

## ENROLLMENT COHORTS

					Actual	---> projected	
	2021	2022	2023	2024	2025	2026	2027
Kindergarten	8,992	9,524	9,235	8,636	8,766	8,914	8,914
Grade 1	9,057	9,072	9,514	9,291	8,758	8,839	8,989
Grade 2	8,843	9,025	9,091	9,480	9,310	8,757	8,837
Grade 3	8,912	8,937	9,091	9,117	9,573	9,390	8,831
Grade 4	8,567	8,971	8,971	9,116	9,188	9,632	9,453
Grade 5	8,558	8,637	9,106	9,002	9,187	9,281	9,725
Grade 6	8,755	8,638	8,682	9,150	9,105	9,267	9,366
Grade 7	8,909	8,803	8,737	8,688	9,221	9,171	9,338
Grade 8	8,833	8,904	8,866	8,731	8,674	9,240	9,194
Grade 9	8,804	9,228	9,232	9,164	9,111	9,023	9,586
Grade 10	8,310	8,532	8,863	8,932	8,856	8,811	8,724
Grade 11	7,828	7,890	8,181	8,432	8,510	8,448	8,406
Grade 12	7,677	7,697	7,816	8,028	8,339	8,403	8,345
Total	112,045	113,858	115,385	115,767	116,598	117,176	117,708
Change	(813)	1,813	1,527	382	831	578	532

# Enrollment

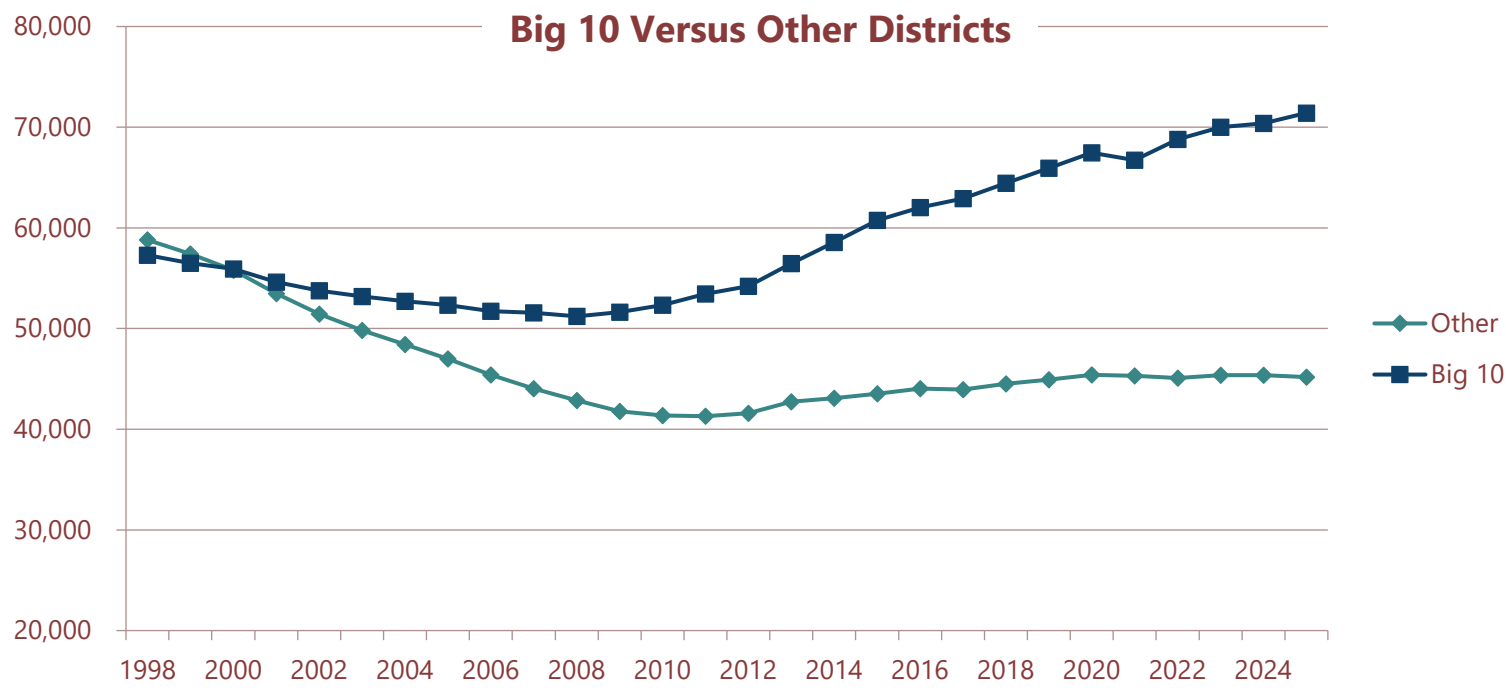
## BIRTH DATA





# Enrollment

## BIG 10 ENROLLMENT



# Foundation Aid Formula

## UPDATES

- Transition minimum phase outs
- Small school weighting factor increases
- Unobligated general fund balance
  - June 30, 2027

# State Aid Payments

## DISTRIBUTIONS

- Foundation Aid and Transportation
  - August 1st & September 1<sup>st</sup> – 10% of estimated entitlement
  - October 1st – 20% of estimated entitlement
  - November 1st – Adjust to 60% of actual entitlement
  - December 1st through April 1st – 8% of actual entitlement
- Student contracts are paid in the month processed

# School Construction

- NDDPI approval for projects over \$150,000
  - Construction
  - Purchase
  - Repair/Improvement
- Facility plan required for project over \$350,000



# Open Enrollment

- [N.D.C.C. 15.1-31](#)
- Open Enrollment Application
  - SFN 19378
  - Must be filed by March 1<sup>st</sup>
  - Admitting must act on application by April 1<sup>st</sup>
  - Application dates may be waived if a student together with the student's parents move into a new district
- If the deadline is missed, both school districts can agree to a tuition contract/tuition waiver
- If the resident district does not sign the tuition contract, the student's parents can pay tuition

# Open Enrollment – State Aid

- The state aid payment will always follow the student
  - The student must remain in the admitting district until
    - The student graduates;
    - The student relocates to another district;
    - The student's parent applies for enrollment in another school district; or
    - The student's parent notifies the student's school district of residence that the student will attend school in the school district of residence the following year
- Special Education expenditures are the responsibility of the resident district
- Transportation may be provided by the resident or educating district

# Open Enrollment

- A school district shall set standards for acceptance and denial of open enrollment application
  - May consider capacity of a program, class, grade level, or school building
  - May not consider
    - Academic Achievement
    - Extracurricular activities
    - Disabilities
    - English Language Proficiency
    - Previous Disciplinary Proceedings



NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**

# THANK YOU

Adam Tescher  
School Finance Officer  
[atescher@nd.gov](mailto:atescher@nd.gov)



An aerial photograph of a city, likely Fargo, North Dakota, showing a mix of urban buildings, green spaces, and a river with a bridge. The image is partially obscured by a white rectangular area containing the title.

# Federal Updates

**Amanda Peterson**

August 2025



[nd.gov/dpi/](https://nd.gov/dpi/)

# Today's Topics

- ✓ Federal Landscape
- ✓ 2025-2026 (FY25) Allocations and Consolidated Application Process
  - ✓ Funding Your Plan
- ✓ 2025-2026 Accountability Process
- ✓ Communication Channels

# Federal **Landscape**



# Congratulations!

## MEET THE NOMINEE, KIRSTEN BAESLER

- ✓ Superintendent Kirsten Baesler was nominated to serve as the U.S. Assistant Secretary for Elementary and Secondary Education on February 14, 2025.
- ✓ Her nomination was approved on May 22, 2025, by the U.S. Senate Committee on Health, Education, Labor, and Pensions (HELP), and the next step is to move to the full Senate for consideration
- ✓ The Senate has adjourned for the August recess and is not expected to convene until after Labor Day.
- ✓ When they reconvene, budget negotiations will likely dominate their agenda before the current budget expires on September 30, 2025.
- ✓ The plan is to have all nominees confirmed before the end of the year.
- ✓ She will resign her current position upon Senate confirmation, with Governor Armstrong appointing her successor until the 2026 general election.



# FERPA Update

- ✓ On March 28, 2025, the USED required states to reaffirm the enforcement of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA), clarify current practices, and outline ongoing efforts.
- ✓ NDDPI will collect district-level FERPA and PPRA compliance data through the Annual Compliance Report this year.
- ✓ Some common misinterpretations of FERPA:
  - ✓ FERPA does not preclude parental access to student information when permissible under the law.
  - ✓ Disclosures to military recruiters, education researchers, and data-sharing partners are allowable.
  - ✓ The frequently cited “n-size of 10” is not a FERPA requirement but a state-level threshold for public reporting, used to prevent public student re-identification and does not restrict the sharing of FERPA-protected data with authorized entities under appropriate safeguards.



# Title VI Assurances

- ✓ This past spring, the USED reaffirmed expectations for K-12 schools surrounding compliance with Title VI of the Civil Rights Act of 1964.
- ✓ Title VI states, "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."
  - ✓ [Dear Colleague Letter](#) (February 14, 2025)
  - ✓ [Frequently Asked Questions](#) (February 28, 2025)
  - ✓ [USED Press Release Requiring Certification](#) (April 3, 2025)
- ✓ USED required NDDPI to collect district certifications within ten days, and all ND districts complied.
- ✓ These assurances are also reiterated in federal Grant Award Notices (GANs).





UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

April 25, 2025

Mr. Jason Dropik  
Executive Director  
National Indian Education Association  
1514 P Street NW, Suite B  
Washington, DC 20005

Dear Mr. Dropik:

Thank you for your letter to former Acting Secretary Denise Carter on January 31, 2025, advocating for local control of American Indian, Alaska Native, and Native Hawaiian education programs. Your letter was referred to the Office of Elementary and Secondary Education, and I am pleased to respond.

The U.S. Department of Education (Department) does not develop curriculum and is committed to ensuring curriculum remains a local decision. In fact, the Department is committed to all education decision-making being local by returning education to States and Tribes. Further, it is the position of the Department that American Indian, Alaska Native, and Native Hawaiian history is not classified as diversity, equity, and inclusion (DEI) or critical race theory (CRT), and the Department will not treat Native history as DEI or CRT.

The United States has a unique political and legal relationship with federally recognized Indian Tribes, as set forth in the Constitution of the United States, treaties, executive orders, and court decisions. We continue to deliver on all statutory grant programs that support American Indian, Alaska Native, and Native Hawaiian students and are identifying ways to deliver support while reducing bureaucratic red tape and ensuring parental rights remain a national priority.

Education will always be a local responsibility, and we look forward to visiting and consulting with Indian Tribes, Alaska Native Villages, and Native Hawaiian Organizations and their leadership to empower high-quality education for all students.

Sincerely,

Hayley B. Sanon  
Principal Deputy Assistant Secretary  
and Acting Assistant Secretary  
Office of Elementary and Secondary Education

FEDERAL UPDATES



# Native American History

- ✓ On April 25, 2025, the USED stressed that the teaching of Native American history and culture is not considered Diversity, Equity, and Inclusion (DEI) or Critical Race Theory (CRT).
- ✓ This clear guidance reinforced the vital role of an accurate and respectful understanding of Indigenous history.
- ✓ A link to the USED letter can be found [here](#).
- ✓ Through the [Teachings of Our Elders platform](#) and partnerships with tribal colleges, NDDPI provides tools designed to support instruction in ways that are historically accurate, tribally informed, and grounded in local voices.
- ✓ Know that the teaching of ND's Native American history is:
  - ✓ Required by ND law,
  - ✓ Is not considered DEI or CRT, and
  - ✓ Essential to understanding the full story of ND and its people.



# Grant Priorities

## USED ANNOUNCES SECRETARY MCMAHON'S SUPPLEMENTAL GRANT PRIORITIES

- ✓ On May 20, 2025, Secretary McMahon announced her first three [proposed priorities for ED discretionary grant funding](#):
  1. evidence-based literacy,
  2. expanding education choice, and
  3. returning education to the states.
- ✓ Once finalized, USED will use these priorities in grant competitions going forward.
- ✓ ND would potentially be interested in all three of these priority areas.



# Using Federal Funds and AI to Improve Outcomes

- ✓ On July 22, the USED released guidance to support the responsible integration of AI to improve learner outcomes while upholding the critical role of educators.
- ✓ Education leaders are encouraged to collaborate with educators, researchers, and communities to ensure safe, effective, and ethical use of AI.
- ✓ The following are key principles for responsible use:
  - Educator-led
  - Ethical & inclusive
  - Accessible
  - Transparent & explainable
  - Data-protective (FERPA compliant)

## Allowable Uses of Federal Funds

### ◆ AI-Based Instructional Materials

- Adaptive tools tailored to learner needs
- Personalized, high-quality content
- Training for educators and families

### ◆ AI-Enhanced Tutoring

- Intelligent tutoring systems
- AI + human hybrid models
- Tools for diagnostics & scheduling





### ◆ AI for College & Career Readiness

- Career exploration platforms
- Virtual advising systems
- Predictive analytics for support

# **FY 25 Allocations and Consolidated Application**

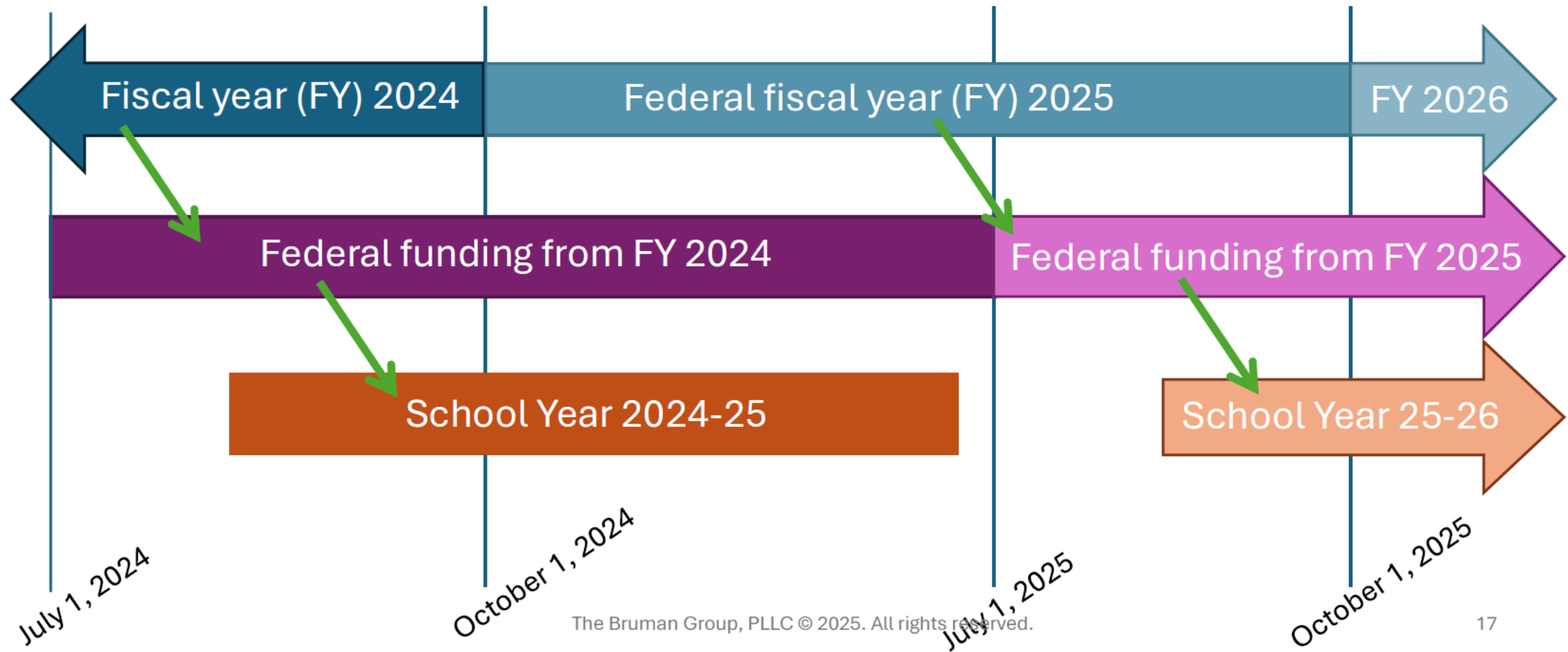
# Allocations Update

- ✓ Allocations for all federal programs were significantly delayed this year
- ✓ As of July 30, 2025, the NDDPI **has received** 2025-2026 grant awards for all federal programs.
- ✓ Final allocations are found [here](#).

Program	2020-2021 Final	2021-2022 Final	2022-2023 Final	2023-2024 Final	2024-2025 Final	2025-2026 (Final)
<b>Title I, Part A</b> Improving Academic Achievement	\$40,357,234	\$43,267,112	\$45,823,193	\$49,279,765	\$52,546,525	<b>\$48,188,435</b>
School Improvement (7% set-aside; inclusive of Title I, Part A)	\$2,825,007	\$3,031,681	\$3,207,624	\$3,161,806	\$3,263,698	\$1,211,317
<b>Title I, Part B</b> State Assessment	\$3,489,639	\$3,498,894	\$3,509,712	\$3,512,028	\$3,518,245	<b>\$3,519,592</b>
<b>Title I, Part C</b> Education of Migrant Children	\$545,709	\$630,886	\$681,073	\$727,318	\$739,501	<b>\$713,741</b>
<b>Title I, Part D Subpart 1</b> State Agency (YCC)	\$86,366	\$51,502	\$64,673	\$64,005	\$38,199	<b>\$51,471</b>
<b>Title I, Part D Subpart 2</b> Neglected & Delinquent	\$406,703	\$386,444	\$367,121	\$348,765	\$331,327	<b>\$314,761</b>
Education for Homeless Youth	\$253,750	\$273,934	\$293,219	\$341,261	\$363,230	<b>\$333,744</b>
<b>Title II, Part A</b> Preparing, Training, and Recruiting High-Quality Educators	\$10,298,533	\$10,421,077	\$10,671,833	\$10,002,947	\$9,985,017	<b>10,837,184</b>
<b>Title III</b> Language Instruction	\$555,873	\$533,791	\$589,129	\$610,995	\$635,512	<b>\$636,355</b>
<b>Title IV, Part A</b> Student Support & Academic Enrichment	\$5,839,158	\$5,887,415	\$6,176,960	\$6,326,568	\$6,326,558	<b>\$6,693,000</b>
<b>Title IV, Part B</b> 21 <sup>st</sup> Century Community Learning	\$6,123,389	\$6,172,398	\$6,319,398	\$6,515,398	\$6,515,398	<b>\$6,548,640</b>
<b>IDEA B, 611</b>	\$34,006,119	\$34,969,508	\$35,570,035	\$38,391,273	\$38,970,645	<b>\$38,880,274</b>
<b>IDEA B, 619</b>	\$858,335	\$872,429	\$866,322	\$901,424	\$901,424	<b>\$901,424</b>
<b>SRSA</b> , Rural Education (grants to schools, not state)	\$1,357,937	\$1,224,442	\$1,302,145	\$1,451,245	\$1,333,929	<b>\$3,851,019</b>
<b>RLIS</b> , Rural Education	\$109,983	\$97,837	\$136,538	\$135,812	\$248,041	<b>\$63,824</b>
<b>Adult Education</b>		\$1,155,459	\$1,179,955	\$1,227,360	\$1,187,988	<b>\$1,134,046</b>

# The Appropriations Cycle and Forward Funding



# North Dakota sees Title I, Part A Reduction

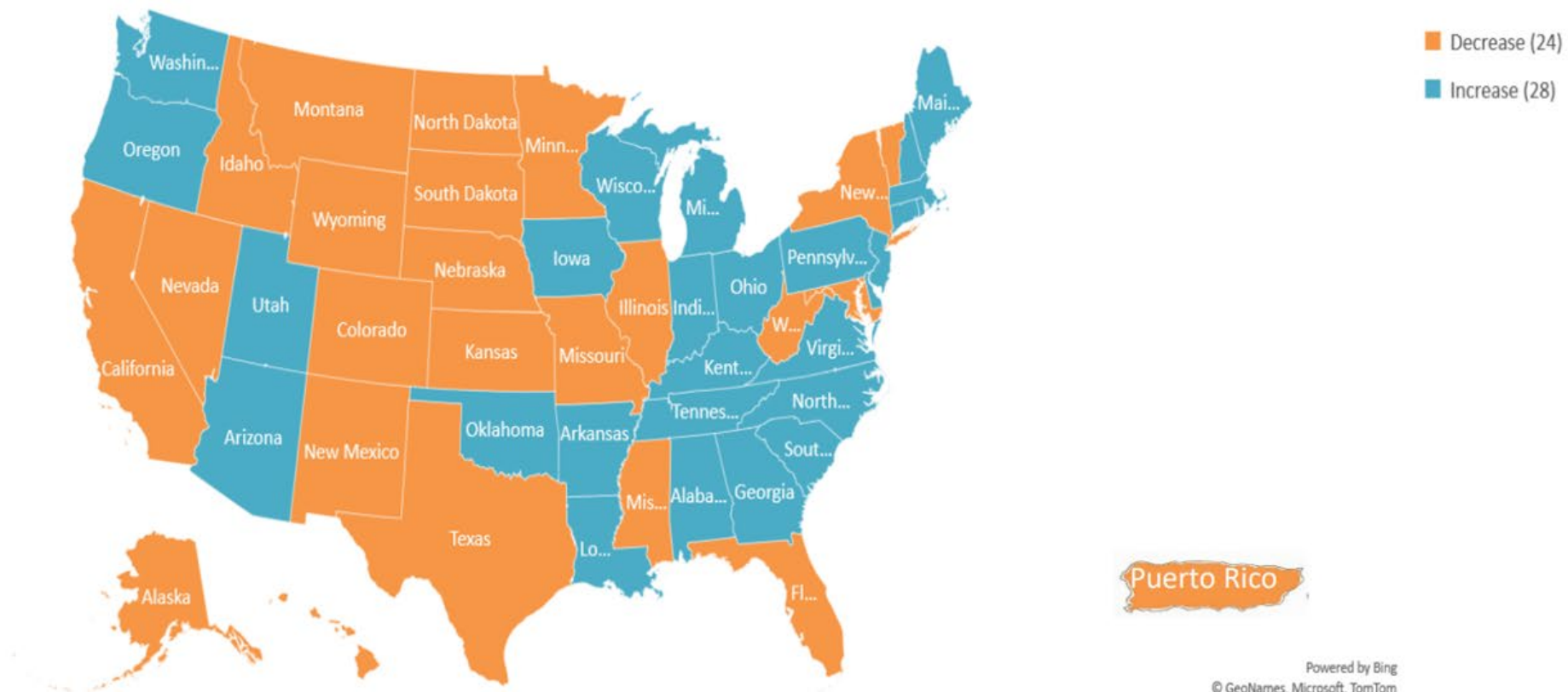
Due to poverty changes at the national level, ND did see an 8% reduction this year, unrelated to the Title I formula update.

As the state becomes more prosperous, supplemental federal funds based on poverty diminish.

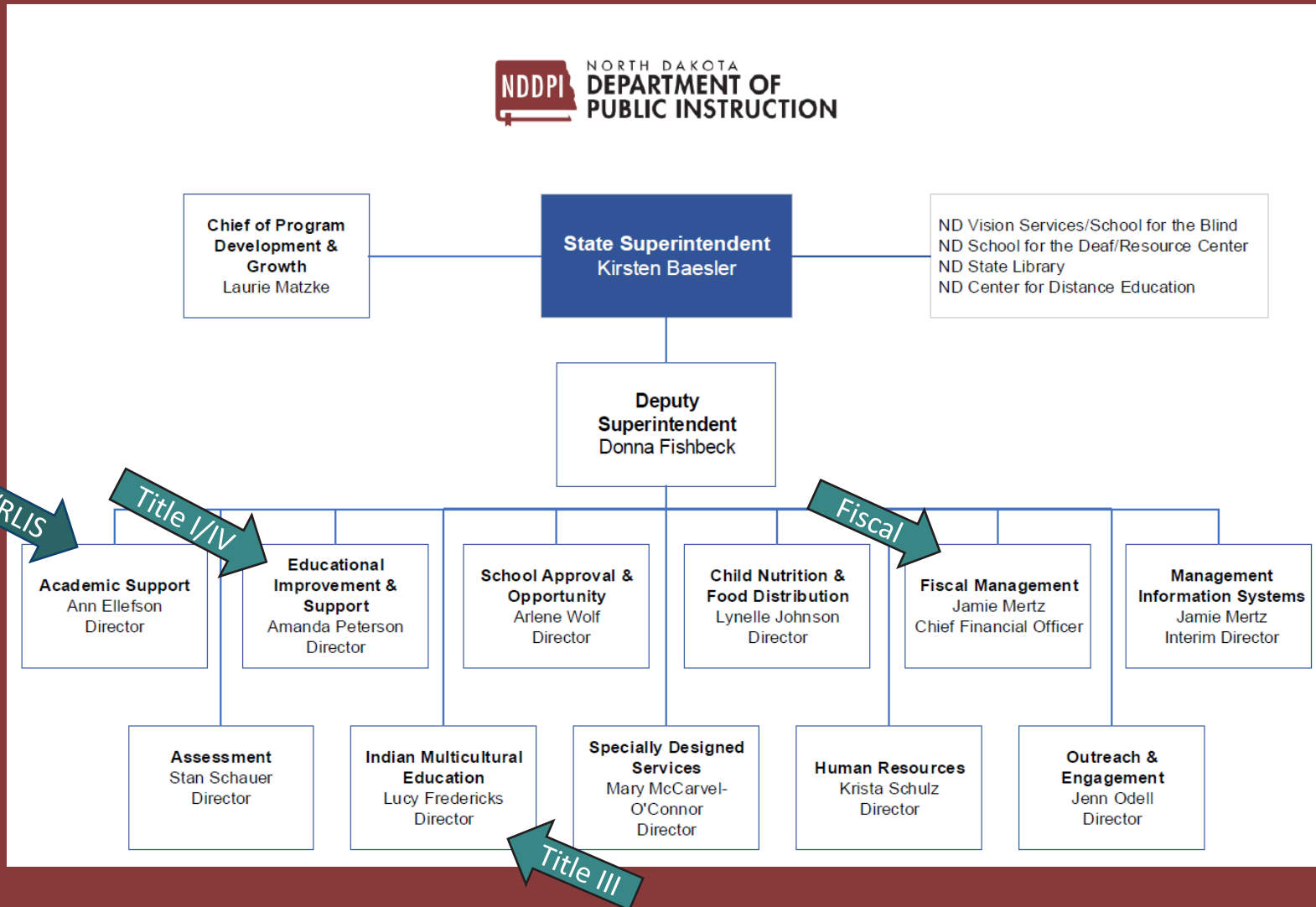
ND sees a \$4.3 million reduction, primarily in School Improvement funds. This will affect how TSI/CSI grants are awarded.

# 2023 Census poverty shares vs. 2022 Census poverty shares

Changes in State Poverty Shares



# Federal Title Programs are administered by several NDDPI offices





## **Consolidated Application Information and Resources**

Updated information on the Consolidated Application is on the NDDPI website:

[Consolidated Application | North Dakota  
Department of Public Instruction \(nd.gov/dpi\)](https://nd.gov/dpi/ConsolidatedApplication)



# CONSOLIDATED APPLICATION APPROVAL PROCESS

---

NDDPI personnel approve Con App narratives and use approved applications to determine allowable uses of funds, budget approvals, and future contract amendments.

---

Budgets will be created in WebGrants based on intents to comingle (schoolwide process) and transferability requests after the Con App narrative is approved.

---

Districts receive Contracts (i.e., grant awards) via WebGrants, and the Authorized Representative must sign before any claims can be paid.

# Completing the ConApp in WebGrants



## Step 1

**Intent to Apply**

Due May 20

## Step 2

**Narrative**

~~Due June 26~~

**EXTENDED to July 17!**

## Step 3

**Budgets Due  
September 30,  
2025**

# Funding **Your Plan**



# Best Practices for Funding Your Plan

- ✓ Use your strategic plan, final allocations, and Federal Title Program guidance to determine budget activities.
- ✓ Ensure federal Title funds help accomplish key initiatives, support the [K-12 Strategic Vision](#), and align with the local strategy map as described in the Con App narratives.
- ✓ Review program guidance and training on allowability and requirements.
- ✓ Define staff roles and responsibilities for budgeting.
- ✓ Ensure budget reflects stakeholder consultation.
- ✓ Ensure activities meet evidence-based criteria.

# Maximizing Title Funds



Careful financial planning is essential with a reduced budget.

Conduct a comprehensive needs assessment and redirect spending to high-impact areas.

Consider a strategic use of personnel and resources.

Optimize use of professional development funds.

Improve purchasing and services.

Leverage community partnerships.



NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**

# Funding Your Plan

- ✓ When federal funds are used to their full potential, states and districts can better support sustainable efforts that are evidence-based and focused on student outcomes.
- ✓ The following Funding Your Plan resources include concrete action steps school leaders can take to align funding with state policy priorities and promote sustainability:
  - [Funding Your Plan: Best Practices to Sustain Effective Investments](#)
  - [Return on Investment Planning Tool Instructions](#)
  - [Return on Investment Planning Tool Worksheet](#)



# Supplement, Not Supplant

## Title I

- Districts must demonstrate that the methodology they use to allocate state and local funds to schools provides each Title I school with all the state and local money (or resources) it would receive if it did not participate in the Title I program
- If the activity was provided in prior years with non-federal funds or if the activity is provided to non-Title I students with non-federal funds, supplanting does not apply to uses of Title I funds in a schoolwide program.

## Titles II, III, and IV

Title II, III, and IV, supplanting is generally presumed when:

- A district uses Title II, III, or IV funds to pay for an activity that is required by state, local, or other federal law or policy.
- A district uses Title II, III, or IV funds to pay for an activity it supported with state or local funds the year before.
- A district may overcome a presumption of supplanting if it has written documentation (such as legislative, budget, or other materials) that it does not have the funds necessary to implement the activity and would not carry out the activity absent Title II, III, or IV funds.
- Given the first presumption above, districts may not use Title III funds to meet their legal obligations to ensure English learners can meaningfully and equally participate in educational programs and services.

# Annual Requests for an Indirect Cost Rate

- NDDPI determines the indirect cost rates for each district, REA, Special Education Unit, etc., that submits a request annually for an indirect cost rate when submitting their LEA financial report in STARS.
- The LEA financial report is due September 15th each year.
  - For example, the 2025-2026 rate is calculated using the 2023-2024 financial report submission.
  - A school district must select “yes” to have an indirect cost rate calculated.

The diagram illustrates the process of accessing the Indirect Cost Rate report. On the left, a sidebar menu titled 'Sections' lists 'School District Financial Report', 'Signatures', 'Indirect Cost Rate' (highlighted in purple), 'School Financial (ESSA)', and 'School Safety and Security Measures'. A large blue arrow points from the 'Indirect Cost Rate' menu item to a central panel. This panel, titled 'School District Financial Report 2023 - 2024', shows a 'Status: NOT SUBMITTED' and a 'Sections' list with 'School District Financial Report', 'Signatures', and 'Indirect Cost Rate' (highlighted in purple). To the right of this panel is the actual report form. The form's breadcrumb trail is 'STARS Home > School District Financial Report > Indirect Cost Rate'. The main heading is 'Indirect Cost Rate Report'. Below it is the question 'Does the school district request an indirect cost rate?' with two radio button options: 'No (save and exit. You are done.)' and 'Yes (Answer the following questions.)'. The 'Yes' option is currently selected.

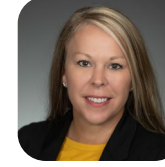




NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**



**Amanda Peterson**  
Director  
[amandapeterson@nd.gov](mailto:amandapeterson@nd.gov)  
328-3545



**Ann Ellefson**  
Director  
[aellefson@nd.gov](mailto:aellefson@nd.gov)  
328-2488



**Angie Richter**  
Title I & Equitable Services  
[amrichter@nd.gov](mailto:amrichter@nd.gov)  
328-2287



**Shannon Sorenson**  
Title IV  
[sjsorenson@nd.gov](mailto:sjsorenson@nd.gov)  
328-2265



**Brenda Ehrmantraut**  
Title II  
[blehrmantraut@nd.gov](mailto:blehrmantraut@nd.gov)  
328-1809



**Michelle Siegfried**  
Schoolwide & Foster Care  
[msiegfried@nd.gov](mailto:msiegfried@nd.gov)  
328-3544



**Deb Pilon**  
Title IV Fiscal Officer  
[dpilon@nd.gov](mailto:dpilon@nd.gov)  
328-2753



**Davonne Eldredge**  
Title II  
[deldredge@nd.gov](mailto:deldredge@nd.gov)  
328-4525



**Jen Withers**  
Homeless  
[jwithers@nd.gov](mailto:jwithers@nd.gov)  
328-4612



**Lucy Fredericks**  
Director  
[lkfredericks@nd.gov](mailto:lkfredericks@nd.gov)  
328-1718



**Taylor Olsen**  
Title II  
[tolsen@nd.gov](mailto:tolsen@nd.gov)  
328-2629



**Melanie Pudwill**  
Program Coordinator  
[mmpudwill@nd.gov](mailto:mmpudwill@nd.gov)  
328-2282



**Cami Bauman**  
Title III Fiscal Officer  
[crbauman@nd.gov](mailto:crbauman@nd.gov)  
328-2254



**Kate Waechter**  
Title II & RLIS  
[kwaechter@nd.gov](mailto:kwaechter@nd.gov)  
328-2132



**Sashay Schettler**  
Title III/English Learners  
[ssschettler@nd.gov](mailto:ssschettler@nd.gov)  
328-1876



**Jane Gratz**  
Title II & Transfer Fiscal Officer  
[jmgratz@nd.gov](mailto:jmgratz@nd.gov)  
328-2292



# 2026-27 (FY26) Allocations

- ✓ Separate from reconciliation, Congress is working to advance a budget resolution for FY 26, which begins Oct. 1, 2025, for the 2026-2027 school year.
- ✓ The government is currently funded through Sept. 30, 2025, under a continuing resolution.
- ✓ Once a budget resolution has passed, the Appropriations Committees will set overall spending limits.
- ✓ President Trump released his budget on June 6, 2025, outlining his funding priorities, which combine several grant programs into a simplified K-12 Simplified Funding Program, but on July 31, fourteen Republicans and twelve Democrats advanced a federal budget bill that differed greatly from the President's proposal.
- ✓ Discussion and debate will continue in September.

2025-2026

# **Accountability Process**



## PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate Choice Ready
- Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

- Quality early childhood experiences
- Support for safe and healthy behaviors
- Career awareness, exploration, and development
- Quality education personnel
- Quality student-centered instruction

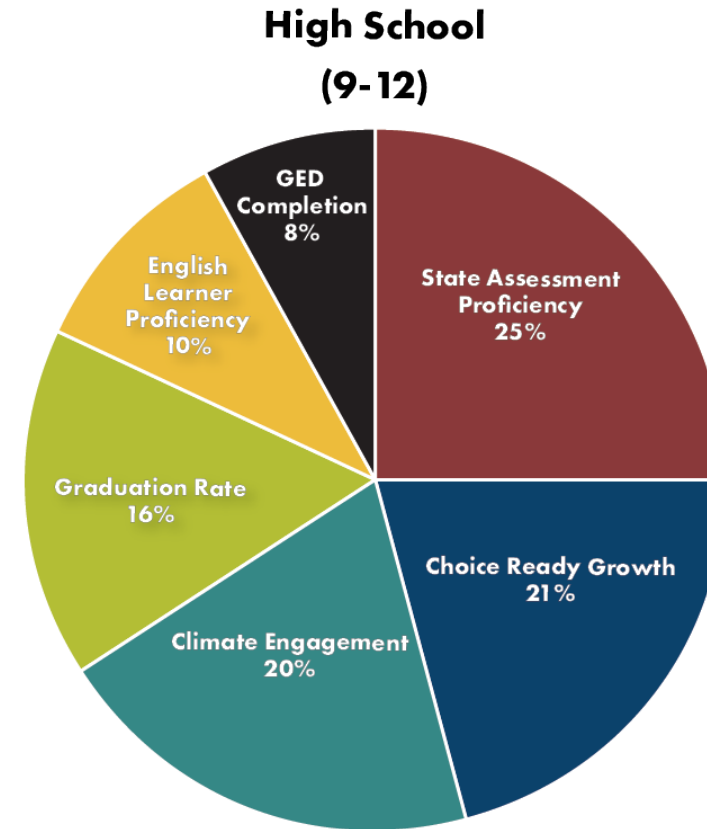
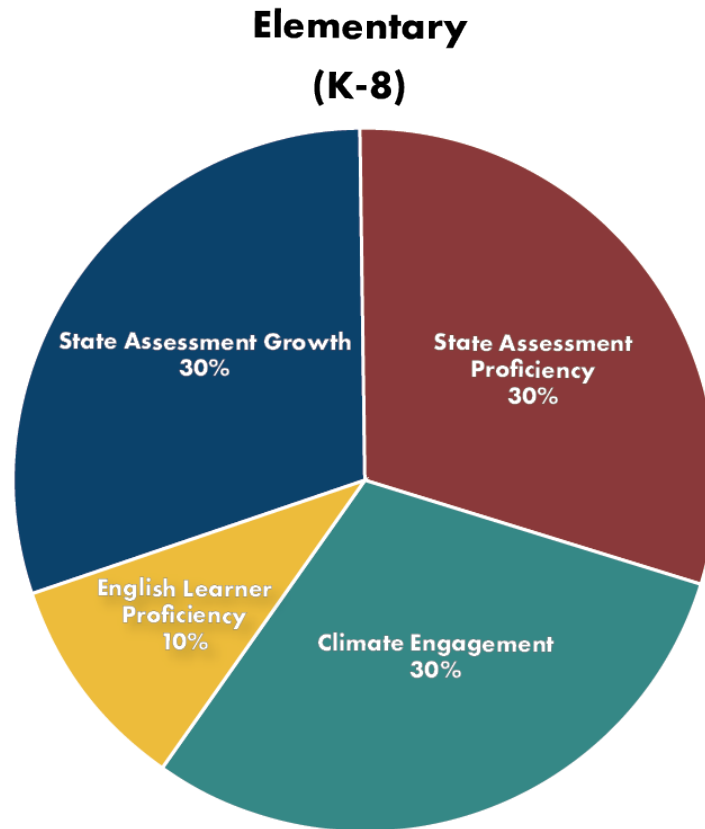
Updated June 30, 2022

# Purpose of Accountability

**TO PROVIDE STATEWIDE RESPONSIBILITY TO ALL STAKEHOLDERS TO PURSUE THE ND PK-12 STRATEGIC VISION AND THE FOLLOWING:**

- ✓ Provide transparency and public reporting of key performance and improvement indicators for all schools, districts, and the state;
- ✓ Ensure all schools and districts are engaged in a process of continuous improvement;
- ✓ Identify when and where desired results are not being achieved, prioritize which schools are most in need of support; and
- ✓ Allocate resources and support services, increase oversight and engagement, and elevate accountability for those schools most in need of support.

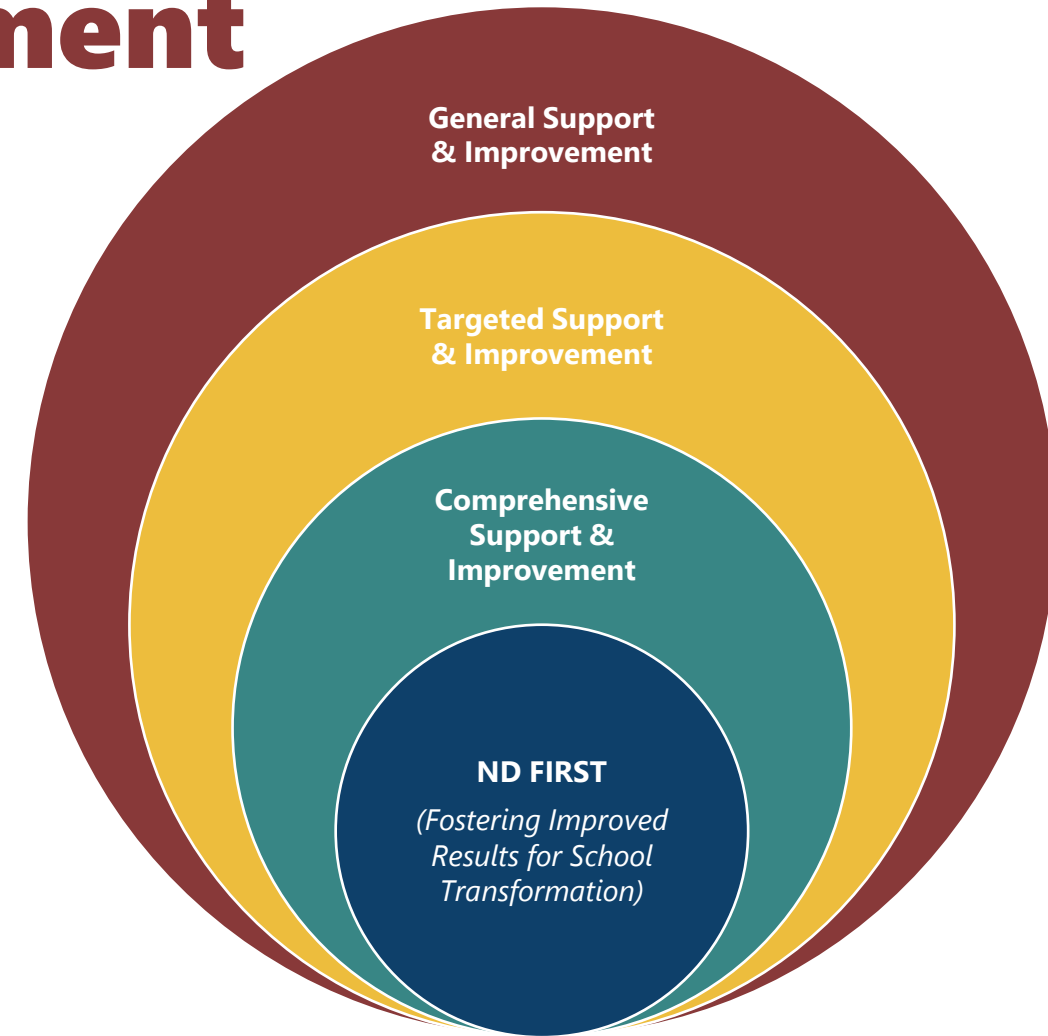
# Elementary & High School Accountability System



For accountability purposes, grades 7 and 8 are included with the elementary report, except for large districts with an approved middle school.

# ND Continuous Improvement

- ✓ Currently, North Dakota uses Cognia statewide for school approval.
- ✓ All schools participate in continuous school improvement, evidenced through the Strategy Map.
- ✓ Visit the [Insights Dashboard](#) for detailed information about any school in North Dakota.
- ✓ Within North Dakota's System of Support, schools are designated as one of the following:
  - General Support and Improvement
  - Targeted Support and Improvement (TSI)
  - Comprehensive Support and Improvement (CSI)
  - Fostering Improved Results for School Transformation (ND FIRST)



# Projected 2025-2026 TSI/CSI/ND FIRST Identification Timeline







# ESSA Implementation Committee

- ✓ The [ESSA Implementation Committee](#) still convenes, at a minimum, three times a year to gather feedback and support from stakeholders around the implementation of federal law and the ND State ESSA Plan.
- ✓ These members have agreed to shoulder the responsibility of providing ongoing, two-way feedback with the stakeholder group they represent across the state.





# ESEA Flexibility and Waiver Guidance

## Call to Action

- ✓ On July 29, 2025, the Office of Elementary and Secondary Education released guidance in response to the 2024 NAEP results and a rising demand for educational change.
- ✓ The guidance encouraged states to innovate through ESSA plan amendments and/or waivers.
- ✓ Educational entities (SEAs, LEAs, and Tribes) are invited to request an amendment or waiver to improve student outcomes and optimize federal funding use.
- ✓ Waivers may address statutory/regulatory barriers under ESEA Section 8401 with an emphasis on improving literacy and numeracy, expanding school choice, and supporting nontraditional models (microschools, classical, hybrid models).
- ✓ The guidance also reminded states and districts that many built-in flexibilities exist with no waiver needed in the following areas:
  - Innovative Assessments (e.g., competency-based, performance-based)
  - Graduation-based high school support (flexibility for dropout recovery & small schools)
  - Funding Transferability across ESEA programs
  - Administrative Fund Consolidation for streamlined program operations

# Waiver Process Overview

1. Public notice and comment period is required.
2. Submit Plan to USED with the following information:
  - Targeted programs requested
  - Statutory requirements to waive
  - Evidence that the request advances achievement
  - Evaluation and transparency plans
3. USED will make its decision within 120 days, and the waivers would be valid for up to four years.

## Waiver Limitations

The following provisions cannot be waived:

- ◆ **Fund distribution formulas**
- ◆ **Civil Rights**
- ◆ **Maintenance of Effort**
- ◆ **Supplement not Supplant**
- ◆ **Equitable Services**
- ◆ **Parent and Family Engagement**

# Communication **Channels**

# How do you keep up?

SUBSCRIBE AND READ NDDPI NEWSLETTERS AND MEMOS



**NDDPI Messenger**

Weekly or  
Bi-Monthly



**Educator's Edge**

Monthly

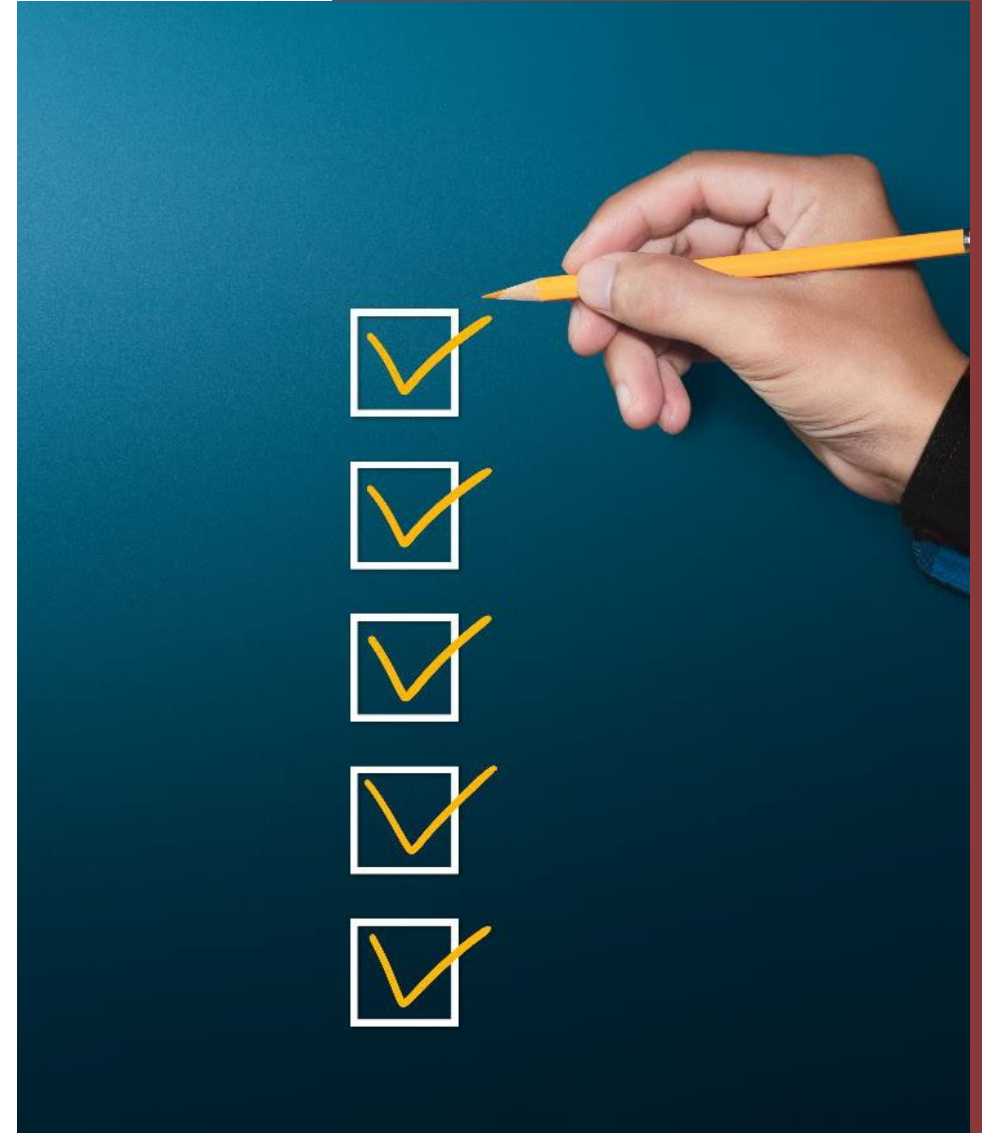


**NDDPI Website**

Regularly

# Additional Resources

- [ESSA | North Dakota Department of Public Instruction](#)
- [Federal Title Programs | North Dakota Department of Public Instruction](#)
- [WebGrants | NDDPI](#)
- [NDDPI WebGrants Internal User Guide](#)
- [ND School District Financial Accounting and Reporting Manual \(NDSDFARM\)](#)
- [Object Code Categories](#)
- [Tracking Federal and Local Funds](#)
- [Home | U.S. Department of Education](#)
- [Uniform Grant Guidance-Code of Federal Regulations](#)
- [OMB Uniform Guidance \(2014\) | Grants.gov](#)
- <https://www.fac.gov/compliance/>





NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**

# THANK YOU

Contact me:  
Amanda Peterson  
[amandapeterson@nd.gov](mailto:amandapeterson@nd.gov)  
701-328-3545

LUNCH



NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**

# **BUILDING THE BRIDGE**

*STEVE SNOW, SYSTEM INTEGRATION SPECIALIST*

*TONY AMBROSE, BRIDGE EXECUTIVE LEAD*

*NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION*



Why **BRIDGE?**



# Current Challenges

- Inconsistent data quality and standards
- Delays in accessing actionable data
- Time, energy, and effort required to gather, organize, and report the data required to fund, assess, and operate our education system
- Antiquated systems that don't "talk" to one another

# Developing a Solution

- NDDPI worked with a team of key stakeholders (including administrators) to identify K-12 data outcomes
- NDDPI issued an RFP for a statewide SIS with the goals of:
  - Providing a unified, secure, and accessible data ecosystem
  - Empowering educators, administrators, and policymakers with real-time, relevant data
  - Allowing data to stay with students through their entire North Dakota K-12 educational journey (across schools, districts, dual enrollment, etc.)
- A vendor was selected to partner with us on the path forward

# Vision

An enterprise solution to transform the management of education data in North Dakota that allows our teachers and administrators to focus more on North Dakota's K12 Vision and Mission: "that all students will graduate choice ready with the knowledge, skills, and disposition to be successful."

**Systems might change...**  
**our outcomes will continue to be our target.**

What is **BRIDGE**?

# BRIDGE

## *ND's Comprehensive K-12 Data Modernization Solution*

- An enterprise solution to modernize and unify education data systems, allowing educators to focus more on student success and North Dakota's K-12 vision.
- More than a SIS replacement. BRIDGE will streamline:
  - Student, teacher, and course data management
  - State and federal reporting
  - School funding processes

What's Next?

Project Focus Area	August 2025 Planned Activity	Future Activities
SEA Infinite Campus Implementation	<ul style="list-style-type: none"> <li>Discovery Sessions / Requirements Gathering with Infinite Campus</li> <li>Finalize In/Out Plan</li> </ul>	<ul style="list-style-type: none"> <li>Stop-Gap Planning</li> <li>SEA Implementation Roadmap</li> <li><b>Winter 2025:</b> Implementation</li> </ul>
LEA Infinite Campus Implementation	<ul style="list-style-type: none"> <li>Continue Implementation Prep / Communication with Infinite Campus</li> <li>Continue Communication with LEAs</li> </ul>	<ul style="list-style-type: none"> <li><b>Fall 2025:</b> Implementation Activities Begin</li> <li><b>Winter 2025:</b> Analysis and Discovery</li> <li><b>Spring 2026:</b> Implementation / Training</li> <li><b>Summer 2026:</b> Go-Live</li> <li><b>Fall 2026:</b> New School Year, New SIS</li> </ul>
Integrations	<ul style="list-style-type: none"> <li>Discovery Sessions / Requirements Gathering with Infinite Campus</li> <li>Finalize Integrations Inventory</li> <li>Initialize Integrations Discovery / Stop-Gap Planning</li> <li>ND K12 "Camp Data" Workshop (NDDPI, NDIT, SLDS)</li> </ul>	<ul style="list-style-type: none"> <li>Integrations Roadmap</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Respond to stakeholder feedback using BRIDGE Knowledge Base</li> <li>Engage Communications Advisory Committee</li> <li>Back To School DrillDown / CTE Stakeholder Engagement</li> </ul>	<ul style="list-style-type: none"> <li><b>September 2025:</b> Joint Board Meeting</li> </ul>
Change Management	<ul style="list-style-type: none"> <li>NDDPI / BRIDGE Project Team Change Management Activities <ul style="list-style-type: none"> <li>Project Health Assessment</li> <li>Project Risk Assessment</li> </ul> </li> </ul>	
Other	<ul style="list-style-type: none"> <li>ND K12 "Camp Data" Workshop (NDDPI, NDIT, SLDS)</li> <li>NDDPI Data Sharing Agreement Planning (LEAs / NDIT / SLDS)</li> <li>Award LEA Data Migration Vendor</li> <li>NDDPI Data Stewardship / Governance Discussions</li> </ul>	<ul style="list-style-type: none"> <li><b>September 2025:</b> LEA Data Migration Kickoff</li> </ul>



# Phases & Timeline

- **Fall 2025:** Implementation activities begin
- **Winter 2025:** Analysis and discovery
- **Spring 2026:** Implementation and training
- **Summer 2026:** Go live
- **Fall 2026:** New school year, new SIS!



## For Schools & Districts:

- Review implementation guide
- Clean up data
- Inventory existing systems and third-party vendors
- Technology assessments and checklists
- Training

# Questions/Discussion



# Resources

- Website: <https://www.nd.gov/dpi/bridge>
- Email us! [bridge@nd.gov](mailto:bridge@nd.gov)



NORTH DAKOTA  
**DEPARTMENT OF  
PUBLIC INSTRUCTION**

**THANK  
YOU**