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 box containing the title text.

Rules, Requirements, and Reminders ... Oh, My!



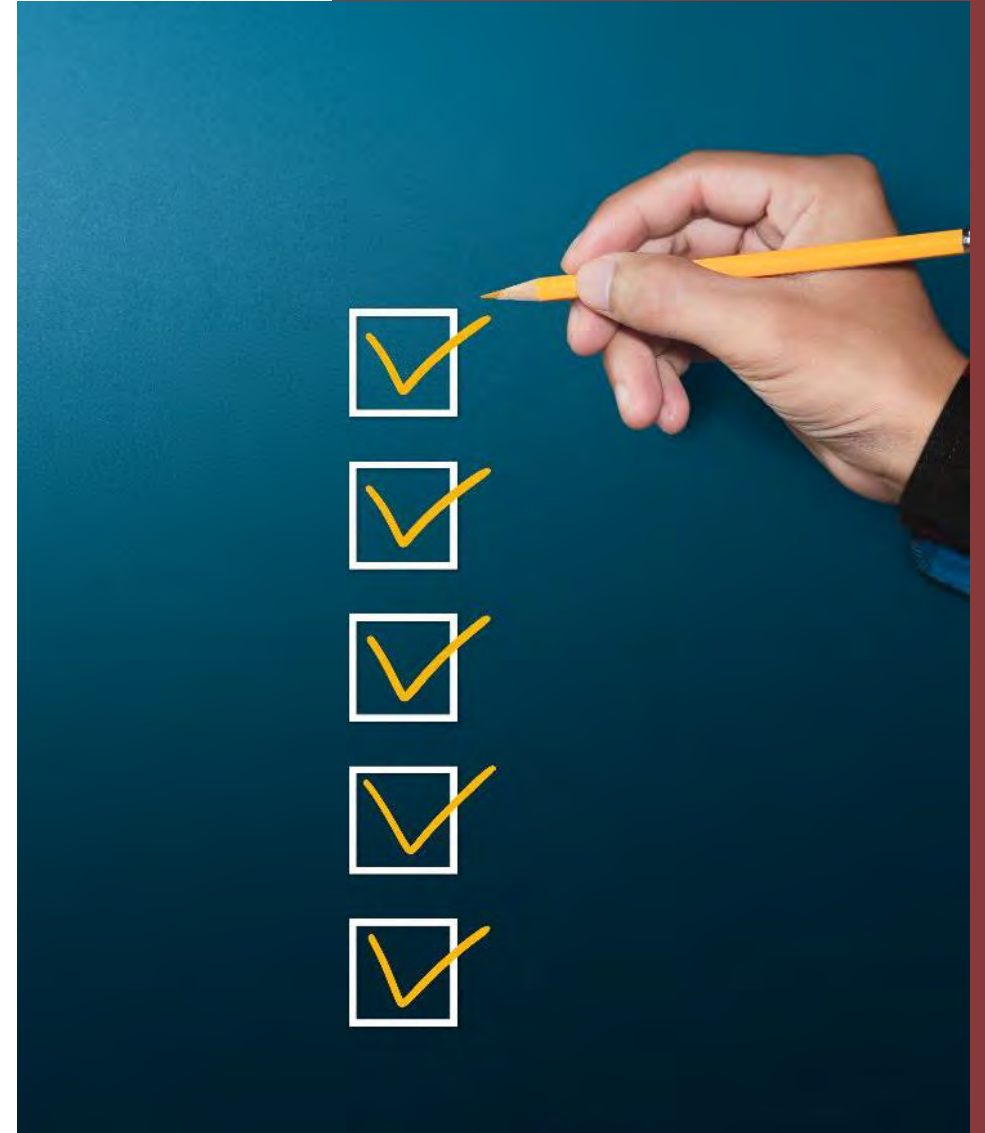
Michelle Siegfried,
Program Administrator

Jen Withers,
Assistant Director

nd.gov/dpi/

Agenda

- **Understanding At-Risk Students**
- **Understanding the Liaison Role**
- **Overview of At-Risk Programs**
- **Overview of Annual Recordkeeping**
- **Questions and Answers**



At-Risk Students



At-Risk Students



- Youth facing circumstances that may negatively impact their academic or social progress
- Student in danger of not graduating, being promoted, or meeting education-related goals
- Circumstances in their lives may impact their ability to transition into adulthood successfully

Most common At-Risk indicator Poverty

Other factors causing a youth to be At-Risk

School Life	Family Life	The Law/Crime	Community
Aggressive Behavior	Depression	Sexuality	
Truthfulness	Self-Being	Illegal Substances	

Poverty



Size of family unit	Related children under 18 years								
	None	One	Two	Three	Four	Five	Six	Seven	Eight or more
One person (unrelated individual):									
Under 65 years.....	16,320								
65 years and over.....	15,045								
Two people:									
Householder under 65 years	21,006	21,621							
Householder 65 years and over.....	18,961	21,540							
Three people	24,537	25,249	25,273						
Four people	32,355	32,884	31,812	31,922					
Five people	39,019	39,586	38,374	37,436	36,863				
Six people	44,879	45,057	44,128	43,238	41,915	41,131			
Seven people	51,638	51,961	50,849	50,075	48,631	46,948	45,100		
Eight people	57,753	58,263	57,215	56,296	54,992	53,337	51,614	51,177	
Nine people or more	69,473	69,810	68,882	68,102	66,822	65,062	63,469	63,075	60,645

Source: U.S. Census Bureau, 2025.

Poverty

Poverty and Foster Care

Poverty – a state in which a person lacks the financial resources and essentials for a minimum standard of living.

Foster Care – 24-hour out-of-home care for children whose parents cannot provide for their children's needs.

Poverty

Poverty and Homelessness

Poverty – a state in which a person lacks the financial resources and essentials for a minimum standard of living.

Homelessness – having nowhere permanent and safe.

Poverty

Poverty and Title I Funding

Poverty – a state in which a person lacks the financial resources and essentials for a minimum standard of living.

- Youth facing circumstances that may negatively impact their academic or social progress
- Student in danger of not graduating, being promoted, or meeting education-related goals
- Circumstances in their lives may impact their ability to transition into adulthood successfully

Foster Care – 24-hour out-of-home care for children whose parents cannot provide for their children's needs.

Homelessness – having nowhere permanent and safe.

Programs for At-Risk Students



Programs and Liaison Roles

- Education of Homeless Children and Youth
- Foster Care
- Neglected & Delinquent
- Title I





Foster Care

Children in foster care face many educational barriers, including traumatization, high mobility, and undiagnosed behavioral and health conditions.

The law focuses on maintaining school stability, school access, and providing support for academic success of students in foster care.

- Child-Centered decision-making
- Best Interest Determination
- Coordination of Programs and Stakeholders
- Community-Based Services
- Diverse and Collective Resources



McKinney-Vento Act

The MKV Act defines “homeless children and youths

as individuals who lack a fixed, regular, and

adequate nighttime residence.

nd.gov/dpi/

Fixed – stationary, permanent, not subject to change

Regular – used on a predictable, routine, consistent basis

Adequate – lawfully and reasonably sufficient for meeting the physical and psychological needs typically met in the home environment



McKinney-Vento Act

42 U.S.C. § 11434a(2)

- Double-Up/Sharing Housing
- Lack of Alternative Adequate Accommodations

- Living in Emergency or Transitional Shelters
- Abandoned

- Non-Designated Spaces
- Migratory Children who Qualify

Understanding the Liaison Role

- Immediate Enrollment
- Best Interest Determination





Understanding the Liaison Role

- Identification
- Coordinating with CWA and NDDPI
- Professional Development
- POC for custodial agencies
- Best Interest Determination/Dispute Resolutions

- [Foster Care | North Dakota Department of Public Instruction \(nd.gov\)](https://nd.gov/nddpi/foster-care)
- [McKinney-Vento \(nd.gov\)](https://nd.gov/nddpi/mckinney-vento)





Understanding the Liaison Role

- Immediate Enrollment/Assistance with Records
- Transportation procedures, determination(s), cost, and disputes
- Access to Services and Opportunities
- Referrals
- Recordkeeping/Monitoring



- [Foster Care | North Dakota Department of Public Instruction \(nd.gov\)](https://nd.gov/foster-care/)
- [McKinney-Vento \(nd.gov\)](https://nd.gov/mckinney-vento/)



Understanding the Liaison Role

Requirements for Students

- Student-Centered Opportunities
- FAPE – Free, Appropriate, Public Education
- Immediate Enrollment, even if lacking documents
- Continued Enrollment in School or Origin OR Local School
- Transportation To and From School
- Comparable Education Services



Annual Recordkeeping

Annual Recordkeeping

- **Assurance** – District ensures continuous compliance
- **Requirement** – Rules/Regulations mandated by Federal and/or State Law
- **Documentation** – necessities to ensure requirements are met
- **Resources** – what is available for assistance with recordkeeping

FEDERAL TITLE PROGRAMS MONITORING | NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION (ND.GOV)

Annual Recordkeeping

- **FC/H01:** Appropriate Assignment, Effort and Time, Job Description
- **FC/H02:** Enrollment and Education Policies & Procedures
- **FC/H03:** School of Origin, Best Interest Determination, and Notice of Rights
- **FC/H04:** Transportation Policy and District Form
- **FC/H05:** Coordination of Services and Supports
- **FC/H06:** Professional Development

A collection of various school supplies including pens, pencils, markers, a ruler, a protractor, a compass, and a sharpener, arranged on a white background.

FEDERAL TITLE PROGRAMS MONITORING | NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION (ND.GOV)

Annual Recordkeeping

- **Submissions**

- School Board Approved (when applicable)
- Label Appropriately (FC/H01, FC/H02, etc.)
- District Letterhead/Logo
- Upload into STARS
- Be Mindful of Due Date
- Timeline

FEDERAL TITLE PROGRAMS MONITORING | NORTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION (ND.GOV)

Annual Recordkeeping

- **Submission FC/H01 – Appropriate Assignment, Effort and Time, Job Description**
 - Assignment/Designation
 - Time/Effort
 - Job Descriptions

- SCHOOL BOARD MEETING MINUTES DESIGNATING FOSTER CARE AND HOMELESS LIAISON BY NAME AND POSITION
- TIME/EFFORT DOCUMENTATION
- JOB DESCRIPTION FOR BOTH LIAISON POSITIONS

Annual Recordkeeping

- **Submission FC/H02 – Enrollment and Education Policies & Procedures**
 - Immediate Enrollment/Homeless Education Policy/Educational Stability MOU
 - Enrollment Form/link
 - Residency Questionnaire
 - Narrative of Enrollment Process
 - Identification/Connection to Liaison
 - Dispute Resolution Policy and Procedure
 - Specific to Foster Care and Homeless Students

- DISTRICT HOMELESS EDUCATION/IMMEDIATE ENROLLMENT POLICY/ AND EDUCATIONAL STABILITY MOU DOCUMENTATION
- ENROLLMENT AND ADDRESS VERIFICATION FORM/LINK
- NARRATIVE OF DISTRICT ENROLLMENT PROCESS, INCLUDING IDENTIFICATION AND CONNECTION
- DISPUTE RESOLUTION POLICY AND PROCEDURES

Annual Recordkeeping

- **Submission FC/H03 – School of Origin/Best Interest Determination, Notice of Rights, and Title I Set-Aside**
 - District Best Interest Determination Form
 - District Best Interest Determination Results
 - District Notice of Rights Poster/Locations
 - District Ledger showing Title I Set-Aside AND Expenditures of Set-Aside (if applicable)

- BEST INTEREST DETERMINATION FORM AND PROCESS
- BEST INTEREST DETERMINATION MEETING RESULTS
- COMPLETED NOTICE OF RIGHTS POSTERS, LIST OF DISTRICT AND COMMUNITY WHERE POSTERS HANG, AND A PICTURE OF COMPLETED POSTER
- DISTRICT LEDGER SHOWING TITLE I SET-ASIDE AND EXPENDITURES IF YOUR DISTRICT IDENTIFIED STUDENTS EXPERIENCING HOMELESSNESS



Annual Recordkeeping

- **Submission FC/H04 – Transportation Policy and Form**
 - District Transportation Policy
 - District Transportation Form

- DISTRICT SCHOOL BOARD APPROVED TRANSPORTATION POLICY
- DISTRICT SCHOOL BOARD APPROVED TRANSPORTATION FORM

Annual Recordkeeping

- **Submission FC/H05 – Coordination of Services and Supports**
 - Agenda for Meeting
 - Who should attend
 - What services does the student need access to
 - Who is responsible for what services
 - Timelines/follow-up
 - List of Community Entities able to assist
 - Shelters
 - Pantries
 - Thrift stores
 - Medical providers
 - Dental providers
 - Mental health providers

- MEETING WITH VESTED PARTIES
- COMMUNITY ENTITIES ABLE TO ASSIST



Annual Recordkeeping

- **Submission FC/H06 – Professional Development**
 - Foster Care and Homeless Liaison Professional Development Hours
 - Foster Care and Homeless Professional Development to District Personnel

- RECORD OF FOSTER CARE AND HOMELESS LIAISON HOURS OF (RELATED) PROFESSIONAL DEVELOPMENT
- RECORD OF FOSTER CARE AND HOMELESS PROFESSIONAL DEVELOPMENT PRESENTED TO DISTRICT PERSONNEL



Annual Recordkeeping

- **Submission Responses**
 - No Submission
 - Not Met
 - Met
 - Not Applicable

Wrap-Up



Resources

[American Psychological Association \(APA\)](#)

www.census.gov

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Foster Care | North Dakota Department of Public Instruction \(nd.gov\)](#)

[McKinney-Vento \(nd.gov\)](#)

[National Center for Homeless Education](#)

www.nd.gov/dpi/education-programs/federal-title-programs

www.nd.gov/dpi/education-programs/federal-title-programs/federal-title-programs-monitoring

[Poverty among Foster Children: Estimates Using the Supplemental Poverty Measure — Columbia University Center on Poverty and Social Policy](#)

[Title I, Part D \(nd.gov\)](#)



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

THANK YOU

Michelle Siegfried
msiegfried@nd.gov
701-328-3544

Jen Withers
jwithers@nd.gov
701-328-4612

CHILD ABUSE AND NEGLECT REPORTING

School Systems



PRESENTER

Kevin Miller, LMSW
CFS Field Service
Specialist

WHAT WE WILL COVER

- State Law regarding child abuse and neglect
- Institutional Child Protection
- Mandated Reporters
- The interface between the law and agencies
- What to report
- Method of reporting
- Assessment process
- Examples and Suggestions
- Q and A

INSTITUTIONAL CHILD ABUSE OR NEGLECT

NDCC: 50-25.1-02

- North Dakota Law defines Institutional Child Abuse and Neglect as:
 - Situations of known or suspected child abuse or neglect where the institution responsible for the child's welfare is:

INSTITUTIONAL CHILD ABUSE OR NEGLECT CONTINUED

- **a public or private school**, August 1,2021
- a residential facility or setting either licensed, certified, or approved by the department,
- a residential facility or setting that receives funding from the department.
- For purposes of this subsection, residential facilities and settings exclude:
 - correctional, medical, home- and community-based residential rehabilitation, and
 - educational boarding care settings.

INSTITUTIONAL CHILD ABUSE OR NEGLECT CONTINUED

- **Greater scope of culpability:**
 - The school/institution is the subject rather than an individual
 - Looks at the school/institution as a whole
- **Facilities are expected to provide high-quality education that conforms to:**
 - Agency policies
 - Licensing standards
 - Standards of best practice
 - Accreditation standards

NORTH DAKOTA CENTURY CODE (NDCC)

- **North Dakota Century Code 50-25.1**
 - Defines institutional child abuse and neglect
 - Creates and defines the State Child Protection Team
 - Mandates reporting of suspected child abuse and neglect

NORTH DAKOTA ADMINISTRATIVE CODE (NDAC)

- **North Dakota Administrative Code**
 - Requires schools to cooperate fully with the department throughout the course of any investigation of any allegation of child abuse or neglect

ND DEPARTMENT OF HUMAN SERVICES

- **Institutional Child Abuse and Neglect Service**
Chapter 640-40-25
 - Identifies protocols and procedures for the reporting and assessment of institutional child abuse and neglect

INSTITUTIONAL CHILD PROTECTION

WHO ARE MANDATED
REPORTERS?

MANDATED REPORTERS (NDCC)

50-25.1-03. PERSONS REQUIRED AND PERMITTED TO REPORT

- **Any:**

- physician
- nurse
- dentist
- optometrist
- medical examiner or coroner
- any other medical or mental health professional
- religious practitioner of the healing arts
- **schoolteacher, administrator, or school counselor**
- addiction counselor
- social worker

MANDATED REPORTERS (NDCC) CONTINUED

- **childcare worker**
- foster parent
- police or law enforcement officer
- probation officer, Juvenile Court personnel, DJS employee
- or member of the clergy (except if the knowledge or suspicion is derived from information received in the capacity of spiritual advisor).

MANDATED REPORTERS (NDCC) CONTINUED

Permissive Reporters

- Anyone is permitted to report

What Must Be Reported

- Knowledge of or reasonable cause to suspect that a child is abused or neglected, when the knowledge or suspicion is received in the person's official or professional capacity.

NEW REQUIREMENTS:

HOUSE BILL NO. 1562

- House Bill 1562 (NDCC 15.1-07-34) requires a mandated reporter training for suspected child abuse or neglect for all **initial** licenses effective **August 1, 2025**, offered by the ND Department of Health and Human Services. This requirement must be met by completing the training available at <https://mandatedreporter.pcand.org/educators-welcome/>. You can expect the training to take at least one hour to complete.

REPORTING

50-25.1-04. METHOD OF REPORTING.

- **Immediately** cause oral or written reports to be **made to the department** or the department's designee (central intake).
- If you have contacted law enforcement also need to contact CPS.

INTERFACE BETWEEN LAW AND AGENCY POLICIES (NDDHS)

- Reports of suspected institutional abuse or neglect will be made to the Institutional Child Protection Services, **prior to** internal investigation or review of the incident by institution administration, and **after** it is determined that the child is safe.
- Agency policy does not waive the statutory obligation of that employee to assure that a report is made to the Department of Human Services whenever institutional child abuse or neglect is suspected.
- Immediate reporting to the ICPS worker of any suspected child abuse or neglect will assist in assuring that the assessment of the incident, as required by NDCC 50-25.1, or any concurrent law enforcement investigation, will not in any way be compromised or obstructed.

INTERFACE BETWEEN LAW AND SCHOOL POLICIES (NDDHS)

- A public or private school may complete an investigation into any conduct reported or alleged to constitute institutional child abuse or neglect at the school's institution **concurrently** with a child protection assessment.

RISK MANAGEMENT

Immediate steps to ensure the safety and well being of resident(s)/students and staff.

IS

- Taking action to ensure an incident will not be repeated.
- Taking action to address the physical and emotional wellbeing of child(ren).
- Taking action to protect staff/facility from further liability.

IS NOT

- An assessment or investigation to determine the facts of what did or did not happen.

FAILURE TO REPORT

- Any person required by this chapter to report a case of known or suspected child abuse or neglect, who willfully, as defined in section 12.1-02-02, fails to do so is guilty of a class B misdemeanor.

INSTITUTIONAL CHILD PROTECTION

WHAT TO REPORT

TYPES OF INSTITUTIONAL MALTREATMENT (NDDHS)

- **Abuse**

- Physical abuse
- Sexual abuse

- **Neglect**

- Physical neglect
- Psychological maltreatment

INSTITUTIONAL CHILD PROTECTION

MAKING THE REPORT

REPORTING

- Immediately oral or written reports to be made to the department or the department's designee.
- Oral reports must be followed by written reports within forty-eight hours, if so requested.
- A requested written report must include information specifically sought by the department.

REPORTING FORM

- State Form Number (SFN) 960 Report of Suspected Child Abuse or Neglect
 - <http://www.nd.gov/eforms/>
- "When in doubt, fill it out."

WHAT TO INCLUDE

- Name of Institution/school where abuse or neglect is suspected to have occurred.
- Name and home telephone number of all staff members (if known) who witnessed, participated in, or who have knowledge of the institutional child abuse or neglect.
- Names, dates of birth, and current location (if known, and if other than the facility that is the subject of the report) of child(ren) suspected of being abused or neglected.
- Dates, or approximate dates, and the location of where the incident of suspected abuse or neglect occurred.

WHAT TO INCLUDE CONTINUED

- Nature and extent of suspected abuse or neglect.
- Any actions taken by the facility in response to the reported incident.
- Name, address, and phone number of the reporter.
- Name(s) and other person(s) who may have information concerning the suspected abuse or neglect.

WHERE TO REPORT

- ND Centralized Child Protection Intake
 - Phone: 1-833-958-3500
 - Email: cpsintakeunit@nd.gov
 - Fax: 701-328-0361

REPORTING AND TITLE IX INVESTIGATIONS ADULT - STUDENT

- We understand schools' obligation to conduct Title IX investigations.
- However, when a sexual abuse allegation is made school personnel must fill out the 960 immediately and let law enforcement work first.
- Why?
 - Personnel that are trained in forensic interviewing techniques must speak to the child first.
 - If not, evidence can be tampered with.
 - Also, the more interviews conducted the less likely the child is to speak about the incident.
- Conduct Title IX investigations in the wake of the official law enforcement investigations.

INSTITUTIONAL CHILD PROTECTION

ASSESSMENT

WHAT HAPPENS WHEN A REPORT IS RECEIVED

- The information in the report is analyzed and an assessment plan is made:
 - Will a full assessment will be completed
 - Will an administrative assessment will be completed
 - Will an administrative referral will be completed
- Facility licensing entity is notified
- Protection and Advocacy is notified (if applicable)

ADMINISTRATIVE ASSESSMENT/REFERRAL

- Process of documenting reports of suspected child abuse or neglect that do not meet the criteria for a full assessment.
- Process of documenting the referral of reports of suspected child abuse or neglect that fall outside the jurisdiction of Institutional Child Protection.

FULL ASSESSMENT

- A full assessment is completed by a CFS Field Services ICPS worker
- A joint assessment/ investigation is done with law enforcement when the concerns in the report may be a criminal violation
 - Physical abuse
 - Sexual abuse
- A joint assessment may be done with Protection and Advocacy if the child meets the criteria for P&A services
- A joint assessment/licensing review may be done with the licensing authority, if appropriate

FULL ASSESSMENT

- A full assessment includes
 - Interviews with:
 - Reporter
 - Facility administration
 - Staff person(s) who were involved directly or as witnesses
 - Child(ren) who were involved as a victim or as witnesses
 - Family members
 - Others who have knowledge

FULL ASSESSMENT

- Gathering Written Documentation
 - Incident reports
 - Logs
 - Personnel records
 - Law enforcement reports
 - Medical records
 - Statements
 - Facility policies
 - Other documents identified

FULL ASSESSMENT

- Information gathered in the assessment is compiled into a written report.
- The written report is shared with the facility and staff in the State Child Protection Team.

STATE CHILD PROTECTION TEAM (NDCC)

- A multidisciplinary team consisting of the designee of the department and, where possible:
 - a physician
 - a representative of a child-placing agency
 - a representative of the state department of health
 - a representative of the attorney general
 - a representative of law enforcement
 - a representative of the superintendent of public instruction
 - a representative of the department of corrections and rehabilitation
 - A parent with lived experience
 - one or more representatives of the lay community
 - as an ad hoc member, the designee of the chief executive official of any institution named

STATE CHILD PROTECTION TEAM (NDCC)

- **Jeremy Ensrud**, ND Attorney Generals Office
- **Lisa Bjergaard**, Division of Juvenile Services
- **Jim Upgren**, Dept of Public Instruction
- **Brittany Fode**, QRTP Licensur
- **Kelly Ulberg**, Behavioral Health Administrator
- **Becky Gustofsen**, Developmental Disabilities
- **Kirsten Hansen**, Children & Family Services
- **Vacant**, Law Enforcement Official
- **Dana Lindemann**, CFS Licensing

STATE CHILD PROTECTION TEAM (NDCC)

- **By law, the State Child Protection Team may:**
 - meet at any time
 - confer with any individuals, groups, and agencies
 - issue reports or recommendations on any aspect of child abuse, neglect, or death resulting from abuse or neglect it deems appropriate
- In every case of alleged institutional child abuse or neglect, the State Child Protection Team **shall** make a determination that **child abuse or neglect is or is not indicated**

DETERMINATION

- The determination that a report of suspected institutional child abuse is “**Indicated**” reflects the Team’s belief that a child has been abused or neglected by the **facility**.
- “**Not Indicated**” reflects the Team’s belief that a child has not been abused or neglected.

FOLLOW-UP

- Facilities are notified of the State Team's determination at the team meeting, followed up in writing
- Custodians are notified of the State Child Protection Team's determination
- Certain actions may be recommended to the facility to remedy issues affecting children's safety and well being
- Certain actions may be recommended to/requested of the licensing entity to assure safety for children
- Determinations of the State Child Protection Team are communicated to the agency licensing entity and to The Protection and Advocacy Agency

STATISTICS

- There were approximately 313 ICPS Reports last fiscal year. Of these there were approximately 145 school reports.
- Of these cases 145 school reports there were only 4 cases with an Indicated finding
- Of the 313 reports 182 were administratively assessed, 103 were terminated in progress leaving 28 full assessments
- This year have 268 reports so far

CHILD SEXUALIZED BEHAVIORS

- Report sexualized behaviors between students when staff observe this or when students report this
- Involve and communicate with parents be honest about what was reported or observed
- Let parents know the steps taken to ensure safety
- Here is the link to the century code:
 - [Child Sexual Behavior Problems 640-01-10-90-20 \(nd.gov\)](#)
- Regular CPS main role is to work with parents on a safety plan ICPS role is to ensure there was adequate supervision

EXAMPLES OF SCHOOL REPORTS

- Calling students names or making derogatory comments about appearance, body, or clothing
- Physically touching students
- Searches of students
- Texting or Snapping Students
- Developing relationships with students outside of school
- Inappropriate transfers, restraints, escorts or pushing pulling or dragging students

EXAMPLES OF SCHOOL REPORTS CONTINUED

- Not reporting children's sexualized behavior's
- Seclusion Rooms
- School or teacher allowing bullying
- Unexplained Bruises or Injury
- Taking pictures of students
- Sexual comments
- Not following up appropriately on potential abuse/neglect of staff and other students

SUGGESTIONS

- Communication with parents is key!
- Documentation- take credit for the work you have done.
- Policies and training.
- Look at things from an outside perspective.

CONTACT INFORMATION

Jann Neameyer, LBSW
CFS Field Service Specialist
(701) 239-7278
janneameyer@nd.gov

Kevin Miller, LMSW
CFS Field Service Specialist
(701) 328-8882
kemiller@nd.gov

Brian Jessen, LBSW
CFS Field Service Specialist
(701) 328-2429
brkjessen@nd.gov

THANK YOU

For safeguarding the safety and wellbeing of ALL of North Dakota's children





The ND Student Engagement Survey (NDSES): The New Measures & Survey Process for 2025-2026

Dr. Ellie Shockley, Institutional Researcher
Serving the North Dakota University System
Supporting the ND Department of Public Instruction

Cognia Survey: The Status Quo

- Measure used for school accountability
- **Cognia's intellectual property**
- Survey Qs regarding Behavioral, Cognitive, and Emotional engagement offer categorical responses
- **Cognia's tech & admin issues frustrated staff & students**

Cognia Survey: The Status Quo

- *Behavioral Engagement*
- **students' actions while at school**
 - attendance
 - positive conduct
 - work habits
 - participation in class and extracurricular activities.

Cognia Survey: The Status Quo

- *Cognitive Engagement*
- cognitive processing a student brings to academic tasks
- amount and type of strategies a student uses
- extent to which student connects learning across contexts

Cognia Survey: The Status Quo

- *Emotional Engagement*
- **students' feelings about**
 - school
 - learning
 - teachers
 - peers
- interest over boredom

Cognia Survey: The Status Quo

- Responses used to categorize students across each facet:
 - Committed
 - Compliant
 - Disengaged

Cognia Survey: The Status Quo

- *Committed*
- evident when a student volunteers resources under their control
 - time
 - effort
 - attention
- attentive to task b/c they find meaning & value in it
- persists w/ task even when having trouble
- does not compromise personal standards for completion of task

Cognia Survey: The Status Quo

- *Compliant*
- spends only as much time, energy, resources required to complete task
- attentive to task proportional to desired extrinsic reward
- does little else without direct supervision

Cognia Survey: The Status Quo

- *Disengaged*
- does not engage in school tasks
- when forced to attempt tasks, retreats or rebels
- employs strategies to conceal a lack of effort
- may overtly refuse to comply
- may do other work in place of what is expected
- may engage in academic dishonesty

The Goal: Move the Survey In-House

- Review academic literature
- Identify student engagement measures publicly & freely available for use
- Measures must include Behavioral, Cognitive, and Emotional facets

The Goal: Move the Survey In-House

- Pilot test in North Dakota to determine adequacy of psychometrics
- If adequate, proceed with new ND Student Engagement Survey (NDSES) in 2025-2026
- Ensure Committed, Compliant, and Disengaged categorization needed for accountability

The Goal: Move the Survey In-House

- Additional conversations identified *student belonging* as **potential new “fourth leg;” additional measure added**
- low sense of school belonging jeopardizes student wellbeing and success.

The Goal: Move the Survey In-House

- Determine ideal dates for administration
- Consultation with field and NDDPI identified Feb. 1-28, 2026 as ideal

Literature Review & Pilot Study

- **Districts' leaders who previously expressed interest in moving away from Cognia survey:**
 - Dickinson
 - Northern Cass
 - West Fargo

Pilot Study Methods

- Districts administered measures via Qualtrics in early 2025 to grades 3-12 (N=3,845):
 - School Engagement Measure (SEM; Fredricks et al., 2005)
 - grades 3-6
 - Student Engagement in Schools Questionnaire (SESQ; Hart et al., 2011; Lam et al., 2014)
 - grades 7-12
 - School Belongingness Scale (Arslan & Duru, 2017)
 - grades 3-12

Pilot Study Methods

- School Engagement Measure (SEM; Fredricks et al., 2005)
 - 3rd-6th; 5 behavioral, 8 cognitive, & 6 emotional items
 - *I follow the rules at school.*
 - *I pay attention in class.*
 - *When I read a book, I ask myself questions to make sure I understand what it is about.*
 - *I read extra to learn more about things we do in school.*
 - *I like being at school.*
 - *I feel excited by my work at school.*

Pilot Study Methods

- Student Engagement in Schools Questionnaire (SESQ; Hart et al., 2011; Lam et al., 2014)
 - 7th-12th; 12 behavioral, 12 cognitive, & 9 emotional items
 - *I try hard to do well in school.*
 - *In class, I work as hard as I can.*
 - *I try to understand how the things I learn in school fit together with each other.*
 - *I enjoy learning new things in class.*
 - *I like my school.*

Pilot Study Methods

- School Belongingness Scale (Arslan & Duru, 2017)
 - 3rd-12th; 5 acceptance & 5 exclusion items
 - *I feel that I am accepted by other people at school.*
 - *I see myself as a part of this school.*
 - *I think that people care about me in this school.*
 - *In this school, my friends, teachers, and others usually ignore me.* (Reversed-scored)

Pilot Study Methods

- District leaders recommended 4-point scale for grades 3-6
 - 5-point scale more challenging
- 5-point scale of the SESQ is used for the Secondary NDSES
 - 1-*never*, 2-*rarely*, 3-*sometimes*, 4-*often*, 5-*always*
- 4-point scale of the SBS is used for the Elementary NDSES
 - 1-*almost never*, 2-*sometimes*, 3-*often*, 4-*almost always*
- Each domain measure created by reverse-scoring negatively worded items and averaging all items

Pilot Study Results

School District & Student Data Status	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr.10	Gr.11	Gr.12	All
Dickinson	263	240	295	266	238	243	222	189	164	112	2,232
SSID Matched in STARS & Cognia Data	230	216	283	232	213	224	186	169	140	93	1,986
SSID Matched in STARS Only	23	21	7	25	17	10	24	18	23	17	185
SSID Unmatched	10	3	5	9	8	9	12	2	1	2	61
Northern Cass	52	44	50	40	58	41	45	41	30	47	448
SSID Matched in STARS & Cognia Data	51	41	50	40	57	38	44	40	30	45	436
SSID Matched in STARS Only	1	1	0	0	0	1	0	0	0	1	4
SSID Unmatched	0	2	0	0	1	2	1	1	0	1	8
West Fargo	173	239	106	2	3	2	229	152	154	105	1,165
SSID Matched in STARS & Cognia Data	167	227	95	1	1	2	214	150	149	101	1,107
SSID Matched in STARS Only	3	6	3	1	0	0	1	0	0	1	15
SSID Unmatched	3	6	8	0	2	0	14	2	5	3	43
Grand Totals	488	523	451	308	299	286	496	382	348	264	3,845

Pilot Study Results

Student Subgroups	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr.10	Gr.11	Gr.12	% of All
Race/Ethnicity											
White	360	382	344	217	225	211	373	301	289	214	75.8%
Hispanic	33	38	27	37	32	35	36	32	17	28	8.2%
Black	53	52	42	21	19	10	35	25	24	10	7.6%
Native American	14	15	12	16	8	10	14	4	4	5	2.7%
Asian	13	22	11	6	2	7	11	10	8	1	2.4%
Pacific Islander	2	3	2	2	2	2	0	5	0	0	0.5%
Race/Ethnicity n/a	13	11	13	9	11	11	27	5	6	6	2.9%
IEP Status											
Student without IEP	408	420	357	249	262	242	425	334	312	227	84.2%
Student with IEP	67	92	81	50	26	33	44	43	30	31	12.9%
IEP Status n/a	13	11	13	9	11	11	27	5	6	6	2.9%
EL Status											
Not English Learner	430	455	412	288	270	262	443	361	332	254	91.2%
English Learner	45	57	26	11	18	13	26	16	10	4	5.9%
EL Status n/a	13	11	13	9	11	11	27	5	6	6	2.9%
Family Income											
Not Low-Income	350	362	298	202	210	201	376	307	288	218	73.1%
Low-Income	125	150	140	97	78	74	93	70	54	40	24.0%
Family Income n/a	13	11	13	9	11	11	27	5	6	6	2.9%

Pilot Study Results

- Cronbach's alpha (α), a reliability coefficient measuring internal consistency
- Internal consistency for all domains of the Secondary NDSES was strong
 - all $\alpha \geq .84$
- Internal consistency for three domains of the Elementary NDSES – cog & emotional engagement and school belonging acceptable
 - all $\alpha \geq .79$

Pilot Study Results

- Internal consistency for Elementary NDSES behavioral engagement
 - lower than ideal, $\alpha = .62$
 - only 5 items
 - internal consistency likely improved w/ more items
 - 4 items from the SESQ w/ high internal consistency & reading ease to be included
 - Resulting in 9-item scale

Categorizing Students for Accountability

		Cognia-Aligned NDEES Ranges			Study Sample's Cognia Results		
Behavioral Engagement	Gr. 3-6 (1-4 Scale)	≥ 1 Disengaged 8.1%	< 2.7 Compliant 30.3%	> 3.3 Committed 61.6%	N=105 Disengaged 6.4%	N=474 Compliant 29.0%	N=1,054 Committed 64.5%
	Gr. 7-12 (1-5 Scale)	≥ 1 Disengaged 9.9%	< 2.7 Compliant 48.7%	> 3.5 Committed 41.4%	N=187 Disengaged 9.9%	N=877 Compliant 46.3%	N=832 Committed 43.9%
	Gr. 3-6 (1-4 Scale)	≥ 1 Disengaged 6.3%	< 1.5 Compliant 38.9%	> 2.2 Committed 54.8%	N=117 Disengaged 7.2%	N=596 Compliant 36.5%	N=920 Committed 56.3%
Cognitive Engagement	Gr. 7-12 (1-5 Scale)	≥ 1 Disengaged 9.3%	< 2.1 Compliant 61.3%	> 3.5 Committed 29.4%	N=187 Disengaged 9.9%	N=1,145 Compliant 60.4%	N=564 Committed 29.7%
	Gr. 3-6 (1-4 Scale)	≥ 1 Disengaged 18.4%	< 1.9 Compliant 19.2%	> 2.4 Committed 62.4%	N=322 Disengaged 19.7%	N=330 Compliant 20.2%	N=981 Committed 60.1%
Emotional Engagement	Gr. 7-12 (1-5 Scale)	≥ 1 Disengaged 19.5%	< 2.5 Compliant 43.7%	> 3.4 Committed 36.9%	N=377 Disengaged 19.9%	N=869 Compliant 45.8%	N=650 Committed 34.3%

Future Directions

- February 2026
 - Schools administer through Pearson (assessment vendor) platform
- Spring 2026 and on
 - Receive raw data from Pearson
 - Compute outcomes at a student-roster level
 - Make available to schools as soon as feasible (TBA)

Future Directions

- Spring 2026 and on
 - Psychometric research to keep NDSES methodologically strong
 - Future years: reviewed & adjusted by educators (like assessments), ESSA committee
 - standard setting, refining and updating over
 - student belonging in accountability?

References

Arslan & Duru (2017). Initial Development and Validation of the School Belongingness Scale:
<https://doi.org/10.1007/s12187-016-9414-y>

Fredricks et al. (2005). School Engagement:
https://doi.org/10.1007/0-387-23823-9_19

Hart et al. (2011). The Student Engagement in Schools Questionnaire and the Teacher Engagement Form-New:
<https://doi.org/10.1007/bf03340964>

Lam et al. (2014). Understanding and Measuring Student Engagement in School:
<https://doi.org/10.1037/spq0000057>

Questions? Comments?

- Contact:
- Dr. Ellie Shockley
- 701-328-9045
- Elizabeth.Shockley@NDUS.edu
- EShockley@ND.gov

ESPB Licensure Review and Updates



Dr. Becky Pitkin and Mari Riehl

August 2025

Today's Agenda



- ESPB request letters
- Apprenticeships
- Student Teacher Authorization
- Alternate Access License
- Teaching Permit
- American Board License
- Out of Field/ Praxis Endorsements
- Substitute Teaching
- Candidates from Out of the Country
- 25 Year Life License
- Mandated Reporter Training
- 40 Day Provisional License

Pop Quiz

1. What do you call it when a person is allowed to teach based on 4000 hours of relevant work experience in that area?

Teaching Permit

2. What is the alternative route to licensure that is competency-based and requires no coursework?

American Board

3. What restriction is on all substitute teaching licenses?

Can't sign a teaching contract or be the teacher of record on MIS03

www.nd.gov/espb



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[Program Ap](#)

is may be emailed to espbinfo@nd.gov and ESPB staff will respond as soon as we are able. Please allow

Licensure

[Alternate Access License](#)

[American Board Licensure](#)

[Applicants from Outside the US](#)

[Home](#) / [Licensure](#)

Licensure



PATHWAYS TO BECOME A TEACHER



Traditional

Attend college to earn a bachelor's or master's degree in teacher education. It takes approximately four years to complete.



Para to Teacher Pathway

Work as a paraprofessional in a K-12 school setting while completing college courses. Scholarships/grants may be available.



Alternate Access License

If you have a bachelor's degree in the area to be taught, and the school can't find a fully licensed teacher, you could be eligible for an Alternate Access license while you work to become a fully licensed teacher.



American Board

If you have a 4-year degree in any content area (it doesn't need to be teaching) you could enroll in an alternate path called American Board. The fee of \$1900 gives you access to study preparation materials. Once you pass the required tests for the content area selected you can apply for a license.



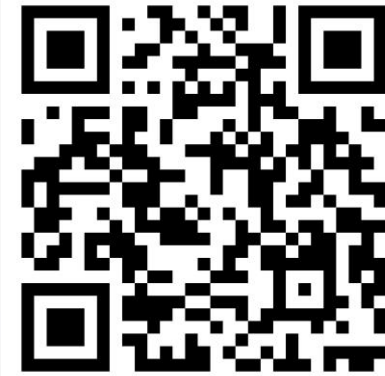
Teaching Permit

A teacher permit is only available in non-core areas (not special education, not elementary or early childhood education). Requires 4,000 hours of relevant work experience in the area to be taught. No degree is required for the first three years. After year three, enrollment in a teacher preparation program is required, and you could have up to four more years to finish the teaching program.



CTE

Career and Technical Education in North Dakota allows licensure in CTE areas such as agriculture, welding, IT, FACS, and business. Four-year degrees are not always required. Contact the North Dakota Department of Career and Technical Education for more information.



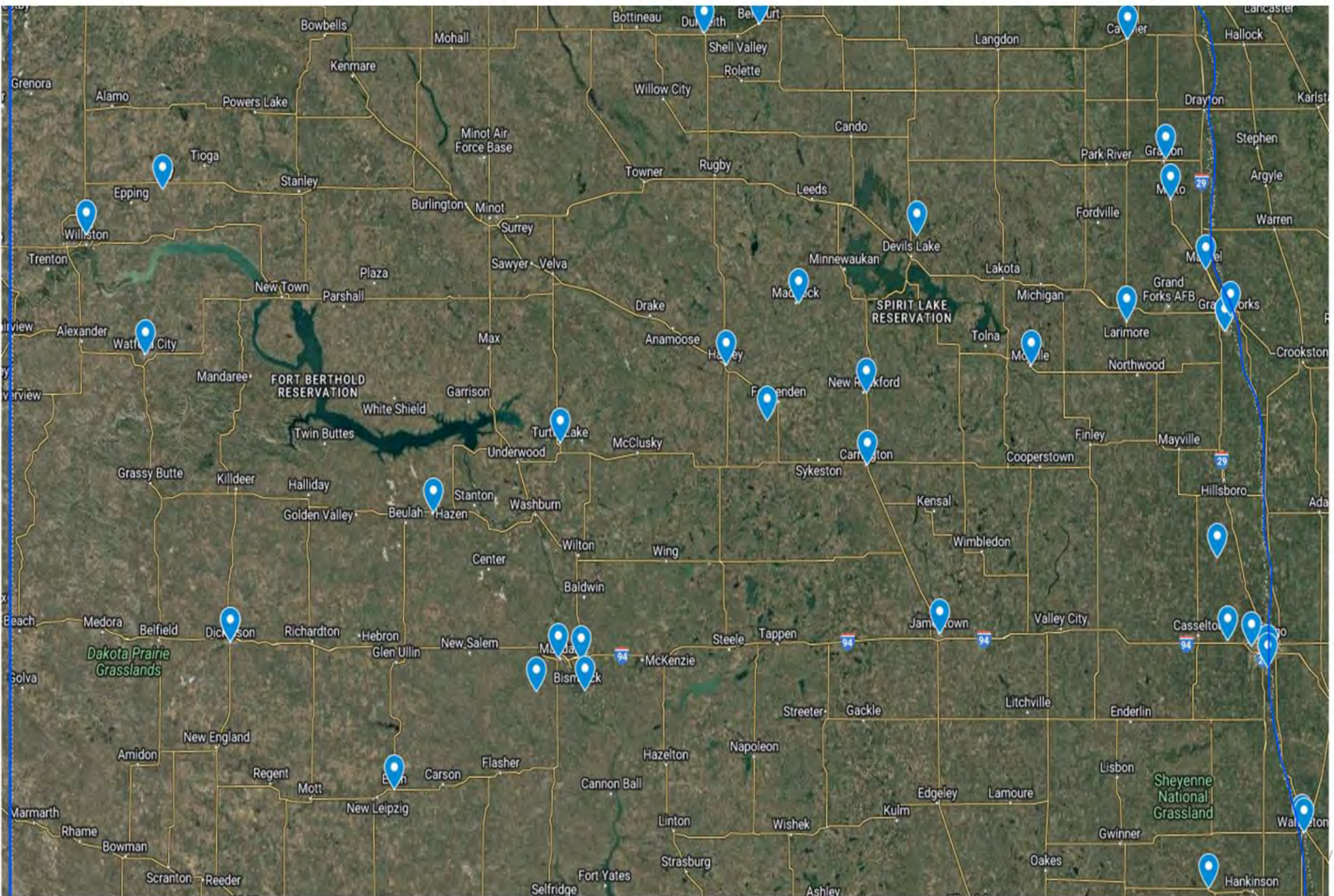
(701) 328-9641 | espinfo@nd.gov | 2718 Gateway Ave, Suite 204, Bismarck, ND 58503

Your Request Letters

- ☐ Please type requests on school letterhead, sign and date letter
- ☐ Save as a PDF and email request to the applicant, not ESPB
- ☐ The applicant can now upload your request right with their application
- ☐ This helps efficiency and turn around time

Overview of Apprenticeship Program

- Launched in 2022 by NDDPI
- Funded in 2023 through the State Apprenticeship Expansion Formula (SAEF) Competitive Grant
- Aims to address workforce needs, strengthen pipelines, and build sustainable leadership models



Reminders

Apprentices cannot serve as the teacher of record; this ensures that apprentices gain the necessary supervised instructional experience while completing their degrees.

Apprentices should only be assigned instructional duties under the direct supervision of a fully licensed cooperating teacher.

Recent amendment to the MOU-apprentices may apply for a teaching authorization.

Teaching Authorization

- Effective Aug 1
- Allows student teacher to be the “Teacher of Record”
- Must have college recommendation
- School must outline how they tried to find a regularly licensed teacher as well as their plan of support and collaborating teacher name
- Applicant should contact ESPB to start the application
- Valid for one semester

American Board License



- Requires any four-year degree
- \$1900 Enrollment fee (they do run sales)
- Candidate must pass 2 tests (3 if doing Elem/SPED combo)
- American Board produces a completion certificate
- Applicant then applies online and ESPB can issue a license with some additional requirements during the first two years of licensure. (Mentoring, Clinical (AB), MC/NA, SPED)
- After they complete these requirements and two years of teaching, they can move into a regular 5-year license.
- www.americanboard.org

Alternate Access License

- Must have a bachelor's degree in the content area to be taught or a closely related field
- If degree is in a different area, then needs 30 credits in the area to be taught
- Can't issue before July 1 for the upcoming school year
- Requires the school's request, documenting how they tried to find a fully licensed teacher and were unable to do so
- Issued for a year at a time - progress must be made each year to renew.
- **(This is used if you have a graduate who hasn't passed their Praxis tests but then they have just one year to complete testing)**
- **(Also allowed for just one year if the person decides to complete American Board rather than traditional coursework route.)**

Teaching Permit

- ☐ This can't be issued in Elem Ed/Early Childhood, SPED, or any of the core areas (math, science, ELA, social studies)
- ☐ Used in non-core areas like: music, PE, FACS, business, etc.
- ☐ Requires a high school diploma
- ☐ Candidate must have four thousand hours over five years of relevant work experience in the subject area to be taught, or possess a certificate, license, or degree in the subject area to be taught.
- ☐ Can hold a permit up to 7 years but must be enrolled in a teacher preparation program by year 4
- ☐ Must be in ND Rise mentoring- district must enroll them at their expense

Out of Field Endorsement

- Allows a fully licensed teacher to teach out of their area for the period of one school year (SPED and EC is excluded)
- Requires a written request from the administrator including the teacher's name and content area desired
- Can be renewed at school's request for one additional year (2 years maximum)
- Endorsement fee is \$80 – renewal is free
- Popular endorsement

Praxis Endorsement

- A teacher can add a new content area to their license by passing a Praxis test, and then applying for the Major Equivalency Praxis Testing Endorsement
- We encourage teachers to reach out to ESPB with questions before testing
- This doesn't work for all Praxis tests (example: school counselor, library, administrator)
- Started in 2016
- Elementary Education requires two tests
- Caution on restricted licenses – School Counselors, School Psychologists, Speech Language Pathologist - they are excluded

Interim Substitute Teaching License

Requirements:

- ☐ 48 semester hours of college coursework
- ☐ Successful background check
- ☐ Online application www.nd.gov/espb

Additional option:

In place of 48 semester hours, HS graduates can complete a 20-hour online training called Frontline – cost is \$99:

<https://www.frontlineeducation.com/substitute-teacher-training/>

ESPB would need Frontline completion certificate and HS diploma or transcript.

Sub licenses all have a restriction that the person can't sign a teaching contract.



SUBSTITUTE LICENSE REQUIREMENTS AND APPLICATION

Thank you for your interest in being a substitute teacher in North Dakota. Our requirements for an interim substitute license are:

- Official transcript documenting a minimum of 48 semester hours of college coursework
- Successful [background check](https://www.nd.gov/espblicensure/background-checks) completed with ESPB (<https://www.nd.gov/espblicensure/background-checks>)
- Online application for the interim substitute license.

The substitute license is \$95 and valid for two years. There is also a one-time non-refundable application fee of \$30. The license expires on the applicant's birthday.

A substitute license allows a person to be a substitute teacher in grades K-12 in all ND schools.

ESPB has partnered with Frontline to provide online training to individuals with less than 48 credits of college education who are interested in substitute teaching. The training costs \$180 and takes approximately 20 hours to complete. Please click on this link to register for the training, and make sure you select North Dakota.

<https://www.frontlineeducation.com/substitute-teacher-training/>

Once an individual completes the training, they will use the ND Teach Login button above to register and apply for a substitute teaching license. Upon submission of their application, an applicant will be required also to submit the following documents:

- Frontline Training Completion Certificate
- [Fingerprint background check packet](https://www.nd.gov/espblicensure/background-checks) - Please print these forms and follow the instructions (www.nd.gov/espblicensure/background-checks)
- Copy of High School Diploma or GED certificate - OR - Official college transcript with any credit earned



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Candidates from Out of the Country

- NACES www.naces.org evaluation is required to put all degrees and courses into US equivalencies. (SPANTRAN, WES, JS & Associates)
- Make sure they have US equivalency of at least a bachelor's in education with student teaching experience
- We can do a 40 Day Provisional License so they can start before they have a US social security number and background check completed by ESPB.
- Generally, they do a paper application – see our website for details:

<https://www.nd.gov/espb/licensure/applicants-outside-us>

Applicants from Outside the US

When an applicant has earned a teaching degree from another country, they must have their transcripts evaluated and translated by a member of the National Association of Credential Evaluation Services (NACES, www.naces.org/members). The transcript must be translated to US equivalency by degree and course by course. The original NACES member evaluation should be mailed to our office, or if the agency sends official electronic evaluations, it can be sent directly to espinfo@nd.gov.

* You do not need to send transcripts from your country. Your NACES evaluation will take the place of this.

Option #1

Applicants who have earned a Teacher Education degree outside the US, have a valid teaching license in another state in the US, and have a valid US Social Security Number:

- Please apply for an Other State Educator License using ND Teach.
- Instead of uploading official transcripts from your country, your official NACES member evaluation.

Option #2

Applicants with Teacher Education degrees earned outside the US who do not hold a teaching license in another US state:

- An applicant should apply for an Out-of-State Reciprocal License, and we would conduct a transcript analysis based on the NACES member evaluation to see what courses and/or tests they are missing to meet North Dakota Requirements. As long as the applicant agrees to complete the requirements within a 2 to 5-year time period, we will issue the applicant a license, and they will be allowed to teach in North Dakota while working toward completing the required coursework and testing.
- Please note that the applicant should NOT create their own ND Teach account until after they have sent ESPB their Social Security Number and it has been updated in ND Teach. If they create their own account, this will result in duplicate accounts.
- An applicant may start the process without a valid US Social Security Number, but a license cannot be issued until a valid Social Security Number is on file with our office.
- To apply for a license the applicant must complete and return the following items:
 - [Application for ND Educator's Professional License](http://www.nd.gov/esp/nd-application-form) (www.nd.gov/esp/nd-application-form)
 - [Fingerprint Background Check Packet](http://www.nd.gov/esp/nd-background-checks) (www.nd.gov/esp/nd-background-checks)
 - Along with the application, the applicant should send the official NACES member evaluation and pay all appropriate fees (\$30 application fee, \$85 out-of-state reciprocal license fee, \$175 transcript analysis fee)
 - A separate money order made payable to ESPB for the \$44.50 background check fee

40-day Provisional License

Applicants who have applied for their North Dakota license but have not received a Social Security Number and/or their background check is not yet complete and have a teaching job starting soon:

A 40-day provisional license is available. To apply for this license, the applicant should print the two following forms, one for the applicant and one for their administrator. Complete and return to ESPB with payment for the \$65 fee.

- [Applicant from Outside the US 40-day Provisional Request](#)
- [Administrator 40-day Provisional Request for Applicants from Outside the US](#)



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| espinfo@nd.gov

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25 Year Life License

- Effective Aug 1, 2025
- Replaces the 30 Year Life License

Mandated Reporter Training

- Effective Aug 1, 2025
- Any initial license applicant must complete the Mandated Reporter Training offered by the ND Department of Human Services
- Must complete the training and upload their completion certificate

40 Day Provisional License

- This is used in several different situations when the application is not complete because of:
 - Incomplete background check
 - Waiting for degree to post
 - Waiting for US social security number
- Requires the online application that is started by ESPB in addition to the online application for the desired license.
- Requires school district's email requesting 40 day and reason 40 day is needed.
- Cost is \$65 and does allow them to start teaching.

Questions?
We are happy to help!
701-328-9641

Becky Pitkin
701-328-9646
rpitkin@nd.gov

Mari Riehl
701-328-9645
mbriehl@nd.gov

2718 Gateway Ave St. 204 Bismarck, ND 58503



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

2025 Financial Literacy Standards



Information About the Standards



History Behind the New Standards



Organization of the Standards



Resources



Questions

History

Financial Literacy Commission



TREASURER'S GOAL



SUPPORT OF BANK OF
NORTH DAKOTA

Examine Existing Standards



Legislative Changes

-
- **NDCC 15.1-21-21 was changed during the 2025 Legislative Session.**
 - **Personal Finance is required to be included in a personal finance course or embedded into economics or problems of democracy.**
 - **Concepts required were updated.**

Personal Finance Concepts Required

-
- **Budgeting and Money Management**
 - **Saving and Investing**
 - **Credit and Debt Management**
 - **Banking and Financial Services**
 - **Taxation and Income**
 - **Consumer Skills and Smart Spending**
 - **Insurance and Risk Management**
 - **College and Career Financial Planning**
 - **Retirement Planning**
 - **Entrepreneurship and Economic Concepts**

Organization

Organization of the Standards

-
- **Grade Levels K-8**
 - **Two Grade Bands in High School**
 - **Three Categories**
 - **Sub-Categories**
 - **Standards**
 - **Clarifications**

Reading the Standards

Grades 11-12

Financial Awareness	
<i>Learners will develop an understanding of the basic principles and concepts needed to manage personal finances effectively and make informed financial decisions.</i>	
Taxes	
STANDARDS	CLARIFICATIONS
11-12.FA.T.1a Calculate payroll withholding taxes.	This standard may include calculating gross, net, and taxable income. Related Standards: Social Studies E.6_12.4.2, Social Studies E.6_12.7.2, CTE BE 5.11. See the referenced ND Century Code in Appendix A.
11-12.FA.T.1b Identify the documents and forms necessary to complete an income tax return.	This standard may include filing taxes or forms, such as the 1040 and schedules, and general forms containing information to complete the tax forms, e.g., W-2, 1099 non-employment income source forms, 1098 education-related form(s), etc. Related Standards: Social Studies E.6_12.4.2, Social Studies E.6_12.7.2. See the referenced ND Century Code in Appendix A.
11-12.FA.T.2 Evaluate the effect of taxes on personal finances.	This standard may include FICA and other payroll withholding taxes, sales taxes, property taxes, income taxes, and use taxes. Related Standard: Social Studies E.6_12.7.2, Social Studies E.6_12.4.2. See the referenced ND Century Code in Appendix A.
Financial Decision Making	
STANDARDS	CLARIFICATIONS
11-12.FA.FD.1 Analyze emotional and behavioral aspects of financial decisions.	This standard may include wants vs. needs, delayed gratification, impulse purchases, peer pressure, values, attitudes, emotions, and financial behaviors. Related Standards: Social Studies E.6_12.1.1, CTE BE 5.10.
11-12.FA.FD.2 Utilize the tools available to examine financial options.	Tools may include various interest rate calculators, loan pay-off calculators, amortization schedules, fee charts, and return on investment/compound interest calculators. Related Standards: Social Studies E.6_12.7.3, Social Studies E.6_12.7.4, CTE BE 5.10. See the referenced ND Century Code in Appendix A.

Progressions

- Located after the standards per grade or span.
- Show how skills develop as students progress through the grades K-12.

Risk Management	
<i>Learners will develop the ability to assess risks and take proactive steps to protect finances against unexpected events, potential losses, and fraudulent activities.</i>	
INSURANCE	
Preventing Loss	
K.RM.IN.1	Identify ways to keep possessions safe at home.
1.RM.IN.1	Identify ways to keep possessions safe at home and school.
2.RM.IN.1	Identify ways to keep possessions, including money, safe at home and school.
3.RM.IN.1	Identify ways to prevent losing valuables.
4.RM.IN.1	Explain ways to prevent losing valuables.
5.RM.IN.1	Describe ways to protect and decrease the risk of losing valuables.
6.RM.IN.1	Explain what insurance is.
7.RM.IN.1	Explain how insurance works.
8.RM.IN.1	Describe how insurance can protect a person from financial loss.
9-10.RM.IN.1	Describe various types of insurance.
11-12.RM.IN.1	Describe the protections offered by auto, health, homeowners, life, and renters insurance.
Purpose of Insurance	
K.RM.IN.2	Explain why one should keep belongings in safe places.
1.RM.IN.2	Identify behaviors that lead to lost or damaged belongings.
2.RM.IN.2	Describe different risky behaviors that could lead to the loss or damage of possessions.
3.RM.IN.2	Identify everyday risky situations.
4.RM.IN.2	Explain situations where a person needs protection from risk in everyday situations.
5.RM.IN.2	Describe measures one can take to protect oneself against risky situations.
6.RM.IN.2	Describe financial risks.
7.RM.IN.2	Explain how insurance protects against financial risks.
8.RM.IN.2	Identify the purpose of insurance and give examples of financial risks covered by insurance.
9-10.RM.IN.2	Describe ways and reasons levels of insurance coverage vary.
11-12.RM.IN.2	Compare the various levels of insurance coverage and the impact on personal finance.

Glossary

- Contains financial terms
- Identifies and describes types of investments and insurance

Glossary

401(k): A tax-deferred retirement savings plan sponsored by an employer.

403(b): A tax-deferred retirement plan offered by non-profit organizations.

529 Plan: A tax-advantaged savings plan that allows individuals to save for education expenses.

Account Maintenance Fees: Fees a financial institution charges for banking with its company.

Amortization Schedule: A detailed table showing the breakdown of each payment on a loan over time, typically for loans with fixed payments.

Appreciation: An increase in the value of an asset over time.

ATM Fees: Charges for using an automated teller machine (ATM).

Auto Insurance: Protection against financial loss, such as a car accident or theft.

Auto Loans: Money explicitly borrowed to purchase a vehicle.

Automated Teller Machine (ATM): Machines that dispense cash and allow you to make other banking transactions.

Automatic Withdrawal: A pre-arranged transfer of money from a deposit account to pay bills or make regular payments.

Available Balance: The amount of money in an account that is available to spend may differ from the current balance due to pending transactions.

Appendix A

High School Standards Alignment to North Dakota Century Code 15.1-21-21

The [North Dakota Century Code 15.1-21-21](#) requires schools to include personal finance concepts in the economics or problems of democracy curriculum. The Century Code identified specific concepts that districts were to ensure were included. The required concepts are listed below with the standards that include them.

Concepts Required by Century Code	Financial Literacy Standards Addressing the Concepts
a. Budgeting and Money Management	9-10.MM.PB.1 Describe the risks and benefits of current and emerging payment options. 9-12.FA.FD.2 Utilize the tools available to examine financial options. 11-12.FA.FD.2 Utilize the tools available to examine financial options. 9-10.FA.FG.1 Explain how opportunity costs impact financial goals. 11-12.FA.FG.1 Analyze the opportunity costs of financial decisions on short-term and long-term goals. 9-10.MM.B.1 Describe elements to consider when making a budget. 11-12.MM.B.1 Identify the components of a budget. 9-10.MM.B.2 Develop a budget to meet a spending goal. 11-12.MM.B.2 Develop a budget and identify possible adjustments to improve its effectiveness. 9-10.MM.CD.5 Describe the positive and negative impacts of debt. 11-12.MM.CD.5 Analyze the positive and negative impact(s) of debt on future financial decisions and opportunities.

Resources

Content Standards Webpage

- [North Dakota Education Content Standards | North Dakota Department of Public Instruction](#)



Financial Literacy Resources

Financial Literacy

The North Dakota Financial Literacy Content Standards provide educational guidelines for school and district curriculum development. They are designed to equip learners with essential knowledge and skills to manage their finances as they transition into adulthood. The standards emphasize practical skills such as budgeting, money management, saving, investing, credit and debt management, banking and financial services, taxation and income, consumer skills and smart spending, insurance, risk management, college and career financial planning, retirement planning, entrepreneurship, and economic concepts.

Schools and districts are encouraged to become familiar with these new standards and should review and align local curriculum and instructional materials to implement them fully in 2026-2027.

Financial Literacy Content Standards 2025	—
<ul style="list-style-type: none">• ND Financial Literacy Content Standards 2025 • Disciplinary Connections to Financial Literacy Standards 2025 • Disciplinary Literacy - Financial Literacy 2025 	
Resources	+
Professional Development	+
North Dakota Century Code 15.1-21-21	+

Disciplinary Connections



DOCUMENT SHOWS HOW
STANDARDS RELATE TO OTHER
DISCIPLINES.



RELATED STANDARDS ARE
IDENTIFIED.



EXPLANATION OF HOW THE
STANDARDS RELATE IS
PROVIDED.

Disciplinary Connections Sample

Grade K

Financial Awareness		
<i>Learners will develop a range of skills and practices to plan, organize, adapt, and manage their finances effectively in a variety of situations.</i>		
Savings		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
K.MM.S.1 Explain the difference between saving and spending money.	Social Studies E.K-2.5 Explain how people earn income and save money.	The kindergarten standard provides background for the Social Studies and later Financial Literacy standards.
K.MM.S.2 Describe why people choose not to spend their money.	Social Studies E.K-2.5 Explain how people earn income and save money.	The kindergarten standard provides background for the Social Studies and later Financial Literacy standards.
Budget		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
K.MM.B.1 Identify things people buy.	Social Studies E.K_2.3 Identify consumer decisions and the difference between needs and wants.	The kindergarten standard supports the Social Studies standard by leading into consumer decisions.
Credit and Debt		
Financial Literacy Standard	Related Standards from Other Areas	How Standards Relate
K.MM.CD.1 Describe situations in which one borrows objects.		The kindergarten standard provides background for later Financial Literacy standards.

Disciplinary Literacy

- Document shows how literacy may be embedded into the lessons on financial literacy.

Financial Literacy

Disciplinary literacy in financial literacy focuses on the following:

Reading	Writing	Thinking
<ul style="list-style-type: none">• Read critically for details to help find solutions to problems.• Look for patterns and relationships.• Ask questions.• Interpret and evaluate multiple sources of information.• Evaluate the reliability of content from different online and printed sources.	<ul style="list-style-type: none">• Explain, justify, describe, estimate, and analyze.• Apply financial vocabulary.• Include reasons and examples.• Determine the most effective way to record and convey information.	<ul style="list-style-type: none">• Apply previous understanding and look for patterns and connections.• Analyze and interpret multiple sources of information.• Apply mathematical principles and reasoning.• Apply concepts to authentic situations.• Apply knowledge about appropriate and safe online behavior.

The North Dakota Financial Literacy Content Standards address disciplinary literacy in the following categories:

- **Financial Awareness**—This category includes reading and interpreting various tax forms, using appropriate tools to examine financial options, analyzing data to set goals, and exploring post-secondary options, including fiscal implications and potential funding sources.
- **Money Management**—This category includes comparing investment, savings, and credit options; reading and interpreting terms and conditions associated with credit; interpreting credit scores; and analyzing payment options and terms and conditions associated with them.
- **Risk Management**—This category compares types of insurance and levels of coverage, identifies potential sources of fraud, and reports fraudulent behaviors appropriately.



NORTH DAKOTA
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GRAD 701

**ADVANCING STUDENT
SUCCESS THROUGH
TARGETED SUPPORT**



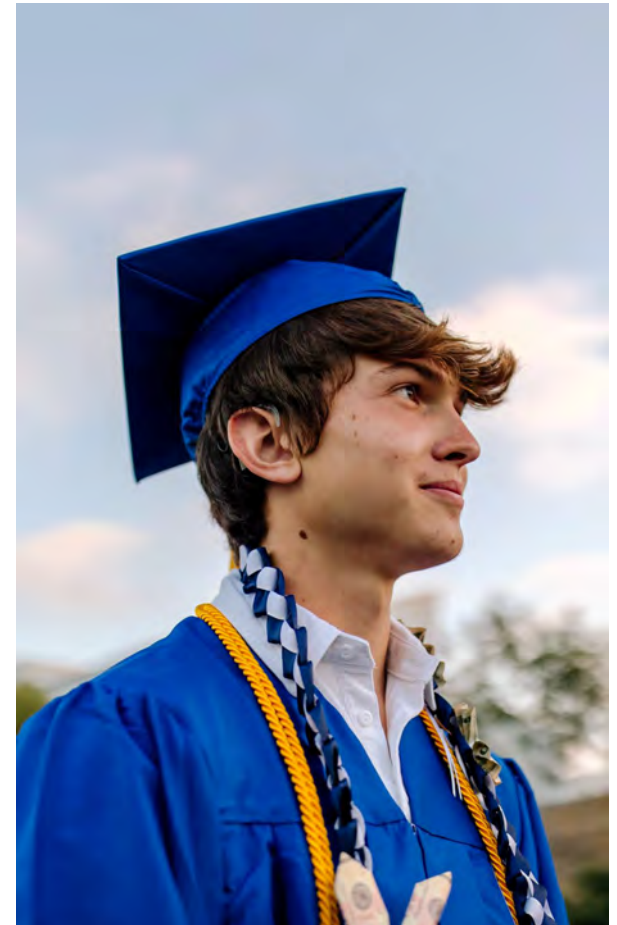


NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**



Office of Special Education Programs
U.S. Department of Education

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H323A240004. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jennifer Coffey.



Objectives

What is GRAD701

NDDPI Vision & Data
Goals & Objectives
Implementation

EWIMS

Definition
EWIMS Research
Implementation



Evidence-Based Practices

Check In, Check Out
Opportunities to Respond
Behavior Specific Praise
Check & Connect

Get Involved!

Training Available
EWIMS Cohort
Early Warning Systems

NDDPI's Vision

All students will graduate choice ready with the knowledge, skills, and disposition to be successful.



NORTH DAKOTA CHOICE READY

The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY**, **WORKFORCE READY**, and/or **MILITARY READY**.



ESSENTIAL SKILLS

Earn a North Dakota high school diploma

Complete a 9-week Career Education Course/Individual Counseling (15.1-21-18), Financial Literacy (15.1-21-21), and pass ND Civics Test (15.1-21-27), Computer Science/Cybersecurity Requirement (15.1-21-02.2), and four or more additional indicators:

- 25 hours of Community Service
- Two or More Years in Organized Extra-Curricular Activities
- 95% Attendance (not counting school-related absences)
- Successfully Complete a Capstone Project
- Career Exploration Experience
- Successfully Complete an Online Learning Course
- Two or More Years in Organized Extra-Curricular Activities
- Demonstrate Computer Literacy Skills
- Multicultural Awareness

93%

Students shall then complete two or more **CHOICE READY** components below.



POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan** and earn a 3.0 GPA or **greater**, and complete one academic indicator set below:

ACT / SAT minimum score in section of your choice
 ACT English – 18 or greater / SAT Reading/Writing – 480 or greater
 ACT Reading – 19 or greater / SAT Reading/Writing – 480 or greater
 ACT Math – 21 or greater / SAT Math – 530 or greater
 ACT Science – 24 or greater / SAT Science – 570 or greater

Two or more additional indicators:

- Advanced Placement Course (A, B, or C) or (4, 3, or 2)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)

63%



WORKFORCE READY

Complete a **Four-Year Rolling Career Plan**, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40hrs)
- NDSA (Reading/Math) Level 3 or greater
- Complete three World Language Courses (A, B, or C) or (4, 3, or 2)

91%



MILITARY READY

Complete a **Four-Year Rolling Career Plan** and obtain an **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military.

Quality Citizenship (No Expulsions/Suspensions)

Physically Fit (Successfully complete required PE courses (A, B, or C) or (4, 3, or 2))

_____ and _____

Complete **two or more** additional indicators from the **Post-Secondary** or **Workforce** options.

_____ or _____

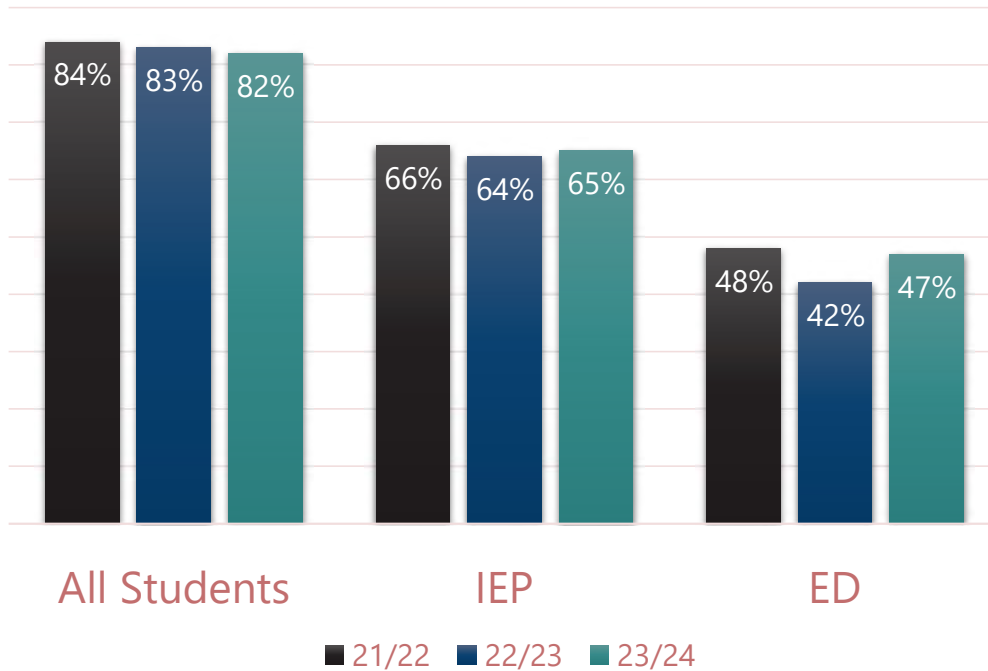
Complete two credits of JROTC or Civil Air Patrol

_____ or _____

Complete **two credits** in the Military Pathway Program, selecting from the following 1/2 credit courses:

- Intro to Military Careers
- Military Health & Fitness
- ASVAB Essentials
- Career Foundations in Military Leadership
- Military Leadership Capstone

50%



Graduation

4-Year Graduation Rate in ND

[Insights of North Dakota](#)

Impact of Drop Out

The financial impact of a single student dropping out of high school ripples far beyond the individual – it affects the entire community.

- Each dropout earns about \$260,000 less over a lifetime compared to a high school graduate
- Half of Americans on public aid are high school dropouts
- Increased cost of increased health care, unemployment and incarceration
- Each dropout costs taxpayers approximately \$292,000 over their lifetime in lost tax revenue and increased public spending

(Communities in Schools, Dropout Prevention.org, The Ed Advocate, Northeastern University)



GRAD 701





01

Professional Development

(Cohort Schools)
Early Warning Intervention &
Monitoring Systems (EWIMS)
Evidence-Based Practices (EBPs)
Coaching
Family Engagement

02

Universal Training

(All Schools)
Train on EBPs to:
Educators
Administrators
Families

03

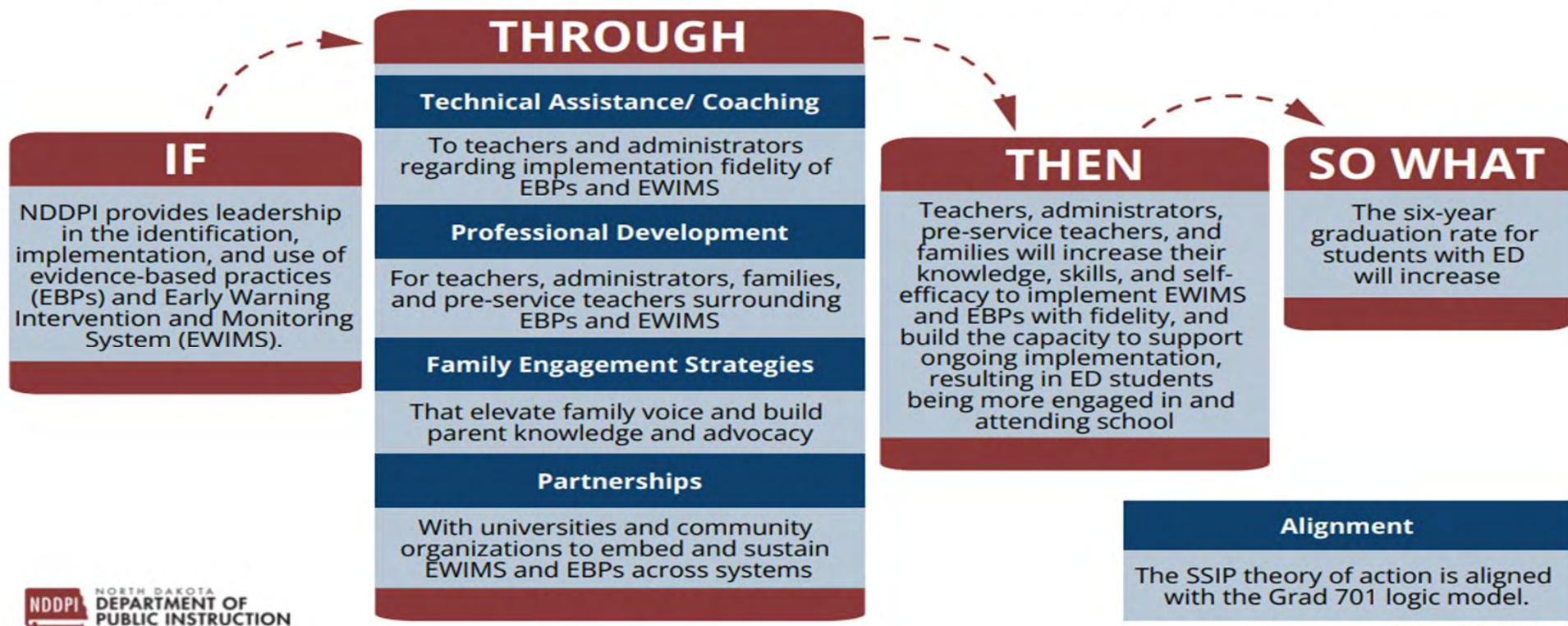
Pre-Service Training

(Universities)
Train new teachers on:
EWIMS
EBPs

GRAD 701

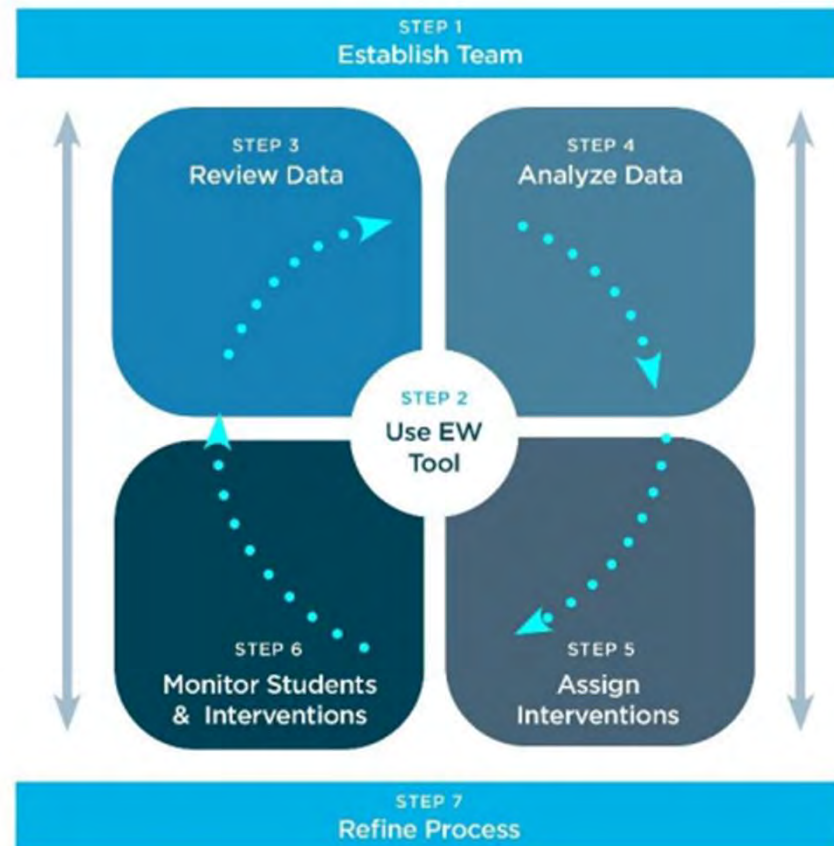
SSIP Component: Theory of Action

North Dakota's State Systemic Improvement Plan (SSIP) is a component of Grad 701 (North Dakota's State Personnel Development Grant, SPDG). The State-identified Measurable Result (SiMR) is focused on improving the extended six-year graduation rate for students identified as having an emotional disturbance (ED).



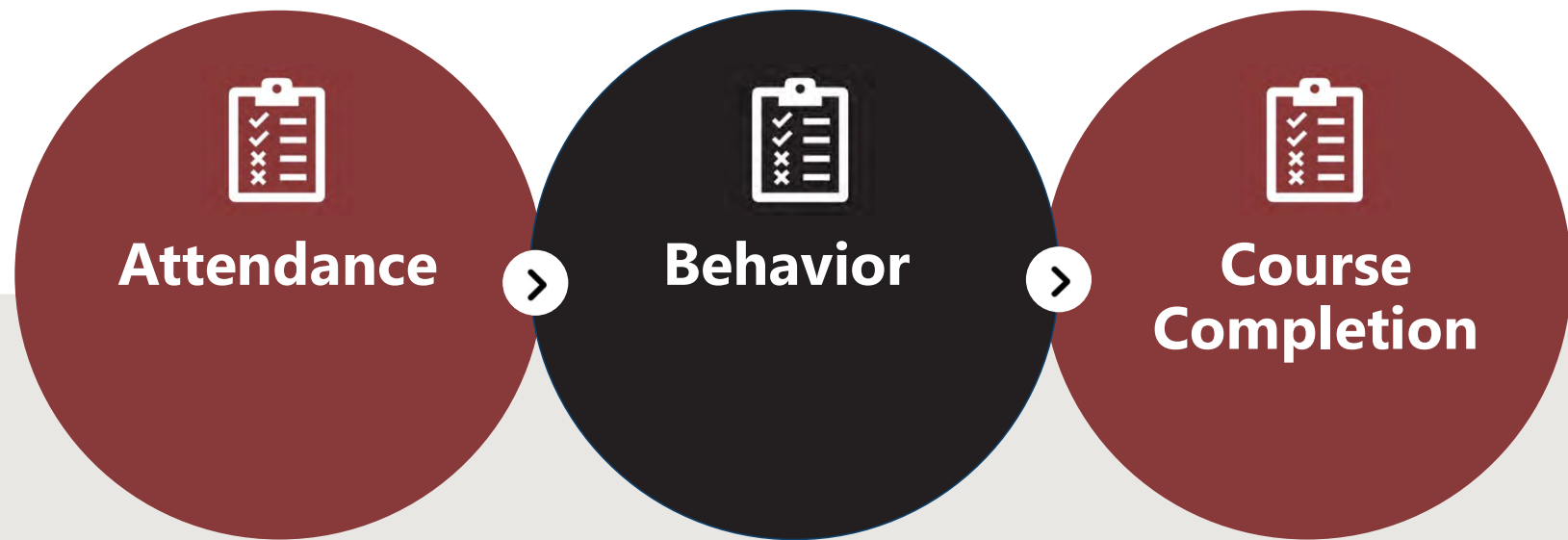
Early Warning Intervention and Monitoring Systems (EWIMS)

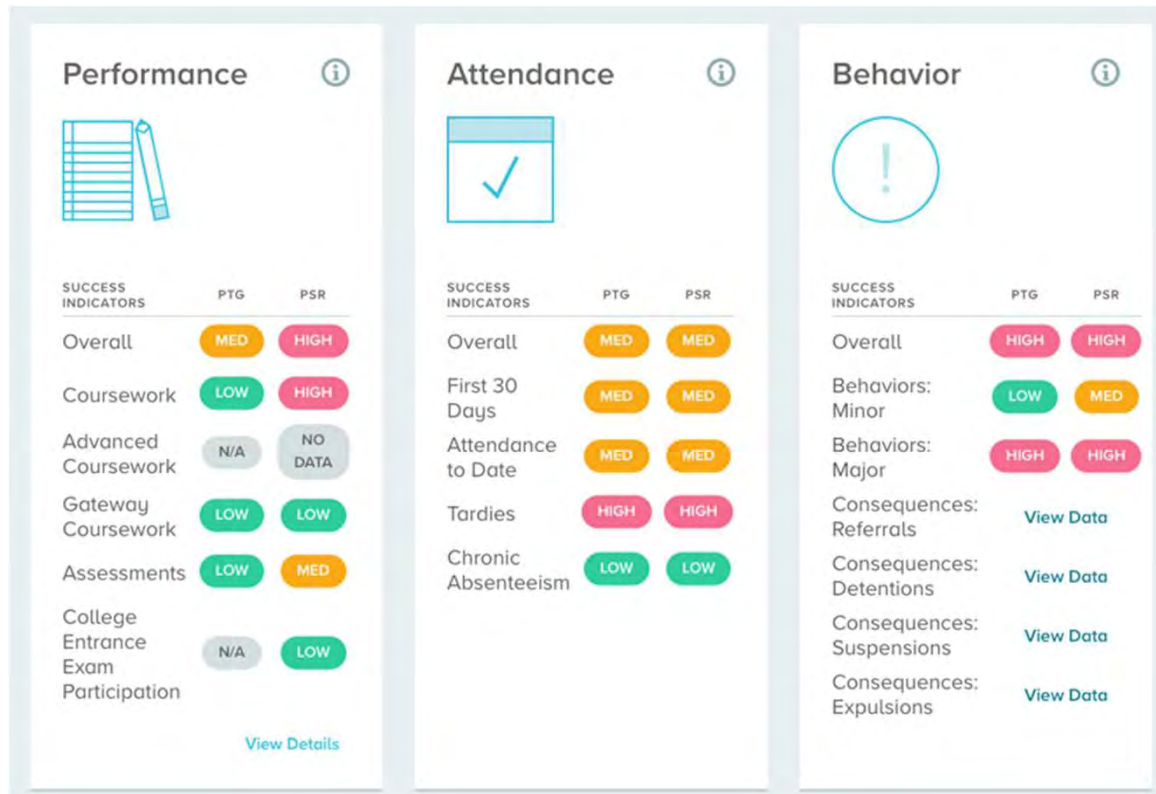
GRAD 701



nd.gov/dpi/

ABC's of Graduation





Data System

Sample data from the American Institute for Research

EWIMS Cohort

Each year, 2 districts are selected to join the NDDPI EWIMS Cohort.

- 2 years of support
- Monthly coaching
- Training: full day to start each year, half day training mid-year
- Opportunities to collaborate with other EWIMS schools
- Administrator training
- Evidence-based practices training
- No cost, just some surveys, interviews and data collection



Additional EWIMS Activities



Educate Families

- Listening Sessions
- Webinars & Resources



Educate School Leaders

- Community of Practice
- Training Opportunities



Cross Train Coaches

- Provide opportunities for all adults supporting ND schools to learn about EWIMS & EBPs



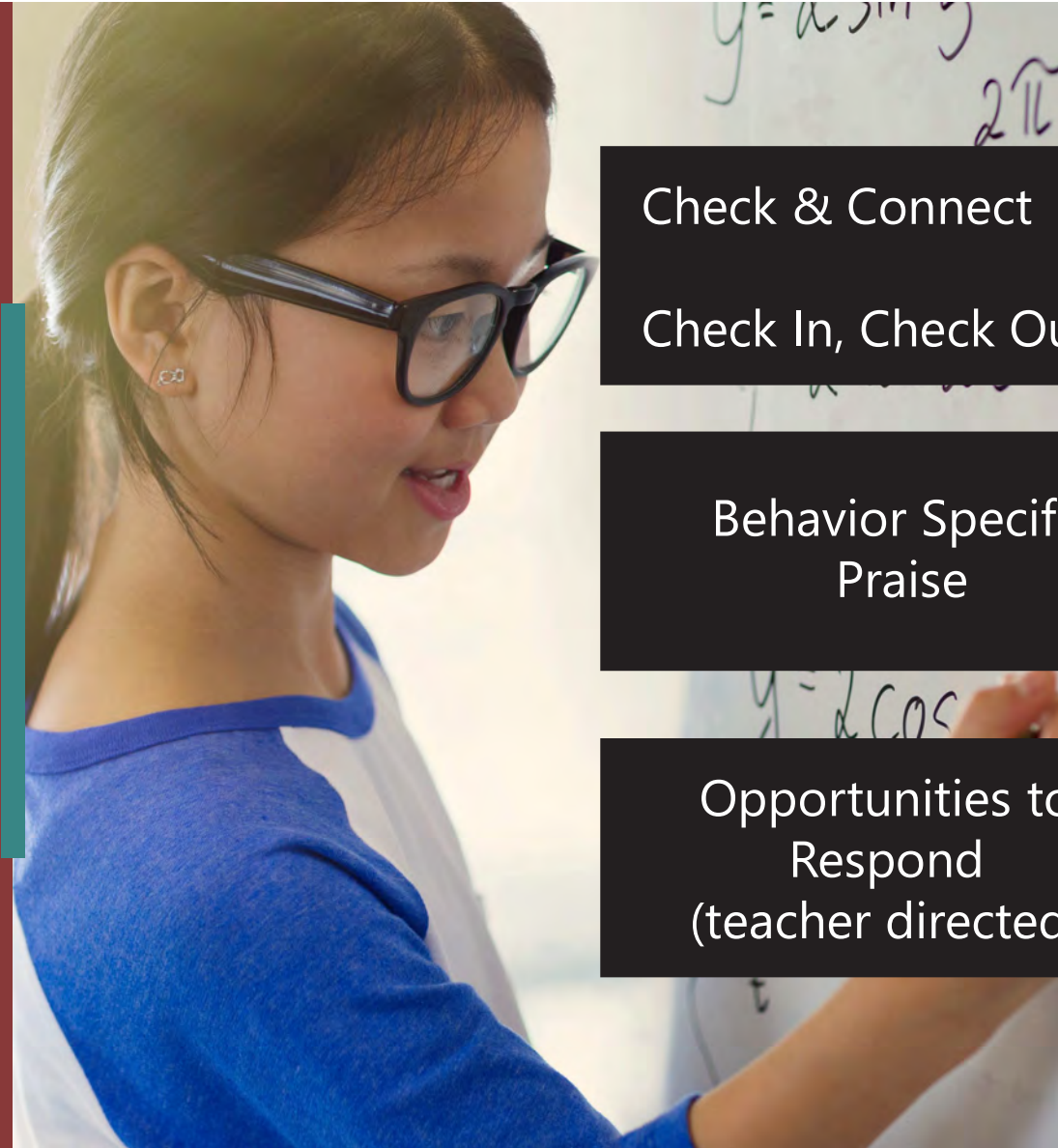
Add to MTSS Instruction

- Work with REAs to embed in MTSS training
- Work to increase use of Integrated Multi-Tiered Systems of Support (I-MTSS)

Evidence Based Practices (EBPs)

Riden, B. S., Kumm, S., & Maggin, D. M. (2021). Evidence-Based Behavior Management Strategies for Students With or At Risk of EBD: A Mega Review of the Literature. Remedial and Special Education, 07419325211047947.

nd.gov/dpi/



Check & Connect
Check In, Check Out

Behavior Specific
Praise

Opportunities to
Respond
(teacher directed)

BARR

Building Assets, Reducing Risks

- BARR believes that each and every student has the right not only to an education, but a right to success in education

Relationships

Data

nd.gov/dpi/

[BARR Center](#)





Pre-Service Education

Grant will create:

- Lesson Plans
- Case Studies
- Data Set & Analysis

Implementation:

- University of Mary
- Mayville State University
- Open to Others

Office of Specially Designed Services

[Special Education | North Dakota Department of Public Instruction](#)

nd.gov/dpi/

Accessibility and Assistive Technology

Early Childhood Special Education

Federal and State Regulations, Laws and Policies

Fiscal

GRAD 701

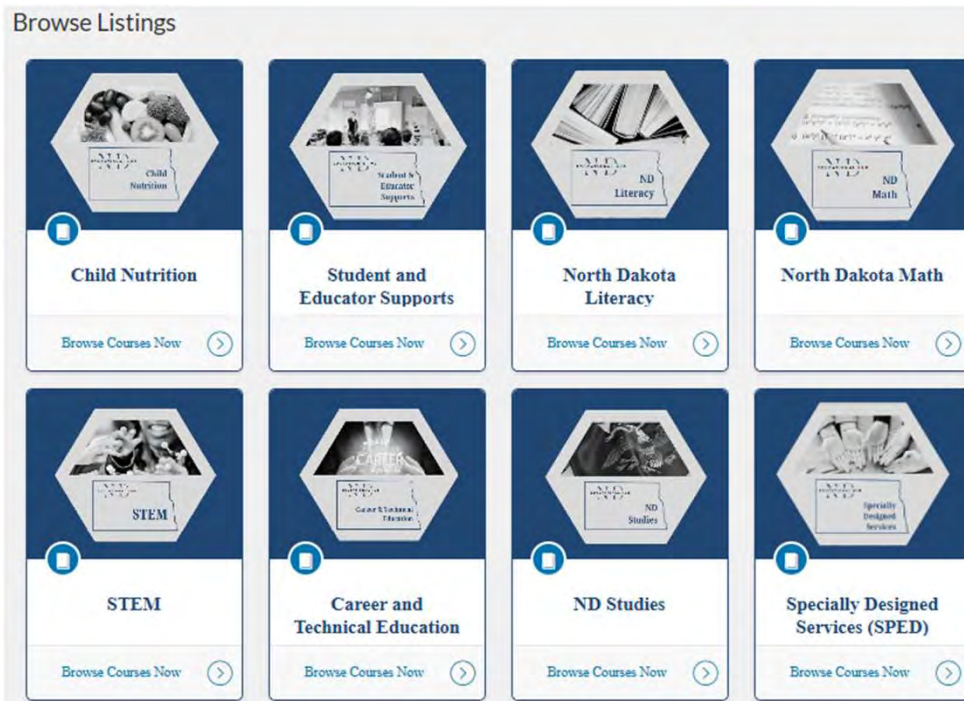
Program Improvement

Secondary Transition

Special Education Dispute Resolution

Special Education Data

TIENET



North Dakota Educational Hub

[ND Educational Hub](#)

Resources

- [BARR Center](#)
- [Choice Ready - NDDPI](#)
- [Civil Rights Project at UCLA](#)
- [Communities in Schools](#)
- [Dropout Prevention](#)
- [The Ed Advocate](#)
- [EWIMS Implementation Guide - AIR](#)
- [Insights Dashboard](#)
- [Institute of Education Sciences \(IES\)](#)
- [National Indian Education Association](#)
- [Special Education - NDDPI \(GRAD701\)](#)





GRAD 701

Thank You!



Lea Kugel
Assistant Director
lkugel@nd.gov



Michelle Woodcock
GRAD 701 Coordinator
mwoodcock@nd.gov



Post Survey Link
<https://survey.alchemer.com/s3/8240812/Grad701TrainingEval>



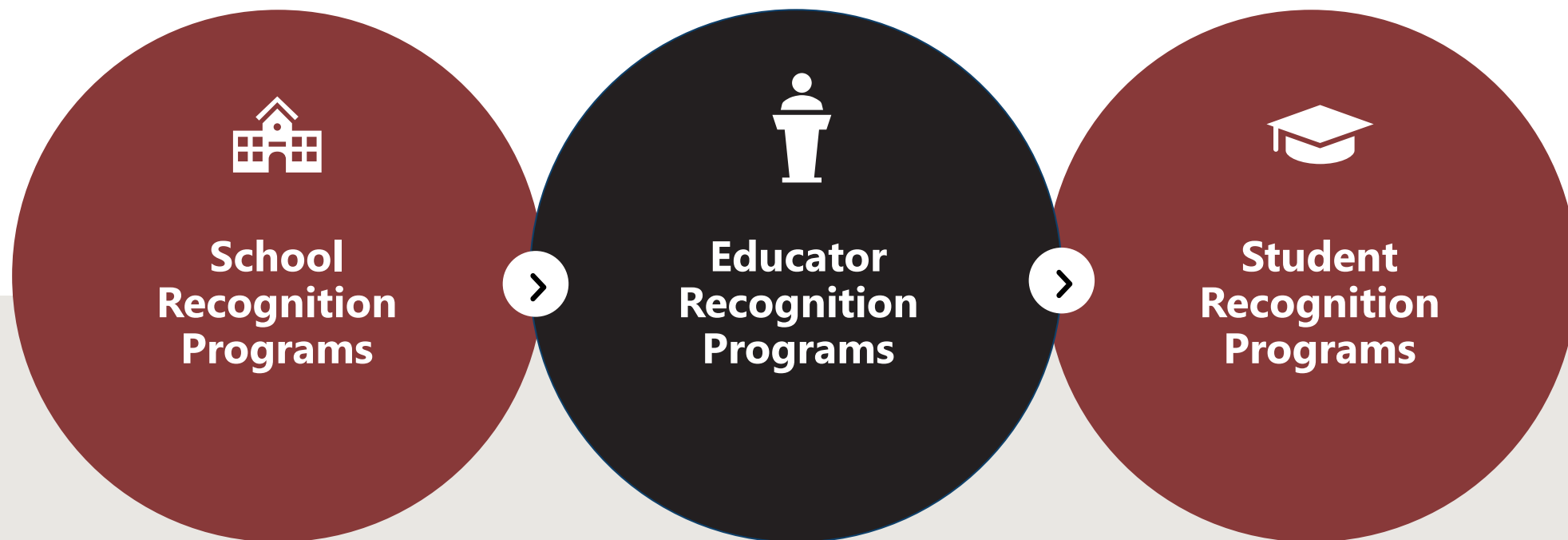
Education Recognition Initiatives



Jennifer Odell
Director of Outreach & Engagement
NDDPI

nd.gov/dpi/

Overview



School Recognition



National Blue Ribbon Schools

Federal Program

- Three North Dakota schools can be nominated by NDDPI annually
- Based on overall academic excellence (NBRS provides specific criteria each year)
- Schools are eligible to be considered if it's been at least 5 years since they were last selected
- Timeline: October to September
 - State begins identifying eligible schools in October
 - Nominations submitted to NBRS in December
 - Schools invited to apply in February
 - Applications are reviewed by NBRS April-June
 - State certifies schools in August
 - Secretary of Education announces NBRS schools in September



Distinguished Schools

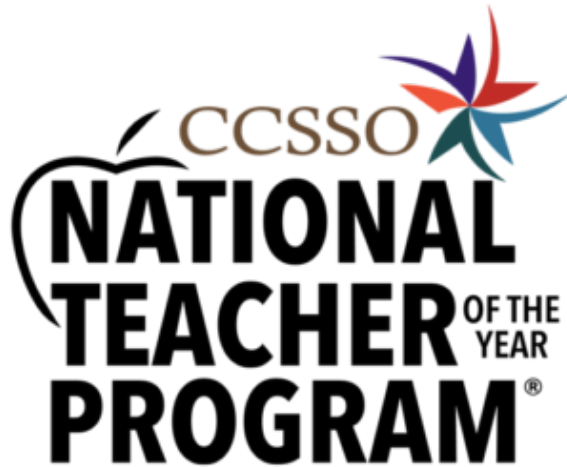
Federal Program

- Two North Dakota schools can be nominated by NDDPI annually
- Schools must exhibit the following common characteristics:
 - 35% poverty rate
 - High academic achievement/academic growth
 - Meet/exceed state accountability criteria
 - Federally funded by one or more ESEA programs
- Selection process opens in the fall

Educator Recognition

Teacher of the Year

State & National Program



- At-large nomination process for county level
- Tiers:
 - County
 - **State (dictated by NDCC 15.1-02.21)**
 - National (announced January/February)
- NDTOY's district receives \$15,000 Title II grant
- This is the ONLY teacher recognition program that leads to CCSSO's National Teacher of the Year Award
- Timeline: January-October
 - Nominations accepted through February
 - County applications due in March
 - County winners announced late April/early May
 - State applications due in June
 - Finalists announced in July
 - NDTOY announced in September

Presidential Award for Excellence in Mathematics & Science Teaching

National Program – **ON HOLD**



- External to NDDPI; administered by NSF & the White House
- At-large nomination process, but teachers do not need to be nominated to apply
- Selection determined by State Selection Committee (generally comprised of previous PAEMST awardees)
- Heavy focus on mentorship
- Awardees receive \$10,000
- Timeline: August – August
 - Nomination period closes January 8
 - Application period closes February 5
 - State finalists announced in February
 - National awardees (usually) announced in August; 2024 and 2025 awardees haven't been announced

Celebrating Excellence in North Dakota Education

State Program

- NDDPI initiative
- Created to enhance recognition efforts and develop a talent pool for educator opportunities
- No limit to the number of educators who can be recognized
- Awards tailored to each educator
- Helps us build/maintain pool of educators for other opportunities



Student Recognition



U.S. Presidential Scholars

Federal Program

- Seniors who "score exceptionally well on the ACT" are automatically considered (*this threshold is determined annually by the U.S. Department of Education and is not disclosed to states*)
- The state superintendent may submit an ADDITIONAL 10 females and 10 males, as well as 5 CTE students
 - We ask for nominations from the field
- Timeline: November-May
 - State nominations due November 30
 - Candidates invited to apply in late January
 - Semi-finalists announced mid-April
 - Scholars announced in May



U.S. Senate Youth Program

National Program

- Open to high school juniors and seniors
- Must serve in an elected/appointed leadership position
- Merit-based, NOT academic-based
- State selects two delegates and two alternates through an application/selection process
- Delegates attend Washington Week in March, and each receives a \$10,000 post-secondary scholarship
- Timeline: August – March
 - Applications due October
 - Delegates announced beginning of December
 - Washington Week held in March



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

THANK YOU

Jennifer Odell

jodell@nd.gov

701-328-3216



SB 2213

“Science of Math”



Kate Waechter
Program Administrator

SB 2213 “Science of Math”

Math Update & Recap



AN ACT to create and enact a new section to chapter 15.1-13 and two new sections to chapter 15.1-21 of the North Dakota Century Code, relating to mathematics curriculum, professional development, screening and intervention, related administrative rules and reporting requirements, and mathematics instructor competency; to provide for a legislative management report; to provide for a department of public instruction mathematics screening pilot program; to provide an appropriation; and to provide an effective date

SB 2213 “Science of Math” is now

ND COUNTS

Cultivating Outcomes through Unified Numeracy Teacher Supports

Section 1 & 2: Teaching License – Mathematics Instruction Competency

Math Instruction Teacher Competency

Secondary

SECTION 1. A new section to chapter 15.1-13 of the North Dakota Century Code is created and enacted as follows:

Teaching license - Mathematics instruction competency.

1. The board shall ensure a candidate for teacher licensure, who will be certified to be a secondary mathematics teacher, demonstrates competencies in direct and explicit mathematics instruction and pedagogy.
2. A candidate satisfies the requirements of this section if the candidate demonstrates: a. The candidate has received training in mathematics instruction competencies from an accredited or approved program; or b. Mastery of the topics under subdivision a of subsection 1 of section 3 of this Act.
3. The board may issue a provisional license for up to two years to a teacher licensure candidate who does not meet the requirements of this section.



Effective July 1, 2025

Math Instruction Teacher Competency *Elementary*

SECTION 2. AMENDMENT. The new section to chapter 15.1-13 of the North Dakota Century Code, as created by section 1 of this Act, is amended and reenacted as follows:

Teaching license - Mathematics instruction competency.

1. The board shall ensure a candidate for teacher licensure, who will be certified to be an elementary education or secondary mathematics teacher, **or both**, demonstrates competencies in direct and explicit mathematics instruction and pedagogy.
2. A candidate satisfies the requirements of this section if the candidate demonstrates:
 - a. The candidate has received training in mathematics instruction competencies from an accredited or approved program; or
 - b. Mastery of the topics under subdivision a of subsection 1 of section 3 of this Act.
3. The board may issue a provisional license for up to two years to a teacher licensure candidate who does not meet the requirements of this section.



Effective July 1, 2027

Section 3: Mathematics Curriculum – Professional Development and Intervention

Mathematics Curriculum – Professional Development and Intervention

Grades 4-8

SECTION 3. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Mathematics Curriculum – PD and Intervention

1. Each school district and nonpublic school shall:
 - a. Ensure the portion of its curriculum which is related to mathematics is based on evidence and research, includes differentiated instruction, is aligned to the state standards, and focuses on:
 - a. Foundational skills, including:
 - (a) Numbers and operations;
 - (b) Algebraic reasoning;
 - (c) Geometry and measurement; and
 - (d) Data, probability, and statistics; and
 - b. Competencies, including:
 - (a) Problem solving;
 - (b) Connections; and
 - (c) Reasoning and proof.



Effective July 1, 2025



Mathematics Curriculum – Professional Development and Intervention

Grades 4-8

SECTION 3. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Mathematics Curriculum – PD and Intervention

- b. Provide continuing professional development for teachers of mathematics, including special education teachers, and school leaders, which:
 - (1) Focuses on best practices in mathematics instruction, including:
 - (a) Explicit and differentiated instruction;
 - (b) Data-driven decision-making; and
 - (c) The topics under subdivision a.
 - (2) Includes evidence-based programming on the science of mathematics, which aligns with the topics under subdivision a.
- c. Implement formative assessments at regular intervals, adjust teaching practices accordingly, and provide targeted interventions for each student who needs additional support.
- d. Implement a research-based intervention program suggested by the state and adopted by the school board, which uses high-quality supplemental materials that incorporate evidence-based instructional strategies adopted by the school board.

Effective July 1, 2025

Mathematics Curriculum – Professional Development and Intervention

Grades 4-8

SECTION 3. A new section to chapter 15.1-21 of the North Dakota Century Code is created and enacted as follows:

Mathematics Curriculum – PD and Intervention

2. To be approved by the superintendent of public instruction, certify each school or nonpublic school shall:
 - a. Ensure the placement of qualified teachers in grades four through eight;
 - b. Have integrated mathematics instruments used to identify deficiencies in the skills under subdivision a of subsection 1; and
 - c. Have integrated evidence-based instruction and assessment resources to support mathematics development and mastery.



Effective July 1, 2025

Mathematics Curriculum – Professional Development and Intervention

Grades 4-8

NDDPI is anticipated to roll out a report in October of 2026-2027 school year for schools to report on their progress (grade 4-8).



Effective July 1, 2025

Section 4: Mathematics Curriculum – Professional Development and Intervention AMENDMENT

Mathematics Curriculum – Professional Development and Intervention

Grades K-3

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

Mathematics Curriculum – PD and Intervention

1. Each school district and nonpublic school shall:
 - a. Ensure the portion of its curriculum which is related to mathematics is based on evidence and research, includes differentiated instruction, is aligned to the state standards, and focuses on:
 - a. Foundational skills, including:
 - (a) Numbers and operations;
 - (b) Algebraic reasoning;
 - (c) Geometry and measurement; and
 - (d) Data, probability, and statistics; and
 - b. Competencies, including:
 - (a) Problem solving;
 - (b) Connections; and
 - (c) Reasoning and proof.



Effective July 1, 2027



Mathematics Curriculum – Professional Development and Intervention

Grades K-3

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

Mathematics Curriculum – PD and Intervention

- b. Provide continuing professional development for teachers of mathematics, including special education teachers, and school leaders, which:
 - (1) Focuses on best practices in mathematics instruction, including:
 - (a) Explicit and differentiated instruction;
 - (b) Data-driven decision-making; and
 - (c) The topics under subdivision a.
 - (2) Includes evidence-based programming on the science of mathematics, which aligns with the topics under subdivision a.
- c. Implement formative assessments at regular intervals, adjust teaching practices accordingly, and provide targeted interventions for each student who needs additional support.
- d. Implement a research-based intervention program suggested by the state and adopted by the school board, which uses high-quality supplemental materials that incorporate evidence-based instructional strategies adopted by the school board.

Effective July 1, 2027

Mathematics Curriculum – Professional Development and Intervention

Grades K-3

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

Mathematics Curriculum – PD and Intervention

e. For a student in kindergarten through grade three:

(1) Use a screening process for early identification of mathematics deficiencies and characteristics of dyscalculia;

(2) Inform the student's parent or legal guardian about the screening process, the student's results, and the importance of early intervention;

(3) Provide resources and guidance to the student's parent or legal guardian to support mathematics learning at home; and

(4) If the student is identified as having characteristics of mathematics deficiencies or dyscalculia, develop an education plan with accommodations.

2. A school district or special education unit shall provide a screening process under paragraph 1 of subdivision e of subsection 1 for a student upon request by a parent, legal guardian, or teacher.



Effective July 1, 2027

Mathematics Curriculum – Professional Development and Intervention

Grades K-3

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

Mathematics Curriculum – PD and Intervention

3. To be approved by the superintendent of public instruction, certify each school or nonpublic school shall:
 - a. Ensure the placement of qualified teachers in grades four through eight;
 - b. Have integrated mathematics instruments used to identify deficiencies in the skills under subdivision a of subsection 1; and
 - c. Have integrated evidence-based instruction and assessment resources to support mathematics development and mastery.



Effective July 1, 2027

**Section 5: Mathematics Curriculum –
Professional Development and Intervention
RULES – REPORTS to NDDPI and Legislative Management**

Mathematics Curriculum – Professional Development

Rules & Reports to NDDPI and Legislative Management

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

1. The superintendent of public instruction, in collaboration with the kindergarten through grade twelve education coordination council, shall adopt rules to implement section 3 of this Act, including rules to monitor implementation.
2. The superintendent of public instruction and the regional education associations shall support school districts with implementation of section 3 of this Act. The superintendent of public instruction shall provide periodic reports to the legislative management on the implementation and effectiveness of section 3 of this Act in improving educational outcomes and student competency in mathematics and shall publish the reports submitted by school districts on the website of the department of public instruction.





SB 2213 Administrative Rules

Public Comment Hearing

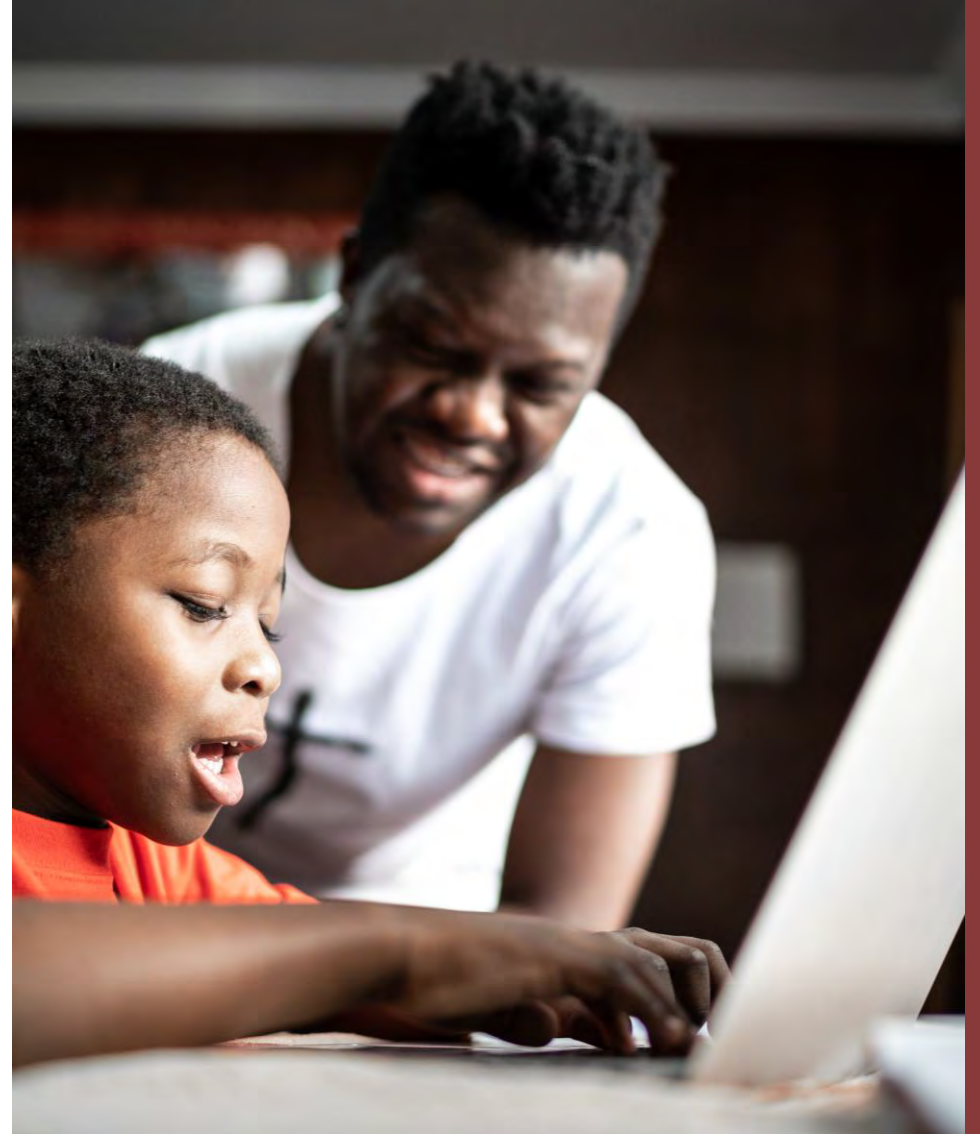
Tentatively scheduled for October 2025

Section 6: Pilot Program – Department of Public Instruction – Mathematics Screening Tool - Report

Screening Pilot Program

*Beginning with the **2025-26 school year** and continuing through the **2026-27 school year**, the superintendent of public instruction shall establish and operate a pilot program to provide screening services for students in grades **four** through **eight**. The pilot program must include individualized mathematics learning tools that use a skill-level screener and skill-level assessments to identify student needs, measure progress across multiple grades, and report on that progress to evaluate and improve student learning and performance outcomes. The individualized learning tools must be aligned with the 2023 North Dakota mathematics content standards, skills progressions, and competencies. Up to \$300,000 of the appropriation under section 7 of this Act must be allocated for the pilot program, including professional development for mathematics teachers on the screening tool. The superintendent shall compile data on the implementation of the pilot program, including student mathematics outcomes and the impact of each screening service and instrument used. The superintendent shall report the initial findings to the seventieth legislative assembly. The superintendent shall report the final findings to the seventy-first legislative assembly.*

To be facilitated by NDDPI





NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

For more information:

Kate Waechter
Program Administrator, Academic Support
kwaechter@nd.gov
(701) 328-2132

Ann Ellefson
Director, Academic Support
aellefson@nd.gov
(701) 328-2488

THANK YOU



Office of the
State Auditor

Financial Reporting Requirements

Lindsey Slappy, CPA, Director of Quality
Assurance

Pearl LaCoursiere, Training and Education
Coordinator, Office of Good Government



Office of the
State Auditor

Agenda

- NDCC 54-10-14
- Financial statement audits
- How to get an audit
- Single Audit requirements
- How to prepare and what to expect
- Annual Financial Review process





Office of the
State Auditor

NDCC 54-10-14

- Financial reporting requirement
- \$2 million audit threshold
- Financial statement audit
- Annual Financial Review





Audit Requirement

- Fulfilled by:
 - ND State Auditor's Office, or a
 - Independent CPA firm
- If ND State Auditor's Office conducts audit:
 - Cost proposal



Office of the
State Auditor

CPA Firm Audit

- Reviewed by ND State Auditor's Office
 - required by law
 - Ensures audit meets generally accepted government auditing standards (GAGAS)





IPA Review Process

- Received - Uploaded to our online queue
- Reviewed in order received
- Completed using NASACT financial statement checklist
- Results:
 - An approval or correction letter sent to client and firm
 - Approved: Audit uploaded and letter sent
 - Correction: Letter sent for corrections to auditor

Annual Financial Review Queue

Client Name ▲	Audit Year ▼	Date Received	Status
Abercrombie	2024	1/29/2025	Approving
Abercrombie	2022	8/9/2024	Approved & Completed
Abercrombie Fire Protection District	2024	6/12/2025	Received
Abercrombie Fire Protection District	2023	12/5/2024	Approved & Completed
Abercrombie Park District	2024	6/11/2025	Received
Abercrombie Park District	2023	6/25/2025	Received
Alamo Rural Fire Protection District	2024	6/30/2025	Received
Almont	2023	12/30/2024	Approving



What Goes Into an Audit?

- Independent examination of an entity's financial statements
- Audit in accordance with GAGAS approved by the Government Accountability Office
- Non-audited services vs audit services
- Examine various financial records
- Support conclusions to form audit opinions
- Findings and opinions are presented in the audit report



Office of the
State Auditor

Single Audit Requirement

- Audit of Federal expenditures
- 750k threshold
- 2024 threshold increase to \$1 Million
 - Periods ending Sep. 30, 2025





Preparing for an Audit

- Agree and sign cost proposal
- Prepare financial statements
- If not preparing, have support schedules and reports ready
- Bank reconciliations and statements
- Support organized and ready
- Ensure staff schedules are aligned
- Keep open communication



Office of the
State Auditor

What to Expect

- Planning and notification
- Entrance meeting
- Document review
- Questions
- Testing
- Follow-up questions
- Exit meeting





Office of the
State Auditor

Annual Financial Review

- Less than \$2 million
- Limited assurance
- Assess risk – possibly more testing
- Four step process:
 1. Does the book balance = bank balance?
 2. Review accuracy of numbers
 3. Are funds used correctly?
 4. Are transfers made properly?





What if you're past due?


- Beginning 2025-2026 school year, DPI will be notifying districts that are not current.
- We're here to help – contact our office!
 - We will work with your district to get current


The Learning Series



Free, one-hour virtual training series designed specifically for local government professionals handling accounting functions in small North Dakota governments.


Lindsey Slappy, CPA
ND State Auditor's Office

 701.328.2336

 lslappy@nd.gov

 nd.gov/auditor

Pearl LaCoursiere
ND State Auditor's Office

 701.328.9083

 ogg@nd.gov

 nd.gov/auditor

THANK YOU



Office of the
State Auditor



Administrator Drilldown – School Nutrition Updates

Lynelle Johnson, Director of Child Nutrition and
Food Distribution

Agenda

- Fall 2025 Training and Updates
- USDA Updates
- ND Legislative Updates
- Medicaid/Free Reduced Reminders
- Summer EBT Update
- Reimbursement Rates and Pricing Meals
- Time for Q&A

"Across The Desk" Monthly Updates

- Designed for Administrators, Recordkeepers, Food Service Directors
 - Monthly – Second Tuesday of the Month
 - 2:00 p.m. Central Time
 - Registration Required

DPI “Office Hours”

- August & September
 - Starts September 2
 - Teams Link will be sent out
 - No Registration Necessary
- Answer questions about Direct Certification-Medicaid, Approving Applications, State 225, etc.,

Kitchen Counter Conversations

- THIRD TUESDAY OF EACH MONTH
- 2 P.M. CENTRAL
- SEPARATE REGISTRATION FOR EACH WEBINAR

**Join us August 19, 2025 at 2 p.m. CDT
Annual Cashier & Civil Rights Training**



Jarrett J Krosoczka's 'Lunch Lady'

FY24 TN Training Grant: Meal Pattern Modernization for the Dakotas

Culinary Training
South Dakota
Incentive Training
Equipment Sub Grants



Administrator Handbook!

- Administrator/Recordkeeper Handbook
 - One-Two Per School

USDA Updates

UPDATES TO THE SCHOOL NUTRITION STANDARDS

EFFECTIVE JULY 1, 2025

Added Sugars Product- Based Limits

- Breakfast cereals: no more than 6 g per dry oz
- Yogurt: no more than 12 g per 6 oz
- Flavored milk: no more than 10 g per 8 fl oz

Vegetable Variety at Breakfast

- Schools must offer at least two vegetable subgroups at breakfast per week, if offering vegetables in place of fruit at breakfast more than once per week.

NSLP Snacks Meal Pattern

- NSLP afterschool snack meal pattern requirements for K-12 children update to align with the CACFP snack meal pattern requirements.

Meal Modifications for Disabilities

- Schools must accept medical statements provided by registered dietitians requesting meal modifications on behalf of students with disabilities.



Scan the QR code to review all the updates to the school meal programs and stay up to date with new guidance and resources!

REMINDERS REGARDING SCHOOL MEAL PAYMENTS

School food authorities:

- **Must** provide a free and accessible method for adding funds
- **Must** communicate the free method(s) for adding funds
- May decide not to charge the households any fees
- May cover cost of fees with funds from the general fund, outside donations, or, as applicable, the nonprofit school food service account

Buy American

- Buy American has always been required
- Buy American requirement must be a part of all procurement for NSLP and SBP
- Beginning School Year 2025, there is a cap on Non-domestic Purchases
- Definition of Domestic Product:
 - Agricultural commodity grown and processed in the United States
 - A processed product must contain at least 51% ag products grown/raised/harvested in the United States.

○

Beginning	Nondomestic food purchases cap
SY 2025-2026	10%
SY 2028-2029	8%
SY 2031- 2032	5%

Guidance from USDA

1. Tighten solicitation specifications to include domestic product only
2. Make sure 'Buy American Provision' is in all solicitation clauses
3. Include 'Buy American Provision' in all contracts
4. Set up substitutions in order guides that are domestic.
5. Does not include Smart Snacks, Fresh Fruit and Vegetable program; any non-program purchase (teacher lounges, catering)
6. Does not include supplies
7. Review of this year's schools will be product based only; technical assistance provided for 10% cap
8. School's may submit a waiver if they will not be able to meet the waiver

Documentation for Buy American Exceptions

1. Anything on the FAR 25.104 list, no documentation needed
2. Any non-domestic product not on the FAR 25.104 list, needs a "Justification" sheet (why was it purchased)
3. A spreadsheet that is tracking ALL non-domestic food purchases
 - a) Track all non-domestic purchases both FAR 25.104 and 'Justified' Exceptions
 - i. A tracking tool is available.
 - ii. Leave out all FFVG and USDA Foods
 - b) Non-domestic purchases must be 10% of total food cost OR less

SFA Accommodation Plan, SY 25-26

If the 10% Nondomestic purchase threshold is exceeded:

1. Documentation is required:
 - How much will the school be over the 10% cap
 - The reason(s) the 10% cap will be exceeded
2. A plan to reduce non-domestic purchases must be written
3. An accommodation is available
 - a. USDA Memo SP 09 – 2025
"Buy American Accommodation"

ND Legislative Highlights

- **HB 1132 Whole and 2% Milk in Milk Dispensers**

Legislative Language from HB 1132:

The bill states that, **notwithstanding existing state and federal regulations**, a public school district or a **not-for-profit, nonpublic school approved by the Superintendent of Public Instruction** may establish a policy allowing the service of **whole, 2%, and flavored pasteurized milk** through a bulk milk dispenser.

Two Issues:

1. Bulk Milk Dispensers – No Problem
2. Whole and 2% Milk – Not allowed in SBP/NSLP

ND Legislative Highlights

Electronic Application Method required by July 1, 2026

SECTION 22. A new section to chapter 15.1-07 of the North Dakota Century Code is created and enacted as follows: **Electronic collection of free or reduced-price meal eligibility information - Requirements.**

1. Each school district shall annually provide an electronic form to all parents or guardians of enrolled students to collect household income information necessary to determine eligibility for free or reduced-price meals under the National School Lunch Program and other relevant federal and state assistance programs.
2. The electronic form must be made available to all parents or guardians at the beginning of the eligibility period or the beginning of each school year and must be designed to facilitate ease of completion and submission.
3. A school district shall offer a paper form upon request of a parent or guardian who prefers a non-electronic submission method.

SECTION 24. EFFECTIVE DATE. Section 22 of this Act becomes effective **July 1, 2026**

Options:

1. **Primoro Edge for Free**
2. **Infinite Campus will be implemented in 2026 (has FRM)**
3. **Many other software companies to choose from**

ND Legislative Highlights

“State 225” Expanded Eligibility Guidelines

- Transition from State 200 to State 225
- Update Software Programs with new Guidelines

State 225 Information

State 200

Year 1 (2023-24) 1688 Students Were Eligible

Year 2 (2024-25) 1783 Students Were Eligible

Highlight success stories for Legislators

New State Eligibility Percentage 2025-2027: “State 225”

SY Free Reduced Info For 25-26 Is on DPI Website

Cannot Accept Applications Until July 1, 2025

Remember: Applications MUST Be Determined Within
10 Days of Receiving Them!

“State 225” Information

HB 1013 DPI Appropriations Bill

- Not in ND Century Code. Must be renewed at the next Legislative Session in 2027
- Use State Expanded Income Eligibility Guidelines when approving applications
- -IMPORTANT- Categorize students in the eligibility category in which they qualify.
- Four Categories of Applications – Free, Reduced, State 225, Denied
- Applications that are approved for State 225 are not subject to Federal Verification
- Some Funding Formulas, such as ERATE, are based on Federal Eligibility only

Commonly Seen on Review

- Students are “Carried Over” beyond 30 day limit
- Applications approved incorrectly.
 - State Qualified Students are noted as Free
 - Reduced Students are noted as State Qualifying
- Meals claimed in the wrong category
- Reduced Students being charged .40 for Lunch
- Direct Certification List not viewed regularly
- Information not reported in PowerSchool in a timely manner

Direct Certification - Medicaid

- Medicaid Direct Certification was implemented on November 17th, 2024
- Students can now be considered Free or Reduced through Direct Certification-Medicaid
- New Indicator on STARS Direct Cert Report
- We are working with DHHS to resolve discrepancies with student eligibility

Summer EBT Update

- What is Summer EBT
 - Annual program that provides food assistance to households with school-aged children who are currently eligible for free/reduced meals
 - Partnership between NDDPI and NDHHS
 - Each eligible student receives an EBT card with \$120 (\$40 per month)
 - Benefits can be used just like SNAP
 - Benefits expire 122 days after issuance
- How are students determined to be eligible
 - Streamline Certification – already eligible at school
 - SEBT Alternative Application
- Currently, SEBT cards are mailed to the address the school has on file. Contact information for parents is from school information
- Update Emails in your system

SY 2025-26 Reimbursement Rates

	Free	Reduced	Paid
Breakfast	\$2.46	\$2.16	\$0.40
Lunch	\$4.69	\$4.29	\$0.53
(Includes \$.09 Meal Pattern Certification)			
After School Snack	\$1.26	\$0.63	\$0.11
New Rates are Released in July Each Year			

ND Expanded Income Eligibility
(SY26 & SY27)
The State will reimburse schools for the reduced breakfast and lunch portion up to the free rate.

Adult Meal Pricing 25-26

Pricing Schools:

- Lunch
 - .98 Higher than the Highest Student Price
 - (\$.53 Paid Reimbursement + \$.45 USDA Foods Value)
- Breakfast
 - \$.40 Higher than the Highest Student Price

Non-Pricing Schools:

- Lunch:
 - \$5.14 for Regular School
 - \$5.16 for Severe Need School
- Breakfast
 - \$2.46 for Regular School
 - \$2.94 for Severe Need School

Setting Student Meal Prices

- Student Meal Prices – No requirement to increase unless you had a negative balance in Food Service Account
- Consider Costs, Food Service Fund Balance, Market



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

THANK YOU

Lynelle Johnson

Director, Child Nutrition and Food Distribution

600 E. Boulevard Ave., Dept. 201

Bismarck, ND 58505-0440

(701) 328-4565

www.nd.gov/dpi

Non-Discrimination Statement

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1. Mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410;
2. Fax: (202) 690-7442; or;
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Professional Standards

**1. Hiring Waiver for Food Service Director
who does not have School Nutrition experience**
✓ “majority of responsibilities for school district’s
food service”

✓ Sanitation Certification

2. Professional Development Hours for Nutrition Staff

Foodservice Director: 12 hours

Kitchen Manager: 10 hours

Fulltime (20+ hrs/wk): 6 hours

**Parttime (>20 hrs/wk & year-round support for success & safety
of program): 4 hours**

Key Areas of School Nutrition Program Management	School District Person and/or Department Ultimately Responsible for Success
Food Service Account and Financial Management	
Food Production and Operation Management	
Food Security, Sanitation and Safety	
Food Service Procurement and Inventory Management	
Human Resource Management	
Kitchen Facilities and Equipment Management	
Menu and Nutrition Management	
School Nutrition Program Management and Accountability	
School Nutrition Program Marketing and Communication	
Technology and Information Systems for School Nutrition Programs	

Local Wellness Policies/Triennial Assessment

Changes made to requirements in 2017

- Designated lead
 - Enforces Smart Snacks
 - Approves the 3 noncompliant Fundraisers
 - Initiates Triennial assessment
 - Makes policy/assessment public
- Standards for classroom treats.
- Marketing/advertisements for non-Smart Snack compliant food.

ND Template for Triennial Assessment

LOCAL Wellness Policy Assessment Form

School Building: _____ Committee Chair: _____ Date: _____

Each school will conduct at least a triennial review of the Wellness Policy to measure the building's consistency with the policy throughout the school district. The review will be completed by the principal with input from students, teachers and staff and will serve as the basic compliance assessment. Assessments will be reviewed by the Superintendent and the district Wellness Committee.

The assessment must be made available to the public. List the website address or other method that the public can access a copy of this assessment and/or the local wellness policy? _____

Finally, the assessment must indicate if the school/district is in compliance with the local wellness policy and making progress toward goals. Fill the following table with compliance and note any progress.

A required component of the assessment is how the current wellness policy compares to model wellness policies. Indicate the model policy language that the local wellness policy uses:

____ ND School Board Assoc.
____ Alliance for a Healthier Gen.
____ Natl Alliance for Nut. & Act.
____ CDC School Wellness Tool
____ Other: _____

Nutrition Education Goals			
1. Students in grades K-12 receive nutrition education that teaches the skills necessary to adopt healthy eating habits?	Yes	No	Comments:
2. Students receive consistent nutrition messages throughout the school?	Yes	No	Comments:
3. District health education curriculum standards and guidelines include both nutrition and physical education?	Yes	No	Comments:
Physical Fitness Goals			
1. Students are given the opportunity for physical activity during the school day in addition to physical education classes, (i.e., daily recess, classroom activities, etc.)	Yes	No	Comments:
2. Students are given the opportunity for physical activity through a range of before and/or after school programs?	Yes	No	Comments:
Nutrition Goals			
1. USDA guidelines set for food and beverages in the food service program are being followed?	Yes	No	Comments:
2. Guidelines set for food and beverages sold to students outside of the food service program are being followed?	Yes	No	Comments:
Other School Based Activities to promote Student Wellness			
1. The school provides a clean and safe environment for students and staff?	Yes	No	Comments:
2. Students have access to free drinking water throughout the school day?	Yes	No	Comments:
3. The school district has a health professional or counselor available to students?	Yes	No	Comments:

Citation: Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296, Sec 204. Local school wellness policy implementation.

Smart Snacks

1. District wide

Midnight to ½ hour after last bell.

Food & Beverage restrictions – (K-5)/(6-8)/(9-12) grade groups

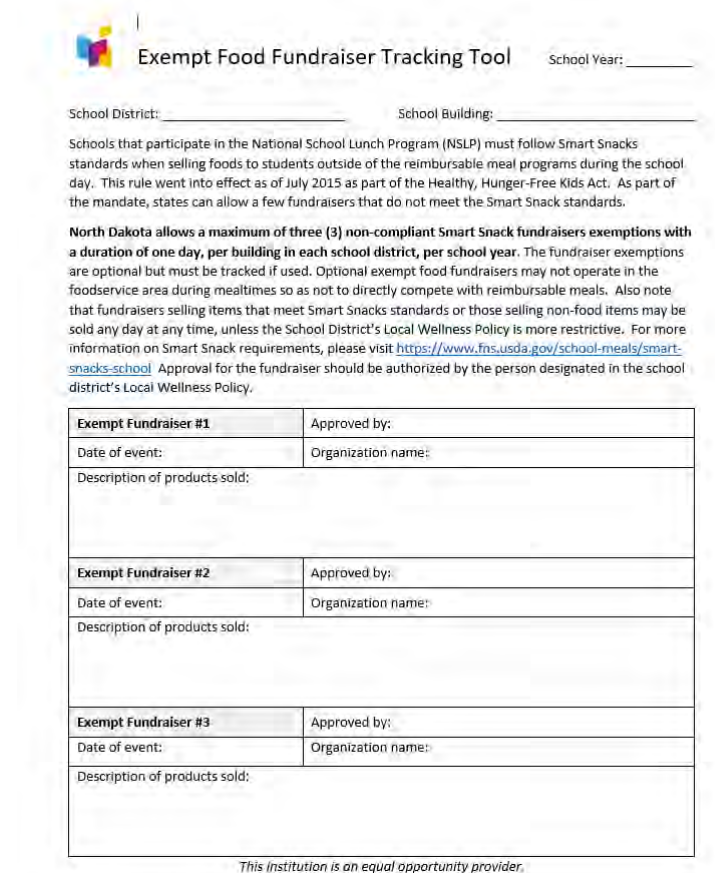
2. Someone must track fundraisers

Only applies to NON-Compliant Smart Snack nutrition food

Sold to Students to eat during school day

Magazine sales, Fruit sales, Rake-a-thons, etc.

ND: Three – 1 day per building per school year



The form is titled "Exempt Food Fundraiser Tracking Tool" and includes a "School Year:" field. It contains instructions for schools participating in the National School Lunch Program (NSLP) and a section for North Dakota's exemptions. Below the instructions are three identical tracking tables for Exempt Fundraiser #1, #2, and #3. Each table has columns for "Exempt Fundraiser #", "Approved by:", "Date of event:", "Organization name:", and "Description of products sold:". The form also includes a footer statement: "This institution is an equal opportunity provider."

Exempt Food Fundraiser Tracking Tool School Year: _____

School District: _____ School Building: _____

Schools that participate in the National School Lunch Program (NSLP) must follow Smart Snacks standards when selling foods to students outside of the reimbursable meal programs during the school day. This rule went into effect as of July 2015 as part of the Healthy, Hunger-Free Kids Act. As part of the mandate, states can allow a few fundraisers that do not meet the Smart Snack standards.

North Dakota allows a maximum of three (3) non-compliant Smart Snack fundraisers exemptions with a duration of one day, per building in each school district, per school year. The fundraiser exemptions are optional but must be tracked if used. Optional exempt food fundraisers may not operate in the foodservice area during mealtimes so as not to directly compete with reimbursable meals. Also note that fundraisers selling items that meet Smart Snacks standards or those selling non-food items may be sold any day at any time, unless the School District's Local Wellness Policy is more restrictive. For more information on Smart Snack requirements, please visit <https://www.fns.usda.gov/school-meals/smart-snacks-school>. Approval for the fundraiser should be authorized by the person designated in the school district's Local Wellness Policy.

Exempt Fundraiser #1	Approved by:
Date of event:	Organization name:
Description of products sold:	

Exempt Fundraiser #2	Approved by:
Date of event:	Organization name:
Description of products sold:	

Exempt Fundraiser #3	Approved by:
Date of event:	Organization name:
Description of products sold:	

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Financial Management

- **Excess Funds:** having more than 6 months Operating Expense in fund, extra 25% bump.
- Food service account cannot be negative.
- **Fund Transfers:** transfer from food service to general if paid \$ out of general

STARS

State Automated Reporting System



Direct Certification 2023 - 2024

Status: NOT APPLICABLE

Sections

[Broadcast Notifications](#)

[Matched Notifications](#)

Tools

[Export to CSV](#)

[Student Lookup](#)

[Export to PDF](#)

Main Contact

Contact: Linda Schrier

Email: [ES](#)

Phone: 701-328-4565

[Print Page](#)

[Help](#)

[STARS Home](#) > [Direct Certification](#) > Matched Notifications

[Show with Full Control](#)

Direct Certification Matched Student Eligibility Notifications

Enter search criteria and then click on the search button.

[Filter Search Results](#)

First Name Begins With:

Last Name Begins With:

Date of Birth:

Direct Cert Enrollment Start Date:

End Date:

Case Number:

School:

To Mass Enroll Check the items to edit and click a Link at the top or bottom of the grid.

Use the link(s) below to mass enroll selected student notifications.

[Enrolled](#)

[Not Enrolled](#)

<input type="checkbox"/>	Name	Gender	Date Of Birth	Age	State ID	Address	City	State	Case Number	Direct Cert Enrollment Date
--------------------------	------	--------	---------------	-----	----------	---------	------	-------	-------------	-----------------------------

Direct Certification

Status: NOT APPLICABLE

Sections

Broadcast Notifications

Matched Notifications

Tools

Export to CSV

Student Lookup

Functions

Export

Main Contact

Contact: Linda Schloer

Email: ✉

Phone: 701-328-4565

 [Print Page](#)

 [Help](#)

[STARS Home](#) ► [Direct Certification](#)

Export

Available Exports:

Direct Certification Students ▼

Selected Export Description:

Export list of Direct Certification students for a district

Current Indicators

DHS-FS (SNAP)

DHS-AF (TANF)


New Indicators

DHS-MF (Medicaid Free)

DHS-MR (Medicaid Reduced)

O	P	Q	R
DirectCertEnrollmentDate	CaseNu	DHSSou	EligibleDate
9/6/2023	208206	DHS-MR	7/2/2023
9/6/2023	208206	DHS-FS	7/2/2023
1/28/2024	407612	DHS-MF	1/28/2024
9/6/2023	266619	DHS-FS	7/2/2023
9/6/2023	266619	DHS-FS	7/2/2023
9/6/2023	266619	DHS-FS	7/2/2023
9/6/2023	266619	DHS-FS	7/2/2023
10/8/2023	477089	DHS-AF	10/8/2023
10/8/2023	477089	DHS-AF	10/8/2023
9/6/2023	404085	DHS-FS	7/2/2023

Lunch status	Full pay (P) ▼
Application #	(no status)
Date Submitted	Full pay (P)
Date Responded	Reduced (R) ↕
Lunch ID	Free (F)
Current balance	Exempt (E)
	Temporary (T)
	Free-DC (FDC)
	Reduced-DC (RDC)
	\$ 0.00



Leading Title I, Part A Programs: Responsibilities and Best Practices for School Leaders



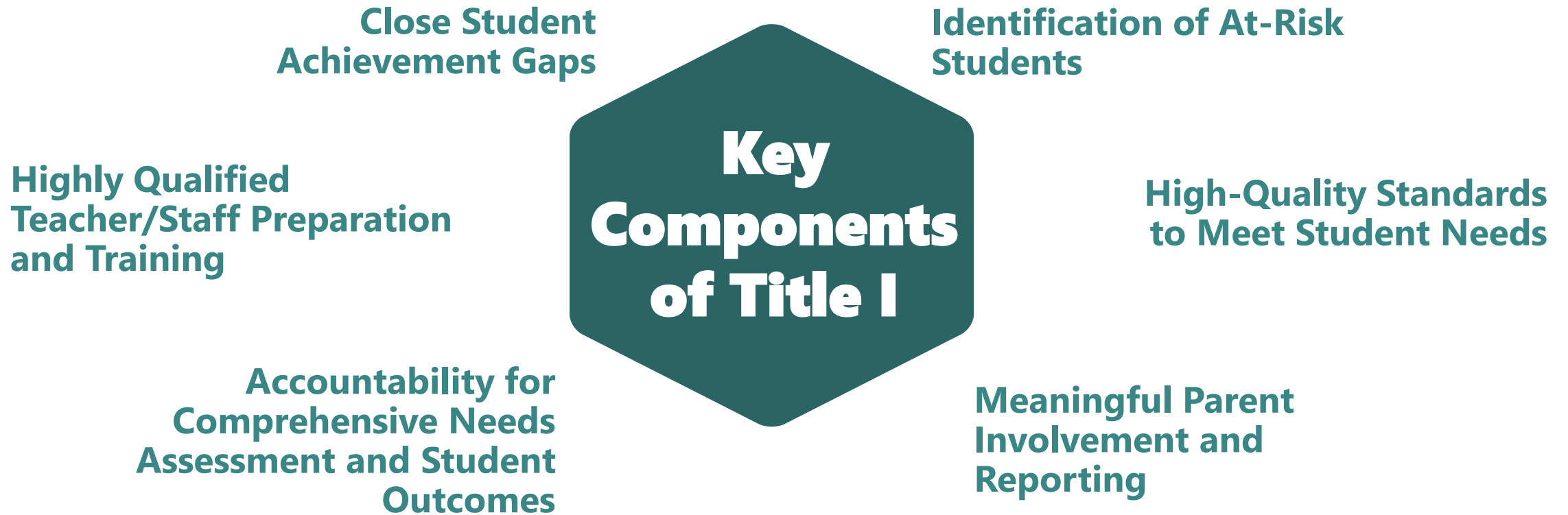
Angie Richter, Assistant Director
Title I and State Ombudsman

Michelle Siegfried, Program Administrator
Title I Schoolwide Program

Session Objectives

- Understand Title I, Part A: Purpose and Requirements
- Administrator Responsibilities for Compliance and Impact
- Best Practices for Aligning Title I with School Improvement Goals
- Foster Stakeholder Engagement and Uphold Equity

Title I Key Components and Purpose



The PURPOSE of Title I, Part A under the Every Student Succeeds Act (ESSA) is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A funds support eligible students identified by schools as failing or most at risk of failing to meet the State's challenging academic standards.

Title I QUALIFY vs. SERVE

All Districts qualify for Title I funding based on the number of low-income students residing within the district.



TARGETED PROGRAM

The funds are used to "target" lowest performing students and SERVE those with the greatest academic needs.



SCHOOLWIDE PROGRAM

The funds are used to upgrade the entire educational program and SERVE students/school to close the achievement gaps.

Comparing Targeted Assistance to Schoolwide

	Targeted Assistance	Schoolwide
Eligibility	A school is eligible for a targeted assistance Title I program if it serves an eligible Title I school attendance area.	A school is eligible to become a Title I schoolwide program if it has 40% poverty and receiving Title I funds. A state waiver option is available for schools with less than a 40% poverty.
Allowable Expenditures	A targeted assistance school uses Title I funds to support programs for <u>eligible children</u> , who are failing, or at risk of failing, to meet the state's standards.	A schoolwide program uses Title I funds to upgrade the <u>entire educational program</u> of the school. Title I funds can be used to serve all children.
Student Selection	A targeted assistance school is required to identify participants in the Title I program using educationally related, objective, and uniformly applied criteria.	A schoolwide program is not required to identify particular children as eligible for Title I services.
Schoolwide Plan	Plan should include student selection, direct services, professional development and parent and family engagement strategies.	A schoolwide program must spend at least one year developing a comprehensive plan for reforming the total instructional program.

District's Requirements to Receive Title I Funds

Close the Student Achievement Gap

- Develop and implement a plan to support low-performing schools
- Provide stability and support to children in foster care, homeless, and neglected students

Identification of At-Risk Students

- School-Wide and Targeted Assistance Programs
 - **Title I Targeting Process "Rank & Serve" (Large districts):** A district must rank in order all its school attendance area based on the percent of low-income children and serve schools above the district poverty percentage.

Highly Qualified Teacher/Staff Prep & Training

- Teachers must meet state licensing requirements
- Paras: Districts must ensure:
 - TARGETED- all instructional paras paid by Title I program need Title I certification
 - SCHOOLWIDE- ALL instructional paras in entire school need Title I certification regardless of how paid
 - Non-Instructional paras- allowability limited

High-Quality Standards to Meet Student Needs (Set Aside Funds)

- Homeless Programs (required – needs assessment)
- Neglected/ Delinquent institutions (funds as necessary)
- Parent/ Family Engagement (1% of allocations \$500,000+)
- Equitable Services for eligible private schools (proportionate share)
- Preschool Programs (district discretion to reserve funds)

Accountability for Comprehensive Needs Assessment and Student Outcomes

- Report student achievement and data publicly
- Keep records at the school and district level for the current year and three prior years. District must maintain fiscal documentation to ensure accountability of program budget and expenditures following all federal, state and local regulations.

Meaningful Parent Involvement and Reporting

- Parent notifications of data, personnel, and school quality
- Develop policies and provide services to engage parents and families

Fiscal Requirements

Supplement Not Supplant (SNS)

Federal funds must add to, not replace, state and local funds.

- Intent: Ensure federal dollars provide extra services for disadvantaged students.
- Key Principle: Title funds cannot be used to pay for activities required by:
 - State or local laws
 - District policies
 - Services previously funded with state/local funds
- Applies to: Title I-A, Title II-A, Title III, and Title IV-A

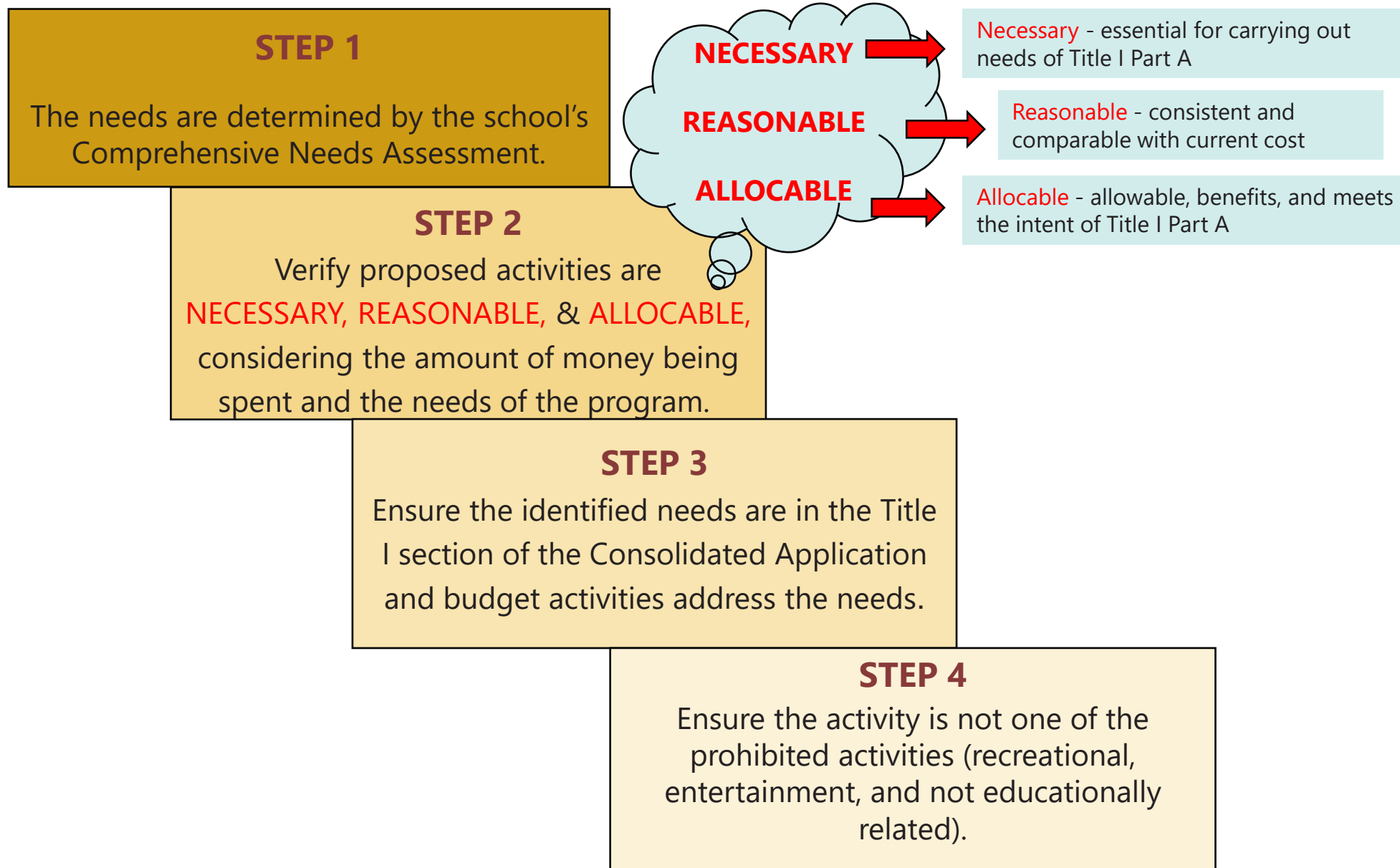
Comparability of Services (Title I-A requirement)

Comparability ensures that Title I schools receive at least the same level of services from state and local funds as non-Title I schools—before any federal Title I-A funds are added.

- Intent: Districts must show Title I schools receive services comparable to non-Title I schools.
- Purpose: Prevent federal funds from compensating for inequities in local funding.
- Required If: District has more than one school per grade span.
- Demonstrated Through:
 - Staff-to-student ratios
 - Instructional resources per student
 - Written policies ensuring equity

Guidance for Funding

Steps to determine if a proposed program or activity is allowable:

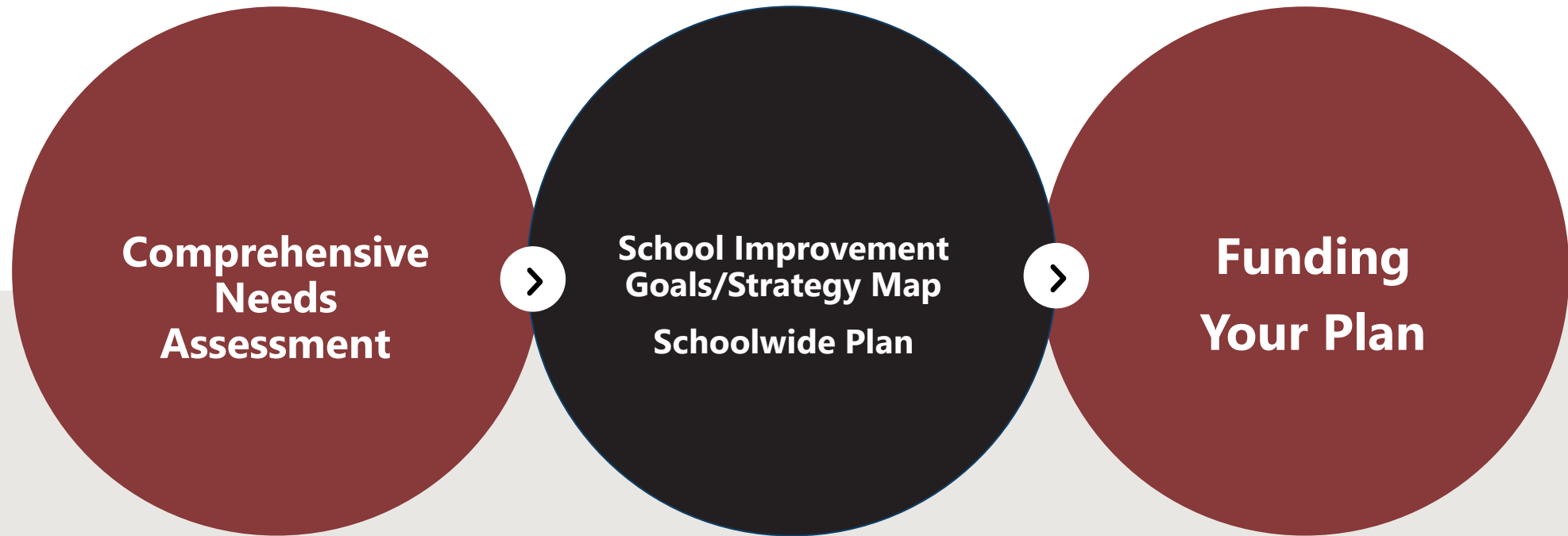


Title I Use of Funds

- Instructional services and supports
- Scientifically based instructional curriculum and content
- Expanding learning time before and after school and summers
- Social, emotional, and behavioral interventions and supports
- Extending and elevating learning through professional development
- Supplemental instructional supplies and materials
- Mentoring and coaching partnerships
- Meaningful opportunities for parent & family educational engagement

Schoolwide reform ➡ **improving overall school quality** ➡ **icing on the cake!**

Aligning Title I with School Improvement Goals



Implement/Evaluate/Review/Revise/Repeat

Title I High-Impact Use of Funds

Uses of Funds:

- Hiring a Title I teacher or Title I paraprofessional
- Providing instructional services and/or supplemental instructional materials
- Promoting schoolwide reform
- Ensuring the access of children to effective, scientifically-based instructional strategies and challenging academic content
- Expanding learning time through before/after school programs
- Elevating the quality of instruction through professional development
- Supporting parent and family engagement activities/strategies through meaningful opportunities for parents to participate in the education of their children

Emphasis Placed On:

- Well-rounded education
- Early childhood programs and preschool transition
- Dual credit and concurrent enrollment programs
- Credit recovery programs
- Behavioral supports, counseling, mental health programs, mentoring, and access to advanced coursework
- Evidence-based supports and interventions
- Alignment to the district's strategic vision and continuous improvement efforts

Consultation and Transparency

Parent and Family Involvement and Engagement

- Conduct annual parent meeting
- Offer parent training opportunities
- Evaluate parental involvement
- Share annual review results
- Set board policy
- Create a parent compact

Stakeholder Feedback in Annual Review

- Include a variety of stakeholders: parents, staff, students, board, and community in all aspects
- Dedicate time and space during regular staff meetings and professional learning events to discuss Title I programming
- Use a variety of ways to communicate and share information
- Conduct surveys, hold meetings, create newsletters, send mailings, etc.
- Host family and community engagement events

Record Keeping

Annual Record Keeping

Targeted Assistance

Item	Requirement
TA01	Parent Notification and Staff Qualifications
TA02	Student Selection Criteria
TA03	Student Selection Worksheet
TA04	Eligible Students
TA05	Documentation Declining Title I Services
TA06	Documentation of Communication with Classroom Teachers
TA07	Annual Meeting to Inform of Title I (held in fall)
TA08	Opportunities to Train Parents and Family
TA09	School-Family Compact
TA10	Annual Assessment of Parent and Family Engagement
TA11	Student Progress Report
TA12	Annual Review Meeting to Evaluate Title I Program (held in spring)
TA13	Annual Review Meeting Results - Shared with Parent and Family Stakeholders
TA14	Evidence-Based Research

Schoolwide

Item	Requirement
SW01	Schoolwide Plan Stakeholder Consultation
SW02	Schoolwide Plan Public Notification
SW03	Parent Notifications and Staff Qualifications
SW04	Parent Notification of Interactive Dashboard
SW05	Comprehensive Needs Assessment
SW06	Evidence-Based Research Strategies
SW07	Schoolwide Reform Strategies
SW08	Coordination of Programs
SW09	Annual Meeting to Inform about Title I (held in fall)
SW10	Opportunities for Training Parents and Family Members
SW11	School-Family Compact
SW12	Annual Assessment of Parent & Family Engagement
SW13	Annual Review Meeting to Evaluate Title I Program (held in spring)
SW14	Annual Review Meeting Results - Shared with Parents
SW15	Class-Size Reduction

Overview

- **Assurance**: An agency ensures continuous compliance
- **Requirement**: The rules and regulations mandated by federal and/or state law
- **Documentation**: Explains the type of submissions that are necessary to assure the monitoring requirements are met
- **Resource**: Provides current resources

TA01 and SW03

Parent Notifications and Staff Qualifications

Parent Notifications and Staff Qualifications Requirement

Title I schools must notify parents that they have the right to know the qualifications of the teaching staff and all paraprofessionals working with their child.

Documentation

List of teacher and paraprofessional qualifications and notification letter.

TA02 and TA03

Student Selection

TA02 Student Selection Criteria

Requirement

In a targeted assistance program, Title I law requires that a selection process take place to determine which students are eligible for Title I services. The selection process for Title I students must be based on objective, uniformly applied criteria given to all students at each grade level in all subject areas in which the students are being served.

Student eligibility for Title I services:

- Student selection criteria
- Rank in priority

TA03 Student Selection Worksheet

Requirement

Schools must maintain a worksheet used to compare the criteria gathered for each student in order to determine who will receive Title I services. After all data has been collected, students must be ranked in priority order according to greatest need for services. If the school is able to serve all students selected for Title I services, the information should be included on the student selection worksheet. The worksheet should clearly list each of the criteria used to determine eligibility.

SW01, SW02, and SW04



Schoolwide Plan

SW01 Schoolwide Plan Stakeholder Consultation

Requirement

Comprehensive plan is developed with the involvement of school personnel, parents, community members technical assistance providers, and other individuals determined.

SW02 Schoolwide Plan Public Notification

Requirement

The schools comprehensive plan must be made available to the district, parents and the public. The plan should be in coordination and integration with other Federal, State, and local programs.

SW04 Parent Notification of Interactive Dashboard

Requirement

All public schools receiving federal funds are required to send written correspondence to the parents of each child enrolled in the school regarding the schools Interactive Dashboard.

TA04 and TA05

Eligible Students/ Declining Services

TA04 Eligible Students and TA05 Documentation Declining Title I Services

Requirement

In a targeted assistance program, Title I law requires only students who are determined eligible for Title I services are provided such services (ESSA Sec 1115, 1117). The district must have a process in place to identify eligible students in public and private schools. The district must provide services to private school students in an equitable manner based on educational need, and notify parents and families in a timely manner.

After a school has determined which students are eligible for Title I services, a notification informing parents of their child's eligibility must be sent.

Services to private school students should begin at the same time as public school students.

Schools may word the letter to indicate that Title I services will be provided whether or not the signed eligibility letter is returned to the school by the parents. However, if a parent refuses Title I services for their child, the parent's signature rejecting these services must be kept on file.

TA06 and TA11



Communication

TA06 Communication with Classroom Teachers

Requirement

Title I teachers must document communication with the classroom teachers so what is being taught during Title I services is directly aligned to the work being done in the classroom.

TA11 Student Progress Report

Requirement

Title I teachers are required to track the progress of all students served in the Title I program. They must use one or more assessment criteria to measure student progress.

SW05, SW07, and SW08

Schoolwide Components

SW05 Comprehensive Needs Assessment Requirement

A comprehensive needs assessment is a required component of a schoolwide program. The assessment identifies the strengths and challenges in key areas that affect student achievement. Data should be continuously reviewed and documented more than once a year. The end of the year results are the evidence for the Schoolwide Annual Review.

SW07 Schoolwide Reform Strategies Requirement

Title I schoolwide programs shall include opportunities for all children to meet the State's proficient and advanced levels of student academic achievements by using effective methods and instructional strategies that are scientifically researched to strengthen the core academic program.

SW08 Coordination of Programs Requirement

The Title I schoolwide programs are expected to use flexibility available to integrate services to upgrade educational programming. A schoolwide program ensures coordination with other federal, state, and local services and programs.

TA07 and SW09

Annual Meeting to Inform about Title I Programs (Fall)

Annual Meeting to Inform about Title I Programs (Fall)

Requirement

A local educational agency may receive funding if such agency conducts outreach to all parents and family members for their participation. All programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Documentation

Documentation of all parent meetings should include minutes, agendas, and sign in sheets

- Description
- Goals
- Involvement
- Activities
- Methods
- Assessments
- Participation

TA08 and SW10

Opportunities to Train Parents & Families

Opportunities to Train Parents and Families Requirement

Title I regulations require programs to provide opportunities for training parents to become partners in the education of their child.

Documentation

Schools using narrative documentation must provide supporting evidence for all events and activities.

- Parenting
- Communication
- Volunteering
- Learning at home
- Decision making
- Collaborating with Community
 - Adult coursework training opportunities

TA09 and SW11

School-Family Compact

School-Family Compact Requirement

Each school receiving funds under Title I of the ESEA must develop a written school-parent compact jointly with parents in Title I activities, services, and programs.

Documentation

The compact should outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

TA10 and SW12

Annual Assessment of Parent & Family Engagement

Annual Assessment of Parent and Family Engagement Requirement

At the end of each school year, Title I programs must assess the parent involvement component.

Documentation

The local educational agency decides how the assessment may be conducted.

- Survey
- Phone Calls
- End of Year Meeting
- Assessment Questionnaire

TA12 and SW13

Annual Review Meeting to Evaluate Title I Program

Annual Review Meeting to Evaluate Title I Program

Requirement

Each year Title I programs are required to hold an annual review consisting of a formal meeting and then sending correspondence of the results of this meeting to participating Title I parents.

A comprehensive schoolwide plan remains in effect as long as the school chooses to run a schoolwide program. The purpose for the annual review is to ensure that the plan is implemented as designed and has a positive effect on student achievement. Once updates are made, a form of notification must be available to all stakeholders.

Documentation

- Annual Review
- Components and Implementation
- Annual Surveys
- Goals
- Assessments
- Attendance
- Strategies and Activities

TA13 and SW14

Share Annual Meeting Results with Stakeholders

Annual Review Meeting Results – shared with all stakeholders **Requirement**

Once meeting results and updates have been made, a report/notification must be written and available to all stakeholders (staff in the school, parents, and other community members). The report typically includes background information, the evaluation questions, a description of evaluation procedures and how the data was analyzed, findings, and a conclusion with recommendations. This notification can be done in a variety of ways (newsletter, mailing, parent meeting, etc.); however, the method used to notify parents must be documented.

Documentation

Notification Letter

- Agenda
- Data
- Minutes
- Survey

TA14 and SW06

Evidence-Based Research

Evidence-Based Research

Requirement

All Title I programs, both targeted assistance and schoolwide, must use evidence-based instructional strategies and methods.

Documentation

All schools that receive Title I funds must provide documentation as to how the programs and strategies they employ are evidence-based. Research that:

- Employs systematic, empirical methods
- Involves rigorous data analysis
- Relies on measurements that provide reliable and valid data
- Uses experimental or quasi-experimental designs
- Ensures studies are clear and detailed to allow for replication
- Has been reviewed or accepted by independent experts

<https://www.nd.gov/dpi/districtschools/essa/evidence-based>

Class-Size Reduction

Class-Size Reduction Requirement

The district must be mindful that class-size reduction supported with Title II, Part A funds must be listed as a strategy to meet the district's prioritized needs as assessed by the district's annual needs assessment.

When using funds for class-size reduction, districts must show that there is evidence to suggest that reducing class size in the circumstance can have a positive impact on student achievement.

Title II, Part A funding can only be used to pay the salaries of qualified teachers to reduce class size.

Documentation

- Class-size Reduction Worksheet
- Annual Review Meeting
 - Data
 - Agenda
 - Minutes

Leading Complex Change Requires



VISION



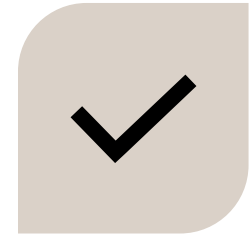
SKILLS



INCENTIVES

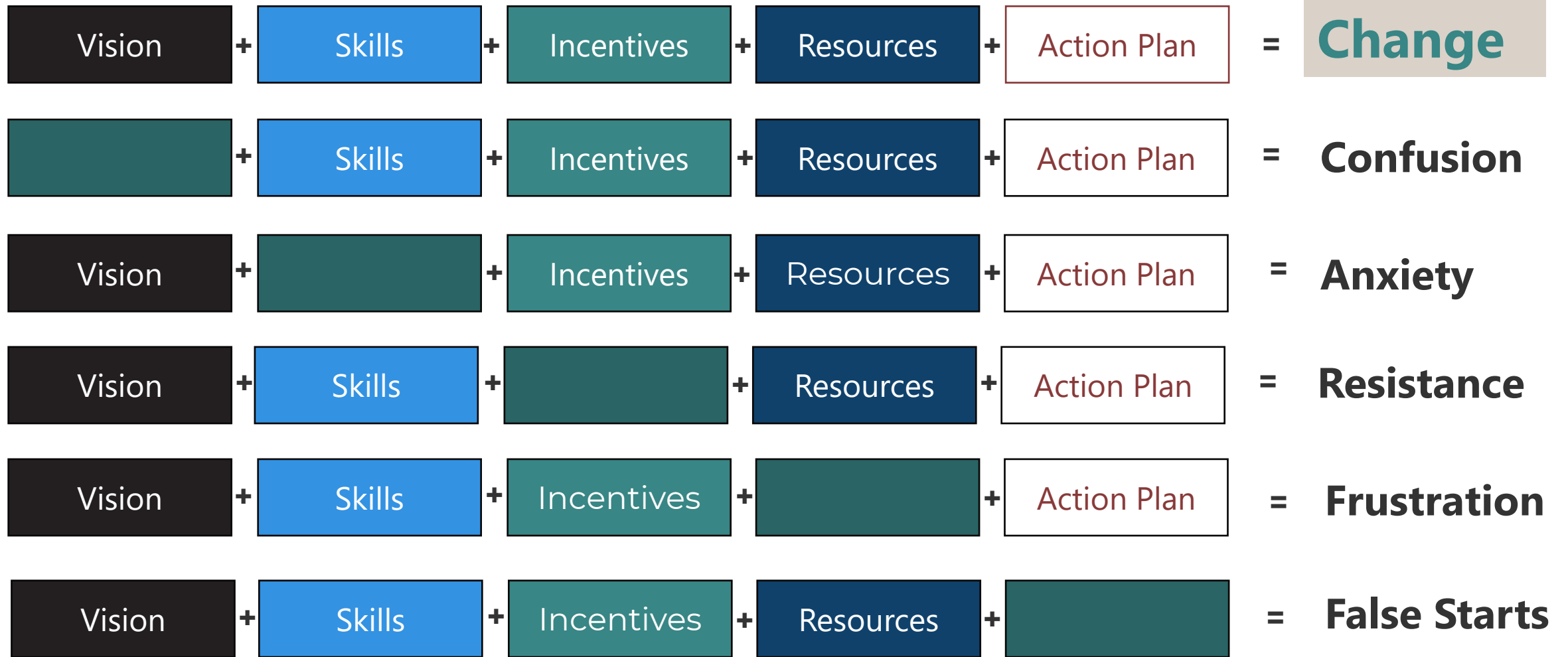


RESOURCES



ACTION PLAN

Response to Complex Change



Adapted from Knoster, T. Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

Angie Richter
Assistant Director
701-328-2287
amrichter@nd.gov

Michelle Siegfried
Program Administrator
701-328-3544
mlsiegfried@nd.gov

**THANK
YOU**