

Accelerating Learning Recovery



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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In this document are proposed ideas and strategies to accelerate learning recovery and change the educational experience for students across North Dakota (ND). The infographics below illustrate proposed structures and supports.

LEGEND



Assessment



Credential/Certification



Direct Student Services



Mathematics



Personnel



Preservice



Policy



Professional Development



Science of Reading/Literacy



Social Emotional Learning





Special Populations



Vetted Curriculum/Instruction

Access to Learning

Title School Calendar Adjustments	 
School District Action Adjust instructional and professional development calendars to address learning needs and report results to the NDDPI.	
NDDPI Action Publish the list of districts adjusting calendars and report impact on student growth.	
Legislative Action None needed.	
ESSER Funding Uses <i>Teacher contract enhancements, instructional aide or tutor pay, supplies and materials, facility costs, etc.</i>	
Grade Levels K-12	
Additional Information Below is a list of suggestions for adjusting the school calendar to assist in accelerating learning recovery: <ul style="list-style-type: none">• Extend the 2020-2021 school year until June• Begin the 2021-2022 school year in early August, with a flexible end date• Develop a 10-month school calendar• Year-round school calendar• Lunchtime learning clubs• Holiday break school programming• Saturday school (9 a.m. - noon) - This program could be offered all year, or during only winter months. Potential offerings: enrichment opportunities, tutoring for students struggling with math or reading, STEM projects, etc.• Place teachers where students are in the summer (i.e. community centers, swimming pools, public parks, sporting facilities, etc.).	

Title

Summer Learning



School District Action

Align school-year curriculum and summer curriculum to ensure continuity of learning. Schedule summer school instruction, hire staff, enroll students, implement schedule, and monitor for effectiveness.

NDDPI Action

Approve summer school programs. Provide technical support and guidance on implementation of summer learning programs. Approve/provide funding.

Legislative Action

Provide legislative language to recognize elements of quality instruction and programming. Approve [HB 1436](#), which amends and reenacts [15.1-21-16](#) to remove “remedial” language from K-5 elementary summer school programming. Under current law, only K-5 students who are remedial can enroll. Remedial is defined as:

- Below the sixtieth percentile on a standardized test;
- Below the sixtieth percentile on a teacher-developed test; or
- Have a grade of C or below in the school year that just ended.

Approve summer school funding, currently part of [HB 1013](#).

ESSER Funding Uses

Supplemental expenses, supplies/materials, meal programs, transportation, etc.

Grade Levels

K-12

Additional Information

Remedies and supports should first target students who are most at-risk during school closures—including students from low-income families, English learners, and students with disabilities—with the goal of closing opportunity gaps. However, there is a strong case for providing funding to offer summer programming to all students.

Well-designed summer learning programs can help accelerate learning recovery. This is especially true for special populations (i.e. at-risk students, students with disabilities, English language learners, etc.)

Appropriately aligned instruction includes:

- Instruction that is systemically designed and identifies and prioritizes long- and short-term learning goals
- Intensive, explicit, specially designed instruction aligned to prioritized learning goals
- Practice to promote generalization and maintenance of learning
- Adapted curriculum, tasks, and materials aligned to learning goals
- Positive and constructive feedback to guide students’ learning and behavior
- Instruction in cognitive and metacognitive strategies designed to support learning and independence
- Scaffolded instruction to support learning to give context, motivation, or foundation from which to understand new information

Districts may decide to use a combination of academic, enrichment, and employment programs – all of which have shown to benefit students and produce measurable results and inform future practices.

Title

High-Impact Tutoring



School District Action

Provide structures for high-impact tutoring. Hire staff (licensed educators, paraprofessionals) for tutoring program. Develop schedules, enroll students, and provide space for proper delivery, Districts must monitor progress monthly and make intervention decisions based on these progress reports. Monitor to ensure tutoring is occurring, especially for out of school time programming. Analyze impact on student growth.

NDDPI Action

Provide guidance for high-impact tutoring including age/grade-appropriate strategies.

Legislative Action

Policy language that requires schools to offer high-impact tutoring during the school day for literacy and math interventions. For the lowest 20% of students, high-impact tutoring must occur to close achievement gaps. However, this can occur without legislative intervention.

ESSER Funding Uses

Tutoring staff, high-impact tutoring strategies

Grade Levels

K-12

Additional Information

Tutoring interventions show a large and statistically significant effect on student learning outcomes—translating to students advancing from the 50th percentile to nearly the 66th percentile. Licensed educator tutors are the most effective with paraprofessionals being second. Peer, parent, and non-professional tutors can also provide significant assistance.

High-impact tutoring can be effective by creating additional instructional time, personalizing learning, employing alternative teaching methods, and creating mentorship bonds. The most effective tutoring situations happen in 1:1 pairings in primary grades. In older grades, it is more beneficial to have 3-5 students for each tutor, to encourage discussion and learning from each other. Finally, it is the most advantageous for tutoring to occur during the school day, although after-school tutoring can also be beneficial. Tutors can also utilize evidence-based programming such as science-based literacy supports, Khan Academy, ExactPath, Dream Box, etc. to assist with one-on-one supports.

Evidence is clear that students included in special populations (i.e., students with disabilities, English language learners, etc.) make significant gains with appropriately aligned instruction and supports.

Appropriately aligned instruction includes:

- Systemically designed instruction that identifies and prioritizes long/short-term learning goals
- Intensive, explicit, specially designed instruction aligned to prioritized learning goals
- Practice to promote generalization and maintenance of learning
- Adapted curriculum, tasks, and materials aligned to learning goals
- Positive and constructive feedback to guide students' learning and behavior
- Instruction in cognitive and metacognitive strategies designed to support learning and independence
- Scaffolded instruction to support learning to give context, motivation, or foundation from which to understand new information

Title

Out-of-School Time: Academic Programming



School District Action

Align school-year curriculum and out-of-school time curriculum to ensure continuity of learning. Schedule out-of-school time, hire staff, enroll students, provide funding, and implement schedule. Use valid assessment data to determine need and document progress monitoring. Analyze data to determine effectiveness.

NDDPI Action

Approve out-of-school time programs. Provide technical support and guidance on implementation of programs. Approve/provide funding.

Legislative Action

Require and appropriate funds for out-of-school time programming.

ESSER Funding Uses

Educator stipends, parent helper stipends, curriculum/assessments, materials/supplies, technology, professional development, outside consultant service, paraprofessional and other needed staff support

Grade Levels


K-12

Additional Information

Out of School Time (OST) Definition: A supervised program that young people regularly attend when school is not in session. Includes an academic focus to supplement learning from the school day and provide targeted assistance to students. This can include programs conducted on school campuses or facilities that occur before and after school, in the summer, during the weekends, or on holiday breaks.

Students can benefit from participating in OST programs. Additionally, parents and other volunteers can become involved to offer skills and knowledge, or to learn alongside children. Time after school can be maximized by offering academic labs or clubs. This resource would allow school districts to offer after school supports to students who need learning recovery in a fun and supportive environment. It can also be used to provide one-on-one and small group instruction and learning opportunities. Peer mentors could play a role, but curricular expectations need to be clearly defined. Additionally, educators could be placed where students are when they are not in school (i.e. community centers, swimming pools, public parks, sporting facilities, etc.).

Curricular and Structural Supports

<p>Title</p> <p>Streamlined Local Curriculum and Instruction</p>	
<p>School District Action</p> <p>Ensure that alignment of K-8 courses meet or exceed the state content standards and power/priority standards are identified.</p>	
<p>NDDPI Action</p> <p>Work with REAs to develop power/priority standards for science and social studies. Collaborate with REAs on the professional development structures to support the rollout and scale of power/priority standards and processes. Ensure elementary schools and courses meet or exceed the ND State Content Standards for curriculum and instruction. NDCC 15.1-21</p>	
<p>Legislative Action</p> <p>Provide the state superintendent with authority to adopt priority standards for English/language arts, mathematics, science, and social studies. NDCC 15.1-02-04</p> <p>Require that elementary schools and courses meet or exceed the ND State Content Standards as the base for curriculum and instruction. NDCC 15.1-21</p> <p>Require professional development on content standards and power/priority standards developed in new section. NDCC 15.1-07-35</p>	
<p>ESSER Funding Uses</p> <p><i>Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials</i></p>	
<p>Grade Levels</p> <p>K-12</p>	
<p>Additional Information</p> <p>Elementary Standards Expectations: A key factor for student success is high expectations aligned to a viable and guaranteed curriculum. State law currently requires courses in grades 9-12 to meet or exceed the North Dakota State Content Standards. The law is silent on grades K-8 alignment to the standards. At present, there is no guarantee these standards are used as the basis for curriculum adoptions. A change to state law that addresses the K-8 alignment to standards is an initial step to communicating high expectations for students and curriculum.</p> <p>Power/Priority Standards: ND needs to replicate this work and identify priority standards and proficiency scales for the remaining content areas of science and social studies. Allowing the state superintendent to adopt priority standards in these content areas will:</p> <ul style="list-style-type: none"> • Increase the visibility of the priority standards work • Create a framework that can align to statewide interim assessments • Demonstrate curriculum alignment to all levels of standards (regular and power/priority) <p>Professional Development: Content standards are the base upon which curriculum is selected and built. School districts need training in the process of developing power/priority standards and/or learning progressions and proficiency scales. Standards and proficiency scales developed will need to be refined at the local level, since local school districts can add to their curriculum and should be tailored to the needs of their community.</p>	

Title

Social Emotional Learning and Behavioral Interventions



School District Action

Identify the category of professional development offered, document staff completion, and determine impact on student outcomes in the current STARS report.

NDDPI Action

Create a state-approved list of vetted, evidence-based professional learning options and pathways to guide school and district leaders to best support students. Collect and analyze submitted data in the STARS report to inform future training needs and the impact on student growth and outcomes.

Legislative Action

Increase training required in [NDCC 15.1-07-34](#).

- Require schools to specify which professional development was taken.
- Require all certified staff complete the training; administrators will certify that all staff have completed this training.

ESSER Funding Uses

Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials

Grade Levels

K-12

Additional Information

Currently, all schools must name a behavioral health coordinator and schools must complete 8 hours of professional development every two years within the following areas:

- Social and emotional learning, including resiliency;
- Suicide prevention;
- Trauma;
- Bullying;
- Prevalence and impact of youth behavioral health wellness on family structure, education, juvenile services, law enforcement, and health care and treatment providers;
- Behavioral health symptoms and risks;
- Awareness of referral sources and evidence-based strategies for appropriate interventions;
- Other evidence-based strategies to reduce risk factors for students.

Connecting behavioral health coordinators to other partnerships and ND initiatives ensures that required training is effective, evidence based, and focused on student outcomes.

Title

Statewide Interim Assessment



School District Action

Administer statewide interim assessment system.

NDDPI Action

Recommend one state-sponsored system for interim assessments to the 2023 Legislature and provide for the administration of this assessment. Analyze interim assessment data and publicly report results.

Legislative Action

Approve [SB 2141](#). Additional language could be added to [NDCC 15.1-21-17. Interim assessment](#).

ESSER Funding Uses

Costs to administer interim assessment system

Grade Levels

3-10 or K-8, once in high school

Additional Information

The state will identify a statewide interim assessment system for districts to use for interim assessment practices beginning in the 2023-2024 school year.

The assessment would be:

- Aligned to ND Content Standards
- Provided in an online format
- Address English Language Arts, Math, and Science

Interim assessments are an instrumental part to understanding the current learning environment for students and mapping supports to assist students in staying on track.

Title

Parent and Family Professional Learning



School District Action

Make training available to parents on topics pertaining to academic learning.

Topics could include but are not limited to the following:

- Understanding assessments used in their students' school
- Reading their student's data and understanding learning levels
- Identifying approaches and strategies used to teach content and study skills
- Supporting student progress in partnership with their student's teacher/IEP team
- Identifying questions to ask educators about their student's academic progress
- Understanding state standards
- Providing technology support: platform, tools, communication features

NDDPI Action

Procure a list of vetted facilitators and evidence-based training; work with REAs to offer training supports and scale local efforts.

Legislative Action

Emphasize and recognize the role of the family in education policy and the need to encourage family engagement.

ESSER Funding Uses

Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials, technology supports, etc.


Grade Levels

K-12

Additional Information

To close the gap and provide learning recovery for students, schools must help parents gain a solid understanding of academic assessments and content, so they can partner with educators in the progress of students. Parents want to be prepared, knowledgeable, and part of the solution. Parents need proper tools to understand and find solutions for learning recovery for their children. This strategy/resource would facilitate that partnership, as training would be provided to parents on important topics related to academic learning.

Literacy

<p>Title</p> <p>ND Educator Professional License – Reading Instruction Competency</p>	
<p>School District Action</p> <p>Current K-3 educators will be required to complete professional development to prepare them for demonstration of literacy understanding when renewing their ND Educator Professional License.</p>	
<p>NDDPI Action</p> <p>Partner with ND Education Standards and Practices Board on requirements for reading instruction competency for licensed K-3 educators.</p>	
<p>Legislative Action</p> <p>Establish a required essential reading skills assessment for elementary and reading teacher licensure. The criteria for teacher licensure (NDCC 15.1-13-10) would be adjusted to add this requirement for the ND Educator Professional License and administrative rules as needed.</p>	
<p>ESSER Funding Uses</p> <p><i>Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials</i></p>	
<p>Grade Levels</p> <p>K-3 Elementary and Reading Educators</p>	
<p>Additional Information</p> <p>Preservice and Licensure: An assessment would be implemented for all preservice K-3 elementary and reading teacher educators to prove their knowledge and experience with Essential Reading Skills. Passing this assessment would be a requirement to receive a ND Educator Professional License through the Education Standards and Practices Board. This approach has been adopted and implemented in other states (i.e., Texas, Kentucky, Tennessee, West Virginia, Rhode Island, and North Carolina). This assessment would drive the Essential Reading Skills inclusion to be taught at the college and university level.</p> <p>Essential Reading Skills include:</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Fluency • Vocabulary • Comprehension <p>Currently licensed teachers: K-3 teachers with a current ND Educator Professional License would be required to complete this assessment before the next renewal of their license. REAs, colleges, and universities would provide learning opportunities to support Essential Reading Skills.</p>	

Title

State-Approved K-3 Reading Curriculum



School District Action

Develop a transition plan for implementing an approved curriculum for foundational reading and use in elementary schools (grades K-3). Full adoption and implementation would be expected within two years. Local federal funds can be used to assist with professional development and teacher training. Curriculum purchases may be made with local and state funds.

NDDPI Action

Review, approve, and publish a list of approved curriculum for foundational reading used in elementary schools (grades K-3). Curate list through a vetting process determined by a team of ND literacy professionals, including higher education, from across the state. Provide for continuing research and evaluation and for professional development that will be necessary to implement.

Legislative Action

Update curriculum requirements [NDCC 15.1-21:](#) to provide the expectations based on the science of reading, to be implemented within minimum curriculum requirements for elementary schools.

ESSER Funding Uses


Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials

Grade Levels


K-3

Additional Information

The ND State Literacy Team would vet and assemble a list of approved curriculum for foundational reading to be used in North Dakota elementary schools (grades K-3). This team provides state literacy support and is aware of ND's literacy goals. The team would create a tool for vetting curriculum (used by all students, not as interventions) and align it to the ND State Literacy Plan.

<p>Title Science of Reading Training for K-8 Educators</p> 
<p>School District Action All K-8 educators will be required to participate in professional development focused on the Foundations of Reading, based on the science of reading during the 21-23 biennium.</p>
<p>NDDPI Action Collaborate with REAs to design and deliver statewide professional development on the Foundations of Reading, based on the science of reading. Monitor implementation and report impact on student growth and achievement.</p>
<p>Legislative Action Incorporate literacy training required in new section NDCC 15.1-07-35</p> <ul style="list-style-type: none"> • Require districts to specify which professional development was taken. • Create a state-approved list of evidence-based reading training. • Require all certified staff to complete the training. Administrators must certify and provide evidence to document that all staff have completed this training.
<p>ESSER Funding Uses <i>Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials</i></p>
<p>Grade Levels K-8</p>
<p>Additional Information These trainings would be offered regionally through all REAs or as state-facilitated professional development. Participation in these trainings could prepare educators for a reading assessment requirement needed for licensure renewal.</p>

Personnel

Title School Health Technician Credential	
School District Action Identify and provide training for personnel in each school building to fulfill this role.	
NDDPI Action The state superintendent, in collaboration with the state health officer, will create criteria for a school health technician credential, paying special attention to the number of training hours required, and identifying common health needs that should be included in the training (i.e., allergies, juvenile diabetic concerns, trauma, head lice, etc.). The superintendent will collaborate with the state health officer to develop administrative rules.	
Legislative Action Amend and reenact section 15.1-02-16 of the NDCC, relating to a certificate of completion for school health technicians, adding state superintendent authority to issue a school health technician credential. Require every school building to have a school health technician.	
ESSER Funding Uses <i>Health technician salary, contracts for facilitation and professional development, supplemental curriculum supplies and materials, credential certification, etc.</i>	
Grade Levels K-12	
Additional Information Create a pathway for personnel to receive a credential for a school health technician. This would be from a school nurse who is licensed as an R.N., formally trained in school health needs. Every school building should then be required to have a trained school health technician or registered school nurse to respond to student health concerns.	

Title

School Counselor Requirement



School District Action

Provide school counseling supports to students in grades K-6.

NDDPI Action

Provide resources for K-6 school counselors and update reporting mechanisms to include K-6 school counselor positions on MIS03.

Legislative Action

Update [NDCC 15.1-06-19](#) Counselor positions – Requirement to read:

1. Beginning with the 2010-11 school year, each school district must have available one full-time equivalent school counselor for every three hundred students in grades seven through twelve.
2. Beginning with the 2022-23 school year, each school district must have available one full-time equivalent school counselor for every three hundred students in grades kindergarten through six.
3. The duties of a school counselor under this section shall include academic advisement and appraisal for students, career preparation and advisement for students, assisting in the orientation process for new students, interpreting aptitude and achievement tests, providing short-term individual and group counseling sessions to students, present age-appropriate school counseling lessons to students, interpreting student records, collaborating with teachers about building classroom connections, collaborating with school administration to identify student issues and needs, advocating for students, and analyzing disaggregated school-wide data. Prohibited duties include assessment administration, clerical responsibilities, or other administrative duties.
4. Up to one-third of the full-time equivalency requirement established in subsection 1 may be met by career advisors.
5. For purposes of this section, a "career advisor" means an individual who holds a certificate in career development facilitation issued by the department of career and technical education under section 15-20.1-24 or an individual who is provisionally approved by the department of career and technical education under section 15-20.1-25 to serve as a career advisor.

ESSER Funding Uses

Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials

Grade Levels

K-12

Additional Information

A school counselor plays an important role in the school system, providing academic as well as social-emotional support for students. This work is even more important as schools work to identify the needs of their students and how to help them progress to the next level. Currently, there is no requirement for a school counselor in grades K-6.

Title

Targeted Class Size Reduction for K-3 Classrooms



School District Action

Districts using funds for class-size reduction must commit to assigning their most qualified teachers to those classrooms and provide the means for those instructors to receive professional development in small classroom strategies for academic impact.

NDDPI Action

Provide professional learning on high-quality instructional strategies that can be used in all classrooms, including those funded as class-size reduction.

Legislative Action

Develop a definition in state law of class size reduction and the parameters that must be met for districts using state, local, or federal funds for class size reduction. Including:

- Investments in only grades K-3
- Have class sizes fewer than 19 students
- Hire veteran teachers with more than five years' experience

ESSER Funding Uses

Educator salaries, contracts for facilitation and professional development, supplemental curriculum supplies and materials, etc.

Grade Levels

K-3

Additional Information

Reducing class size is proven most effective if districts reduce K-3 class sizes in buildings that include a high percentage of disadvantaged students under these circumstances:

- Reducing K-3 class sizes to an optimal range of 15-19 students per class by a significant reduction number (typically a reduction of 7-10 students)
- Highest quality teachers are placed in reduced class-size classrooms
- Focused on students with disadvantaged backgrounds (i.e. at-risk students, students in poverty, etc.)
- Job-embedded, ongoing professional development is provided to those educators to expand their ability to maximize advantageous strategies of smaller classrooms
- A challenging curriculum is used for every student
- Investment in class size reduction is made for multiple years (the longer a student is in a small class up to grade three, the longer that those benefits follow that student through their time in school)

Additional Information

Family Engagement Liaisons



School District Action

Hire/designate a family engagement liaison for each school. Provide training and clear roles in assisting and implementing programs and activities that involve parents in the education of children.

NDDPI Action

Provide professional learning on high-quality family engagement strategies that have a direct impact on the education of children.

Legislative Action

Approve policy recognizing the importance families play in the education of children. This policy will:

- Articulate a vision for family engagement as a shared responsibility.
- Align local school improvement efforts with family engagement requirements in Title I of ESSA and other federal programs.
- Direct resources toward high-impact family engagement practices.
- Require family engagement as a competency in pre-service educator preparation programs.
- Encourage ND employers to allow flexibility for families to attend conferences and other academic-related activities to support a child’s learning.
- Ensure parents can have time off from work to volunteer in the school and attend parent-teacher conferences without fear of losing their job.

ESSER Funding Uses

Salary for family engagement liaison, professional development for staff, etc.

Grade Levels


K-12


Action Needed

A Family Engagement Liaison works to bridge communication between school and home by helping families get the information and help they need to ensure academic and social success in school for their students.

Under the direct supervision of an assigned administrator, a family engagement liaison assists and implements programs and activities that involve parents in the education of their children. A family engagement liaison is there to help students succeed. To do this, they maintain good relationships between schools and families. They link students and their families with community resources as well as assist in the improvement of attendance habits of students. Many family engagement liaisons work with families that do not speak English. They help new students settle into school, and they help students with various challenges. Family engagement liaisons also help teachers by improving family communication structures.

Reporting and Policy

<p>Title</p> <p>District Learning Report and Accelerating Learning Plan</p>	
<p>School District Action</p> <p>Beginning in Fall 2021, each school district will prepare and submit a report documenting current student academic knowledge based on data from an interim assessment, other assessments, and/or an assessment required within the first four weeks of school. This report will include learning loss and subgroup information. The report will be submitted to NDDPI for aggregation. Districts will report annually on progress made on achievement levels.</p>	
<p>NDDPI Action</p> <p>Receive district reports; aggregate results and make them publicly available; report districts' annual progress to the Legislature.</p>	
<p>Legislative Action</p> <p>The 2021 Legislature shall provide the authority for the state superintendent to collect district reports on student learning during 2020-2021 that details learning loss/gaps, based on valid assessment data. Districts reports will also include plans to accelerate learning recovery.</p> <p>Direct the state superintendent to provide a report to Legislative Management.</p>	
<p>ESSER Funding Uses</p> <p><i>Educator salaries needed to collect and analyze data, stipends for the development of the plan, etc.</i></p>	
<p>Grade Levels</p> <p>K-12</p>	
<p>Additional Information</p> <p>Comprehensive plans will be developed addressing learning gaps and strategies to accelerate learning for students. Required elements will include:</p> <ul style="list-style-type: none"> • Common format/template (preferably electronic) • Grade level learning status • Interim assessment results (fall, winter, spring) including subgroups • Notable learning loss (for subgroups if prevalent) • For students identified in the lowest quartile, a specific plan must be developed, implemented, and progress monitored to close the achievement gap and improve outcomes for students • Use of foundational practices (connect, screen, support, teach, monitor) • Recovery plan and strategies to address and accelerate learning recovery • Involvement and feedback from education stakeholders, including families • Evidence-based methods and strategies • Contain clear, attainable goals • Annual progress made on goals • Submission timeline • School board presentation <p>This report would assist the Legislature in understanding where districts stand and will influence statewide interventions and strategies. The NDDPI could also use this data to fulfill reports on learning loss required for federal ESSER funds.</p>	

<p>Title Student Attendance Policy</p> 
<p>School District Action Districts will identify students whose attendance is less than 90%, and develop a plan for each student to achieve the goal of 90% attendance or better. Plans must include evidence-based strategies on student and family engagement.</p>
<p>NDDPI Action Develop menu of evidence-based strategies on student and family engagement. Monitor implementation and report on student growth and achievement.</p>
<p>Legislative Action Amend the Truancy Prevention section of NDCC 15.1-20-03.2 to read:</p> <ul style="list-style-type: none"> • Students will attend 90% or more of their expected instructional time. • If, after Oct 1, a student drops below 90% attendance, an attendance plan will be developed. • For students who drop below 90% attendance, an individual attendance plan will be developed and evaluated weekly.
<p>ESSER Funding Uses <i>Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials</i></p>
<p>Grade Levels K-12</p>
<p>Additional Information Address attendance barriers in current policies. Evidence has shown that attendance is not merely about a student being in a classroom for a designated amount of time. Rather, it is how engaged the student is in learning, in addition to focusing on reengaging families in the academic learning process.</p>

Title

Distribution of ESSER Funds to Special Education Units



School District Action

Apply for ESSER Funds from NDDPI; receive ESSER Funds from NDDPI; and allocate 10% of funds to participating Special Education Units (SEU). SEU will partner to coordinate activities authorized under the Individuals with Disabilities Education Act (IDEA) and report on ESSER Funds to NDDPI.

NDDPI Action

Apply for ESSER Funds from US Department of Education; receive ESSER funds from US Department of Education; distribute ESSER Funds to ND school districts; report on ESSER Funds to the US Department of Education.

Legislative Action

Give NDDPI the authority to approve the distribution of ESSER funds from the SEA to the LEA to be used in a way consistent with federal law.

ESSER Funding Uses

TBD

Grade Levels

K-12

Additional Information

Each participating school district will distribute to their participating Special Education Unit (SEU) 10% of the district allocation of ESSER funding to participating SEU.

Title

Distribution of ESSER Funds to Career and Technical Programs



School District Action

Apply for ESSER Funds from NDDPI; receive ESSER Funds from NDDPI; allocate 10% of funds to area Career and Technical Centers (CTC) and/or Career and Technical Education (CTE) program. Board members, districts, and participating CTC/CTE Director will coordinate activities authorized under the Perkins Act and report on ESSER Funds to NDDPI.

NDDPI Action

Apply for ESSER Funds from US Department of Education; receive ESSER funds from US Department of Education; distribute ESSER Funds to ND school districts; report on ESSER Funds to the US Department of Education.

Legislative Action

Give NDDPI the authority to approve the distribution of ESSER funds from the SEA to the LEA to be used in a way consistent with federal law.

ESSER Funding Uses

TBD

Grade Levels

9-12

Additional Information

Each participating school district will distribute to the Area Career and Technology Center (CTC) and/or CTE program in which they participate 10% of the district allocation of ESSER funding to participating CTC/CTE program.