

NORTH DAKOTA INNOVATION GUIDE

Ensuring that every K-12 learner
is equipped for future success



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INTRODUCTION

North Dakota's education system is guided by a vision that every learner will leave their PreK-12 experience choice ready with the knowledge, skills and dispositions to be successful. Across the state, schools and districts are working to fully realize this vision. With the support of forward-thinking policies and growing community momentum, North Dakota educators are developing innovative systems in which personalized, competency-based learning (PCBL) and real-world experiences are central to the student experience.

To ensure that every learner is ready for what comes after high school, districts across the United States are leveraging PCBL models of education. Nationally, the Canopy Project has identified 276 schools engaged in innovative education practices and KnowledgeWorks has created Innovation Guides highlighting some of these practices in Pennsylvania, Montana, Ohio, Kentucky and South Carolina.

In recent years, North Dakota has taken steps to expand local flexibility, creating opportunities for PCBL. Through state policy and guidance from the North Dakota Department of Public Instruction (NDDPI) and the state's network for personalized learning, school districts are serving as model PCBL systems. Tools such as the Innovative Education Program and Waiver, Learn Everywhere policies and the development of the North Dakota Learning Continuum and Mastery Framework opportunity have created an environment in which innovative, student-centered learning can thrive. This Innovation Guide lifts up that work.

Learning communities in North Dakota must create an environment to empower students to pursue their interests and develop the skills and dispositions necessary for lifelong success. While North Dakota's policy environment offers significant flexibility to

support district-level innovation, many local education agencies are still navigating how to apply these flexibilities effectively. Each North Dakota school and district operates within a unique local context shaped by geography, community characteristics and student needs. From rural consolidated districts serving multiple towns to larger urban systems, North Dakota's varying needs require personalized approaches.

The North Dakota Innovation Guide highlights policies and approaches that offer a starting point for schools and districts seeking to design more relevant, learner-centered and future-ready systems. While not exhaustive, this guide focuses on key areas of state policy that can support deep, sustainable innovation. It also includes examples of North Dakota districts that are putting these policies into practice.

By clearly articulating the available policy opportunities and spotlighting districts already engaged in this work, we hope this guide inspires and informs school and district teams across the state. All examples, quotes and interpretations of policy have been reviewed and validated by interview participants and NDDPI staff to ensure they reflect local perspectives and experiences.

HOW TO USE THIS GUIDE

This guide is designed for educators, school and district leaders and community members who want to understand how North Dakota’s policies can support innovative teaching and learning. Whether you’re beginning your journey toward PCBL or deepening work already underway, this guide was developed to help you explore, plan and take action.

The guide is organized around three action areas. Each action area includes:

- » **State Policy Flexibility:** A summary of the relevant state policy and how it enables innovative practices
- » **Why It Matters:** An explanation of how the policy can support deeper learning, innovation and student success
- » **District Spotlight:** A real example from a North Dakota district that illustrates how districts have leveraged policy flexibilities to innovate

You can read this guide from beginning to end or skip directly to the section most relevant to your district’s goals. The intent is not to prescribe a single path but to spark ideas, provide clarity and help teams move from vision to implementation.



ACTION AREAS AND NORTH DAKOTA EXAMPLES

This guide was developed for North Dakota schools and districts, with input from local educators, district leaders and NDDPI. The department partnered with the national nonprofit KnowledgeWorks, which has facilitated much of the state's district-focused work thus far, to support the creation of this resource and help districts create school experiences that prepare learners for life after high school by deepening and scaling PCBL across the state.

This work began with a review of North Dakota's education policy landscape to identify areas that support PCBL. Researchers examined statutory and regulatory opportunities that enable schools to redesign learning in ways that are personalized and support choice-ready graduates. Following the policy review, interviews were conducted with superintendents and district leaders already engaging in PCBL practices and leveraging the opportunities outlined in this guide. These interviews revealed real-world examples of how schools are using state policy to remove barriers, empower educators and transform learning for students.

Using insights from policy analysis and practitioner interviews, KnowledgeWorks and NDDPI identified three policy flexibilities that represent the promising opportunities for advancing PCBL in North Dakota:

1. **Innovative Education Program and Waiver:** This opportunity allows schools and districts to request waivers from specific administrative rules and statutory requirements. The waiver process encourages teams to articulate a strong local vision, engage stakeholders and plan for sustainability, thereby supporting meaningful and responsible innovation.

***District Spotlight:**
Bismarck Public Schools*

2. **Learning Continuum and Mastery Framework:** The North Dakota Learning Continuum defines key competencies and attributes aligned to state priority standards. At the same time, district-developed mastery frameworks allow them to award credit based on demonstrated proficiency rather than seat time. Together, these tools enable flexible, personalized and mastery-based learning pathways.

***District Spotlight:**
Northern Cass Public School District*

3. **Learn Everywhere:** Learn Everywhere policies allow students in grades 6–12 to earn credit for learning that occurs outside of traditional classrooms, including internships, apprenticeships and other community-based experiences. These approaches expand access to relevant, real-world learning that supports students' interests and postsecondary goals.

***District Spotlights:**
• Jamestown Public Schools
• Northern Cass Public School District*

Districts are at different stages of implementing innovative learning practices, and we have provided a range of implementation considerations throughout this guide, along with district examples. We encourage you to consider what practices or concepts may be most applicable to your learning community.

ACTION AREA 1

INNOVATIVE EDUCATION PROGRAM AND WAIVER

State Policy Flexibility

Since 2017, North Dakota schools and districts have used the Innovative Education Program and Waiver to support personalized and creative approaches to teaching and learning. [Guidance](#) and [Regulation](#) outline additional details about the process, including consideration around how stakeholders, including “district and school leaders, teachers and teacher leaders, students, parents [and] school district board” members will be included in the planning process and how plans for professional development align with the proposed Innovative Education Program. Importantly, schools and districts should include a rationale and vision that articulate how and why implementing new approaches will improve education.

After the initial planning period for the Innovative Education Program, schools and districts submit an [implementation application](#). As part of the state’s review of the comprehensive innovative education plan, specific sections of the code where the school may require flexibility are pinpointed. The state superintendent can grant a waiver for these provisions, which can be approved for up to five years. In addition to stakeholder engagement and professional development,

the implementation application process includes considerations around continuous improvement, evaluation and sustainability. Applicants must develop a sustainability plan that demonstrates how the work will continue beyond the current set of school leaders and/or the district superintendent currently involved in the process.

Engagement in the Innovative Education Program allows districts to take advantage of various waiver options; however, the Innovative Education Program is not the only route for flexibility. For instance, the state also has specific waivers for flexibility around instructional time that do not involve the comprehensive Innovative Education Program approach. [State policy](#) specifies that schools or districts “may apply to the superintendent of public instruction for a waiver [of any rule and a broad range of statutory requirements] if the waiver a. Improves the delivery of education; b. Improves the administration of education; c. Provides increased educational opportunities for students; or d. Improves



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the academic success of students.” Some of the areas of statute that schools and districts may consider seeking a waiver from include requirements related to instructional time, teacher qualifications, graduation requirements and course offerings, among many others.

Schools and districts can seek the most flexibility through the Innovative Education Program by following the application process

established by the superintendent of public instruction. During the implementation of the initial planning proposal, typically a one-year period, the school or district works alongside the North Dakota Department of Public Instruction to develop the Innovative Education Implementation Application. This comprehensive plan can be approved for a period of five years.

Why It Matters

North Dakota’s Innovative Education Program and Waiver creates opportunities for schools and districts to design learner-centered systems that work better for their students. The program opens the door to rethinking time, credit, staffing, curriculum and graduation pathway without being held back by structures that were not built for today’s learners.

This waiver can be especially helpful when a team has a strong vision for student-centered learning but runs into “we can’t do that because...” moments. Maybe the team wants to try performance-based assessments but is constrained by traditional credit systems. Maybe they’re rethinking how learning occurs in and out of school, but are stuck with rigid instructional time requirements. This waiver helps create conditions for communities to remove those barriers and take action on innovation.

The value of this waiver is not just in the flexibility it offers but in how it encourages responsible innovation. Rather than simply waiving rules, districts are expected to make a clear and thoughtful case for how their new approaches will expand opportunity, improve outcomes and better serve students. This means grounding their proposals in a local vision for learning, engaging stakeholders in the planning process and outlining how professional learning, implementation and sustainability will be built into the work.

Innovation without purpose can quickly become fragmented or inequitable. The waiver process asks teams to explicitly connect purpose with a strategy, ensuring lasting change for learners and creating an accountability structure that encourages coherence, collaboration, sustainability, evaluation and continuous improvement. In this way, the Innovative Education Program establishes the kind of foundation needed for innovation to thrive in districts.



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District Spotlight

Bismarck Public Schools

With nearly 14,000 students, [Bismarck Public Schools](#) is the largest district in North Dakota, leveraging the state's Innovative Education Program and Waiver to rethink the high school experience. At the center of Bismarck's innovation is the Career Academy's [Empower\[Ed\]](#) model, a learner-centered approach that blends core academics with career exploration and community-based learning.

The [Career Academy](#) has long offered robust career and technical education (CTE) electives but the district wanted more for students. With support from the Innovative Education Program and Waiver, Bismarck launched Empower[Ed], a model that enables learners to earn core academic credits through project-based, personalized learning pathways in real-world contexts.

Empower[Ed] allows students to earn every required core subject credit through an interdisciplinary, standards-aligned model. Learners design learning plans, collaborate with educators and community mentors and pursue [meaningful community-based projects](#) tied to academic goals and personal interests. Every day starts with a simple but powerful question from a learning facilitator: *What are you planning to do today?* From there, students take ownership of their learning pace, path and process.

Flexibility in school scheduling made this model possible. It has allowed learners to leverage the community partnerships to engage in real-world learning outside of school walls and determine their best path and pace to demonstrate mastery of academic standards. This flexible approach enables learners to combine hands-on CTE courses with learner-driven academic work. The result: increased agency, stronger time management skills and higher engagement. Educators and students alike note a transformation

in confidence, perseverance and school enjoyment. "We've seen families report that their kids actually like coming to school," said Career Academy Director Pat Phillips. "And we're not just talking about engagement. We're seeing real gains in self-direction and executive functioning."

Empower[Ed] began with a small pilot cohort and has scaled to two sites, growing steadily due to sustained support from families, educators and district leadership. This growth is, in part, because implementation was guided by prioritized standards and proficiency scales, ensuring rigor remained intact as pedagogy shifted. Now, there is a district- and community-wide commitment to personalized and authentic learning that allows Empower[Ed] to thrive.

Bismarck's Empower[Ed] team offers a clear message to other districts considering innovation: you don't need to plan everything perfectly before taking any action. Leverage the expertise of the learning community to prepare. With the right educators, strong relationships and a willingness to learn from real-world implementation, transformative learning is possible.

By fully utilizing North Dakota's policy environment, Bismarck Public Schools has created a model of learner empowerment and career-connected education that is reshaping what learning can be at the secondary level.

ACTION AREA 2

LEARNING CONTINUUM AND MASTERY FRAMEWORK

State Policy Flexibility

State policy establishes the state board’s authority to create the North Dakota Learning Continuum. The North Dakota Learning Continuum is a document outlining a progression of competencies and corresponding attributes that learners participating in a proficiency- or mastery-based learning model will be expected to demonstrate throughout their K-12 education career and beyond.

The creation of this document included stakeholder engagement from across North Dakota. The competencies are grounded in and aligned with the state’s standards. Part of the rationale for implementing the continuum is to promote “flexibility in how learners access and engage in relevant learning opportunities within the time, space and pace aligned to their needs, preferences and personal goals while providing multiple opportunities for learners to demonstrate learning through the authentic application of skills and knowledge.” The Learning Continuum will be revised every five to seven years to ensure that the content remains “relevant and meaningful for schools and districts.”

Districts may adopt a mastery framework policy that promotes student learning by awarding credit aligned to the North Dakota Learning Continuum. This is achieved through a locally developed document, known as a mastery framework, which outlines standard operating procedures and practices for assessing and recognizing student mastery and achievement in earning credit. A district must first adopt a mastery framework

policy, after which it must create its mastery framework that articulates the process by which students engage in learning, systems for demonstrating and measuring mastery and ultimately the issuance of credit. While not required by state policy, the creation of this framework should ideally involve a diverse range of stakeholders, such as school-level leadership and staff. State policy specifies that a locally adopted mastery framework policy must identify the portions of the North Dakota learning continuum in which a student must be proficient to earn credits for high school graduation. Credit can be awarded for both required instruction in elementary and middle school, as well as required units in high school. Adopting the policy also allows for greater flexibility in instructional time required for awarding high school units.

North Dakota offers various tools to support education leaders engaging with the North Dakota Learning Continuum, including an explanatory video and an FAQ Document. To obtain a drafted model policy template for the mastery framework policy, districts can contact the North Dakota School Boards Association.

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Why It Matters

The North Dakota Learning Continuum outlines a clear progression of competencies and key attributes learners are expected to demonstrate across their K–12 journey, offering both direction and flexibility for designing more relevant, learner-centered systems.

For schools and districts, this policy is significant because it enables districts to determine how to implement mastery-based learning endeavors with action and throughout the educational system. The continuum is aligned with state standards, yet it supports flexible pathways that allow students to learn at their own pace, pursue interest-driven experiences and demonstrate learning in authentic, meaningful ways.

Districts that adopt a mastery framework policy gain the ability to award credit based on demonstrated proficiency rather than seat time. This creates opportunities to integrate project-based learning, community engagement and personalized instructional strategies into core academics. Implementation begins with developing a local mastery

framework that defines when credit is awarded and which parts of the continuum students must meet, alongside inclusive stakeholder engagement, system alignment (e.g., grading, scheduling) and teacher support through professional learning.

State-provided tools, model policies and exemplar resources can help districts get started, but effective implementation strategies should align with the local context and stem from community input. This policy is a strong match for districts aiming to build coherence across grade levels, create equitable pathways to graduation and increase learner agency. With the Learning Continuum as a guide, schools can design systems that are flexible, rigorous and built for sustainable, learner-centered change.



2

District Spotlight

Northern Cass Public School District

Northern Cass Public School District is a rural, consolidated PreK-12 district in North Dakota serving six small communities. With 720 learners in a single building – 35% of whom open-enroll from outside the district – Northern Cass has become a leader in PCBL, prioritizing their commitment to relevance and learner agency.

Nearly a decade ago, the district made a shift toward PCBL, driven by a desire to ensure that every learner graduates choice ready, whether for college, career or military pathways. To move this effort forward, Northern Cass built a comprehensive mastery framework aligned with the state's [Learning Continuum](#).

The district's [mastery framework](#) has improved innovative efforts across all grade levels. In the elementary grades, dedicated inquiry time enables students to explore their interests with educators co-creating lessons in response. In middle school, every learner participates in a daily studio experience, engaging in six-week thematic, project- and inquiry-based learning, such as creating a school newspaper or co-planning local events, like the Able Games—a unified athletic event for learners with and without disabilities.

At the high school level, learners can opt into individualized studio experiences that blend passion and academic rigor. One student might explore ceramics while aligning it to physics standards, coached by an educator who helps them map their evidence to competencies. This model cultivates ownership and authenticity. Importantly, the studio and inquiry approaches that span a Northern Cass learner's full education experience [create a graduation pathway](#) based on mastery, relevance and real-world application.

All these learning experiences are designed to build and demonstrate mastery, not just in academic content but in the district's broader

competencies. Northern Cass has worked to clarify standards, build proficiency scales and support educators' understanding of deeper learning. As former Northern Cass Superintendent Dr. Cory Steiner suggests, while the system is still evolving, the mastery framework has already shifted the culture from one of compliance to one of empowerment. Letter grades have been eliminated for courses offered by Northern Cass.

The transformation hasn't been without challenges. The shift away from familiar structures, such as fixed schedules, whole-class instruction and long-established grading practices, has left some educators feeling uncertain about their roles and how to measure student success. Still, through shared leadership, collaborative professional learning and a commitment to learner voice, the district has stayed the course. Northern Cass has seen students become more self-directed and understanding of the real-world, particularly in middle and high school.

Looking ahead, Northern Cass is working to create new graduation pathways rooted in real-world learning, leveraging the state's [Learn Everywhere](#) and [Innovative Education](#) flexibilities. Steiner emphasizes the importance of engaging learners early and often. "Ask learners what they want," he says, "and then do something with what they tell you."

By designing a personalized and competency-based system, Northern Cass shows what's possible when policy meets learner needs.

State Policy Flexibility

To expand learning opportunities for students, North Dakota has passed legislation providing learning opportunities through sponsoring entities, also referred to as the “[Learn Everywhere Program](#).” This provision enables learners to utilize learning opportunities outside of the classroom, providing greater flexibility in educational instruction and placing students in “real-world work environments.”

[Statute](#) outlines the ability of local school boards to adopt a Learn Everywhere policy for learners in grades six through 12, which allows them to “earn course credit through educational opportunities with a sponsoring entity.” Learners may use this flexibility for any courses. The local school board can approve proposals that demonstrate increased educational opportunities for students, are likely to lead to academic success and have the support of a licensed teacher. Policy defines educational opportunities and the sponsoring entity:

- » “**Educational opportunity** means instruction outside the classroom which meets course content standards, as determined by the superintendent of public instruction. The term includes work-based learning, pre-apprenticeships, apprenticeships, internships, industry certifications, and community programs.”
- » “**Sponsoring entity** means a business, for-profit organization, nonprofit organization, trade association, parent of a student, teacher or administrator that partners with a school district or governing board of a nonpublic school to provide educational opportunities for students.”

[Regulation](#) outlines additional details about the process, including what must be included in the proposals and the evaluation data that should be collected and shared with the superintendent of public instruction. However, school districts have discretion in the evaluation data submitted. School districts may choose to include descriptions of how the program has improved the delivery of education and increased educational opportunities, as well as academic indicators, such as proficiency scales used and content standards met through the course, and many other options outlined in the regulation.

While the local school board is responsible for ensuring requirements of the proposal are met, any approved proposals must be submitted to the superintendent of public instruction, who may make recommendations for improvement or revoke program approval if conditions of the proposal, school district policy or other requirements of the Learn Everywhere policy are not met.

3

Why It Matters

North Dakota's Learn Everywhere flexibility creates opportunities for districts to recognize learning that happens beyond school walls. For students, it means school can look more like the real world; learning is hands-on, connected to future goals and shaped by personal interests. For schools and districts, it's an opportunity to design more flexible, relevant systems that validate a broader range of learning experiences.

This policy is particularly valuable for districts seeking to expand career-connected learning or strengthen community partnerships. By adopting a Learn Everywhere policy locally, districts can award credit for learning experiences that take place in a range of community settings, provided those experiences align with course standards and are supported by a licensed educator.

Implementation will require coordination, but it doesn't have to be complicated. Districts can start by identifying potential partners (e.g., local businesses or community programs) and co-designing learning

experiences that align with standards while engaging students in authentic work. District leaders will also want to build clear systems for proposal review, credit approval and student support.

Learn Everywhere creates pathways to explore interests, build real-world skills and experience greater agency in students' education. It's a way to re-engage learners who may feel disconnected from traditional instruction and to deepen learning for those who thrive when they can connect school to life beyond it.



3

District Spotlight

Jamestown Public Schools

With just under 2,000 students, [Jamestown Public Schools](#) sits at an ideal scale for innovation: small enough to move nimbly, yet large enough to leverage meaningful resources. While not yet formally leveraging North Dakota's Learn Everywhere policy, Jamestown is laying critical groundwork to reimagine how and where learning happens, especially in partnership with the broader community.

Jamestown's approach is a measured effort to connect student learning with real-world experiences. The district has a long-standing work-based learning program that partners with over 47 local businesses, offering hundreds of students opportunities to explore careers. While these experiences are not yet formalized as Learn Everywhere opportunities, they closely align with its vision: leveraging community-based, out-of-school learning to deepen student engagement and relevance.

To expand opportunities, Jamestown is creating new structures to engage the community more deeply. One effort is a community-wide career showcase. This idea came from a stakeholder design project supported by [KnowledgeWorks](#). In this experience, learners may partner with a local organization to explore community problems, showcase potential careers and share student learning with the public. High school students will facilitate the event as part of their work-based learning experience, an early step toward shared accountability and learner agency.

Another focus is strategic schedule redesign. While exploring trimester scheduling and studio and inquiry-based learning, Jamestown seeks to create a school day with flexible, community-driven experiences. Related, a recent pilot by a high school English teacher using a mastery learning record hints at the potential for comprehensive PCBL-oriented innovation across the district.

Central to all this work is a commitment to standards-based learning. "It's great to go out and do projects, but we have to ask: do they produce learning?" shared Adam Gehlhar, the district's Continuous Improvement Director and [James Valley Career and Technical Center](#) Director. The goal is not just more projects, but deeper learning grounded in rigor, relevance and community connection.

Jamestown is aligning its work with an authentic, learner-driven experience and thus Learn Everywhere's intent. The district prioritizes community expertise, creating authentic advisory structures and ensuring that educators remain central to learning. Importantly, Jamestown seeks to expand and improve innovation that works best for the community. District leaders model transparency and community co-leadership throughout this process, integral qualities to innovative change efforts. The level of collaboration and community co-leadership that Jamestown models can seem daunting and contentious to district leaders but, as Superintendent Dr. Robert Lech puts it, "Conflict gets a bad rap. It just means we think differently. Don't be afraid of criticism. Celebrate the things you do really well, and honor the people who do those things well. It's easy to get defensive, but we need to embrace the conflict, take the feedback and take action. Transparency breeds trust and dialogue."

Northern Cass Public School District

Northern Cass Public School District makes Learn Everywhere a reality by awarding credit for meaningful, community-connected experiences that happen well outside the traditional classroom.

The district has fully embraced the flexibility by creating pathways for learners to earn academic credit through nontraditional avenues, such as Scout merit projects or community-based exploration. A student participating in a dinosaur dig can earn science credit; another who achieves Eagle Scout rank may fulfill civics requirements. The key lies in a simple but impactful premise: when learning is connected to academic standards and facilitated through a sponsoring entity, it counts.

These experiences aren't peripheral but woven directly into Northern Cass' broader vision for PCBL. Grounded in a mastery framework, the district uses learner interests and passions as a starting point for all learning. Learners are encouraged to pursue their curiosities while demonstrating mastery of essential competencies. The result is a culture of self-direction, relevance and empowerment, one where students don't just meet requirements but help shape them. With strong support from NDDPI and an unwavering focus on student agency, Northern Cass is showing how Learn Everywhere can power real-world, learner-centered education.



CONTINUING THE WORK

The purpose of this guide is to serve as a roadmap for North Dakota districts that are seeking a more learner-centered, innovative system. From flexible graduation pathways to community-based learning, districts are demonstrating what's possible when education systems prioritize student voice, local context and a commitment to personalization.

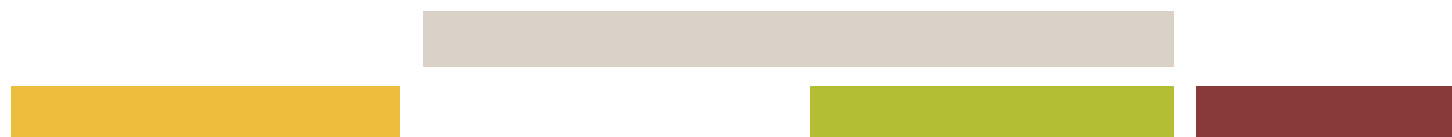
State policy provides the space to allow local systems to make this prioritization. With tools like the Innovative Education Program and Waiver, the Learning Continuum and Mastery Framework, along with Learn Everywhere policies, districts don't have to wait for permission to innovate.

Implementation doesn't mean getting everything right all at once. Innovation and policy implementation take time and continuous improvement. Districts highlighted in this guide offered the same advice: start somewhere. Consider piloting a new inquiry-based program, co-designing instruction with students and aligning learning experiences with the community, all while learning along the way. Many districts have begun with small steps by redefining how students demonstrate proficiency, shifting to performance-based assessments, or developing comprehensive programs to award credit for learning beyond the classroom are areas that can follow. These changes are leading to more engaged learners, empowered educators and stronger connections between schools and communities.

As you reflect on the action areas, spotlights and ideas in this guide, consider:

- » What student needs or goals are going unmet in your current system?
- » What structures could you revisit to increase flexibility, relevance or equity?
- » Who in your community could help expand where and how learning happens?
- » How might you build the capacity of educators to lead change from within?

By taking advantage of available tools, programs and resources, districts can create systems that honor their unique communities while preparing students for meaningful and successful futures. Use this guide as a conversation starter, a planning tool and inspiration for learner-centered change.



Additional Resources

- » [North Dakota Innovative Education Program](#)
- » [North Dakota Learning Continuum](#)
- » [North Dakota Learn Everywhere Guidance](#)
- » [Finding Your Path: A Navigation Tool for Scaling Personalized, Competency-Based Learning](#)
- » [District Conditions for Scale:
A Practical Guide to Scaling Personalized Learning by KnowledgeWorks](#)
- » [What is a Competency? by KnowledgeWorks](#)
- » [Aligning Competencies with Your Portrait of a Learner by KnowledgeWorks](#)

Statutes and Regulations of Interest

Statutes

- » [N.D. Cent. Code Ann. § 15.1-01-03](#): State Board of Public School Education—Powers and Duties
- » [N.D. Cent. Code Ann. § 15.1-06-08.1](#): Statutes—Waiver
- » [N.D. Cent. Code Ann. § 15.1-06-08.2](#): Innovative Education Program—Participation—Reports to Legislative Management
- » [N.D. Cent. Code Ann. § 15.1-07-35](#): School Districts—Policy—Alternative Curriculum Outside the Classroom—Participation—Report to Legislative Management
- » [N.D. Cent. Code Ann. § 15.1-21-02](#): High Schools—Required Units
- » [N.D. Cent. Code Ann. § 15.1-21-03](#): High School Unit—Instructional Time

Regulations

- » [N.D. Admin. Code 67-19-04-02](#): Creation of Proposal
- » [N.D. Admin. Code 67-19-04-05](#): Program Evaluation Data



This guide was developed
in collaboration with:



KnowledgeWorks is a national nonprofit organization advancing a future of learning that ensures each student graduates ready for what's next. For more than 25 years, we've been partnering with states, communities and leaders across the country to imagine, build and sustain vibrant learning communities. Through evidence-based practices and a commitment to equitable outcomes, we're creating the future of learning, together. [KnowledgeWorks.org](https://www.knowledgeworks.org)