



**SUPERINTENDENT OF PUBLIC INSTRUCTION**

**2009-2011  
BIENNIAL REPORT**

**North Dakota Department of Public Instruction  
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ND Department of Public Instruction

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## Superintendent's Message

Emerging public policy identifies the graduation of all students as vitally important for the well being of the Nation and encourages all students to continue their education; either through attendance at college or at a career and technical institute. A focus on career and college readiness makes the Nation more productive in an increasingly competitive global setting.

In order to compete in a global economy, North Dakota must work towards improving the effectiveness of its educational systems, increase teacher effectiveness, build systems to track student achievement, continue the development of rigorous college and career ready standards and assessments, and provide support to struggling schools. The new state longitudinal educational data system (SLEDS) provides us the ability to collect and analyze vast amounts of data and to utilize that information to achieve increased student performance.

A student who can proficiently read, write, and perform mathematics is a student who can exercise a greater sense of freedom in determining his or her future career opportunities. A graduate who fully manages these skills is an employee who can produce immediately for an employer without additional remedial training costs.

Our North Dakota Science, Technology, Engineering and Mathematics Initiative (STEM), will make real world connections to business and industry. STEM will assist in making our education system world class by providing student opportunities and providing connections and resources for our educators. I look forward to working with North Dakota educators in developing this multi-disciplinary approach to demonstrating the interconnection between all subjects.

With the forthcoming reauthorization of the Elementary and Secondary Education Act, the DPI will implement program enhancements to optimize state and local flexibility, raise student achievement expectations, provide focused attention to disadvantaged and special needs students, and report transparently on the efforts of all schools and districts.

Movement from the "industrial age" to the "information age" to the "technological age," all within a few short decades, demands that we continue to stay abreast of current national, state and local educational issues. I know North Dakota educators stand ready to address these challenging education improvement efforts.



A handwritten signature in black ink that reads "Wayne G. Sanstead". The signature is written in a cursive, flowing style.

Dr. Wayne G. Sanstead  
State Superintendent

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# Mission and Goals

## Mission

To ensure a uniform, statewide system for effective learning.

## Goals

- ✓ Align all elements of public education to help students achieve academic success.
- ✓ Promote health and wellness initiatives that provide a safe and nurturing environment that encourages community involvement and embraces diversity.
- ✓ Ensure a comprehensive system of accountability for results-based decision making.
- ✓ Build capacity to ensure a uniform education system that meets or exceeds established standards.

## Agency History

In 1861, when President Buchanan signed a bill creating the Dakota Territory, there was only one school in all of the area comprising what is now the states of North and South Dakota, plus portions of Montana and Wyoming. Organized in 1860 at Bon Homme, SD, the school consisted of a small log cabin, which accommodated nine pupils and their teacher, Emma Bradford.

In spite of the difficulties of organizing schools in a vast and sparsely settled area, education was a priority for the early settlers. In 1862, the first Legislative Assembly for the Dakota Territory passed an "Act for the Support of Common Schools." A territorial board of education was formed a year later and from then on the Dakota Territory education system was "off and running" on a course of swift change and constant improvement.

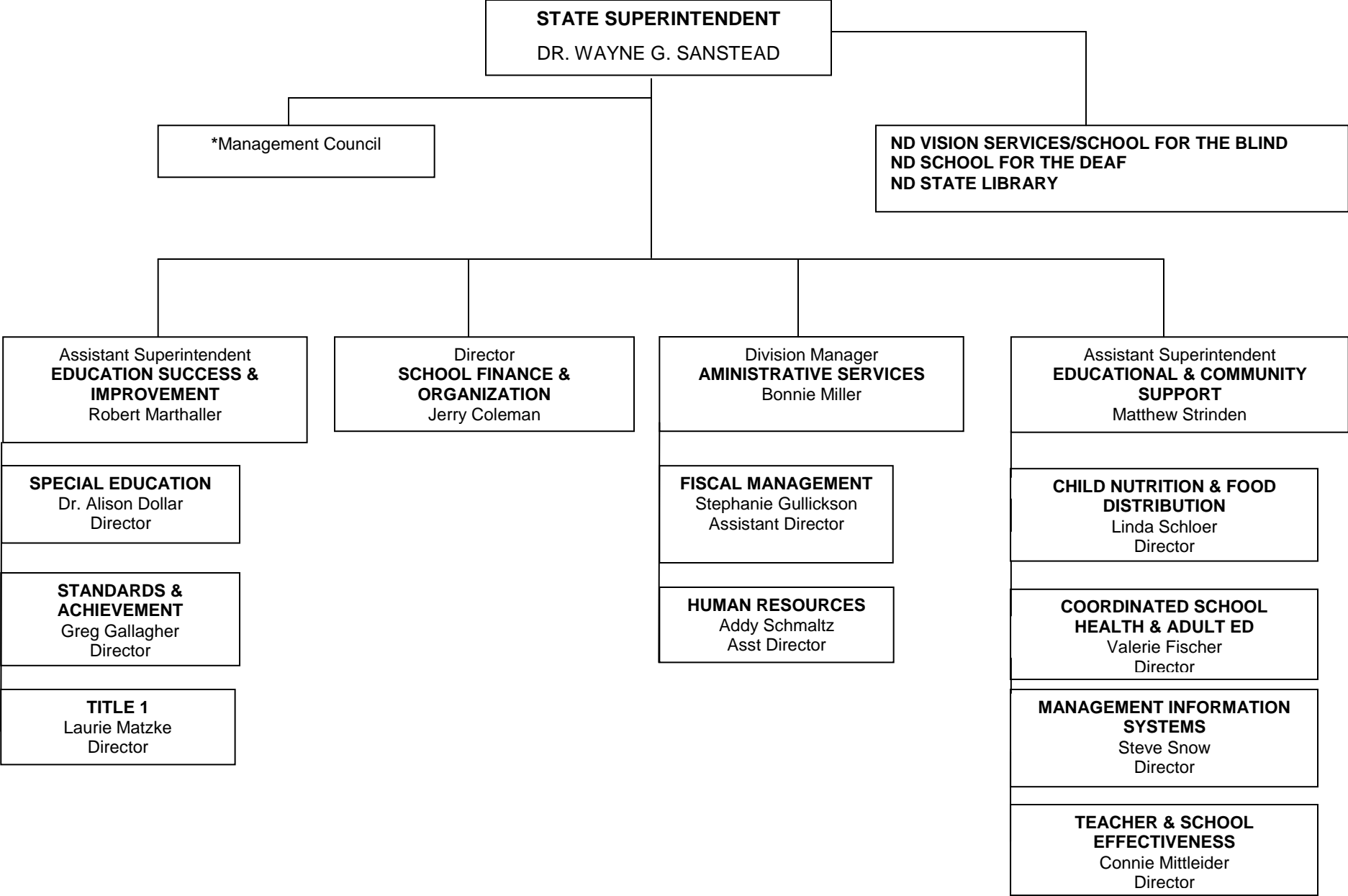
From 1864 to statehood, North Dakota was served by a territorial school board and a superintendent. In 1889, Section 12, Article V of the Constitution of North Dakota provided for a state superintendent of public instruction. Statutes were also enacted in 1890 to charge the state superintendent with the supervision of the common and secondary schools of the state and to be an ex-officio member of the board of university and school lands.

In July of 1989, the administration of the Division of Independent Study was transferred to the superintendent. In 1935, North Dakota became the first state to provide a special appropriation for a high school correspondence program when the North Dakota Legislative Assembly mandated that the Division of Independent Study provide a complete curriculum by correspondence. The division was transferred by legislative action to the Division of Information Technology (ITD) in July of 2001.

Effective January of 1991, authority for the supervision of the state Schools for the Deaf and Blind and the State Library was transferred to the office of the superintendent. (Refer to separately filed biennial reports.)

The office of the superintendent promotes the enhancement of quality education through the school improvement process and provides leadership in the promotion of programs designed to benefit the intellectual development, mental health, social adjustment and physical well being of all North Dakota citizenry.

**NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION  
ORGANIZATIONAL CHART – OCTOBER 2011**



\*Management Council consists of the state superintendent, asst superintendent, Administrative Services manager, & the Human Resources asst director as advisor.

## Summary of State Statutory and Constitutional Responsibility

The responsibilities charged to the superintendent of public instruction by the North Dakota constitution and by the North Dakota legislature require the enforcement of all state statutes and federal regulations pertaining to the establishment and maintenance of public schools and related programs.

### ✓ **Adult Basic Education Programs**

The superintendent is responsible for coordinating all adult basic education programs, including the administration of state and federal funding for such programs. State and federal grants are provided to adult learning centers. Additionally, the Displaced Homemaker program is assigned to the Adult Education unit for statewide implementation and biennial reporting.

### ✓ **Administrative Rulemaking**

The department promulgates rules, as directed by legislation. The department drafts rules, ensures that proper notification is made, public hearings held, and the process for legislative hearings and rule adoption is followed.

### ✓ **Annexation and Reorganization**

The superintendent directs school district annexation, reorganization and dissolution, and assists in carrying out duties imposed on the State Board of Public School Education.

### ✓ **Biennial Report**

The superintendent must prepare a biennial report describing legal responsibilities, major programs, goals and accomplishments, and the identification of major trends in education.

### ✓ **Board of Higher Education Nominating Committee**

The superintendent chairs the Board of Higher Education Nominating Committee.

This committee includes the Chief Justice of the State Supreme Court, President Pro Tempore of the Senate, Speaker of the House and the President of the North Dakota Education Association (NDEA). The committee provides the names of three nominees to the governor for appointment to the Board of Higher Education.

### ✓ **Boards and Commissions**

The superintendent serves as a member of the State Board of Public School Education, the Board of Career and Technical Education, the Board of University and School Lands, the Teachers' Fund for Retirement, the Education Technology Council, the High School Activities Association and the North Dakota Commission on Education Improvement.

### ✓ **Child Nutrition and Food Distribution**

The North Dakota Department of Public Instruction, under agreement with the Food and Nutrition Service of the United States Department of Agriculture (USDA), administers child nutrition and food distribution programs. The department enters into agreements with various agencies for the delivery of program services at the local and individual level.

Through this partnership of federal, state and local agencies, program services and benefits are delivered to nearly one in three North Dakotans in schools, childcare centers and homes, institutions and low-income food assistance settings. The NDDPI provides leadership, training and technical assistance to local agencies, program operators and the public.

The superintendent prescribes rules for keeping accounts, records and making reports that relate to the receipt of federal funds and food assistance, and provides management information to the NDDPI. Department staff members conduct monitoring, training and technical assistance efforts as required by the federal regulations, and as necessary to promote effective local program operations and the professional growth of local program employees. The NDDPI enters agreements for the warehousing and transportation of USDA foods donated by the USDA. This contracting is done on behalf of local agencies, which benefit from an efficient and cost effective, statewide USDA foods warehousing and distribution system.

### ✓ **County Superintendents**

The county superintendents receive annual school district financial reports, annual school district personnel reports, annual school district enrollment and average daily membership reports, and other reports required by the Superintendent of Public Instruction. The most recent statutory revisions allow counties to provide these education services through alternate means. There are currently 25 county superintendents and 28 county superintendent designees across the state.

### ✓ **Division of Vision Services (ND School for the Blind) Grand Forks, North Dakota**

This division offers statewide outreach services to visually impaired persons of all ages. The school also provides pre-vocational training, independent living and communication services.

### ✓ **Educational Technology Council**

The North Dakota Educational Technology Council is a state board responsible for developing technology systems and coordinating their use to enhance and support educational opportunities for elementary and secondary education as cited in NDCC 54-59

### ✓ **Federal Agreements**

The superintendent enters into agreements with agencies of the federal government for or on behalf of the public school districts of North Dakota and adopts necessary rules of administration to ensure proper and efficient operation of such agreements and to comply with such conditions necessary for the state to receive full benefits of federal programs.

### ✓ **Finance Facts**

The 59th Legislative Assembly eliminated the requirement to publish school district financial information in the biennial report. SB 2083 directs school data to be published in Finance Facts, an annual department publication available on DPI's website.

### ✓ **Home Education**

An attorney general's opinion in February 2007 states that the parent must provide the education and may not merely supervise the individual providing the Education to the child. Further NDCC 15.1-23 enumerates requirements to be met by parents, services to be provided by the resident school district and provisions for the receipt of a high school diploma by home educated students. The statement of intent to home educate, which the parent is to submit to the resident district, is available on the department's website. Information concerning duties, monitoring and testing, and participation in extracurricular activities may be found on the Department's website.

### ✓ **No Child Left Behind Act of 2001**

NDCC 15.1-02-15 contains a provision that DPI provide the legislature with information pertaining to federal regulations promulgated to implement the Act; 15.1-02-17 states that proposed changes to the state's education accountability plan must be submitted for legislative review for legislative advice and recommendation.

### ✓ **School Accounting**

The superintendent, as required by law, has implemented a uniform system of accounting, budgeting and reporting for all school districts. All districts are required to submit an annual report and additional reports as required by the superintendent.

### ✓ **School Approval and Accreditation**

Each September, all public and nonpublic schools submit a Certificate of Compliance documenting the intent to comply with state statutes (NDCC 15.1-06-06 and 15.1-06-07). By December 31, the department completes a compliance review of data submitted by

all North Dakota schools. Schools are required to meet five statutes:

- Teacher licensure (NDCC 15.1-13),
- Subjects offered (NDCC 15.1-21-01),
- School calendar (15.1-06-04),
- School fire safety (15.1-06-09 and 15.1-06-10)
- Required criminal history background checks (12-60-24)

As part of the review, public kindergarten programs and non-public/private kindergarten programs that seek department approval are approved according to the criteria in NDCC 15.1-22-02 and 15.1-22-03.

Public and nonpublic schools seeking accreditation must meet provisions in Article 67-19 of the North Dakota Administrative Code, which includes the 5-year education improvement process.

Except as provided in statute, the superintendent may not waive any statute (15.1-06-05) or administrative rule regarding accreditation (15.1-06-08).

### ✓ **School Buildings**

All construction, purchase, repair, improvement or renovation of any school building with an estimated cost of \$100,000 or more must be approved by the superintendent of public instruction. Building requirements are listed in the Uniform Building Code.

### ✓ **School Calendar**

Each school must report a fall calendar and a spring calendar to the department. The calendar must include at least 181 days of which 174 must be full days during which students are required to be in attendance to receive curricular instruction. A full day of instruction at the high school level is six hours; at the elementary; five and a half hours. The remaining seven days are a combination of mandated holidays listed in NDCC 15.1-06-02 and two days for professional development. According to NDCC 15.1-06-04, extending each school day at least 30 minutes beyond the statutory requirement, allows schools to be exempt from making up 6 hours (one full day) of instruction time lost (grace day) as a result of weather-related closure. This is called a "grace day".

### ✓ **School District Aid**

The superintendent certifies to the North Dakota Office of Management and Budget a list of all districts and the amounts due each school district. Each school district must be paid within the limits of legislative appropriation.

✓ **School for the Deaf – Devils Lake, North Dakota**

Through residential and day programming, the ND School for the Deaf provides optimum educational, social/emotional and cultural experiences for deaf and hard-of-hearing children ages 0-21 and serves as a resource center for outreach services for all North Dakota citizens. During the 2008 ND legislative session, HB 1013 was passed and signed by the ND state governor. Section 19 of the bill includes language related to a Future Services Plan Implementation-School for the Deaf. This legislation directed the NDDPI and the ND School for the Deaf (NDS) to develop a plan for future services to be offered by NDS.

✓ **School Health**

The NDCC provides the superintendent authority to oversee multiple health related topics to include risk behavior prevention programs, self administration of asthma and anaphylaxis medication by students, significant contagious diseases, immunizations, weapons, suspension and expulsion, unsafe schools, truancy and bullying.

✓ **Special Education**

The superintendent establishes general state policy and endeavors to coordinate all available services. Rules and regulations are prescribed for the provision of services and the administration of those services. The superintendent assists districts in the inauguration, administration and development of programs and for the certification of schools, teachers, facilities and equipment and may apply for, administer, receive and expend federal aid for which the state may be eligible.

✓ **State Assessment**

NDCC 15.1-21-08 requires that DPI administer to public school student's tests aligned to state content and achievement standards in reading, mathematics and science. 15.1-21-10 stipulates the time and methods for publication of test scores.

✓ **State English Language Learner Program**

Chapters 15.1-38 and 15.1-27-12 of the North Dakota Century Code define the responsibilities and authority of the state superintendent for programs and services in the state for students who are from diverse language backgrounds. The superintendent establishes general state policy and responsibilities of school districts, appoints a state advisory board, establishes standards, ensures service, and assists school districts with the development of programs for English language learners.

✓ **State Library–Bismarck, North Dakota**

The State Library provides or coordinates the library services to patrons with unique needs, those without direct local library service, the blind and physically handicapped, and the clientele of state-supported institutions; assists public libraries through advice and consulting services in areas such as collection development, technical services, budgeting and finances, building and facility planning, automation and program development and evaluation; coordinates the sharing of resources among the state's public library collections; and improves the quality of library services by providing continuing educational opportunities for librarians and public library trustees.

✓ **State Tuition Fund**

The common schools trust fund is a constitutional trust fund established in 1889 , Article IX, Section 2, of the Constitution of the North Dakota and provides that state distributions to schools shall include the interest and income of the common schools trust fund, as well as all fines for violation of state laws. These amounts are deposited in the state tuition fund, pursuant to ND Century Code Section 15.1-28.01. Beginning with the 2007-2009 biennium, the funds are distributed to school districts through the state school aid formula.

✓ **Transportation Aid**

NDCC requires that school buses and their drivers comply with state law before transportation payments are made. The superintendent shall make such rules and regulations as necessary to gather information and evidence required for payment of transportation funds.

✓ **Professional Development**

NDCC 15.1-21-12 requires that local school districts report the amount of funds that support professional development activities for teachers within each district.

# Summary of Administrative Rulemaking Activity

Rulemaking activity for the department included the repeal of some rules, creation of new rules, and amendment of existing rules. All references are to the North Dakota Administrative Code.

## **Rules Repealed**

Section 67-10-01-06      Loan approval – Order – Determination of loan amount and percent of interest

## **Rules Newly Created**

Chapter 67-28-01      English Language Learner Programs

## **Amended Rules**

Section 67-09-01-01	Definitions
Section 67-09-01-02	Construction must be approved by the superintendent of public instruction. – Exception
Section 67-09-01-02.1	General Requirements for Approval
Section 67-09-01-05.1	Approval of remodeling construction costing less than two hundred fifty thousand dollars
Section 67-09-01-05.2	Approval of new construction or remodeling construction costing two hundred fifty thousand dollars or more
Section 67-09-01-10	Approval effective for three years – Change in approved plan
Section 67-10-01-02	Loan eligibility
Section 67-10-01-04	Order of approval – Priority – Times loan applications considered
Section 67-10-01-07	Board approval
Section 67-11-05	Counseling credentials changes
Section 67-23-01-03	Timelines – Exception to 60 day timeframe for initial evaluation

# Summary of Federal Programs and other Educational Partnerships Administered by the Department

## U.S. DEPARTMENT OF AGRICULTURE

### ✓ Child and Adult Care Food Program (CACFP)

**Partner:** U.S. Department of Agriculture

**Description:** The primary purpose of the CACFP is to improve the diets of children twelve years old and younger. Since children need well-balanced meals to meet their daily energy and nutritional needs, the CACFP program establishes meal patterns based on those dietary needs.

**Funds and/or Benefits:** The program provides reimbursement and commodity/cash assistance that helps childcare facilities to provide children with nutritious meals. Three meals per day per child can be claimed for reimbursement. Licensed public or private non-profit childcare or adult day care centers are eligible for the program, as are Head Start programs. In certain cases, for-profit centers may participate. Also, licensed family or group day care homes may participate under a sponsoring organization.

### ✓ USDA Food Distribution for Child Nutrition Programs

**Partner:** U.S. Department of Agriculture

**Description:** The NDDPI distributes USDA foods to help meet the nutritional needs of children and adults. Commodities are acquired through legislative programs including price support, surplus removal and special purchase. The types of foods purchased are based on the nutritional needs of children and other individuals, local agency preferences, the market supply and prices of foods.

**Funds and/or benefits:** The USDA pays for the initial processing and packaging of foods and for transportation to North Dakota. The NDDPI is the distributing agency responsible for storing food, transporting it throughout the state and ensuring distribution to eligible recipients. The NDDPI enters into warehousing and transportation contracts with state businesses to provide these services to local agencies. These expenses are supported by local and federal funds. As an additional service, the NDDPI enters into processing agreements in which certain commodity foods are further processed into more useable end-products with the value passed on to the recipient agency.

### ✓ Commodity Supplemental Food Program (CSFP)

**Partner:** U.S. Department of Agriculture

**Description:** USDA purchases food and makes it available to states, along with funds for administrative costs. The population served by the program is similar to that served by USDA's WIC programs, but the program can also serve elderly people and provides food rather than food vouchers. In North Dakota, the program serves only the elderly. The food package does not provide a complete diet, but the foods are good sources of the nutrients typically lacking in the diets of the target population.

**Funds and/or Benefits:** USDA buys, processes, and packages the food and ships it to the state. The amount received by the state depends on the low-income and unemployed population. In North Dakota, the foods are distributed through the Community Action agencies. Administrative funds are available to support state level and local costs associated with distribution.

### ✓ The Emergency Food Assistance Program (TEFAP)

**Partner:** U.S. Department of Agriculture

**Description:** The Emergency Food Assistance Program is a federal program that helps supplement the diets of low-income North Dakotans, providing them with food and nutrition assistance at no cost. Community Action agencies administer the regional delivery of foods to food pantries and soup kitchens. Recipients of food for home use must meet income eligibility criteria.

**Funds and/or Benefits:** The federal funds for the program provide for the state level warehousing and distribution of foods to Community Action agencies and for administrative funds to support local distribution. The amount received by the state depends on the low-income and unemployed population.

### ✓ **Food Distribution Program on Indian Reservations (FDPIR)**

**Partner:** U.S. Department of Agriculture

**Description:** The FDPIR provides commodity foods to low-income and otherwise eligible households who live on or near Indian reservations. The purpose of the program is to provide a more nutritious diet and an acceptable nutritional alternative to the Supplemental Nutrition Assistance Program (formerly known as Food Stamps).

**Funds and/or Benefits:** The NDDPI provides administrative and support services for two reservations and one Indian service area in North Dakota, as well as commodities for two reservations in North Dakota and one in South Dakota. To be eligible for the program, families must meet income eligibility and other criteria. Participants may receive benefits under either the FDPIR program or the Supplemental Nutrition Assistance Program.

### ✓ **Fresh Fruit and Vegetable Program**

**Partner:** U.S. Department of Agriculture

**Description:** The federally funded Fresh Fruit and Vegetable Program is aimed at encouraging students to eat more fruits and vegetables. The program allows schools to make available the additional produce free of charge any time during the regular school day, except during breakfast and lunch when the School Lunch and Breakfast Programs are in effect.

**Funds and/or Benefits:** Fresh Fruit and Vegetable funds are available through competitive grants to schools with grades K-8 and are located in a low income area. Grant funds cover the cost of purchasing, preparing and serving the fresh fruits and vegetables.

### ✓ **National School Lunch Program (NSLP)**

**Partner:** U.S. Department of Agriculture

**Description:** More than 70,000 North Dakota students participate in the NSLP each school day. Meals served are intended to meet at least one-third of the recommended dietary allowances. Studies have shown that students are more alert and attentive if they have adequate nourishment throughout the school day.

**Funds and/or Benefits:** Reimbursement from the federal government is provided for meals that meet federal meal pattern requirements. Schools must also comply with applicable recommendations of the Dietary Guidelines for Americans. The amount of the reimbursement is dependent on the number of meals served to children in three categories: free, reduced-price, and full price. This federal reimbursement, along with a state matching payment and student payments, supports the cost of producing the meals.

### ✓ **Afterschool Snacks**

**Partner:** U.S. Department of Agriculture

**Description:** Afterschool snacks are available to children in afterschool activities aimed at promoting the health and well being of children and youth in our communities.

**Funds and/or Benefits:** Reimbursement is paid for snacks served as part of an afterschool care program. The school must participate in the National School Lunch Program and sponsor or operate an afterschool program that provides children with regularly scheduled educational or enrichment activities in a supervised environment. Programs that operate in low income areas receive the highest reimbursement for all snacks served.

### ✓ **School Breakfast Program (SBP)**

**Partner:** U.S. Department of Agriculture

**Description:** The SBP was authorized by the Child Nutrition Act of 1966 and made available to all schools in 1975. School Breakfast helps ensure that children have access to a nutritional morning meal and are ready to learn.

**Funds and/or Benefits:** School districts and school sites that choose to take part in the breakfast program receive federal reimbursement for each meal served. Schools must serve breakfasts that meet federal requirements and they must offer free or reduced-price breakfast to eligible children. Nearly 85% of North Dakota schools participate in the SBP.

### ✓ **Special Milk Program (SMP)**

**Partner:** U.S. Department of Agriculture

**Description:** The SMP provides milk to children in schools and other agencies that do not participate in other federal meal service programs. The program was created to increase children's consumption of fluid milk by providing low cost milk at additional times during the school day.

**Funds and/or Benefits:** Reimbursement is provided to those schools that do not have a federally funded meal program or have students in split session kindergarten programs that do not have access to school breakfast or lunch. Schools receiving reimbursement must pass on a substantial portion of the reimbursement to the child as a reduced milk price.

## ✓ Summer Food Service Program (SFSP)

**Partner:** U.S. Department of Agriculture

**Description:** The SFSP provides meals to children 18 years of age and younger in low-income areas during the summer months when school lunch is not available.

**Funds and/or Benefits:** The program provides reimbursement for meals or snacks served to children at eligible sites. Administrative funding is also available to help defray the costs of administering the program at the local level. Participation in this program requires that a foodservice site include areas that serve a population of at least 50% needy children. Organizations eligible to participate include public or private non-profit schools, non-profit residential camps, state/local/municipal and county governments, tribal agencies, and private non-profit organizations.

## ✓ Team Nutrition

**Partner:** U.S. Department of Agriculture

**Description:** Team Nutrition is an initiative of the USDA to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and caregivers, and school and community support for healthy eating and physical activity. Team Nutrition's goal is to improve children's lifelong eating and physical activity habits.

**Funds and/or Benefits:** Team Nutrition Training grants offer competitive funding to state agencies to establish or enhance sustainable infrastructures for implementing Team Nutrition. Through these training grants, many mini-grants have been awarded to schools and child care agencies for local level nutrition education activities.

## US DEPARTMENT OF EDUCATION

### ✓ **Adult Basic Education**

**Partner:** U.S. Department of Education and Office of Vocational and Adult Education

**Description:** Funds are used to improve educational opportunities for learners at least 16 years of age, are not enrolled or required to be enrolled in a secondary school under state law, those who lack sufficient mastery of basic educational skills, do not have a secondary school diploma or are unable to speak, read, or write the English language.

**Funds and/or Benefits:** Funds are used to support adult learning centers across the state and for statewide leadership activities. Allocation of funds is based on a competitive application process.

### ✓ **Byrd Scholarship Program**

**Partner:** U.S. Department of Education

**Description:** This program provides scholarships to outstanding high school seniors that show promise of continued academic achievement. Annual scholarships of \$1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

**Funds and/or Benefits:** Students apply for the scholarship by completing an application form, which includes essay questions and requires approval by a school administrator/counselor. Selection is based on student essays and academic test scores.

### ✓ **Learn and Serve Program**

**Partner:** Corporation for National and Community Service

**Description:** This program offers an opportunity for students to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students learn about democracy and citizenship and become actively contributing citizens and community members through the services they perform.

**Funds and/or Benefits:** Funds are used at the state level for planning and capacity building, monitoring and training, and technical assistance. The sub-grantee is the North Dakota Supreme Court, who uses the allocated funds to work specifically with youth teen and drug court programs.

### ✓ **National Assessment of Educational Progress**

**Partner:** U.S. Department of Education

**Description:** The NAEP has been administered since 1969, but has allowed for voluntary participation of states and/or school districts until the 2003 assessment. As a result of "No Child Left Behind," participation in the NAEP is still voluntary, but if a state or a school district chooses not to participate, they forfeit their Title I funding. The NAEP tests students in Grades 4, 8, and 12, to determine what American students in those grades know and can do in various subject areas, including math and reading.

**Funds and/or Benefits:** Schools receiving Title I funds must participate in the NAEP each year that reading and mathematics are being assessed.

### ✓ **Services for Children with Deaf-Blindness**

**Partner:** U.S. Department of Education

**Description:** Funds are intended for technical assistance and support projects for parents, families and service providers of children with deaf-blindness.

**Funds and/or Benefits:** Funds are awarded to the ND School for the Deaf. Provide technical assistance and support programs for parents, families and service providers of children with deaf-blindness.

### ✓ **Special Education Act (IDEA) Part B**

**Partner:** U.S. Department of Education

**Description:** Funds are used by state and local educational agencies to help provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities.

**Funds and/or Benefits:** Allocations are made to special education units based on a base amount plus 85% of the remaining amount distributed on the relative number of children enrolled in schools in a special education unit. The remaining 15% is allocated based on the number of children in the unit eligible for free and reduced meals.

### ✓ **North Dakota State Personnel Development Grant**

**Partner:** U.S. Department of Education, Office of Special Education Programs

**Description:** The ND Department of Public Instruction was awarded a five-year grant to reform and improve the personnel preparation and professional development system for teachers and related services personnel. A primary purpose of this program is to increase the number of highly qualified speech language pathologists in rural schools.

**Funds and/or Benefits:** This project will result in highly qualified special education personnel trained to provide services in challenging rural environments. The grant awarded was in the amount of \$500,000 annually for a five-year period.

### ✓ **Title I Part A Improving Basic Programs Operated by Local Education Agencies**

**Partner:** U.S. Department of Education

**Description:** Funds made available under the ARRA provide an unprecedented opportunity for educators to implement innovative strategies to improve education for academically at-risk students and to close the achievement gap in Title I schools while stimulating the economy. The additional resources for Title I, Part A will enable LEAs not only to serve more students beyond the approximately 20 million currently served but also to help boost the quality of the services provided.

**Funds and/or Benefits:** Provides \$10 billion in new funding for programs under Title I, Part A of the ESEA to provide additional assistance to LEAs and schools that have high concentrations of students from families that live in poverty.

### ✓ **Title I Part B Reading First-Early Reading First-Even Start**

**Partner:** U.S. Department of Education

**Description:** Provides funds to state educational agencies (SEAs) and local educational agencies (LEAs) to help them ensure that children with disabilities, including children aged three through five have access to a free appropriate public education to meet each child's unique needs and prepare him or her for further education, employment, and independent living.

**Funds and/or Benefits:** Part B of the IDEA provides funds to state educational agencies (SEAs) and local educational agencies (LEAs) to help them ensure that children with disabilities, including children aged three through five, have access to a free appropriate public education to meet each child's unique needs and prepare him or her for further education, employment, and independent living.

### ✓ **Title I Part C Education of Migratory Children**

**Partner:** U.S. Department of Education

**Description:** Funds are used to support summer educational programs that address the needs of migratory children ages 0-21.

**Funds and/or Benefits:** Allocation of funds is based on migrant student enrollment. provides funds to each state lead agency designated by the Governor to implement statewide systems of coordinated, comprehensive, multidisciplinary interagency programs and make early intervention services available to infants and toddlers with disabilities and their families.

### ✓ **Title I Part D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

**Partner:** U.S. Department of Education

**Description:** Awards are inclusive of LEAs. State institutions provide funds that are used to meet the special educational needs of neglected or delinquent children in local, as well as state agency institutions, or community day school programs. Services must be supplemental to those normally provided with state funds.

**Funds and/or Benefits:** Allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment of students from N&D facilities. Funding is dispersed to LEAs and state institutions via allocated amounts and through competitive funding application grants.

### ✓ **Title II Part A Teacher and Principal Quality Training and Recruiting**

**Partner:** U.S. Department of Education

**Description:** Funds are made available to school districts and state agencies for higher education to improve teaching and student learning in the core subject areas. Activities provide sustained and intensive high-quality professional development that can help students achieve high academic standards and reduce class sizes.

**Funds and/or Benefits:** Allocation of funds is based on school enrollment and low-income units.

### ✓ **Title II Part B Mathematics and Science Partnerships**

**Partner:** U.S. Department of Education

**Description:** Funds support partnerships between local school districts and institutions of higher education's science, technology, engineering, and mathematics faculty to enhance the capacity of local teachers to enact curricula reforms that produce higher student achievement in mathematics and science. One of the major goals of the program is to bring mathematics and science teachers in schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of those teachers and improve such teachers' teaching skills through the use of sophisticated tools and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than K-12 schools.

**Funds and/or Benefits:** Allocation of funds is based on a competitive grant process.

### ✓ **Title II Part D Enhancing Education Through Technology**

**Partner:** U.S. Department of Education

**Description:** Funds are made available to school districts to improve student academic achievement through the use of technology in elementary and secondary schools; assist every student in crossing the digital divide by ensuring that every student is technologically literate by the end of 8<sup>th</sup> grade; and encourage the effective integration of technology through teacher training and curriculum development to establish successful research-based instructional methods.

**Funds and/or Benefits:** Half of the allocation of funds to school districts is based on a competitive application process and half of the allocation is based on a formula basis.

### ✓ **Title III Part A English Language Acquisition, Language Enhancement, and Academic Achievement Subpart 1 – Grants and Subgrants for English Language Acquisition and Language Enhancement Formula Grants to States**

**Partner:** U.S. Department of Education

**Description:** The Title III program provides funding for state level activities including the development of standards, assessments, and technical assistance. Subgrants are awarded to LEAs for the implementation of language instruction educational programs designed to help Limited English Proficient (LEP) students meet the same rigorous standards for academic achievement that all children are expected to meet, including challenging state academic content and student academic achievement standards. The state may reserve up to 15 percent of LEA funds for school districts that experience significant increases in new immigrant students.

**Funds and/or Benefits:** Funds are awarded to eligible entities on the basis of student numbers. Grants must be at least \$10,000.

### ✓ **Title IV Safe and Drug-Free School and Communities Act**

**Partner:** U.S. Department of Education

**Description:** Funds support programs that prevent violence in and around schools, prevent the illegal use of alcohol/tobacco/drugs, involve parents, and coordinate with other related federal, state, and community efforts and resources.

**Funds and/or Benefits:** Of the monies received, 3 percent is for administration, 4 percent for technical assistance to schools, and 93 percent is distributed to school districts. Allocation of funds is formula based.

### ✓ **Title IV Part B 21st Century Community Learning Centers**

**Partner:** U.S. Department of Education

**Description:** The 21<sup>st</sup> CCLC Program gives students opportunities for academic enrichment and provides a broad array of additional services, including youth development activities, drug and violence prevention programs, counseling programs, and art, music, recreation, technology education, and character education programs designed to reinforce and complement the regular academic program. The 21<sup>st</sup> CCLCs will also benefit the families of eligible students by providing opportunities for literacy and related educational development.

**Funds and/or Benefits:** Allocation of funds is based on a competitive application process. Federal funding for the program increased by approximately three percent for 2009-2010. Programs have sustainability plans in place and are collecting student level data that will help track program effectiveness. There are now 8 programs geographically distributed across the state operating in more than 100 schools with all grants managed by the Regional Education Associations.

✓ **Title VI: State Assessment and Accountability**

**Partner:** U.S. Department of Education

**Description:** Funds are provided to the state to develop and implement the state's challenging content and achievement standards; the system of state assessments that are aligned to the state's content standards in mathematics, English language arts, and science; and the state's accountability reporting system.

**Funds and/or Benefits:** Allocation of funds is provided on a formula basis to states.

✓ **American Recovery and Reinvestment Act: State Fiscal Stabilization Fund**

**Partner:** U.S. Department of Education

**Description:** Funds are provided to the state to offset fiscal constraints resulting from the national economic downturn. Funding provides support to certain activities selected by the state, including the support of the state's foundation aid program and the advancement of certain appropriate reinvestment activities.

**Funds and/or Benefits:** Allocation of funds is provided on a formula basis to states.

✓ **Additional American Recovery and Reinvestment Act**

**Partner:** US Department of Education

**Description:** Funds are provided to the state to offset fiscal constraints resulting from the national economic downturn.

**Funds and/or Benefits:** Additional funds were provided to existing programs to assist in the creation and maintenance of education related positions.

## CENTERS FOR DISEASE CONTROL AND PREVENTION

### ✓ Coordinated School Health Programs

**Partners:** Centers for Disease Control and Prevention (CDC), the North Dakota Department of Public Instruction (DPI), and the North Dakota Department of Health (DOH).

**Description:** This grant agreement has three priority areas: Youth Risk Behavior Survey (YRBS); Coordinated School Health (CHS) and HIV Prevention Education for school-age youth. Funds are used to administer the Youth Risk Behavior Survey, collect and analyze the state level data, in addition to providing district and regional reports. The Coordinated School Health portion works with REAs and local school districts to promote improved practices and policies in the area of physical activity, nutrition and tobacco, as well as CSH components of health services, worksite-wellness, health education, physical education, school environment, family/community involvement, nutrition services and social services. HIV prevention education activities include pre-service and professional development trainings on significant contagious diseases, incorporated into health education curriculum and peer mentoring.

**Funds and/or Benefits:** Allocation of funds is based on a competitive application process and need.

## FEDERAL HEALTH AND HUMAN SERVICES OFFICE OF REFUGEE RESETTLEMENT

### ✓ Refugee School Impact Grant

**Partner:** U.S. Health and Human Services and North Dakota Department of Human Services

**Description:** Funding for school districts with refugee children is provided by the Refugee School Impact Grant. The State of North Dakota was approved for a new five-year grant in August of 2005 with the Department of Human Services (DHS) Refugee Resettlement Office as fiscal agent for the new grant. DHS will contract with DPI to implement the grant. Under new criteria, school districts must document a minimum of 300 school-aged refugee children to apply.

**Funds and/or Benefits:** Funds are used to: 1) assist refugee students' transition into the American school system through newcomer activities designed to develop skills for school success, 2) assist refugee students in achieving academic success and English language proficiency through participation in after-school tutoring and extracurricular activities, 3) support school districts impacted by refugee students through data collection, research, evaluation, and training, and 4) maintain a State Advisory Committee to assist in meeting the needs of refugee children and youth.

# Summary of Federal Programs and other Educational Partnerships Administered by the Department

## SUPPLEMENTAL PROGRAMS

### ✓ **Recognition and Awards**

- The No Child Left Behind Blue Ribbon Schools Award
- ND Teacher of the Year Program
- Presidential Awards for Excellence in Math and Science Teaching
- Title I Recognition Program
- Teacher Preparation Grants-Part D of the Education of the Handicapped Act
- National School Recognition Program

### ✓ **Scholarship Programs**

- U.S. Senate Youth Program
- ND Academic Scholarship
- ND Career and Technical Scholarship

### ✓ **Educational Partnerships**

- Business Challenge
- Governor's School in Mathematics, Science, and Business

## Agency Activities and Services

- ✓ Provide executive leadership to the department, including the development of a statewide educational vision for education in North Dakota and implementation of a strategic plan for school improvement.
- ✓ Manage human and financial resources necessary to support agency functions.
- ✓ Provide Adult Education and Literacy programs for individuals over age 16 that lack basic skills to graduate.
- ✓ Provide Child Nutrition Program, Nutrition Education and USDA Foods to children and low-income households.
- ✓ Provide prevention information and resources that increase the safety, health and well-being of all students and faculty.
- ✓ Ensure a valid and reliable system for data collection, verification, analysis and reporting.
- ✓ Develop and align all standards and student assessments, early childhood through college graduation.
- ✓ Promote professional development systems, curriculum and instructional supports to assist teachers in improving instruction.
- ✓ Link children at risk of failure to meet the state's challenging content and achievement standards with support services designed to address specific needs.
- ✓ Advocate for the resources necessary to implement a system that focuses on student achievement and well being.
- ✓ Enhance before and after school programs to provide students with opportunities to improve their academic performance.
- ✓ Integrate service projects with classroom learning, and offer educational development opportunities to eligible students and their families.
- ✓ The department oversees the mandated statewide ACT/WorkKeys testing of all high school juniors. Each junior in the state has the opportunity to take either the ACT or the WorkKeys assessments in the spring, paid for by the state.

## Summary of Laws Passed by the 62nd Legislative Assembly Impacting Elementary and Secondary Education

### **HB 1029**

**Subject Matter:**

**Bill Summary:**

School Approval

(§15.1-06-06) – Districts, (§15.1-06-06.1) - Nonpublic schools - must submit, time certain, compliance report and Department must verify aspects required for approval; Department must notify districts and nonpublic schools that compliance report is due; must post notice of schools approved or unapproved not later than 30 days after the compliance report is due;

(§15.1-06-06.2) – May delay imposing required sanctions under certain circumstances;

(§15.1-06-06.3) – Department must notify school and school districts of the records that must be maintained to allow Department to verify information on the compliance report and the length of time the records must be kept; Department may examine records and may conduct site visits.

### **HB 1030**

**Subject Matter:**

**Bill Summary:**

Gubernatorial Waivers

(§15.1-27.3) - Early closing time accumulated for an additional waiver day.

### **HB 1036**

**Subject Matter:**

**Bill Summary:**

Study Developmental Issues Affecting Higher Ed

Mandates a legislative management study.

Students requiring developmental education, reasons, efforts to reduce numbers, alignment of elementary & secondary standards, curriculum, etc. with higher education, best practices to alleviate developmental education at higher education.

### **HB 1047**

**Subject Matter:**

**Bill Summary:**

Mill Levy Reduction Grants & Property Tax Levels

(Ch 57-16) - Section 13 of the bill - provides \$341,790,000 in mill levy reduction grants to school districts. The bill provides very prescriptive formula as to eligibility amount of the grant to each district.

### **HB 1049**

**Subject Matter:**

**Bill Summary:**

Study Indian Education Issues

Governance, success models, barriers.

### **HB 1066**

**Subject Matter:**

**Bill Summary:**

School Construction

(§15.1-36-01) - Raises threshold to \$100,000, stable & increasing enrollment.

(§15.1-36-04) - Construction loan eligibility.

(§18-12-04) – Clarifies conflicting law.

### **HB 1073**

**Subject Matter:**

**Bill Summary:**

Relating to Special Education

(§15.1-32-01) – Intellectual disability.

(§15.1-32.12) – IEP team may include medical professionals.

(§15.1-32-13) – Parental consent to utilize family medical insurance.

(§15.1-32-15) – Clarifying language.

**HB 1074**

**Subject Matter:**  
**Bill Summary:**

Boarding Care Costs  
(§15.1-29-14) – When voluntary placement allows placement either within or outside the student district of residence.  
(§15.1-32-19) – Allows reimbursement to district for boarding cares costs for student.

**HB 1086**

**Subject Matter:**  
**Bill Summary:**

Notification – Exception – Student Use of Alcohol  
(§15.1-19-13) – Notification not required when teacher/administrator receives confidential information as a result of participation in juvenile court program.

**HB 1154**

**Subject Matter:**  
**Bill Summary:**

Eligibility for ND Scholarships  
(§15.1-21-02.6) – Resident student who graduates from a nonpublic high school in a bordering state while residing with custodial parent in this state is eligible for scholarship.

**HB 1194**

**Subject Matter:**  
**Bill Summary:**

Public Hearings Related to Property Tax Increases  
Restricts growth in property taxes.  
(§57-15-02.1) – Requires that a taxing district (including school district) may not impose property tax levy in a greater number than the zero increase number of mills, unless the district complies with requirements in 57-15 and requires public notice as prescribed. Defines new growth, property tax levy, taxing district and zero increase number of mills (number of mills against taxable valuation, excluding new growth, which provides the same amount of property tax revenue as the property tax levy in the prior year).

**HB 1211**

**Subject Matter:**  
**Bill Summary:**

Home Education  
(§15.1-23-02) – Requires district superintendent, or county superintendent where no district superintendent is employed, to report the number of statements of intent that have been filed at the time and manner as required by Department.

**HB 1214**

**Subject Matter:**  
**Bill Summary:**

Statewide Longitudinal Data System  
(§15.1-02-18) – Committee membership and duties.  
(§15.1-02-18.1) – ITD maintain statewide longitudinal data system among education, workforce and training entities; provision of staff; enter into agreements.  
(§15.1-02-18.2) – Mandatory provision of information and confidentiality.  
(§23-02.1-27) – Department of Health may grant access to birth & health records to Department of Information Technology.  
(§52-01-03) – Job Service may provide information to the technology department for purposes of the statewide longitudinal data system.

**HB 1215**

**Subject Matter:**  
**Bill Summary:**

Lockdown Drills at Schools  
(§15.1-06-12) – **Requires** public and nonpublic schools to conduct lockdown drills.

**HB 1229**

**Subject Matter:**  
**Bill Summary:**

Abstinence Based Concepts  
(§15.1-21) – Districts and nonpublic schools must ensure a portion of the health curriculum related to sexual health includes risks associated with sexual behavior and gains to be realized by abstaining from sexual activity before and outside of marriage.

**HB 1273**

**Subject Matter:**  
**Bill Summary:**

Readiness Testing and Formative Assessments of Kindergarten Students  
(§15.1-21) – May conduct assessments and may consider up to two days set aside for testing as instructional days.

**HB 1305**

**Subject Matter:**  
**Bill Summary:**

Agriculture in the Classroom  
(§ 4-37-02) – Superintendent of Public Instruction (or designee) serves as a council member.  
(§ 4-37-03) – Purpose to provide and promote agriculture in the classroom; duties of the council.

**HB 1326**

**Subject Matter:**  
**Bill Summary:**

Maintenance of Insurance by School Districts  
(§15.1-09-59) – Buildings and facilities accurately valued; contents inventoried and accurately valued; districts must demonstrate to the satisfaction of the Department that requirements have been met; districts must annually review terms of insurance policies; Department must verify compliance with the section.

**HB 1425**

**Subject Matter:**  
**Bill Summary:**

State Building Code  
(§54-21.3-03) - Relates to portable classrooms and inspection as temporary structures; foundation system.

**HB 1428**

**Subject Matter:**  
**Bill Summary:**

Authority to Withhold State Aid  
(§6-09.4-23) – Develop procedures for districts to notify Department that they have obligated themselves to provisions; procedures to notify the Department of potential defaults and request payment; procedures to expedite payment to prevent defaults.

**HB 1436**

**Subject Matter:**  
**Bill Summary:**

Enrollment in Kindergarten  
(§15.1-06-01), (§15.1-22-02) - Waives age enrollment requirements if screening instruments demonstrate superior talents or abilities.

**SB 2013**

**Subject Matter:**  
**Bill Summary:**

DPI Budget  
(§15.1-02-02), (§15.1-13-33)  
Section 1: Contains the appropriation budget detail, \$1,383,737,769. (General Fund \$927,476,638, and Special Funds, \$456,261,131).  
Section 2: One-Time Funding items included in the appropriation. (\$557,800).  
Section 3: Education Jobs Fund  
Stipulates that this appropriation is one-time funding and the Department may not request funding from the general fund to replace funding for the 2013-15 biennium.  
Section 4: Appropriation - STAGEnet Connectivity (\$131,000).  
Section 5: Appropriation - Scholarship Programs (\$10,000,000)  
Appropriation is from the General Fund to the State Board of Higher Education to provide career and academic scholarships.  
Section 6: Appropriation - Special funds derived from federal funds for grants (\$30,000,000).  
Section 7: Appropriation – Tuition apportionment (\$101,638,000) included in state school aid line item for distribution to public schools.

Section 8: Provides expenditure authority for grants-state school aid and grants-special education contracts.

Section 9: Grants to Regional Education Associations (\$800,000).

Provides for annual grants to REA, used to fund a full-time or part-time coordinator for a twelve month duration, (30% of the coordinator cost must come from other sources), maximum grant is the lesser of \$50,000 or 70% of the total compensation payable to the coordinator.

Section 10: Contingent Adult Education Learning Grants (\$500,000).

Appropriation used to provide adult education learning center grants. May use up to \$250,000 the first year of the biennium only if federal funding available to the state for adult education is less than \$900,000 in federal fiscal year 2012. Funding in the first year is limited to the difference between federal funding available and in 2012 and \$900,000. Any remaining funds may be used for grants in the second year of the biennium.

Section 11: Continuing Education Grants (\$100,000).

Provides continuing education grants to teachers pursuing a certificate in career development facilitation or a school counselor credential, maximum of \$1,200.

Section 12: Gifted and Talented Program and Medicaid Matching, funding distribution (\$800,000).

Appropriation used for reimbursement to districts or special education units for cost associated with gifted and talented programs. State school aid payments for special education reduced by Medicaid funds.

Section 13: Indirect cost allocation.

Authorizes indirect cost recoveries to be deposited in the Department operating account.

Section 14: Aid to public libraries (\$1,500,000).

Authorizes grants to public libraries.

Section 15: Vision Services – School for the Blind.

Authorizes subscription or Braille fees to be deposited in the ND vision services – school for the blind operating fund.

Section 16: School for the Deaf Exemption and Transfer.

Authorizes up to \$835,000 from the amount appropriated to the school for the deaf in 2009 Session Laws for the trades building remodeling project and not spent shall be transferred to OMB for the school for the deaf fund.

Section 17: School for the Deaf Higher Education Interpreter Grant.

Provides grants to State Board of Higher Education institutions to assist with the costs of interpreters and real-time captioning for deaf/hard-of-hearing students.

Section 18: Transportation Grants Distribution.

Section 19: Contingent Money.

Prescribes the determination of contingent money for state aid and special education grants and authorizes distribution to school districts as additional student payments.

Section 20: National Board Certification Fund.

Requires the transfer of any balance remaining in the national board certification fund at the end of 2011-13 biennium to the general fund. (See Section 23).

Section 21: School for the Deaf Appropriation Bill.

Requires the Governor to include the funding bill for the school for the deaf in a separate bill draft for the 2013-15 biennium. The School for the Deaf remains under the control of the DPI.

Section 22: Sets the salary of the State Superintendent of Public Instruction §15.1-02-02 – sets the annual salary for each year of the biennium.

Section 23: Repealer  
Repeals §15.1-13-33 – National Board Certification Fund

Section 24: Emergency  
Sections 6, 18, 19 and Education Jobs Fund are declared to be an emergency measure.

**SB 2023**

**Subject Matter:** Deficiency Bill  
**Bill Summary:** Transfer of funds.

**SB 2026**

**Subject Matter:** Bidding Threshold for Public Improvement Construction & Architects  
**Bill Summary:** (§ 48-01.2) – Bidding threshold remains at \$100,000; includes some “clean-up language”.

**SB 2027**

**Subject Matter:** Specifying Material Used in a Public Improvement – Bids & Contracts  
**Bill Summary:** (§48-01.2-03) – Provides an exception (ND Preference 44-08-01) allowing specific bids.

**SB 2150**

**Subject Matter:** Commission on Education Improvement  
**Bill Summary:** Section 1: (§ 6-09-45) - Provides for a transfer of funds from Bank of ND for special education excess cost payments should appropriation be insufficient.

Section 2: (§15.1-07-33) –State aid goes directly to ITD for district cost to acquire, implement, and utilize Power School; appropriation exceeding the cost returned and redistributed as per student payments; Superintendent may exempt BIE, if school can demonstrate their information system is comparable.

Section 3: (§15.1-09.1-02) – Removes language that identified the types of administrative functions and student services required to be offered by REAs; allows a designee of the Board to participate as a member of the governing board.

Section 4: (§15.1-09.1) – Creates a new section that identifies the services required to be offered by REAs including coordination and facilitation of professional development activities, supplementation of technology support services, assistance with school improvement activities, assistance with collection, analysis, and interpretation of student achievement data, and assistance with expansion and enrichment of curricular offerings.

Section 5: (§15.1-18.2) – Limits the professional development advisory committee to no more than three meetings each year of the biennium.

Section 6: (§15.1-18.2 – Requires ESPB to establish a teacher support program, authorizes a coordinator, train teachers to serve as mentors to first year or non-first year teachers.

Section 7: §15.1-18.2 – ESPB may use funding received for teacher support program for staff compensation, training, evaluation, stipends for mentors and administrative expenses (not more than 5%).

Section 8: §15.1-18.2 – ESPB may provide teacher support program services to teachers employed by districts, special education units, REAs, career and technology centers, school funded by BIE.

Section 9: (§15.1-21-02.1) – Removes duplicative language regarding diploma requirements, establishes 22 units as the requirement for the diploma and clarifies that districts/schools may require additional units.

Section 10: (§15.1-21) – Specifies the 22 units of credit necessary for high school graduation.

Section 11: (§15.1-21-02.4) – Specifies eligibility for ND CTE scholarship including all courses required for graduation, two units in a coordinated plan of study, of the five additional units required for graduation two must be in CTE, must have GPA of at least 3.0 on 4.0 scale on all units enrolled, GPA of 3.0 on 4.0 scale on all units required for graduation, a grade of at least “C” in all units enrolled, ACT of at least 24, score of at least 5 on each of three WorkKeys assessments.

Section 12: §15.1-21-02.5 – Specifies eligibility for ND Academic scholarship including all courses required for graduation, of the five additional units required for graduation one must be in the area of fine arts or CTE, must have GPA of at least 3.0 on 4.0 scale on all units enrolled, GPA of 3.0 on 4.0 scale on all units required for graduation, a grade of at least “C” in all units enrolled, ACT of at least 24, fulfill any one of the graduation requirements with an advanced placement course or a dual-credit course.

Section 13: Scholarship amount and applicability.

(§15.1-21.02.6) - For students on quarter system, \$500 per quarter and 2.75 GPA, failure to meet GPA requires notification to student by SBHed within ten days, student not required to be enrolled in successive quarters. Full-time student is defined as being enrolled in 12 semester credits during first two semesters and 15 semester credits thereafter and equivalent credits for those on quarter system.

Section 14: Scholarship eligibility and one-time exception.

(§15.1-21) – Provides a one-time exception if student falls below 2.75 GPA and student eligible for scholarship next semester, scholarship is lost and no longer available if below 2.75 for a second time, exception is applicable only one time.

Section 15: Administration of state test.

(§15.1-21-08) – Removes obsolete language relative to testing at grade levels.

Section 16: Educational and career planning.

(§15.1-21-18) – Once during grade 7 or 8 students must participate in an individual consultative process or a nine-week course, students must be notified of entitlement to receive consultative review once during each high school grade.

Section 17: Summative assessment, selection, cost and reporting.

(§15.1-21-19) – Requires the writing test as part of the ACT required testing, the Department is responsible for the cost of procuring and administering the test. Districts are required to report and the Department is required to collect from each district superintendent or administrator of a nonpublic school the number of 11<sup>th</sup> grade students who took the ACT/Writing test, took the three WorkKeys assessments, were exempted from the test and the reason for the exemption.

Section 18: Kindergarten required.

(§15.1-22-01) – The Board of a district shall provide at least a half-day kindergarten or pay tuition to attend another district for any student enrolled in a kindergarten program.

Section 19: Public kindergarten requirements.

(§15.1-22-02) – Includes an additional requirement that a district operating a kindergarten provide for a kindergarten calendar equal to at least 50% of the full-time instructional days required calendar (15.1-06-04)

Section 20: Determination of cost of education.

(§15.1-27-03.1) - May not use the cost of expenditures required to operate an early childhood education

Sections 21, 22, 23: Determination of weighted average daily membership.

(§15.1-27-03.1) – Deletes weighted ADM language effective through June 30, 2011 and reestablishes ADM weighting factors for the 2011-13 biennium.

Section 24: Sets the per student payment rate.

(§15.1-27-04) - \$3,910 for the first year of the biennium and \$3,980 for the second year

Section 25: Baseline funding determination and minimum and maximum allowable increases.

(§15.1-27-07.2) – Establishes the formula to determine baseline funding per weighted student unit, and establishes minimum and maximum amounts paid to a district per weighted student unit.

Section 26: Equity payments.

(§15.1-27-11) – Establishes that in determining statewide average imputed taxable valuation (ITV) per student, the Department may not include any district with ITV that is three times greater than the statewide average, and may not include any district with ITV that is less than one-fifth of the statewide average.

Section 27: Weather, emergencies and closure of schools (This section is very similar to HB 1030).

(§15.1-27-23) – School districts must make every effort to provide the number of full instructional days required (15.1-06-04), may request waiver by the Governor, and also provides that a school that closes for a partial day may add the missed hours together to determine additional full days that may be waived.

Section 28: Payments to school districts relative to the unobligated general fund balance.

(§15.1-27-35.3) – To determine payments to school districts, Department must subtract the amount by which the unobligated general fund balance is in excess of 45% of district actual expenditures, plus \$20,000. Education Jobs Fund revenue may not be counted as part of the unobligated general fund balance.

**SB 2226**

**Subject Matter:**  
**Bill Summary:**

Relating to Compulsory Attendance at School

(§15.1-20-02.1) – To be considered in attendance, prescribes that a student may not be absent without excuse for certain periods of time and board must adopt policy that defines excused absence as any absence that is supported by evidence.

(§15.1-2-03) – Provides compulsory attendance law enforcement and penalty.

(§15.1-20-03.1) – Each district and nonpublic school must submit school data regarding attendance and application of the law in a time and manner directed by Department.

(§15.1-20-03.2) – Requires the Department to disseminate information regarding truancy prevention, intervention programs and research pertaining to best practices in truancy prevention.

**SB 2281**

**Subject Matter:**  
**Bill Summary:**

Concussion Management Program

(§15.1-18.2) – Requires school districts and nonpublic schools to implement concussion management program for any athletic activity; establishes requirements.

## Agency Goals

The Department of Public Instruction promotes a vision for education that encourages futuristic planning among all ND stakeholders. DPI will continue to collaborate with the Joint Board of Education for the purpose of helping students respond to critical workforce needs in North Dakota and to continue the work of the Commission on Education Improvement. The following activities highlight on-going agency efforts:

- ✓ Develop and provide guidance, materials and resources for district and school personnel focused on raising student achievement, including development and implementation of state guidelines and program supports to aid local school districts in appropriately evaluating the performance of all teachers and principals.
- ✓ Continue development and alignment of challenging content and achievement standards in all core subject matters, including the advancement of the national Common Core State Standards, to improve teaching and learning.
- ✓ Continue development and implementation of valid and reliable measures of student achievement that are aligned with the state's content standards in English language arts, mathematics and science, and the implementation of alternate assessments for certain special needs students.
- ✓ Participate in a national effort to develop and implement a new generation of student assessments based on the national Common Core State Standards to ensure that all children reach proficiency on challenging state standards and assessments in reading and math.
- ✓ Continue development of the State Longitudinal Data System (SLDS) that links student and teacher data both internally across K12 programs and with other agencies' data (including North Dakota University System and Workforce Development). Utilize PowerSchool (the state mandated student information system) as a key source of K-12 data.
- ✓ Develop and compile annual multi-indicator accountability reports for all schools and districts that appropriately look to student achievement and student growth as a true measure of school performance and identify where improvement is required most.
- ✓ Position the agency to build upon the national, regional and state research that supports the connection between academic gains and healthy and safe students and schools.
- ✓ Increase access for children and low income households to nutritious foods and healthy environments that foster a lifetime of wellness. The U.S. Department of Agriculture has set a goal to solve the problem of childhood obesity within a generation so that children born today will reach adulthood at a healthy weight. USDA's Child Nutrition Programs play a critical role in reversing the rapid increase in childhood obesity by improving school meals and the school nutrition environment.

## Trends

**Nutrition:** The USDA is promoting farm-to-school efforts to connect schools with regional and local farms to serve healthy meals using locally produced foods.

**Funding:** An across-the-board reduction in federal education funding will create greater demands on state and local government.

**National Focus:** In addition to the following identified trends, national policies are focused on teacher and principal effectiveness, early childhood education, public accountability, and lowest performing schools.

**Disadvantaged subgroups:** Public policies at both state and federal levels stipulate that all students receive a quality education that prepares them for their future education and work requirements. Attention is focused on the current status and growth of each student, the performance and supports of all disadvantaged subgroups, the performance of each school and school district, and remedial supports provided to deficient or low-performing students, schools, and/or school districts.

The academic success of youth is strongly linked with their health. Health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance. Health-risk behaviors are consistently linked to poor grades and test scores and lower educational attainment. In turn, academic success is an excellent indicator for the overall well-being of youth and a primary predictor and determinant of adult health outcomes. The Department recognizes the close relationship between health and education, as well as the need to foster health and well-being within the educational environment for all students. Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behaviors. Research also has shown that school health programs can reduce the prevalence of health risk behaviors among young people and have a positive effect on academic performance.

Bullying, particularly among school-age children, is a major public health problem. The Department is committed to safe school environments which align with recent legislation to deter bullying behaviors in all school buildings and related settings.

Research also indicates that the increased cost to educate children raised in poverty is related to the number of years the children have spent in poverty. Almost half of the achievement gaps seen in kindergarten can be attributed to family income, parent education and occupation. Limited access to preschool, along with limited language development, contributes heavily to the poor standardized test performance of this subgroup.

**Common Core State Standards and Assessments:** North Dakota has joined a large collaborative of states in adopting the national Common Core State Standards in English language arts and mathematics. It is expected that this national collaborative effort will produce national Common Core State Standards in science within the 2011-13 biennium. This voluntary, nationwide adoption of Common Core State Standards has advanced a unified definition of rigor to help students achieve college or career readiness by the time of their high school graduation. These national standards increase the prospect of sharing instructional support materials among the states and overall improvement in classroom instruction and program administration among our schools.

The U.S. Department of Education has awarded two substantial national grants to a consortia of states to develop and implement a new generation of student achievement assessments based on the national Common Core State Standards. North Dakota participates in three of four national consortia. The goal of this collaborative effort is to design future tests that will measure student achievement and growth in a true and accessible manner. It is expected that North Dakota students will demonstrate their true knowledge and skills against the state's challenging content standards with assessments that will better motivate and support student performance.

**Balanced School and District Accountability Measures:** With the expected reauthorization of the Elementary and Secondary Education Act, national education policy is likely to concentrate on student achievement leading to college and career readiness, the development of differentiated school improvement based on a balance of achievement factors, the implementation of teacher and principal evaluation systems that emphasize the improvement of instructional and administrative skills, an increased attention to school choice, and increased flexibility in local improvement efforts.

**College and Career Readiness:** The Department of Public Instruction, the University System, the Department of Career and Technical Education, the Education Standards and Practices Board, regional education associations,

school districts, and educators throughout North Dakota are working to advance necessary system improvements to facilitate the state's move toward college and career readiness standards. The North Dakota Curriculum Initiative has emerged as a central example where collaboration among education partners can result in the development of creative curriculum resources. An increased attention to challenging K-12 standards will greatly reduce the need for remediation of skills following graduation, in college or advanced technical training or work.

**Science, Technology, Engineering, and Mathematics (STEM) Initiative:** It is estimated that most of the world's future engineers will come from currently emerging nations, such as India and China. If the United States is to remain sufficiently competitive with other nations, we must facilitate the education of all our students, and especially our talented students, in a way that will fully engage them in mathematics and science and make them more likely to choose a career in science, technology, engineering, or mathematics. School math and science curricula must base their content on the national Common Core State Standards in mathematics and on the anticipated release of common science standards to allow sufficiently focused and challenging content. Instructional strategies must incorporate authentic, hands-on demonstrations and experimentation that will embed deeper learning. The state, districts, and schools must adopt meaningful STEM efforts that will raise the quality of STEM education and heighten the prospects of increased student recruitment in the STEM professions.

The state economy's demand for skilled workers has driven an increased number of individuals without a high school diploma to seek a GED. Enrollment at the Adult Learning Centers has also focused new instruction to help employed workers retain their positions by increasing skill sets in the areas of math, science and reading.

**Adult Education:** The demand for skilled workers in the state has resulted in an increased enrollment of individuals seeking a GED. The Adult Learning Centers have concentrated on more rigorous instruction in the areas of math, science and reading.

**Demographics:** North Dakota school demographics are in a transition period. Over the last 16 years, enrollment in public schools declined by 25,000 students. School districts declined by 70 over the same period. However, birth rates reached a record low in 2001 and have been rising slowly since then. Statewide projections show moderate enrollment increases over the next decade. The increases are expected to occur in North Dakota's major cities where 60 percent of the students are educated. Rural areas will continue to see declines, except for schools in oil producing counties. Undoubtedly, the economic boom they are experiencing will impact their schools.

## Agency Accomplishments 2009-2011

**Academic Standards, State Assessments, and Accountability:** The department facilitates multiple committees of statewide educators and community leaders who develop the state's content standards, academic achievement standards, and conduct various content alignment bias reviews, and general quality assurance checks for the state's assessments according to established protocols.

**Content Standards:** The department participated in the development of state-driven, voluntary national college-and-career-ready content standards, titled the Common Core State Standards (CCSS), in English language arts and mathematics, advanced by the National Governors Association and the Council of Chief State School Officers. The Department of Public Instruction conducted a gap analysis between the CCSS and the state's current content standards and assembled committees of respected statewide educators to facilitate the drafting of the state's next generation of English language arts and mathematics standards based on the CCSS. To support the measurement of student achievement against these voluntary, national standards, DPI participated in three multi-state consortia to develop voluntary, national, high-quality formative and summative assessments based on the Common Core State Standards.

**Assessments:** The department administered 72 annual student achievement assessments in the core academic areas of English language arts (i.e., reading and writing) and mathematics in grades 3-8 and 11 and in science in grades 4, 8, and 11; administered five grade-span State English Language Proficiency Assessments to provide standardized measurement of English acquisition for the state's English language learner students and participated in the National Assessment of Educational Progress (NAEP), a federally mandated assessment program of the National Center for Education Statistics within the U.S. Department of Education.

The NAEP provides nationwide, comparative student achievement reports in terms of NAEP content and achievement standards to measure overall student performance among the various states.

**Accountability Reporting:** The state now has all ten of the Data Quality Campaign's essential data elements for a longitudinal data system. The department provides a public accounting of our student's overall achievement, compiles student demographic and standardized achievement data, conducts quality assurance data analysis, generates established metric-driven reports according to protocols, and reports findings for all schools, districts, and the state.

The department compiles and reports all data required for federal program administration purposes to ensure that student achievement data is used to determine progress towards adequate yearly progress (AYP).

**Information Technology:** The department developed an online application allowing students to securely apply for the state scholarship through the web; DPI links the student's submission to ACT and WorkKeys assessment scores and enrollment information via the state student ID.

The department, in a collaborative effort with Education Standards and Practices Board (ESPB), developed "NDTeach" software, a tool used by educators for teacher licensure and endorsements. The tool is used by DPI to issue credentials and to monitor compliance of schools.

**Student Scholarships:** The ND Scholarship Program was implemented as a result of legislation from the 61<sup>st</sup> Legislative Assembly. During the biennium, 2,790 graduating ND seniors received either the ND Academic Scholarship or the ND Career and Technical Education Scholarship. The scholarship has a total value of \$6,000, must be used within six years of high school graduation, and may apply to attendance at ND colleges and universities.

**Technical Assistance:** The department supported and funded the NDMILE school improvement process, as a means of providing a single point of submission for a school's improvement planning process, and collaborated with NDSU to fund the North Dakota Curriculum Initiative, a statewide standards-based curriculum development collaborative.

The department developed NDMILE "Crosswalks" as a school improvement tool for Schoolwide and Program Improvement Schools.

**American Recovery and Reinvestment Act:** The department facilitated the development and drafting of a longer term, statewide education improvement plan to meet the numerous provisions of the American Recovery and Reinvestment Act (ARRA); formed the ARRA State Education Planning Committee, which consists of numerous statewide education stakeholder associations, to develop the state's consensus-based improvement plan; drafted and submitted an integrated state-level plan that addressed all required elements of the ARRA; established a readily accessible public accountability and reporting system to monitor the state's progress of achieving all required assurances within the ARRA; and accessed the full federal ARRA funding provided to the state following the successful completion of specified assurance reporting. Additionally, a statewide survey of effective teacher and principal evaluation practices were developed and conducted in anticipation of establishing annual statewide reporting of teacher and principal evaluation information to the public. These reports were generated with the input of the ARRA State Education Planning Committee.

**Health and Wellness:** The department collects annual data from all ND schools regarding suspension, expulsion, and truancy data; subsequently, ND was again identified as having no "persistently dangerous" schools. There was a slight annual increase in violent and drug related incidents for the 2010-2011 school year. Weighted data obtained from the 2011 Youth Risk Behavior Survey revealed a slight drop in tobacco use, but an increase in alcohol and drug use, as well as suicide attempts and bullying incidents. The department prepared and disseminated two documents for all schools: Health Guidelines for ND Schools and Emergency Guidelines for ND Schools.

Bullying, particularly among school-age children, is a major public health problem. The Department is committed to safe school environments which align with recent legislation to deter bullying behaviors in all school buildings and related settings.

The department awarded \$2 million in USDA grants to over 150 elementary schools to participate in the USDA Fresh Fruit and Vegetable Program; over 100 Team Nutrition sub-grants totaling \$77,500 were awarded to schools and child care sponsors to promote nutrition and wellness best practices and nutrition education initiatives; over \$2 million of USDA foods were distributed throughout the state to low income households; and a direct delivery system of USDA Foods to food pantries was implemented.

**Adult Learning:** The department collaborated with two North Dakota universities to relocate adult learning centers to their campuses, which resulted in increased enrollments from the GED program to post-secondary enrollment. Members of the Adult Education Unit serve as members of the North Dakota University System Adult Learner Council.

ND is one of four states to achieve all of the Adult Education national performance indicators. The department was successful in obtaining increased state funding for adult education and GED programs. Funding will be used to develop summer programs, satellite centers, distance education and statewide English as a Second Language (ESL) programs.

**Agency Effectiveness:** The department, in collaboration with the ND Department of Career and Technical Education, the ND University System, the ND Education Standards and Practices Board, created and distributed a brochure highlighting college and career readiness issues to North Dakota policymakers and citizens.

The department enlarged its focus to reduce the likelihood of financial risk within the agency and its outlying divisions (The ND State Library, Division of Vision Services and the ND School for the Deaf) by performing a fraud risk assessment with all administrative staff members from the various divisions. Functions and services that were included in the assessment were Finance and Accounting, Human Resources, Payroll, Purchasing, Contracting, and Information Technology. The Fraud Risk Assessment not only examined existing controls, but also focused specifically on control measures aimed at detecting and/or preventing fraud.

The department was successful in obtaining funds to align agency programs and activities to support strategic initiatives; promoting professional development through policy enhancement and communicating and providing training opportunities on the new Employee Learning Management System (ELM).

**Personnel Development:** The department continues to support ongoing personnel developmental projects in collaboration with university programs to increase the number of qualified special educators across the state. Through the State Personnel Development Grant, there has been increased support to the mentoring model Resident Teacher Program in pre-service teacher preparation programs. Sixty-seven percent of the Resident Teachers have been employed as special education teachers in 39 school districts in North Dakota. Thirty-eight school districts have participated in the Resident Teacher Program with a total of 91 different schools in the state having received special education support through this program.

The department has developed two trainings on Universal Design for Learning (UDL) for teachers as part of our online professional development series. These modules, designed for general and special education teachers, are posted on the department's website.

**Early Childhood:** The department, through a collaborative effort and input from professionals providing direct service in early childhood special education, developed a statewide process to measure entry and exit functional skills of preschool children with IEPs regarding improved positive social-emotional skills acquisition, use of knowledge and skills, and use of appropriate behaviors. This process was developed through A *State Transition Community of Practice* which was established to improve outcomes for youth with disabilities as they enter adult life. One outcome has been development of a Transition Assessment Matrix for professionals selecting and conducting transition assessments. This is accessible on the DPI website.

In the 2009-10 school year, the Department of Public Instruction initiated a formal agreement with Regional Education Agencies to scale-up the practice of Response to Intervention (RTI) and Response to Intervention – Behavior (RTI – B). These are very closely intertwined Schoolwide processes of using student data to make decisions. Both RTI-B and RTI follow a tiered level of interventions in which student data is used to determine the intensity of the intervention.

**FUNDING:** The department has long supported local initiatives for comprehensive regional education agencies. The percentage of students served by REA's increased to 99 percent during the biennium. The 2009 Legislative Assembly provided state funding through the state aid formula and granted REA's contractual rights.

The 2009 Legislative Assembly made recommendations for improving student performance and professional development, set high school graduation requirements and prescribed content areas. The work continues. The 2011 legislature fully funded a state hosted student information system for local school districts to generate data for the statewide longitudinal database, continued to require and pay for summative assessments for 11<sup>th</sup> grade students, made kindergarten programs mandatory, and provided funding for the creation of alternative middle school programs.

# Schools Approved and Accredited 2009-2010 and 2010-2011

## Elementary Schools

### 2009-2010 School Year

278	Public elementary schools approved
1	Public elementary school not approved
266	Public elementary schools accredited
2	Public elementary schools not accredited
10	Public elementary schools accredited warned
46	Nonpublic elementary schools approved
1	Nonpublic elementary schools not approved
13	Nonpublic elementary schools accredited
4	Nonpublic elementary schools not accredited
1	Nonpublic elementary schools accredited warned
28	Nonpublic elementary schools nonclassified*
1	State elementary school accredited warned
1	State elementary school accredited
5	BIA elementary schools approved
1	BIA elementary school not approved
4	BIA elementary schools accredited
1	BIA elementary school accredited warned

### 2010-2011 School Year

281	Public elementary schools approved
3	Public elementary school not approved
271	Public elementary schools accredited
1	Public elementary schools not accredited
9	Public elementary schools accredited warned
43	Nonpublic elementary schools approved
2	Nonpublic elementary schools not approved
11	Nonpublic elementary schools accredited
5	Nonpublic elementary schools not accredited
2	Nonpublic elementary schools accredited warned
28	Nonpublic elementary schools nonclassified*
1	State elementary school accredited
5	BIA elementary schools approved
1	BIA elementary school not approved
5	BIA elementary schools accredited
0	BIA elementary school accredited warned

\*Accreditation is a voluntary process. Nonpublic schools which do not seek accreditation are considered nonclassified

# Schools Approved and Accredited 2009-2010 and 2010-2011

## Secondary Schools

### 2009-2010 School Year

- 195 Public middle level and secondary schools approved
- 16 Nonpublic middle level and secondary schools approved
  - 1 Public middle level and secondary schools not approved
  - 1 Nonpublic school not approved
  - 4 State schools approved
- 195 Public middle level and secondary schools accredited
  - 9 Nonpublic middle level and secondary schools accredited
    - 1 BIA middle level and secondary schools accredited
    - 0 Public middle level and secondary schools not accredited
    - 0 Nonpublic middle level and secondary schools not accredited
    - 7 Nonpublic middle level and secondary schools nonclassified
    - 4 State schools accredited

### 2010-2011 School Year

- 194 Public middle level and secondary schools approved
- 16 Nonpublic middle level and secondary schools approved
  - 1 BIA middle level and secondary schools approved
  - 0 Public middle level and secondary schools not approved
  - 0 Nonpublic school not approved
  - 3 State schools approved
- 194 Public middle level and secondary schools accredited
  - 8 Nonpublic middle level and secondary schools accredited
    - 1 BIA middle level and secondary school not accredited
    - 0 Public middle level and secondary schools not accredited
    - 0 Nonpublic middle level and secondary schools not accredited
    - 7 Nonpublic middle level and secondary schools nonclassified
    - 3 State schools accredited

\*Accreditation is a voluntary process. Nonpublic schools which do not seek accreditation are considered nonclassified.

## Completed/Deleted Projects

- ✓ DPI/ESPB Mainframe Application Replacement – automates many of the approval and accreditation task previously housed on the aging state mainframe system. Provides a web interface for those wishing to apply for or renew teacher licenses and credentials
- ✓ The state scholarship web application – allows students to apply for state scholarships online
- ✓ The Direct Certification System for identifying students eligible for free school meals
- ✓ Title 1 Part B - Reading First, Early Reading First
- ✓ Even Start Program
- ✓ ND Personnel Grant (currently have one year of carry-over funds)
- ✓ Interagency workgroup for early childhood
- ✓ The USDA's Direct Certification system for identify students eligible for free school meals
- ✓ Byrd Scholarship
- ✓ Title II Part D- Education through Technology
- ✓ Title IV –Safe and Drug Free

## Resources and Publications

The department's website provides a convenient place to access resources and publications relating to North Dakota schools and also includes links to other education websites. Resources and publications may also be obtained by written request to: Department of Public Instruction, 600 East Boulevard Avenue, Dept. 201, Bismarck, North Dakota 58505-0440 and on our website: [www.dpi.state.nd.us](http://www.dpi.state.nd.us)

### Administrative Services

ND Century School Code & Supplements (Available online on Legislative Council's website.)  
ND Educational Directory  
Organizational Chart

### Child Nutrition and Food Distribution

Administrative Update  
Child Nutrition and Food Distribution Annual Report  
North Dakota Directions Newsletter  
Nutrition News for Teachers  
Round Up Newsletter

### Coordinated School Health and Adult Education

Health Guidelines for ND Schools  
Emergency Guidelines of ND Schools  
Legislative Factsheets: Bullying, Lockdown Drills, Abstinence Education, Compulsory Education/Truancy  
Adult Education Monthly Newsletter  
Displaced Homemaker Brochure

### Management Information Systems

Administrative and Instructional Personnel Data in Public Schools  
ND School District Map  
School Listings

### School Approval and Accreditation

Manual of K-12 Course Codes and Descriptions  
School Calendar +

### School Finance

School District Profile (found under DPI website under "resources")  
School Finance Facts (found under DPI website under "resources")  
School Listings (found under DPI website under "resources")  
Enrollment Projections (found under Programs and Services "School Finance and Reorganization")  
Publications and Data (found under Programs and Services "School Finance and Reorganization")

## **Special Education**

Monthly Title I Special Education Newsletters  
Universal Design Modules  
National Instructional Material Accessibility Standard Modules  
IDEA Indicator Accountability Website  
Special Education Early Childhood Guidelines and Resources  
Secondary Transition Updated Resources  
Deaf and Hard of Hearing Updated Resources  
Vision Services Updated Resources

## **Standards and Achievement**

The following resources and publications can be accessed on the DPI website, located under state standards:

Content Standards  
Achievement Standards  
Standards-Based Assessments  
ND System Standards for a Healthy and Safe School Environment

## **Title I**

Monthly Title I Newsletters  
Title I Program Brochures  
Scientifically Based Reading Research Teacher Tools  
An Overview of Teaching Strategies for SBRR  
Scientifically-Based Reading Research  
Best Practices and Teaching Ideas for Mathematics Classroom  
Questions and Answers Document on No Child Left Behind  
The AYP Communication Toolkit for Schools  
Title I Fast Facts Series  
Title I Fiscal Toolkit – Revised September 2009  
Math Month – April 2007  
Reading Month – February 2007  
Title I Video and Materials Library  
In-Service Training Lists  
Reading Assessment Resources  
Math Assessment Resources  
Instructional Coach Resources  
Native American Resources Preschool Guidance – Revised September 2009  
Quarterly Program Improvement News Brief  
Response to Intervention Resources  
What Works Document  
Research/Resources Report (RRR)  
Title I Compliance Series  
Title I Monthly Parental Involvement Guide  
Supplemental Services Resource Guide

DEPARTMENT OF PUBLIC INSTRUCTION  
DPI SCHEDULE OF CHANGES TO APPROPRIATION  
FOR THE BIENNIUM ENDED JUNE 30, 2011

LINE ITEM	ORIGINAL APPROPRIATION	ADJUSTED APPROPRIATION	APPROPRIATION CHANGE
Salaries & Wages	\$ 13,504,455	\$ 13,722,413	\$ 217,958
Operating Expenses	\$ 31,270,801	\$ 31,370,801	\$ 100,000
Grants - Foundation Aid	\$ 808,370,295	\$ 810,521,184	\$ 2,150,889
Grants - Special Education	\$ 15,500,000	\$ 13,671,469	\$ (1,828,531)
Grants - Other Grants	\$ 312,808,772	\$ 342,808,772	\$ -
Grants - Transportation	\$ 43,500,000	\$ 48,500,000	\$ 5,000,000
Grants – Supplemental One-Time	\$ 85,644,337	\$ 85,644,337	\$ -
Grants – Supplemental Operations	\$ 16,795,584	\$ 16,795,584	\$ -
Grants – Mill Levy Reductions	\$ 295,000,000	\$ 299,444,264	\$ 4,444,264
Transportation Efficiency	\$ 30,000	\$ 30,000	\$ -
Education Job Fund	\$ -	\$ 21,517,716	\$ 21,517,716
National Board Certification	\$ 500,000	\$ 500,000	\$ -
National Board Certification	\$ 102,500	\$ 102,500	\$ -
<b>TOTAL EXPENDITURE AUTHORITY</b>	<b>\$1,623,026,744</b>	<b>\$1,684,629,041</b>	<b>\$ 61,602,297</b>
GENERAL FUND EXPENDITURE AUTHORITY	\$1,109,405,590	\$1,114,666,854	\$ 5,261,264
FEDERAL FUND EXPENDITURE AUTHORITY	\$ 426,011,096	\$ 477,295,320	\$ 51,284,224
SPECIAL FUND EXPENDITURE AUTHORITY	\$ 87,610,058	\$ 92,666,867	\$ 5,056,809
<b>TOTAL EXPENDITURES BY SOURCE</b>	<b>\$1,623,026,744</b>	<b>\$1,684,629,041</b>	<b>\$ 61,602,297</b>

DEPARTMENT OF PUBLIC INSTRUCTION  
DPI COMPARISON OF EXPENDITURES TO APPROPRIATION  
FOR THE BIENNIUM ENDED JUNE 30, 2011

LINE ITEM	ADJUSTED APPROPRIATION	AMOUNT EXPENDED	PERCENT EXPENDED
Salaries & Wages	\$ 13,722,413	\$ 12,646,571	92.2%
Operating Expenses	\$ 31,370,801	\$ 20,570,715	65.6%
Grants - Foundation Aid	\$ 810,521,184	\$ 802,021,184	99.0%
Grants - Special Education	\$ 13,671,469	\$ 13,671,469	97.9%
Grants - Transportation	\$ 48,500,000	\$ 47,500,000	100.0%
Grants – Supplemental One-Time	\$ 85,644,337	\$ 85,644,337	100.0%
Grants – Supplemental Operations	\$ 16,795,584	\$ 16,795,584	100.0%
Grants - Other Grants	\$ 342,808,772	\$ 284,061,366	82.9%
Grants – Mill Levy Reductions	\$ 299,444,264	\$ 299,444,264	100.0%
National Board Certification	\$ 500,000	\$ 500,000	100.0%
Education Job Fun	\$ 21,517,716	\$ 12,549,580	58.3%
Transportation Efficiency	\$ 30,000	\$ 433	1.4%
National Board Certification	\$ 102,500	\$ 57,750	56.3%
<b>TOTAL EXPENDITURE AUTHORITY</b>	<b><u>\$1,684,629,041</u></b>	<b><u>\$1,595,463,253</u></b>	
GENERAL FUND EXPENDITURE AUTHORITY	\$1,114,666,854	\$1,103,726,148	99.0%
FEDERAL FUND EXPENDITURE AUTHORITY	\$ 477,295,320	\$ 399,510,005	84.0%
SPECIAL FUND EXPENDITURE AUTHORITY	\$ 92,666,867	\$ 92,227,099	100.0%
<b>TOTAL EXPENDITURES BY SOURCE</b>	<b><u>\$1,654,629,041</u></b>	<b><u>\$1,595,463,253</u></b>	95.0%

DPI EXPENDITURE REPORT  
FOR THE BIENNIUM ENDED JUNE 30, 2011

DESCRIPTION	AMOUNT	TOTAL
Salaries & Wages	\$ 9,166,991	
Fringe Benefits	\$ 3,479,580	
<b>TOTAL SALARIES &amp; WAGES</b>		<b>\$ 12,646,571</b>
IT - Data Processing	\$ 2,650,187	
IT - Communications	\$ 123,598	
Travel (State & Nonstate Employees)	\$ 933,024	
Supplies - IT Software	\$ 30,405	
Postage	\$ 75,802	
Rental/Leases - Equipment & Other	\$ 34,736	
Rental/Leases - Building/Land	\$ 274,840	
Professional Development	\$ 270,021	
Repairs	\$ 10,589	
Operating Fees & Services	\$ 1,116,650	
Fees-Professional Services	\$ 14,275,816	
Insurance	\$ 10,566	
Office Supplies	\$ 80,851	
Printing	\$ 218,574	
Supplies/Materials - Professional	\$ 99,013	
Miscellaneous Supplies	\$ 11,898	
Other Equipment Under \$5,000	\$ 6,987	
IT Equipment under \$5,000	\$ 88,556	
IT Contractual Services	\$ 400	
Office Equipment & Furniture	\$ 125,967	
Building, Grounds, Vehicle Supply	\$ 184	
Transfer Out	\$ 90,378	
Grants, Benefits & Claims	\$ 41,671	
<b>TOTAL OPERATING EXPENSES</b>		<b>\$ 20,570,715</b>
<b>TOTAL ADMINISTRATION</b>		<b>\$ 33,217,286</b>
Grants - Individuals	\$ 540,250	
Grants - Associations	\$ 17,650,719	
Grants - State Colleges	\$ 4,139,027	
Grants - School Districts	\$1,423,947,990	
Grants - Private & Non-State	\$ 571,012	
Grants - Special Education Units	\$ 113,553,900	
Grants - Transfer to Federal Fund	\$ 1,131,117	
Grants - Miscellaneous Grants	\$ 153,769	
<b>TOTAL GRANTS, BENEFITS &amp; CLAIMS</b>		<b>\$1,561,687,784</b>
<b>SPECIAL LINE ITEMS</b>		
Transportation Efficiency	\$ 433	
National Board Certification	\$ 557,750	
<b>TOTAL SPECIAL LINE ITEMS</b>		<b>\$ 558,183</b>
<b>TOTAL DEPARTMENT EXPENDITURES</b>	<b>38</b>	<b>\$1,595,463,253</b>

# Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction  
School Year 2010 - 2011

State of North Dakota

Modified 07/23/2011  
Page 1 of 1

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:  
[http://www.dpi.state.nd.us/testing/account/guide\\_AYP.pdf](http://www.dpi.state.nd.us/testing/account/guide_AYP.pdf)

<b>Reading</b>				<b>Math</b>			
2011 State Intermediate Goals		4th Grade -- 91.3%		2011 State Intermediate Goals		4th Grade -- 86.4%	
		8th Grade -- 90.4%				8th Grade -- 83.3%	
		11th Grade -- 85.7%				11th Grade -- 81.0%	
<b>Listed below are your district's scores</b>				<b>Listed below are your district's scores</b>			
<b>Reading</b>	Achievement Goal	Achievement Result	Participation 95% Rule	<b>Math</b>	Achievement Goal	Achievement Result	Participation 95% Rule
Composite Score	89.08%	76.13%*	98.65%	Composite Score	83.50%	77.13%*	98.75%
<b>Subgroups:</b>				<b>Subgroups:</b>			
Economically disadvantaged	89.08%	65.77%*	98.03%	Economically disadvantaged	83.50%	67.09%*	98.34%
<b>Ethnicity:</b>				<b>Ethnicity:</b>			
White	89.08%	79.40%*	98.99%	White	83.51%	80.86%*	99.01%
Native American	89.08%	53.16%*	97.86%	Native American	83.50%	52.97%*	97.90%
Black	89.08%	58.48%*	95.80%	Black	83.50%	54.95%*	97.25%
Asian	89.08%	73.62%*	93.54%	Asian	83.50%	75.39%*	97.06%
Hispanic	89.08%	65.00%*	95.84%	Hispanic	83.51%	65.32%*	95.60%
Students with disabilities	89.08%	58.57%*	97.89%	Students with disabilities	83.50%	60.48%*	98.03%
Students with limited English proficiency	89.08%	43.85%*	94.60%	Students with limited English proficiency	83.51%	46.12%*	97.55%
District Secondary Indicator(s):				Graduation	Goal: 89.00%	Result: 86.23%	
				Attendance	Goal: 93.00%	Result: >=95.0%	
<b>Adequate Yearly Progress Category:</b>				<b>Did not meet Adequate Yearly Progress</b>			

Note: An asterisk (\*) marks the indicator(s) where the district did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (\*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (i) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data.

Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards.

**ND Public Schools' Adequate Yearly Progress (AYP)**

**Identification Status**

**(Number of Schools)**

<b>AYP Status</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Met AYP	451	442	444	436	437	301	350	338	215
Did not meet AYP	46	46	42	41	41	169	115	122	242
Total Number of Schools	497	488	486	477	478	470	465	460	457

\*Variances in the number of schools are the result of school reorganizations.

**ND Public School District Adequate Yearly Progress (AYP)**

**Identification Status**

**(Number of Districts)**

<b>AYP Status</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Met AYP	178	174	181	176	169	114	141	131	77
Did not meet AYP	33	33	21	21	26	73	42	50	102
Total Number of Districts	211	207	202	197	195	187	183	181	179

\*Variances in the number of school districts are the result of school district reorganizations.

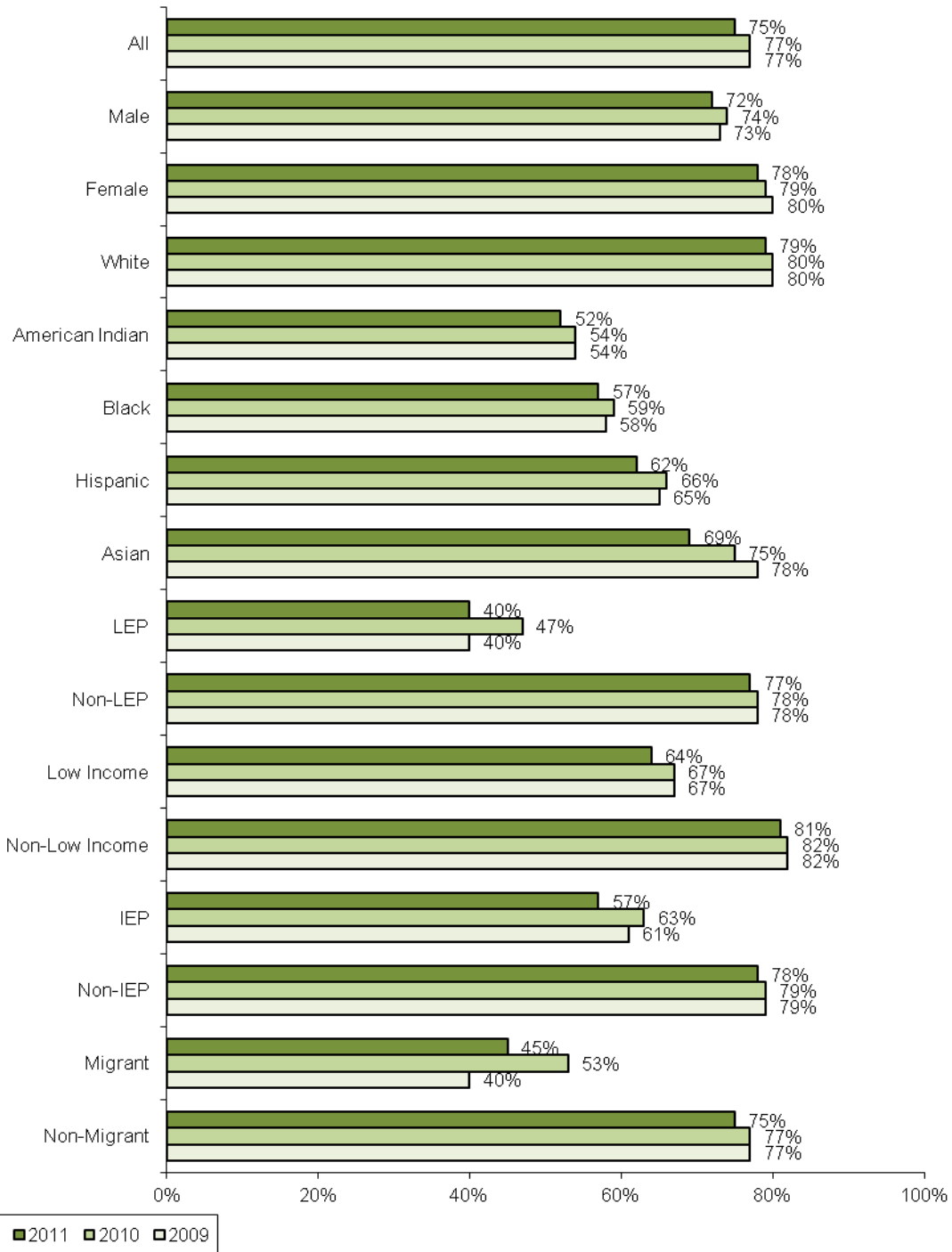
**Special Education District Annual Performance**

<b>APR Identification Status (Levels of Determination)</b>	<b>Number of Districts 2005-06</b> (n=197 districts)	<b>Number of Districts 2006-07</b> (n=195 districts)	<b>Number of Districts 2007-08</b> (n=187 districts)	<b>Number of Districts 2008-09</b> (n=183 districts)	<b>Number of Districts 2009-10</b> (n=185 districts)
<b>Met Special Education Requirements</b>	<b>194</b>	<b>186</b>	<b>160</b>	<b>171</b>	<b>178</b>
<b>Did not meet Sp. Education Requirements</b>	<b>3</b>	<b>9</b>	<b>27</b>	<b>12</b>	<b>7</b>

Note: Additional special education indicators were factored in beginning FFY2006.

Note: Variance in numbers of districts are the results of school district reorganizations.

**North Dakota State Testing: Reading Results Over Time (Across Grades)  
Results for 2009, 2010, and 2011  
Percent Proficient/Advanced**



**North Dakota State Testing: Math Results Over Time (Across Grades)  
Results for 2009, 2010, and 2011  
Percent Proficient/Advanced**

