

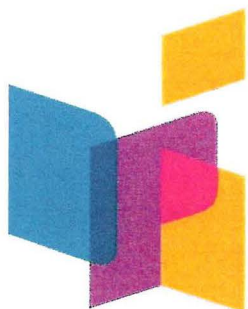
### National Board Certified Teacher Report

		Total Cost per biennium
Total Number of ND Board Certified Teachers	65	
State Stipends Per Year (\$1500 per Board Certified Teacher)	35	$35 \times \$1500 = \$52,500$ $\$52,500 \times 2 = \$105,000$
Number of Individuals Currently Working Toward National Board Certification	11	
Current Number of Components Being Completed *	38	$\$35,645 (2021)$ $\$35,645 \times 2 = \$71,290$
Number of Districts with Board Certified Teachers	17	
Number of States that Have National Board Certified Teachers	50	
Number of States that Provide Stipends	26	
Number of State that Provide Advanced Licensure Based on National Board	24	
*each component costs \$475. Full certification includes 4 components. Renewal of certification costs \$495		Total = \$176,290 (Per Biennium)

**Stipends by District**

<b>District</b>	<b>Stipend Amount</b>
West Fargo	\$2,000
Fargo	\$1,000
Northern Cass	\$1,000
Bismarck	\$1,000
Valley City	\$1,000
Mandan	\$1,000
United School District - Des Lacs/Burlington	\$0
Edgeley	\$500
Grand Forks	
Jamestown	\$0
Minot	\$0
New Town	\$1,000

# **Accelerating Learning Recovery**



**NORTH DAKOTA DEPARTMENT OF  
PUBLIC INSTRUCTION**

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



## LEGEND



Assessment



Credential/Certification



Direct Student Services



Mathematics



Personnel



Preservice



Policy



Professional Development



Science of Reading/Literacy



Social Emotional Learning





Special Populations



Vetted Curriculum/Instruction

## Access to Learning

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

Title

**Summer Learning**



**School District Action**

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

**NDDPI Action**

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

**Legislative Action**

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

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

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

**ESSER Funding Uses**

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

**Grade Levels**

K-12

**Additional Information**

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

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

Appropriately aligned instruction includes:

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

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



**Title****High-Impact Tutoring****School District Action**

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

**NDDPI Action**

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

**Legislative Action**

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

**ESSER Funding Uses**

*Tutoring staff, high-impact tutoring strategies*

**Grade Levels**

K-12

**Additional Information**

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

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

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

Appropriately aligned instruction includes:

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

**Title****Out-of-School Time: Academic Programming****School District Action**

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

**NDDPI Action**

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

**Legislative Action**

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

**ESSER Funding Uses**

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

**Grade Levels**

K-12


**Additional Information**



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

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



# Curricular and Structural Supports

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

<div> <div>Title</div> <div>Social Emotional Learning and Behavioral Interventions</div> <div>     </div> </div>
<div> <div>School District Action</div> <div>Identify the category of professional development offered, document staff completion, and determine impact on student outcomes in the current STARS report.</div> </div>
<div> <div>NDDPI Action</div> <div>Create a state-approved list of vetted, evidence-based professional learning options and pathways to guide school and district leaders to best support students. Collect and analyze submitted data in the STARS report to inform future training needs and the impact on student growth and outcomes.</div> </div>
<div> <div>Legislative Action</div> <div>           Increase training required in <a href="#">NDCC 15.1-07-34</a>.           <ul style="list-style-type: none"> <li>Require schools to specify which professional development was taken.</li> <li>Require all certified staff complete the training; administrators will certify that all staff have completed this training.</li> </ul> </div> </div>
<div> <div>ESSER Funding Uses</div> <div><i>Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials</i></div> </div>
<div> <div>Grade Levels</div> <div>K-12</div> </div>
<div> <div>Additional Information</div> <div> <p>Currently, all schools must name a behavioral health coordinator and schools must complete 8 hours of professional development every two years within the following areas:</p> <ul style="list-style-type: none"> <li>Social and emotional learning, including resiliency;</li> <li>Suicide prevention;</li> <li>Trauma;</li> <li>Bullying;</li> <li>Prevalence and impact of youth behavioral health wellness on family structure, education, juvenile services, law enforcement, and health care and treatment providers;</li> <li>Behavioral health symptoms and risks;</li> <li>Awareness of referral sources and evidence-based strategies for appropriate interventions;</li> <li>Other evidence-based strategies to reduce risk factors for students.</li> </ul> <p>Connecting behavioral health coordinators to other partnerships and ND initiatives ensures that required training is effective, evidence based, and focused on student outcomes.</p> </div> </div>

Title

**Statewide Interim Assessment**



**School District Action**

Administer statewide interim assessment system.

**NDDPI Action**

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

**Legislative Action**

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

**ESSER Funding Uses**

*Costs to administer interim assessment system*

**Grade Levels**

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

**Additional Information**


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

The assessment would be:


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

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








<div> <div>Title</div> <div>Parent and Family Professional Learning</div> <div>  </div> </div>
<div>School District Action</div> <p>Make training available to parents on topics pertaining to academic learning.</p> <p>Topics could include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Understanding assessments used in their students' school</li> <li>• Reading their student's data and understanding learning levels</li> <li>• Identifying approaches and strategies used to teach content and study skills</li> <li>• Supporting student progress in partnership with their student's teacher/IEP team</li> <li>• Identifying questions to ask educators about their student's academic progress</li> <li>• Understanding state standards</li> <li>• Providing technology support: platform, tools, communication features</li> </ul>
<div>NDDPI Action</div> <p>Procure a list of vetted facilitators and evidence-based training; work with REAs to offer training supports and scale local efforts.</p>
<div>Legislative Action</div> <p>Emphasize and recognize the role of the family in education policy and the need to encourage family engagement.</p>
<div>ESSER Funding Uses</div> <p><i>Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials, technology supports, etc.</i></p>
<div>Grade Levels</div> <p>K-12</p>
<div>Additional Information</div> <p>To close the gap and provide learning recovery for students, schools must help parents gain a solid understanding of academic assessments and content, so they can partner with educators in the progress of students. Parents want to be prepared, knowledgeable, and part of the solution. Parents need proper tools to understand and find solutions for learning recovery for their children. This strategy/resource would facilitate that partnership, as training would be provided to parents on important topics related to academic learning.</p>

# Literacy


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






<div> <div>Title</div> <div>State-Approved K-3 Reading Curriculum</div> <div>     </div> </div>
<div>School District Action</div> <p>Develop a transition plan for implementing an approved curriculum for foundational reading and use in elementary schools (grades K-3). Full adoption and implementation would be expected within two years. Local federal funds can be used to assist with professional development and teacher training. Curriculum purchases may be made with local and state funds.</p>
<div>NDDPI Action</div> <p>Review, approve, and publish a list of approved curriculum for foundational reading used in elementary schools (grades K-3). Curate list through a vetting process determined by a team of ND literacy professionals, including higher education, from across the state. Provide for continuing research and evaluation and for professional development that will be necessary to implement.</p>
<div>Legislative Action</div> <p>Update curriculum requirements <a href="#">NDCC 15.1-21</a>: to provide the expectations based on the science of reading, to be implemented within minimum curriculum requirements for elementary schools.</p>
<div>ESSER Funding Uses</div> <p><i>Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials</i></p>
<div>Grade Levels</div> <p>K-3</p>
<div>Additional Information</div> <p>The ND State Literacy Team would vet and assemble a list of approved curriculum for foundational reading to be used in North Dakota elementary schools (grades K-3). This team provides state literacy support and is aware of ND's literacy goals. The team would create a tool for vetting curriculum (used by all students, not as interventions) and align it to the ND State Literacy Plan.</p>

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

## Personnel

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



<div> <div>Title</div> <div>School Counselor Requirement</div> <div>    </div> </div>
<div> <div>School District Action</div> <div>Provide school counseling supports to students in grades K-6.</div> </div>
<div> <div>NDDPI Action</div> <div>Provide resources for K-6 school counselors and update reporting mechanisms to include K-6 school counselor positions on MIS03.</div> </div>
<div> <div>Legislative Action</div> <div> <p>Update <a href="#">NDCC 15.1-06-19</a> Counselor positions – Requirement to read:</p> <ol style="list-style-type: none"> <li>Beginning with the 2010-11 school year, each school district must have available one full-time equivalent <u>school counselor</u> for every three hundred students in grades seven through twelve.</li> <li>Beginning with the 2022-23 school year, each school district must have available one full-time equivalent school counselor for every three hundred students in grades kindergarten through six.</li> <li>The duties of a school counselor under this section shall include academic advisement and appraisal for students, career preparation and advisement for students, assisting in the orientation process for new students, interpreting aptitude and achievement tests, providing short-term individual and group counseling sessions to students, present age-appropriate school counseling lessons to students, interpreting student records, collaborating with teachers about building classroom connections, collaborating with school administration to identify student issues and needs, advocating for students, and analyzing disaggregated school-wide data. Prohibited duties include assessment administration, clerical responsibilities, or other administrative duties.</li> <li>Up to one-third of the full-time equivalency requirement established in subsection 1 may be met by career advisors.</li> <li>For purposes of this section, a "career advisor" means an individual who holds a certificate in career development facilitation issued by the department of career and technical education under section 15-20.1-24 or an individual who is provisionally approved by the department of career and technical education under section 15-20.1-25 to serve as a career advisor.</li> </ol> </div> </div>
<div> <div>ESSER Funding Uses</div> <div><i>Educator stipends, contracts for facilitation and professional development, supplemental curriculum supplies and materials</i></div> </div>
<div> <div>Grade Levels</div> <div>K-12</div> </div>
<div> <div>Additional Information</div> <div>A school counselor plays an important role in the school system, providing academic as well as social-emotional support for students. This work is even more important as schools work to identify the needs of their students and how to help them progress to the next level. Currently, there is no requirement for a school counselor in grades K-6.</div> </div>

**Title****Targeted Class Size Reduction for K-3 Classrooms****School District Action**

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

**NDDPI Action**

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

**Legislative Action**

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

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

**ESSER Funding Uses**

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

**Grade Levels**

K-3

**Additional Information**

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

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



**Additional Information****Family Engagement Liaisons****School District Action**

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

**NDDPI Action**

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

**Legislative Action**

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

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

**ESSER Funding Uses**

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

**Grade Levels**






K-12

**Action Needed**

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

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

## Reporting and Policy

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

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



**Title****Distribution of ESSER Funds to Special Education Units****School District Action**

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

**NDDPI Action**

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

**Legislative Action**

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

**ESSER Funding Uses**


*TBD*

**Grade Levels**

K-12

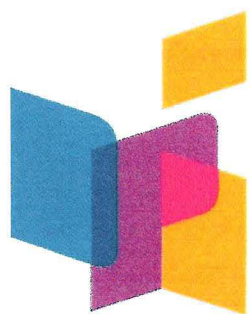
**Additional Information**

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

Title	<b>Distribution of ESSER Funds to Career and Technical Programs</b>	
School District Action	Apply for ESSER Funds from NDDPI; receive ESSER Funds from NDDPI; allocate 10% of funds to area Career and Technical Centers (CTC) and/or Career and Technical Education (CTE) program. Board members, districts, and participating CTC/CTE Director will coordinate activities authorized under the Perkins Act and report on ESSER Funds to NDDPI.	
NDDPI Action	Apply for ESSER Funds from US Department of Education; receive ESSER funds from US Department of Education; distribute ESSER Funds to ND school districts; report on ESSER Funds to the US Department of Education.	
Legislative Action	Give NDDPI the authority to approve the distribution of ESSER funds from the SEA to the LEA to be used in a way consistent with federal law.	
ESSER Funding Uses	TBD	
Grade Levels	9-12	
Additional Information	Each participating school district will distribute to the Area Career and Technology Center (CTC) and/or CTE program in which they participate 10% of the district allocation of ESSER funding to participating CTC/CTE program.	



# **Accelerating Learning Recovery Feedback**



**NORTH DAKOTA DEPARTMENT OF  
PUBLIC INSTRUCTION**

## Introduction

Feb. 17, 2021

Members of the North Dakota House Appropriations Committee Education and Environment Division,

At the start of the Legislature, you brought an important challenge to our Department of Public Instruction budget hearing. You were concerned about the pandemic's effect on student learning, and you wanted us to present a plan for addressing this.

Our NDDPI team set to work immediately, soliciting ideas and suggestions from our staff, their counterparts in other education agencies, state Legislatures, and other local and national education stakeholders, such as the Council of State School Officers and the Education Commission of the States. We crafted a comprehensive list of proposals to encourage accelerated learning, which is part of this document.

We extended a wide-ranging invitation to our North Dakota educators and stakeholders to ask for their own ideas about promoting learning recovery, and to solicit their comments about the document we had prepared. On Feb. 11, we hosted a virtual meeting, attended by about 40 stakeholders, to hear their opinions about the options presented. The large group was broken up into smaller groups, each with an NDDPI facilitator, to encourage candid discussion.

Here are important themes that we heard:

- North Dakota schools have been in session, either face-to-face or by distance/hybrid learning, through most of the pandemic. Our learning recovery issue may not be as significant as it is elsewhere.
- Our educators need flexibility in implementation. Our document suggested some mandatory steps for schools in several areas, including curricula, school calendaring, and information reporting. Meeting participants said the concepts were helpful but emphasized that one-size-fits-all mandates should be avoided.
- Sustainability. At present, there are federal education dollars available to support many of these ideas. How will programs, or the educator jobs linked to them, be continued after the federal money is exhausted?
- The need for family engagement. This concept was included in various proposals and was well received. Schools recognize the need to include families in a child's educational progress, and the benefits of supporting and encouraging families who may struggle to interact with their student's school.

We welcome the opportunity to work with the committee to refine these ideas. We are eager to listen to your opinions and any suggestions you may have.



North Dakota State School Superintendent Kirsten Baesler

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## General Feedback

- Concerns about legislating a one-size-fits-all approach
- Options, opportunities, and ideas are welcome; requirements and mandates are not
- Many are already doing many of these ideas/topics; it is what is best for kids
- Staffing issues and concerns with recruiting and retaining arose with many of the different ideas; more people need to be recruited into education fields
- Overall, stakeholders representing large school districts expressed a strong aversion to any new regulations, and wanted this applied to every topic
- There is a concern that as new regulations are put into place, school districts are often expected to find money in the budget in the future if it is an important enough initiative; unfunded mandates are not a sound fiscal approach
- Effort and offerings to build capacity through PLC (Professional Learning Communities) work will address learning issues that arise with students, so keeping the focus on strong PLCs will increase growth vs. micromanaging each decision
- They felt heard and appreciated how the NDDPI organized the feedback process

## Survey Results





**2. Please provide any additional observations, ideas, or comments that you may or may not have been able to provide at the feedback session.**

ID	Responses
1	QR code works fine!
2	This was a great activity! I appreciated the time to talk about these important topics.
3	This was a great process. I truly felt heard. I would recommend doing this with other initiatives, also. You already know how careful a mandate with no funding has to be approached. I think every idea had merit and there are ways to scaffold this and make many of these ideas a reality.
4	Very useful afternoon. Sorry I had to occupy all of Amanda's afternoon but glad I got to share and take part. We can always do school better and there are many interesting ideas shared today. I learned a lot from reading through these documents and sharing with Amanda and learning from her as well.
5	Some mandates are difficult to realistically achieve. I love the idea of hiring more staff for support, but finding quality people is challenging. I also have concerns about the sustainability of some of these ideas. I would like to see a counselor-student ratio specifically for 6th-8th grade middle schools.
6	The Calendar adjustments should be a local decision based on local impacts of learning loss and local data assessment.
7	I appreciate this activity and DPI engaging educators with this conversation. I was definitely questioning the purpose of this meeting ahead of time but very much enjoyed the discussion, etc. with others in our small group and found this to be very beneficial. I would encourage DPI to "NOT" shy away from calling some of this work what it is...addressing "Learning Loss" and not sugar-coating it with "Accelerating Learning Recovery".
8	Great Ideas but too many mandates, especially without appropriate funding, are inadequate and typically fail. Perhaps: "less done well... is better than more done poorly".
9	Sustainability is very important. Good ideas but how do we sustain some of this? Is the legislator going to fund this moving forward?
10	I would like to see k-3 class size reduction expanded to k-8.
11	I feel as if a one-size-fits-all approach will be difficult for school districts. The challenge will be to have state guidelines for recovery services but allowing district autonomy in what they

**ID      Responses**

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- looks like. I would like to see a learning recovery proposal more geared toward large scale parameters/guidelines for districts to work within.
- 12      I believe we need to take time to examine data before the Legislature makes any changes or mandates to our instructional processes. What is ultimately selected and used to drive this accelerated learning recovery should be sustainable and impactful even after the pandemic is over and additional funding has dried up.
- 

**3. Provide additional ideas not represented in the options provided at the feedback session. If you'd rather provide this information via email, please don't hesitate to send to [amandapeterson@nd.gov](mailto:amandapeterson@nd.gov). Anything sent prior to Friday, February 12th @ 5:00pm will be included in the information presented to the 67th Legislative Assembly.**

**ID      Responses**

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- 1      Please delete my response! ;)
- 2      Partnerships with therapy providers. We have counselors and an excellent pathway for social/emotional learning. We don't have access to providers and school counselors are NOT therapists.
- 3      Counselor requirements has merit but the availability of qualified counselor candidates is the first hurdle that should be addressed. Could funds be allocated to increasing counselor training programs at ND Universities. We need more high quality candidates before we can increase LEA requirements.
- 4      Title: School District Action: NDDPI Action: Legislative Action: ESSER Funding Uses: Grade Levels: Additional Information:
- 5      Thank you for the opportunity to provide feedback.
- 6      Allow the EESER II funds to be distributed to the districts. Our district will be adding an 1.5 interventionist to our FTE to work with all grade levels.
-

## **Proposal Title: School Calendar Adjustments**

### **Feedback**

- Beneficial to students; less chance of learning loss during summer activities
- Day care needs would be taken care of
- Targeting students makes sense; not necessarily needed for all kids
- Extending the *day* is the way to meet needs of students rather than extending the *year*
- Year-round school can be impactful for kids
- Stakeholders feel this should be optional and not mandatory
- Some districts have been face-to-face most of the time and have seen little learning loss and/or have students who have adjusted well to different learning models
- Districts would like to have the autonomy/flexibility to address their own needs
- Seems contrary to personalized learning

### **Potential Challenges/Barriers**

- Extra costs for additional learning time; concerned about funding beyond ESSER
- Staffing concerns
  - Teacher contracts: language, contracted number of days, and garnering teacher support regarding changes
- No consequences for students who do not follow attendance policies
- Little interest in extending the current school year; maybe in a future year due to a high level of burnout for teachers/staff/students so extension would prove difficult
- Districts adopted a calendar early on – extending may be difficult for community
- Many facilities do not have temperature control
- This could have a negative impact on administrators
  - They do not get the breaks that students and staff receive with year-round or extended year
- Concern of pitting schools against one another

### **Questions/Clarity Needed**

- Set amount of time or concrete number?
- Where would this NDDPI action be published?

### **Suggested Ideas and Edits**

- Alternative hours for activities
- Saturday school with possibility of non-certified staff helping
- Longer school day with four days instead of five
- Adjust school time to allow for tutoring



## **Proposal Title: Summer Learning**

### **Feedback**

- Remedial language needs to be removed to open this up for all students; potentially allows SEL learning for all students too
  - Others felt this should only address remedial and at-risk students
- Similar to Bismarck's Camp Ed program which is being expanded or migrant programs
- Currently using for credit recovery but this is difficult during summer months
- Some districts already offer these opportunities both in enrichment and intervention formats at all levels
- Need to be systemically designed based on local needs
- Need to meet parents where they are (physically)
- Might not be needed at the high school level or overhauled
  - Typically, if a student fails a course, they need to retake the entire course
  - Flexibility is needed to teach/reteach only missed/failed areas in the course

### **Potential Challenges/Barriers**

- ND's culture of "summers off" will have to be addressed with community members to avoid problems of attendance with children more fluid in multiple homes and summer vacations
- Needs to include additional supports like counseling, food services, and transportation
- Staffing shortage exists for core teachers; may need to look at utilizing specialists, paras, or open up language on licensing to allow teachers to teach all courses
- Funding beyond ESSER funds
- Parents may not choose to enroll students or kids may not come if this is voluntary
- No consequences for students who do not follow attendance policies
- Student perception, participation, and motivation – students might not take part because they are average or above average
- Staff and students need summer for a mental health break and to recharge

### **Questions/Clarity Needed**

- How can this avoid looking like only a daycare option for families?
- Is the legislature willing and planning to put up the money to fund?

### **Suggested Ideas and Edits**

- Pay teachers a one-time bonus for summer school
- Adjust time requirements
- Pathway of competencies and credit recovery; look for gaps and fill in, supplement with classroom work; concentrate on key learnings; add social studies and science
- Offer final assessment/diagnostic for a summer course and teach what's missing to get to passing the post test

Consider immersion trips: 24-hour trips to engage students in the learning experience



## **Proposal Title: High-Impact Tutoring**

### **Feedback**

- Strong support as this is personalized, targeted, and already happening through MTSS work at some schools
- Extended day tutoring would make a great impact and may get rid of summer school need

### **Potential Challenges/Barriers**

- Finding qualified staff and training time
- Finding time during the day for students within their schedules
- Hard to motivate; student must volunteer and be willing to do it

### **Questions/Clarity Needed**

- Clarity around requirements – funding, materials and curriculum, time requirements, additional staffing, etc.
- Teachers need to discuss this in PLC's: "what do you do if a student doesn't get it?"

### **Suggested Ideas and Edits**

- Mentor Center has been very effective in Grand Forks (using GEARS funding)
- Could be done in a virtual academy as staff can be stretched thin; state could buy into and assign students; a blended approach that partners with an outside entity or program
- A lot of schools are operating in MTSS structure; look at extending MTSS II and III services throughout the summer
- Use college and high school students to tutor elementary and middle school students; used already in some school districts as Avid tutors.
  - This could also benefit high school and college students who are looking into a career in education

## **Proposal Title: Out-of-School Time: Academic Programming**

### **Feedback**

- Good for socialization
- Peer mentoring is a positive
- Allows for catch up and growth if aligned with daily instruction
- Can prevent learning loss in summer if aligned to standards
- Recovery in a fun and supportive environment is a plus
- Love the idea of learning taking place in a space outside of school such as the YMCA or another facility
- Great to provide access, but any language around this being a requirement is unwelcome
- Current after-school programs could and should be designed with an academic focus

### **Potential Challenges/Barriers**

- Finding qualified staff and teachers willing to be off site is difficult
- Transportation (especially in rural areas) is a barrier
- Food arrangements are a challenge
- Funding beyond ESSER
- Could conflict with current programs or activities in which kids are involved
- No consequences exist for students who do not follow attendance policies

### **Questions/Clarity Needed**

- Clarity is needed as to how this is different from the 21st CCLC program or from other summer school options
- How do we address students who need this support who are also in other activities?

### **Suggested Ideas and Edits**

- Utilize high school students that are interested in a junior education training program; this may encourage students to go into a teaching profession
- Analyze data to determine need and effectiveness district by district
- Add transportation and snacks/meals to this option for families

## **Proposal Title: Streamlined Local Curriculum and Instruction**

### **Feedback**

- Intent is positive; know what we are teaching; higher degree of equity; good practice
- Perception that this is easier for larger districts
  - REAs would be called upon to provide support
  - Concern from larger districts that this would not benefit them as many have already gone through this process; there is a feeling that they are being “punished” for already having done the work
- Some schools are already doing this and working through this
- Teachers need professional development to support them and want more in the areas of science and social studies as they have had so much on reading and math
- Likes the term priority vs. power standards
- Don’t need to use standards-based grading to find value in this work

### **Potential Challenges/Barriers**

- Time to do the work; there should be no time limit for subject areas
- Staffing concerns – who is going to lead them through this process?
  - Funding for training beyond ESSER funds
- Pressure of assessment tied to funding
- Teachers and leaders need to do this on their own to find its value

### **Questions/Clarity Needed**

- Clarification needed: Which standards are priority and who determines what the power/priority standards are? Would some standards be seen as not a priority and need to be removed? How is this different from what they already do on standards?  
Are we differentiating between what is in standards and what needs to be included?
- Why aren’t K-8 standards already in law?
- Contradictory – superintendent must be given the authority by the legislators
- Is inconsistency across the state driving this initiative?
- Would there be less autonomy because it ties the state assessment to power standard development?

### **Suggested Ideas and Edits**

- Look at what standards were possibly missed during covid-19 to move forward to develop scope and sequence
- Create the framework but allow autonomy for school districts
- The power is in districts going through and developing these standards

## **Proposal Title: Social and Emotional Learning and Behavioral Interventions**

### **Feedback**

- Covid-19 has really impacted this area
- This should be a priority with a focus on prevention
- Needs to address the important issue of mental health
- Many districts are currently doing this, and others should be required to do this
- Telehealth has been helpful
- SEL state network is beginning to make progress and provides excellent professional development

### **Potential Challenges/Barriers**

- Additional reporting wastes time
- Time is also a barrier to fit into the school day
- Funding with ESSER money being a one-time payment; funding will be needed beyond ESSER
- Having it legislatively mandated
- Resources are needed for next steps
- Specialists, counselors, and psychologists are challenging positions to fill
- It is already a struggle to get people connected to the appropriate medical services or resources they need
- Data on effectiveness is difficult to obtain regarding SEL
- States shouldn't require an SEL curriculum

### **Questions/Clarity Needed**

- How would we verify this? What does accountability look like?
- What are the degree/education requirements for the behavioral health coordinator?

### **Suggested Ideas and Edits**

- More SEL Training options; train throughout the year and not just once; train ALL staff; entice teachers to take the trainings
- Would like to see a vetted list of state-approved options (including the process for getting new items vetted and added) or a bank of training modules available on this topic for professional development
- Trainings already exist at the state level
- Entice more folks to get into this field; Licensure rules make it difficult to transfer in from out-of-state
- Access to more intensive resources is a barrier, especially in rural districts
- Connecting school counselor to this work is essential
- Add statewide telehealth options
- Add anti-drug topics



## **Proposal Title: Statewide Interim Assessment**

### **Feedback**

- Love that science is included
- Ability to provide professional development and help those that do not have resources to dig through the data to help drive instruction
- Data would be included in the Statewide Longitudinal Data System
- Interim assessments are more helpful to NDDPI to make comparisons and not as useful to districts
- There is already enough testing and assessments
- Test-created anxiety and students being labeled is an issue in school districts and may be contributing to SEL issues
- A state-funded interim assessment would be a huge benefit as this is costly for districts

### **Potential Challenges/Barriers**

- Negative feel from the stakeholders on assessment topic as this would take away local control
- Not a fan of recreating the wheel and aligning a new interim assessment to standards; many assessments are already aligned to state standards
- Ratio of testing time to teaching and learning time is too great
- Administration would be costly; what is the benefit related to the cost?
- Effective date of 2023 is too far away to be effective for this work
- Hard to determine validity

### **Questions/Clarity Needed**

- What do we gain by one assessment? Does one fit all?
- Would it look like the NDSA?
- How are we measuring growth?
- Would this be required or an option? If mandatory, how do we make this actionable? What would we do differently with this data than we already do? How would it align to internal student benchmarks?
- The state already reduced assessments by allowing ACT, then this is adding an additional assessment– is this a contradiction?
- What would be the timeline for implementation?

### **Suggested Ideas and Edits**

- Develop a formula for how the data will be used and include in-year growth
- Give autonomy for schools to use what interim assessment works in their school district

## **Proposal Title: Parent and Family Professional Learning**

### **Feedback**

- Very positively received and noted as an important piece of this plan
- Districts feel that it's good to increase family engagement to promote parent/family involvement to help bridge the gap between teachers, students, and families
- Expressed teacher and school appreciation from at home and virtual learning
  - Creates multiple points of contact to help and assist students
- Grafton has a family engagement coordinator and it makes a big difference
- Living Tree was good professional development

### **Potential Challenges/Barriers**

- Staffing
- Understating what is positive family involvement and when to conduct engagement activities
- Funding could be an issue beyond ESSER
- Struggle of getting to the parents that need to be engaged
  - Especially difficult to engage parents at the secondary level
  - Small populations attend and participate but most often the ones who need it most are not attending
- Parents already have full plates without adding this on; aren't usually as engaged in the nuts and bolts of school operations

### **Questions/Clarity Needed**

- Instead of grant-funded should this be state-funded?
- How do you get parents to attend who need to attend?

### **Suggested Ideas and Edits**

- Remove parent-teacher conferences from code and instead of doing traditional parent-teacher conferences conduct a more continuous engagement process or broaden conferences to add professional learning
- Include varying topics and informational pieces that interest parents and benefit students
- Offer both virtual and in-person options

## **Proposal Title: ND Educator Professional License – Reading Instruction Competency**

### **Feedback**

- Accountability check that teachers are equipped to teach literacy should be standard across the spectrum- educators are not getting enough skilled training
- Love the preservice part; this should be preservice or an additional endorsement or credential
- In favor of common professional development for all teachers trained in reading/literacy
  - Career and Tech teachers, high school teachers don't always have literacy training, so some training might help them, as well
- Not in favor of a skilled assessment – don't like asking a licensed teacher to pass another exam to keep or maintain their license
- Not the best route to having Essential Reading Skills taught in teacher prep

### **Potential Challenges/Barriers**

- More difficult to recruit and retain teachers
- Teacher push-back
- Time for teachers to take the training and complete the testing
- Differences in length of license due dates
- Funding now and in the future if this is made a requirement

### **Questions/Clarity Needed**

- Is this already part of elementary education?
- Are colleges going to be required to have a uniform curriculum?
- How effective has this been in other states?
- What happens if a current teacher doesn't pass the test?
- Is this why Title teachers exist?
- Why limit it to K-3?
- Where will they get the training? What is the cost to teachers, to districts?
- How does this roll out? Who establishes the design of the required assessment?

### **Suggested Ideas and Edits**

- Instead of a test, require coursework and/or professional development
- Don't hold to just K-3, but extend to upper levels as well
- Spell out the details for training requirements
- Offer virtual options and/or use the two-day conference days in October for training

## **Proposal Title: State-Approved K-3 Reading Curriculum**

### **Feedback**

- Schools will find true PLC's (Professional Learning Communities) are more valuable
  - The first four questions are all about the ability to adjust
  - If you want to have the flexibility to meet individual student needs, you don't want to bind schools to a minimum number of curriculum choices
- Good to use vetted curriculum but school districts should be able to vet and decide and should not be required to choose from a list
- Small schools don't have curriculum directors and would support this
- Love the science of reading aspect

### **Potential Challenges/Barriers**

- Many concerns of curriculum being written into century code and the loss of local control to choose curriculum/make decisions
- Too much state/higher ed involvement
- Concern with the amount of money already invested in programs
- There is a perception that this is not needed as current curriculum is working well
- Concern with focus on curriculum rather than teaching and reading standards and best practices
- Tough if needed to go out of the box with differentiation, need to be inclusive
- Need to be scientifically researched and vetted

### **Questions/Clarity Needed**

- Why not K-12 to expand beyond younger years?
- What data is out there? Is there a metric that supports a state curriculum?
- Is this built on tier one instruction?
- What does using local and federal funds for professional development really mean?
- How would schools be held accountable to using vetted curriculum?

### **Suggested Ideas and Edits**

- Keep curriculum at local level but assist school districts with the process of how to vet curriculum so they can determine instead of deciding on which ones are "vetted"
- Teams should be driven by teachers; State should not get involved
- Professional development is needed to help teachers master the art and science of being a teacher
- Extra time to do this with funding for more professional development time to work in PLCs
- Focus on depth
- Allow a waiver that if a school already has implemented something great and it is working, they can keep it and not have to change
- Should mandated number of literacy instruction minutes instead of mandated curriculum



## **Proposal Title: Science of Reading Training for K-8 Educators**

### **Feedback**

- Positive comments on addressing more than K-3
- Not all teachers know how to teach reading
- Science of reading is a good tool for teachers
- Personalized professional development is needed for educators
- Suggesting only K-5 (6-8 should look different)
- Feel there will be push back on a mandate for the science of reading
- More appropriate than the reading instruction competency for licensure
- Trainings need to occur when teachers can participate
  - Often these are offered during the school day and there is a lack of subs

### **Potential Challenges/Barriers**

- Time – there are only so many professional development days
- Funding and sustainability once ESSER dollars are gone
- Requirement vs. optional
- Also need to consider if staff is interested in attending trainings
- Travel expenses, sub coverage, and stipends are all additional costs that are incurred if this is done during the daytime

### **Questions/Clarity Needed**

- Clarity in certification process
- Clarity needed between foundation of reading and science of reading

### **Suggested Ideas and Edits**

- Compromise – reading specialists funded at K-5 and 6-8 level
- Remove requirement; time and funds need to be tied to the requirement
- Remove professional development participation for renewal but preservice is okay
- Rotate years of mandated training – SEL training one year, and reading training the next
- Make it more direct – if you're teaching ANY reading, this is a requirement
- Collaborate with REAs to design and deliver
- Cross-curricular options for other content areas
- Provide training in the two days conference in October for teachers or through virtual options and provide for K-12 teachers, not just K-8
- Add on Dyslexia and other reading disability guidance/training

## **Proposal Title: School Health Technician Credential**

### **Feedback**

- Positive and legitimate concept and approach
- An extra resource is always beneficial and would take pressure off a school secretary
- This would be a great use of ESSER dollars, especially for mental health during this crisis
- Social worker would make more sense than a School Health Technician.

### **Potential Challenges/Barriers**

- Liability
- Difficulty in recruiting and retaining staff
- Might create a clinical setting; logistical issues in buildings, especially smaller districts
- Funding after ESSER money runs out
- A credential can complicate utilizing people in the community

### **Questions/Clarity Needed**

- What does training look like and who would provide? Would the structure be created through the department of health?
- What does credential mean? Is it a two-year degree? What are the benefits of a credential?
- What type of liability exists?
- Would they always have to be in the building?
- What are we doing currently that would change with this, besides having someone credentialed?
- How does telehealth or e-services fall into this?
- Is this going to be state requirement?
- What if schools have already made arrangements with nurses who are certified in another country or place?
- How can we simplify the process for schools, especially smaller school districts?

### **Suggested Ideas and Edits**

- Add diabetics to the list of training ideas
- Partner with local health system
- This could be a shared position, using REAs
- List out the responsibilities
- Assurances from the legislature that if it works, and we can show that it does, they support a transition out of ESSER funds and into other funds to support continuation
- Require hiring a certified RN
- Provide medication training

## **Proposal Title: School Counselor Requirement**

### **Feedback**

- Many supportive comments on this option
- Mental health needs are important and are an immediate priority to respond to this crisis
- Like laying out the roles of counselors to allow more time to concentrate on the main duties of a counselor
- List of duties is thorough; limiting the other duties could make the job more enticing
- Glad to see educator background taken off for counselor certificate
- Have this counselor already – but not meeting ratio
  - Some existing buildings are already outside or higher than the ratio

### **Potential Challenges/Barriers**

- Academic career counselor and an actual counselor do have two separate jobs
- Recruitment is an area as there are already staffing shortages in this area
- Cost
- Description of duties is too prohibitive, and lines are easily blurred
- Counselors are in demand already across the state

### **Questions/Clarity Needed**

- Is there funding tied to this? Would this funding be sustained?
- What does the future pool look like? Can we broaden pathways to credentials? What backgrounds could qualify?
- Is there wiggle room at all with the ratios?
- Is CTE/career advisor required?
- Is this necessary for K-6?
- Why would we need to clarify the role?

### **Suggested Ideas and Edits**

- Relaxing requirements for plan of study so that educators can be enrolled in a program, and not have to have three courses completed
- Include the funding mechanisms, as the need would significantly increase if the ratios were passed
- Parcel out the pieces, such as career advisor, to other staff
- Push more funding to higher ed to increase counselor services
- Demographics vs. ratio funding
- Give autonomy and flexibility to school districts on the requirements/duties
  - Smaller districts have less personnel, so all have to pitch in to help with other duties
- Look at the student/counselor ratio in a school district to determine duties

## **Proposal Title: Targeted Class Size Reduction for K-3 Classrooms**

### **Feedback**

- Very positive responses as it helps with recruiting and retaining teachers
  - Smaller class sizes would give teachers more time to connect and differentiate instruction, which leads to better instruction and reduced behavior issues
- Intent of the idea is solid, but 19 students is way too many, especially in kindergarten
  - Some districts have lower standards, like 15:1
- Research exists that small class size impacts student learning and should be encouraged
  - Especially in grades K-2, but also in grade three
- With virtual learning, there was decreased class size
  - Hybrid was good and instruction was different
- Funding should be able to be used for classroom space

### **Potential Challenges/Barriers**

- Class space
- Staffing
- Finding and hiring teachers with more than five years of experience
  - Professional jealousy/division among staff with “highest-quality teachers” language
  - Limits younger teachers who are often the most coachable and excited to try new approaches
  - May need to shift veteran teachers to something else and it might be a better fit for younger teachers
- Long-term sustainability of funding
- Unpredictability in student transiency

### **Questions/Clarity Needed**

- Will ADM be increased?
- What is meant by “disadvantaged backgrounds”?
- Define highest quality teachers

### **Suggested Ideas and Edits**

- Infrastructure funding
- Relax the kindergarten endorsement
- Use additional paras instead of splitting a class
- Change the district action by taking out “their most” in “their most qualified teachers”
  - Assign qualified teachers to those classrooms and provide the means
- Change “higher-quality” to “a licensed” teacher



## **Proposal Title: Family Engagement Liaisons**

### **Feedback**

- Positive feedback for increasing family engagement, especially if there a state curriculum and plan
- This is a bridge builder between home and school
- Schools need to be more intentional with parents; Love the building relationship focus
- Less threatening to have this person plan family events with meals and support kids together
  - Better received and trusted than a social worker
- Some see this as the role of principals and superintendents, especially in smaller districts/communities

### **Potential Challenges/Barriers**

- Consistent funding, beyond ESSER to aid in recruitment and retainment
- Some family liaison duties may overlap with school counselor
- Finding the right people to do this with the skills to make connections
- Need networking ability for sharing ideas and support through coaching
- One per school is a lot

### **Questions/Clarity Needed**

- Defined roles and responsibilities
- What would be the qualifications and/or education requirements?
- How to implement and keep position
- Would this be a mandate or requirement?
- How do you get this to work on the reservation?

### **Suggested Ideas and Edits**

- Could this be a regional position, shared between REAs or districts
- Bigger districts could prioritize where to allocate liaisons
- Parameters for which schools might need this and which schools don't need it
  - Provide flexibility
- Do not move qualified staff out of the classrooms into positions like this when there is already a staff shortage
- Utilize this person to monitor truancy and grade concerns to develop relationships with families
- Videos of professional development for those interested

## **Proposal Title: District Learning Report and Accelerating Learning Plan**

### **Feedback**

- Many concerns with this data already being shared with NDDPI in multiple reports
  - This will create overlapping information, adding another report to prepare on top of already too many reports
- Accountability is fine, but if there is no follow-up it seems unnecessary

### **Potential Challenges/Barriers**

- Not able to do it with fidelity
- Time and resources to complete

### **Questions/Clarity Needed**

- How useful is this data to the state?
- Formative assessments are good, but aside from a pandemic year with state assessment, how would this be different?
- Is this another layer of reporting to the state?

### **Suggested Ideas and Edits**

- Make it an easy format or build into an existing report
- Many comments on linking this to the Cognia School improvement process
- Maybe move Cognia date from May 1 to August 1
- Do it at the end of the year when people are planning for the following year
- Simplify the process to delegate to the district
- Specify the testing program

## **Proposal Title: Student Attendance Policy**

### **Feedback**

- All want better attendance; the premise of the ideas are good
- Districts need more direction and “teeth” to attendance policies
- Naïve to think an attendance plan will change the behaviors of those with poor attendance
- Already embedded in current NDMTSS – B structures
  - Schools are already developing attendance plans for those who drop below 90%
- Current truancy laws provide very little support
  - Court system is slow, and they don’t always act with haste and thoroughness
  - Sometimes we do what we can, but the legal system doesn’t help

### **Potential Challenges/Barriers**

- A weekly plan seems like a big lift
- Staffing available in smaller districts might be more limited to follow up and be consistent
  - Staff is needed to monitor the plans of the students
- Time is needed to develop these evidence-based strategies

### **Questions/Clarity Needed**

- What if students still don’t come to school?
- Who will do this work?
- We already have our own attendance policies and approaches. How is this different?
- How do we count virtual learning? How is attendance defined?
- Who develops the plans? How are the plans monitored?

### **Suggested Ideas and Edits**

- Defined procedures need to be developed by the school districts
- Set of at-risk criteria – attendance, grades, behavior
- Require every district to have an MTSS framework
- Be less specific to allow districts the autonomy to make these decisions locally

## **Proposal Title: Distribution of ESSER II Funds to Special Education Units**

### **Feedback**

- SEUs should be included
  - This benefits schools because they receive services from SEUs
- Support is needed but a different breakdown should be considered
- Providing additional help needs to remain a local control decision
  - They could opt to put funds toward Special Education

### **Potential Challenges/Barriers**

- There are different configurations to special education approaches
  - Some units hire their educators, some districts do, so an equal distribution is not necessarily equal

### **Questions/Clarity Needed**

- Would this be above and beyond current payments made to Special Education?

### **Suggested Ideas and Edits**

- Need to break allocation down based on population



## **Proposal Title: Distribution of ESSER II Funds to Career and Technical Programs**

### **Feedback**

- This is a great idea; funding opportunities would be welcome
- Some centers are really stretched for money because the virtual demand includes extra mobile unit costs
- Communities are looking to build centers, and academies

### **Potential Challenges/Barriers**

- Each center is set up a little differently so funding may be more critical to some centers than others

### **Questions/Clarity Needed**

- How can middle school CTE programs be included to transition students effectively into CTE programs or CTCs?

### **Suggested Ideas and Edits**

- Need to look at other options for CTEs

## **Additional Ideas**

- System building through quality PLC implementation and support, which includes addressing time constraints and professional development necessary to move the needle
- Strengthen telehealth and tele counseling supports
- Create mentor academies