

North Dakota Department of Public Instruction  
Title I and Special Education

# TEAM NEWS

(Together Everyone Achieves More)

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## **Student-Focused Coaching: Helping EVERY Teacher to Succeed**

The ND Department of Public Instruction is pleased to offer a training for coaches, administrators, and anyone interested in learning about coaching skills. The training, *Student-Focused Coaching: Helping EVERY Teacher to Succeed*, will be held at the Bismarck State College campus on July 21-22, 2009 free of charge (no registration fees).

Many schools use coaching to provide teachers with support to successfully meet the needs of all students. This workshop presents coaches – in any instructional content area – and those who support coaching at the school and district levels, with research that supports the use of coaching. Participants will receive a toolkit of strategies to assist coaches in developing a productive relationship with each teacher.

More information and the registration form can be found at [www.dpi.state.nd.us](http://www.dpi.state.nd.us). Click on “More Upcoming Events” and scroll down to July 21-22, 2009.

## **Title I Vacancy**

Are you looking for an exciting new career change? The state Title I office currently has a vacancy for an assistant director. This position will monitor schools in program improvement, coordinate Title I private school programs, assist with the supplemental services provision, participate as a member of the Title I team that monitors Title I programs, present at various department trainings/events, and review Title I consolidated applications. If you are interested, a job announcement is posted on the HRMS vacancy page at [www.nd.gov/hrms/jobs/2011254.html](http://www.nd.gov/hrms/jobs/2011254.html). The deadline to apply for this position is June 26, 2009.

## **Directors' Reports**

### **NDCEL Presentation**

By: Laurie Matzke, ND Director of Title I

On Wednesday, June 17, 2009, I presented at the NDCEL – UND Summer Conference in Minot, ND. The presentation focused on the Title I ARRA stimulus funds. If you were not able to attend the session, you can review the new information shared and contact the state Title I office if you have questions. You can find the handouts online at [www.dpi.state.nd.us/title1/present.shtm](http://www.dpi.state.nd.us/title1/present.shtm) on the Title I website. The new information that was distributed at this session includes:

- General Overview of ARRA Funding
- Process to Distribute Title I Funding
- Key Updates on Title I ARRA Funding
- Reporting on Title I ARRA Funding
- Creative Ideas for Spending Title I ARRA Funding
- Title I SSOS Team
- 2009 ND Legislative Issues Affecting Title I

If you have any questions regarding this information, feel free to contact the state Title I office at 701-328-2282 or 888-605-1951.

### **Ongoing Change and Education**

By: Bob Rutten, ND Director of Special Education

The topic of change has been on my mind a great deal lately. Is it because we've come to the end of another school year and we're already preparing for what will take place in August? Is it because of changes in education policy that are a result of the recently concluded North Dakota Legislative Assembly? Is it because we have a new administration in Washington that came into office with promises of change? All of these are very real reasons that contribute to why I've been thinking about change. It's possible that these factors are causing you to be contemplating change as well.

I was fortunate to participate in a class that analyzed the Concerns Based Adoptions Model which is a well-researched description of how people develop as they learn something innovative. It was developed for use with educators but has applications far beyond education. So often during the class I was reminded about the universality of educators dealing with change. Change, at its most fundamental level, is in many respects what education is all about. We're constantly trying to help students achieve to their maximum potential. That means teaching, inspiring, and guiding them through their years in school to change from one level of development to another. The very concept of improvement implies that we want to change from where we once were to a different level. We truly are all agents of change.

If it's true that our profession is about change, then why is change so difficult for so many of us? I don't think that I have a good answer for that question, although I do recognize that not everyone struggles with change. For some, change comes more easily. You can probably identify colleagues who are quick to embrace change and others who struggle with even slight change.

A few years ago the famous symbol for the state of New Hampshire was in the news. *The Old Man in the Mountain* was a granite outcropping that resembled a human profile that many considered to be an unchanging symbol for their state. The truth was a little different. I learned that state officials had been concerned about cracks in the mountain for a number of years and had been anticipating what actually happened: the mountain changed. Because of my own struggles to anticipate and understand changes on the education horizon I've spent time thinking about what other persons have thought and written about on this subject. A writer who has been helpful for me is Kathleen Norris. She observed that those who resist change too fiercely risk something very precious: *"Disconnecting from change does not recapture the past. It loses the future."*

During the weeks of summer I hope that we all will have opportunities to renew the reasons why we became educators in the first place. I also hope that we will also be ready to change and keep changing in our important work to create a healthy and positive future for young people and our nation.

### **Autism**

Within the last two weeks, newspapers in Bismarck and Fargo have highlighted the challenges schools and parents have encountered in trying to educate and find services for children identified as having Autism Spectrum Disorder (ASD). The number of children with ASD has tripled in the last decade in the state of North Dakota, mirroring a nationwide trend. Across the nations, district and local school districts struggle to find teachers and related service providers to meet the academic needs of children with ASD.

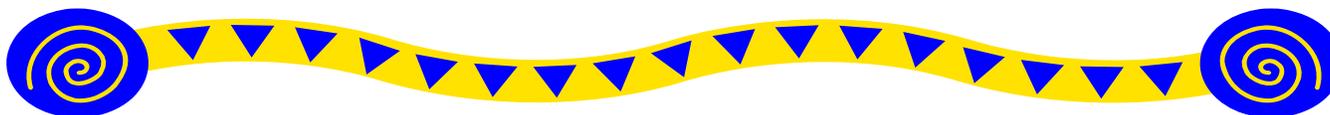
The newspaper articles highlighted an increased public awareness of ASD. The increased number of students identified as having an ASD has overwhelmed many families and the school systems of North Dakota. The limited availability of resources available to parents and the schools to meet the individual needs of these children has been exacerbated by the rural character of North Dakota. School systems and parents face similar challenges in locating service providers with expertise and an understanding of autism to meet the unique and often multiple needs of these children.

This year, in order to develop a statewide coordinated response to the current and future needs presented by this increased number of children identified as having ASD and many families, the North Dakota legislature passed Senate Bill 2174, requiring the creation of an Autism Task Force. Governor Hoeven signed this bill in March. Nominations for this task force were solicited and sent to Governor Hoeven for his consideration and approval. The Autism Task Force will be responsible for creating a state plan by July 2010.

### **Educational Consultants Available!**

The state Title I office has compiled a list of consultants who can assist districts and schools with planning and implementing school improvement activities. This group of consultants, known as the Statewide System of Support (SSOS) Consultant Team, has expertise in a variety of program improvement areas and can provide individualized assistance to schools and districts.

The state Title I office has completed the first round of successful proposals. The state Title I office has posted the 12 members of the SSOS team and contact information on the Title I website at [www.dpi.state.nd.us/title1/resource/support/ssosteam.pdf](http://www.dpi.state.nd.us/title1/resource/support/ssosteam.pdf). In order to further expand our list, we are in the process of approving applications from a second round of proposals. Districts can use Title I, ARRA, and school improvement funds to contract with their consultants to help with school improvement and Title I programming.



## Adequate Yearly Progress/Program Improvement Update

On May 29, 2009, the ND Department of Public Instruction released the official statewide Adequate Yearly Progress (AYP) results for all public schools and districts in North Dakota based on the 2008-2009 State Assessment data. On June 2, 2009, the department released the list of the Title I schools and districts that have been identified for program improvement for the 2009-2010 school year.

The statewide press release and the list of the Title I schools and districts that have been identified for program improvement for the 2009-2010 school year are available on the department's website at [www.dpi.state.nd.us/title1/progress/current.shtm](http://www.dpi.state.nd.us/title1/progress/current.shtm).

Under the *No Child Left Behind* (NCLB) Act, all districts and schools are required to send correspondence to the parents of each child enrolled in the district and/or school regarding its Adequate Yearly Progress (status). It is imperative that correspondence be included with the AYP reports to explain them to parents.

Federal law mandates that this notification take place in a timely manner. For schools and districts identified for program improvement, this notice must take place prior to the first day of school. For schools that are required to offer school choice, the notice must be sent 14 calendar days before the first day of school. For schools and districts NOT identified for program improvement, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter).

There are various samples of parent notification letters for schools and districts available on our website at [www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notifiction.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notifiction.shtm). The state Title I office has created communication toolkits for both schools and districts.

<b>School Program Improvement</b>	
Number of public schools in North Dakota	465
Number of Title I public schools in North Dakota (approximate)	312
✓ Number of schools that did not make AYP on the 2008-2009 NDSA	115
✓ New schools identified for program improvement for 2009-2010	32
✓ Number of schools removed from program improvement status for 2009-2010	0
✓ Total Number of schools in program improvement for 2009-2010	60

<b>District Program Improvement</b>	
Number of public districts in North Dakota	183
Number of Title I public districts in North Dakota (approximate)	157
✓ Number of districts that did not make AYP on the 2008-2009 NDSA	42
✓ New districts identified for program improvement for 2009-2010	13
✓ Number of districts removed from program improvement status for 2009-2010	1
✓ Total Number of districts in program improvement for 2009-2010	33

## Monthly Featured Article

### Write to Learn Math: Creative Writing Activities

Creative math writing can facilitate practice and play with math concepts in novel ways. Activities can be short- or long-term assignments. Either way, they will be fun and insightful for your students (and for you).

#### 1. Math Talk

Assign a list of current math vocabulary words to be incorporated into a paragraph or math journal entry.

#### 2. Missing Numbers Stories

Ask students to write a story that incorporates a variety of numbers. After your students have written the paragraph, have them turn their paragraph into a puzzle by writing a new version of the paragraph with blanks where each number appears. Have the students include a table with the numbers used at the top of the paragraph, then exchange paragraphs with partners, and try to place each number in its correct place in the paragraph. This can be a beneficial activity when your students are studying or reviewing rational numbers or the set of real numbers. If desired, you can tell your students that they must include an *integer*, a *fraction*, a *decimal*, a *percent*, and an *irrational number* in their story.

#### 3. Word Puzzles

Have your students create a word puzzle with vocabulary words for their current chapter (this can be a great summary activity for the end of a chapter). Students should create word puzzles such as crosswords or word jumbles that require them to write clues. This will ensure that students are applying their knowledge of the math terms, such as definitions and examples.

#### 4. Poetry

Writing and sharing poems is a popular way for middle school and high school students to share ideas and feelings. The creative process involved in writing poetry requires students to apply their understanding of math concepts to the task. Your students may enjoy presenting their poetry in a "Math Poetry Slam" event for other classes. A fun and easy poetry assignment is to have your students write haiku poems for geometric solids. (Haiku, and its three line, five syllable, seven syllable, five syllable format is quite appropriate for a math activity!) Take this haiku, for example:

*Triangular Prism*  
Five faces, all flat  
Your straight edges count to nine  
Triangles—a must!

#### 5. Advice Columns

Have students write fictitious advice columns, as one might find in a newspaper, except these are math advice columns. Have your students think of math-related names to use for their advice column, for example "Dear Algy" (short for algorithm), or "Dear Doctor Pi." You can either assign a topic for the advice column, or ask students to create math situations when someone might need advice, such as "I keep getting my cosine confused with my tangent" or "I can't remember how to find the slope of a line."

(Ideas provided by Teaching Today, Teaching Tips, Lesson Plans, and More)

### Using Title I Funds for Preschool Programming

Several districts/schools in North Dakota are planning to use a portion of their Title I stimulus funding to pursue preschool programming. We are trying to increase our collaboration with Head Start and are incorporating some of their suggestions into our guidance. If you will be offering a Title I paid preschool program, it is imperative that you review the following three documents.

- Carefully review the Department of Public Instruction’s Title I Preschool Guidance. The guidance is currently being updated and should be available soon at [www.dpi.state.nd.us/title1/earlychild/index.shtm](http://www.dpi.state.nd.us/title1/earlychild/index.shtm) on the Title I website. The guidance will outline the requirements for a preschool program operated with Title I funds. Specifically, it will define:
  - Additional requirements for Title I targeted assistance programs.
  - Regulations on coordinating with other preschool programs (Head Start, privately run programs, etc.).
  - Staff requirements for a preschool teacher paid with Title I funds.
- Carefully review the Department of Public Instruction’s Title I Preschool End-of-Year Survey. Completion of the survey at the end of the year is required for districts using Title I funds for preschool programming. The End-of-Year Survey is currently being updated and should be available soon at [www.dpi.state.nd.us/title1/earlychild.index.shtm](http://www.dpi.state.nd.us/title1/earlychild.index.shtm) on the Title I website.
- Carefully review the Department of Public Instruction’s Title I Preschool Monitoring Tool. The monitoring tool is currently being updated and should be available soon at [www.dpi.state.nd.us/title1/earlychild.index.shtm](http://www.dpi.state.nd.us/title1/earlychild.index.shtm) on the Title I website.

## **Upcoming Events**

### **Student-Focused Coaching: Helping EVERY Teacher to Succeed**

- July 21-22, 2009 in Bismarck, ND  
Information can be found at [www.bismarckstate.edu/ceti/coaching/](http://www.bismarckstate.edu/ceti/coaching/)

### **2004 Scott Foresman Lesson Maps and Template Training Grades K-1 and Grades 2-3**

- August 3-6, 2009 in Bismarck, ND  
Information can be found at [www.dpi.state.nd.us/title1/events/reg\\_frms\\_maps.pdf](http://www.dpi.state.nd.us/title1/events/reg_frms_maps.pdf)

### **2009 Title I and Special Education Fall Conference**

- October 7-9, 2009 in Bismarck, ND  
Information will be available in August 2009 at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

## **Title I To Do List**

### *Administrators*

- Assist Title I teacher to ensure the Title I Personnel Report (SFN 7357) is submitted to state Title I office by June 1, 2009.
- Submit the Pre-Award Cost Approval if needed.
- Submit the Title I Stimulus Application

### *Teachers*

- Make sure Title I Personnel Report is complete and submitted

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