

TEAM NEWS

(Together Everyone Achieves More)

Dr. Wayne G. Sanstead, State Superintendent, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440

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2009 Title I/Special Education Fall Conference Summary

Once again we have completed another fall conference. The state Title I and Special Education office staff are very pleased with this year's event. Our final count for attendance was just over 900 participants. Thank you to all of those who participated in the fall conference. We received numerous positive comments on our evaluation forms.

This year's addition of vendors was a huge hit. We plan to pursue this in future years. Vendors were generally pleased with the opportunity to visit North Dakota and be a part of this year's Title I/Special Education Fall Conference. Next year's goal is to add even more vendors to the conference.

A special thank you goes out to Lynn Wolf and Jean Hall for their wonderful performance of *AYP, Babe*. A PowerPoint document will soon be available at www.dpi.state.nd.us/title1/present.shtm on the Title I website.

Handouts: A majority of the handouts and information distributed at the conference will be available online at www.dpi.state.nd.us/title1/present.shtm. There were a few handouts with copyright issues that will prevent us from displaying them on our website.

Evaluation Summary: Following is a brief list of findings from the evaluations. Thank you to all who filled out an evaluation form. Comments reflected that most:

- Loved Make It/Take It
- Loved John Perricone
- Requested credit for vendor visit time
- Encouraged earlier ending time on Friday
- Loved food and snacks
- Encouraged change in General Session setup (want tables)
- Would like to see new presenters
- Liked the organization of the conference

Credit: Just a reminder, assignments for credit are due in our office by **Monday, November 2, 2009**. Many assignments were handed in at the conference but all others need to be mailed to:

Department of Public Instruction
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440



Directors' Reports

Question and Answer Follow-up from the Title I/Special Education Fall Conference

By: Laurie Matzke, North Dakota Director of Title I



At the 2009 Title I/Special Education Fall Conference, follow-up question cards were displayed in various locations throughout the Civic Center. The questions and our response to each are being addressed in this month's Title I Director's Report.

Q. Can Title I funds pay for professional development for all teachers in the school?

A. Sometimes. For a schoolwide program, schoolwide Title I funds can be used to support all personnel for professional development purposes as long as it has been outlined and approved in the schoolwide plan and is aligned to the schoolwide goals.

For a targeted assistance program, Section 1115(C)(1)(F) of NCLB states that schools may use Title I funds to provide professional development for teachers, principals, and paraprofessionals who work with children participating in the Title I targeted assistance program. This professional development must, however, meet the following requirements:

- ▶ The professional development must be focused on helping at-risk students.
- ▶ The cost of the training must be reasonable.
- ▶ The teachers, principals, and paraprofessionals participating must be reflective of the grades and services provided by the Title I program. For instance, if a school serves Title I students in grades K-2, then only teachers in grades K-2 could participate in the professional development.
- ▶ All professional development expenditures must be detailed and approved in the district's consolidated application or a budget revision before they are implemented.

When determining whether or not Title I funds can be used to fund a whole school professional development activity, review each of the above items. If the professional development is not exclusively focused on helping at-risk students or is extremely expensive, then it would be more appropriate to do a cost share between programs. School districts receive Title II funding specifically for professional development purposes. The district could calculate the number of children receiving Title I services versus those not participating in Title I and share the professional development costs accordingly.

Please refer to www.dpi.state.nd.us/title1/targeted/general/facts/index.shtm for more information on this issue.

Q. In a schoolwide program, is a screening required for preschool students?

A. Not necessarily. There does not need to be a student selection process, as all children would be eligible for the Title I preschool program. However, if you are limiting enrollment, you would need to have a screening process in place.

Q. Can vendor visits be counted on the documentation log for credit?

A. This issue has never come up in discussions with the University of Mary, because this is the first year that we have had vendors at this event. We will be pursuing this issue with the University for future conferences.

Q. There were numerous questions asked regarding Title I students and the North Dakota State Assessment. A joint memo from Connie Kudrna and myself addressing some of the frequently asked questions is available at www.dpi.state.nd.us/title1/targeted/mailings/testremind.pdf on the Title I website. One question asked, but was not addressed in the memo, was whether parents could give the assessment to a group of students.

A. In discussing this with Connie, the answer is no. The individuals assessing the students must be employees of the district.

Q. Many schools are incorporating an "intervention block" during the day to provide students with additional instruction that is targeted to each student's needs. Is there any way that Title I teachers can go into the classroom and assist during this intervention block in a targeted assistance school?

A. Possibly. Title I teachers, in a targeted assistance school, must ensure they are working with Title I identified students and providing more or additional instruction that goes beyond the regular curriculum. Unfortunately, the Title I law does not allow Title I staff in a targeted assistance school to go into the classroom along with

regular education staff and special education staff and work with groups of students that have both Title I and non-Title I where all students are getting the same instruction. In many instances, this is how the intervention block works. In this scenario, Title I services would not be allowable.

However, it may be possible for Title I personnel to assist in the intervention block and still meet the targeted assistance school requirements. Listed are two possible scenarios on how this could work.

In scenario one, students are divided into four groups, each group has a mixture of Title I and non-Title I students. In order to be compliant, the regular education teacher would need to rotate and work with each group of students on a regular basis. The Title I teacher could possibly go into the classroom and break one of the four groups in half and work exclusively with the Title I students while the other teacher would work with the remaining non-Title I students. The Title I teacher would need to rotate groups as well, so that all students get instruction from the classroom teacher and Title I teacher serves all Title I students in each of the four groups. In this scenario, the students would get more individualized attention.

In scenario two, there are again four groups of students, each with a mixture of Title I and non-Title I students. Two regular education teachers, one special education teacher, and one Title I teacher all work together by taking a group of students and working on specific skills. This situation is common in an RTI model. In order to be compliant in a targeted assistance school, the portion of time the Title I teacher spends with each group would need to be paid with general funds. No group time could be paid with Title I funds as no group consists exclusively of Title I students.

Title I – Special Education Collaboration: An Affirmation

By: Bob Rutten, North Dakota Director of Special Education

Thank you. Those words are meant for each of you who participated in the recently concluded North Dakota Department of Public Instruction's Title I/ Special Education Fall Conference. I'm very pleased at the wonderful opportunities for communicating with North Dakota educators that resulted from the conference. For our colleagues who work in the NDDPI Title I office, all of us on the Special Education staff thank you for your outstanding collaboration and hard work that made this conference so successful.

Many special educators remember the separation from general education planning that too frequently kept us – and the children with disabilities we serve – apart from the general curriculum. A harmful effect of this was that too frequently there were diminished expectations for students who have special learning needs as a result of disabilities. Once expectations are lowered, too many of us unintentionally and unfortunately limit students from reaching their true potentials.

Among the many fine sessions during the Title I/Special Education Fall Conference, one presentation really summarized much of that we're trying to promote; Michelle Lambert from the University of Texas System titled her presentation *General Education and Special Education Working Together to Ensure Success of ALL Students*. With the emergence of Response to Intervention, she emphasized that "a single, well-integrated system that connects general, remedial, and special education requires general education and special education to work together in the classroom." This promotes a focus on students' progress and is more preventive than former practices that "waited for children to fail" before supportive services were provided. Ms. Lambert provided a strong endorsement of co-teaching as an essential component of a school's strategies for providing high delivery of instruction to our increasingly diverse student population.

Nearly everyone who paused to visit with me during the Title I/Special Education Fall Conference said the same thing: "*It's so positive to have Title I and Special Education working together. It just makes so much sense because we're all trying to do the same thing.*" As we approach the reauthorization of the Elementary and Secondary Education Act (ESEA) and, following that, the next reauthorization of the Individuals with Disabilities Education Act (IDEA), I know many educators are anticipating an even closer alignment between these two federal education laws. As I repeatedly heard during our own collaboratively sponsored conference, "*It just makes so much sense!*"



2009 Award Winners

Outstanding Title I Educator

Several years ago, the Title I office started an award called the Outstanding Title I Educator Award. We honored our first Outstanding Title I Educator in the fall of 1999.



Outstanding Title I Educator recipient, Jessica Brandt, pictured with Laurie Matzke, Title I Director.

There are so many dedicated, outstanding Title I personnel (teachers, administrators, aides, etc.) in North Dakota and this award provides an opportunity to honor at least one individual although we realize there are so many!

The Department of Public Instruction, Title I office, is pleased to announce that Jessica Brandt is the recipient of the 2009 Outstanding Title I Educator Award. Ms. Brandt is a Title I teacher at the Central Cass Public School District. This award was announced at the 2009 Title I/Special Education Fall Conference held on October 7-9, 2009.

Nominees for the award were Title I educators who have the respect and admiration of students, parents, and colleagues and play an active and vital role in their school's Title I program.

The North Dakota Department of Public Instruction solicited nominations throughout the past year. The Title I Committee of Practitioners selected the award winner from the nominations received.

Jessica Brandt was described by those who nominated her as a very enthusiastic, innovative teacher who is always willing to go the extra mile. Those who wrote letters on her behalf described her as someone who genuinely cares about students. Even one of her students wrote a letter of recommendation. As a recipient of this award, Jessica received a plaque and a grant award for \$10,000. These funds can be used for any allowable Title I expenditure for the Title I program in her school district.

Caught in the Act Recipients

The Title I office has established an award entitled "Caught in the Act." This award recognizes Title I staff who have been "caught in the act" of performing exceptional Title I services and are being honored for these outstanding acts. Two Title I personnel were recognized for this award: Melissa Hiltner from the Langdon Public School District and Dave Steckler from the Mandan Public School District. These awards were also announced at the 2009 Title I/Special Education Fall Conference.

Melissa (Missy) Hiltner was recognized for all her contributions to the Title I program. She is a frequent presenter at Title I conferences because participants love her enthusiasm. Missy has also helped with several projects sponsored by the state Title I office. Most recently, she was one of five North Dakota educators that helped create Parental Involvement Master Literacy Bags for the state's elementary schools.

Dave Steckler was also recognized for his many contributions to the Title I program. Dave is the Mandan Public School District's Title I coordinator. Dave is a past and current member of our Title I School Support Team and also frequently helps out with Title I projects. Most recently, Dave helped read and score Title I program improvement plans.

As recipients of this award, Melissa and Dave both received a framed certificate and a grant award for \$5,000. These funds can be used for any allowable Title I expenditure for the Title I program in their school district.



Caught in the Act award recipients Melissa Hiltner (above) and Dave Steckler (below), pictured with Laurie Matzke, Title I Director.



Veteran Teachers

Our state's Title I and Special Education teachers do a wonderful job during the school year putting in an extended effort and long hours. Many of these teachers have been Title I or Special Education teachers for quite a number of years and deserve to be recognized. We proudly honored our veteran teachers in October at our 2009 Title I/Special Education Fall Conference.



We honored 14 Title I teachers



We honored 56 Special Education teachers

Title I Distinguished School

Hagan Elementary School in the Williston Public School District was named the recipient of the 2009-2010 Title I Distinguished Schools Award for the state of North Dakota. Each year, the National Association of State Title I Directors sponsors the Title I Distinguished Schools Recognition Program. Schools are selected for outstanding results in one of two categories:

1. Exceptional student performance for two or more consecutive years.
2. Closing the achievement gap between student groups.

Hagan Elementary School was selected by the North Dakota Title I Committee of Practitioners for their exceptional student performance for two or more consecutive years. They received a certificate and a grant award for \$15,000.

Hagan Elementary School will also be honored at the National Title I Convention in Washington, DC in January 2010.



Title I Director, Laurie Matzke, presents Darla Ratzak and Marilee Lillibridge from Hagan Elementary School with the Title I Distinguished School Award.



NDCEL Fall Presentation

On Thursday, October 22, 2009, Laurie Matzke presented at the NDCEL Fall Conference in Bismarck, 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 on the Title I website. The new information that was distributed at this session includes:

- Interesting Facts Regarding the Title I ARRA Stimulus Funds
- Title I ARRA Two-Year Timeline
- Title I ARRA Reporting Requirements
- Title I ARRA School Improvement Funds

Monthly Featured Articles

Homeless Awareness Week

November 15-21, 2009 is Homeless Awareness Week in North Dakota. Many agencies and organizations across the state will be conducting special activities to increase public awareness of homelessness in North Dakota during this week.

This is also a great opportunity for educators to address the issues of homelessness in their classrooms. The department has many resources available to assist in your efforts in educating children on this issue. Many of the resources can also be found online at www.dpi.state.nd.us/title1/homeless/websites.shtm on the McKinney-Vento Education of Homeless Children and Youth website.

For information on how to serve children and youth who experience homelessness, contact Tara Bitz, Program Administrator for the Education of Children and Youth who are Homeless, at tbitz@nd.gov or (701) 328-4646.

21st Century Community Learning Centers

A study recently released by the Afterschool Alliance entitled *America After 3PM*, highlights several important facts about children after school.

- The number of children who are unsupervised in the afternoons has risen from 14.3 million in 2004 to 15.1 million in 2009.
- The number and percentage of children participating in afterschool programs have increased significantly since 2004, with 8.4 million children (15 percent) now participating. That compares with 6.5 million children in 2004 (11 percent).
- Parents of 18.5 million children (38 percent) who are not currently participating in afterschool programs say they would enroll their children if a program were available to them. That is a significant increase from 15.3 million (30 percent) in 2004.

On another note, the North Dakota Association for Lifelong Learning Fall Conference was held on September 29-30, 2009 at the Seven Seas in Mandan, ND. We were fortunate to have Heather Martindill, who is a lead consultant at Mid-continent Research for Education and Learning (McREL), present a full-day session on *Engaging Ideas for Reinforcing Literacy Skills in Afterschool*. The goal of this presentation was to provide participants with ideas for embedding literacy into their afterschool programs. We also had a visit from Gregory M. Darnieder, who is a Special Assistant to the Secretary of Education, Arne Duncan.



2009-2010 Title I Monitoring Update

Each year, the state Title I office is required by law to monitor local Title I programs to ensure compliance with procedures and regulations for both Title I and *No Child Left Behind* (NCLB) are being followed. Most school districts will be monitored through the self-monitoring process; however, some schools have been selected to receive a site visit from an assigned Title I staff member. A list of the 48 districts that will be participating in the 2009-2010 monitoring process is available at www.dpi.state.nd.us/title1/targeted/resource/monitor/assign.pdf on the Title I website.

Please do not submit your monitoring information at this time as information changes from year to year. These selected districts can expect to receive detailed correspondence from the state Title I office in the near future outlining self-monitoring directions, the review process, due dates, etc. It is important that you review the correspondence from the Title I office prior to preparing or submitting your monitoring information.

All districts are encouraged to review the self-monitoring guides found on the Title I website at www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm. These guides have been revised to include submissions relating to the Title I Stimulus/ARRA. Whether or not your district is being monitored, it is in your best interest to review these documents to become familiar with the self-monitoring requirements as well as requirements of Title I and NCLB laws.

IDEA Update

This month's IDEA update will not be focused on regulations or guidance; rather, it will focus on two approaches that schools may wish to investigate to comply with the IDEA requirement for providing positive behavioral supports to children who exhibit challenging behaviors. Dealing with discipline referrals consumes a considerable portion of administrators' time. In one high school, the school administration had to deal with 1,400 referrals in a year. Even if each referral only required a 10-minute conference with the student, the administration still spent the equivalent of 39 school days dealing with discipline. Two general education initiatives that have been developed to accommodate the needs of students with challenging behaviors are described in the following paragraphs.

Many students with an Autism Spectrum Disorder (ASD) or a condition like Attention Deficit Hyperactivity Disorder (ADHD) require significant behavioral supports when included in general education settings. One large school system's response to the need to include the growing number of high functioning students with ASD can be found in New York City's "Nest" program. The Nest program employs evidence-based components, practices, and intervention strategies. One of the reference models guiding the development of the Nest program was the Learning Experiences: an Alternative Program (LEAP) preschool model, a nationally validated model that has been successfully scaled up in a large number of sites. The Nest classrooms begin with a cohort in kindergarten and progress through the grades.

Currently, New York City has fifty-nine Nest classrooms serving 235 high functioning students with ASD in 15 neighborhood schools (14 elementary and 1 middle school). Individual and environmental positive behavior supports are key components of the Nest program. These instructional and behavioral supports are designed to address the needs of children with ASD and other exceptional conditions within the general education classroom. Initial evaluation data indicate high parent satisfaction and significant behavioral changes in the students participating in the Nest program. Key elements to the success of this program are: slow implementation, principal support, and in-service training and supports for staff.

Another initiative that supports students with challenging behaviors is the Positive Behavior Supports (PBS). PBS is an evidence-based initiative designed to create a positive school climate for all students, not just those with disabilities. PBS is not a curriculum; rather, it is a locally designed proactive systems approach to preventing and responding to school-wide discipline problems.



IDEA Update (continued)

PBS promotes the use of data-based decision making and evidenced-based practices. It has a significant research base that confirms its effectiveness and was showcased at many sessions during the Office of Special Education Programs Conference for Personnel Development Grant Directors in July. NDDPI currently offers training on Positive Behavior Supports (PBS) on an annual basis.

To read more about the NEST model, check out the September/October issue of Teaching Exceptional Children. For more information about PBS, go to www.dpi.state.nd.us/health/PBS/index.shtm.

Parental Involvement Master Literacy Bag

Every elementary school who attended the 2009 Title I/Special Education Fall Conference received one Parental Involvement Master Literacy Bag to share with staff in their building. The Title I and Special Education units sponsored this project to promote literacy in the home in collaboration with NDPIRC.

During the summer of 2009, NDPIRC contracted with five North Dakota educators to create kindergarten through fifth grade activities for the Parental Involvement Master Literacy Bags. Each grade level bag is filled with numerous activities and ideas for promoting literacy in the home. We would like to acknowledge and commend the five exemplary educators who helped create this resource for North Dakota school personnel.

- ◆ Kristie Ziegler, Devils Lake
- ◆ Melissa Hiltner, Langdon
- ◆ Gayle Cummings, Fargo
- ◆ Judy Gunkelman, Fargo
- ◆ Dawn Johnson, Devils Lake

We recommend schools make copies of the Literacy Bags for each grade level and send activities home with students to do with parents. Schools are encouraged to use Title I and Special Education stimulus funds to reproduce the activities with materials included in a bag and send the bags home with students to do the activities with parents.

If your school has not received a Literacy Bag, please contact Stefanie Two Crow at sttwocrow@nd.gov or (701) 328-2292.

Parent Involvement in Special Education

The State Special Education Performance Plan (SPP) contains 20 indicators that collect data and track improvements in various areas of special education programs in North Dakota schools. Annually, the DPI Office of Special Education submits an Annual Performance Report (APR) to the U.S. Department of Education, Office of Special Education. These annual reports can be found at: www.dpi.state.nd.us/speced/reports.shtm.

One SPP/APR indicator (8) focuses on parent involvement in the school. To increase positive parent involvement in our schools, the DPI Office of Special Education has established a new Parent Involvement Workgroup. This workgroup includes representatives from DPI Title I, DPI Special Education, ND Pathfinder, the ND Family Voices, ND Rural Health Network - Family Support, district superintendents, local special education directors, general and special educators, and parents. The three goals of this workgroup include: the redesign of the special education parent survey; collection and analysis of survey data; and development of strategies that will assist districts in increasing parent involvement. The new parent survey will not be available online but instead it will be mailed to parents who have children receiving special education services. This workgroup's next meeting will be on October 29, 2009.



February 2010 Reading Month

Great News! Reading Month packets will be available for the 2009-2010 school year. In the past, the state Title I office sponsored the February Reading Month, but because of limited funding, this activity was put on hold. The North Dakota Reading Association has graciously offered to continue Reading Month. The Lake Agassiz Reading Council (LARC) in Grand Forks will be the host council and will be generating the Reading Month activity packet. Thank you, LARC!

The Reading Month activity packet theme this year will be “*Navigating Literacy*”, which will also be the theme of the NDRA conference scheduled in Grand Forks on April 29, 30, and May 1, 2010.

Once developed, the Reading Month activity packet will be available online through the NDRA website at www.ndreadon.com. This link will be promoted through the Department of Public Instruction Title I and Special Education TEAM NEWS newsletter, the NDRA Prairie Reader, and other available media. All teachers will be provided access to the Reading Packet.

Forming a Community of Practice on Secondary Transition in ND

For several years, the DPI Office of Special Education has sponsored a Statewide Advisory Council on Secondary Transition. This effort has been interagency and engages all the various groups that represent roles that are important to secondary transition in ND. Four years ago, ND joined 12 other states to deepen the engagement of stakeholders and move beyond an Advisory Council to a *Community of Practice*.

What is the difference between an Advisory Council and a Community of Practice?

An Advisory Council has designated representatives from various groups and areas of the state. They meet together on a quarterly basis to share information and give their views on issues. A Community of Practice continues the Advisory Council as a state team and adds a new and ongoing connection to regional teams. Together the state team and the regional teams can cross agency boundaries to share promising practices, address emerging issues, and work together on projects. In a Community of Practice, the work is ongoing. It is not a passive reporting, but rather an active engagement across all the groups that have a shared interest in transition for students with disabilities.

How does a Community of Practice do its work?

In ND, the community extends the existing state advisory council into the regions. This means that before, after, and between the quarterly meetings, the regions would actively engage those that are the implementers and intended beneficiaries of the transition initiatives. They would be invited to get actively involved in sharing practices and working on issues with those in other agencies and in other parts of the state. Each community member is encouraged to invite others into the work.

ND has eight regional transition communities of practices (Committees/Task Forces)

The eight regional communities are divided in the same manner that the eight regional Human Service Centers are. The eight regional communities of practice membership include stakeholders in the transition process from the surrounding areas of the following cities: Williston (Region I), Minot (Region II), Devils Lake (Region III), Grand Forks (Region IV), Fargo (Region V), Jamestown (Region VI), Bismarck (Region VII), and Dickinson (Region VIII).

How do you get involved in the regional community of practice on secondary transition in your region?

For contact information for the regional community of practice meeting facilitator in your region please contact Gerry Teevens at gteevens@nd.gov.

How do the community members in the regions communicate with each other and with the state team?

The thirteen states in the National Community of Practice share a website called www.sharedwork.org. Each state has its own site and each region within the state can also have its own site. On the state site, the state team posts news, meetings, emerging opportunities, etc. They invite interested individuals in the region to join the work online. They host discussions and ask for perspectives of the field. They can create collections of great local documents and facilitate site-to-site sharing and coaching.

On the ND page of shared work, there is a special site created for each regional transition community of practice. The ND site displays resources created by the regional communities as well as the minutes from the regional meetings.

Forming a Community of Practice on Secondary Transition in ND (continued)

Special sites for groups to coalesce around an issue can also be created on the shared work website. These sites are called *Practice Groups*. A Practice Group site can be permanent or might be established for a certain amount of time to work on a particular issue. Practice Groups can form from a state team discussion or from an idea that comes from the regions.

Note: To see how a state community and its Practice Groups might work, go to www.sharedwork.org. You will need to register to use this site. Click on Transition Community and click on several states site.

PowerSchool Required by State Law

During the 2009 Legislative Session, HB 1400 included language to require schools to utilize PowerSchool as its principal student information system.

15.1-07-33. Student Information System – Statewide Coordination. Notwithstanding any other technology requirements imposed by the superintendent of public instruction, the information technology department, or the North Dakota educational technology council, each school district shall acquire PowerSchool through the information technology department and use it as its principal student information system.

Since state law now requires this program, it is considered supplanting to use federal funding sources to pay for PowerSchool. Please make note of this while expending your 2009-2010 federal allocations.

ARRA Resources

The USDE has recently released several new guidance documents:

- ✓ ARRA Programs Page: www.ed.gov/policy/gen/leg/recovery/programs.html
- ✓ ARRA Use of Funds PowerPoint Presentation: www.ed.gov/policy/gen/leg/recovery/guidance/titlei-idea-useoffunds.ppt
- ✓ ARRA Title I Use of Funds Guidance: www.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf
- ✓ ARRA IDEA, Part B Use of Funds Guidance: www.ed.gov/policy/gen/leg/recovery/guidance/idea-b-reform.pdf
- ✓ ARRA IDEA, Part C Use of Funds Guidance: www.ed.gov/policy/gen/leg/recovery/guidance/idea-c-reform.pdf
- ✓ RTI Guidance: www.ed.gov/programs/titleiparta/rti.html

Upcoming Events

Schoolwide Planning Meeting #2

- November 12, 2009 in Bismarck, ND from 9:00 am to 4:00 pm
Information is available at www.dpi.state.nd.us/title1/events/swletter.pdf

2010 National Title I Conference

- January 21-24, 2010 in Washington, DC
Information is available at www.nationaltitleconference.com/index.html

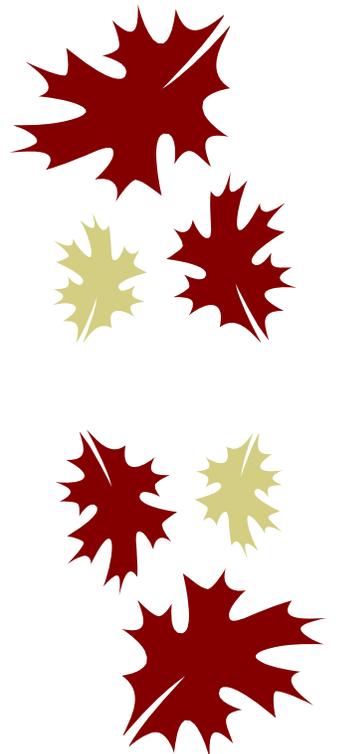
Title I To Do List

Administrators

- Request reimbursement of expenditures on a Request for Funds (SFN 14660) form
- Monitor expenditures and submit budget revisions to allow for changes
- Continue to work with Title I contact person to get consolidated application approved

Teachers

- Communicate supplemental instruction to support classroom to parents
- Maintain portfolios for Title I students
- Report assessment results to parents using Title I Progress Report
- Send home information on how to support their child's education



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