



North Dakota Department of Public Instruction
Title I and Special Education

TEAM NEWS

(Together Everyone Achieves More)

September 2011

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

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2011 North Dakota Title I, Special Education, and 21st CCLC Fall Conference

The Department of Public Instruction (DPI) has scheduled and is making plans for the 2011 Title I, Special Education, and 21st CCLC Fall Conference which will highlight evidence-based instructional strategies, provide updates on federal and state legislative issues, and feature nationally known speakers Dave Pelzer, Flip Flippen, Hal Elrod, and Richard Lavoie. The 2011 North Dakota Title I, Special Education, and 21st CCLC Fall Conference is **October 5-7, 2011** at the **Bismarck Civic Center, 315 South 5th Street, Bismarck, ND.**

Information on the fall conference was emailed last week. **There is still time to register.** The online registration process can be found at www.dpi.state.nd.us/title1/events.shtm on our website.

The 2011 North Dakota Title I, Special Education, and 21st CCLC Fall Conference has been carefully designed to meet the needs of a multitude of educators. This year we have created a "What's In It For Me" link on our website. Based on your job description, you can go to www.dpi.state.nd.us/title1/events/whats_in_it_for_me.shtm, click on a specific link and get an overview of the sessions that are geared to provide professional development relevant to your position. Hope to see you at the 2011 North Dakota Title I, Special Education, and 21st CCLC Fall Conference!

Title I ARRA Quarterly Reports

As a reminder, the due date for the ninth quarterly report is **Thursday, September 29, 2011.** It is imperative that we receive your Title I ARRA quarterly report by the deadline since we have to compile the results and submit them to the USDE. As in the past quarters, the procedure is to complete the quarterly report and email it to your Title I contact person. The Title I contact person information has recently been updated and is located at www.dpi.state.nd.us/title1/require/list.pdf. If you closed out and spent all of your Title I ARRA funds during the eighth quarter and indicated your eighth quarter report as final, you do not need to submit.

Director's Report

by: Laurie Matzke, North Dakota Director of Title I

The monitoring initiatives listed below will be conducted by the state Title I office during the 2011-2012 school year.

- **Title I Self-Monitoring** – For the 2011-2012 school year, 33 districts have been selected to participate in the self-monitoring process. An additional eight districts will receive an on-site visitation. Three large districts will also be monitored on-site by a team of staff from the state Title I office. The list of 44 districts that will be monitored this year along with the Title I contact person who is assigned and will review each district's submission can be accessed at www.dpi.state.nd.us/title1/targeted/resources/monitor/index.shtm on the Title I website.

*Please **do not** submit your monitoring information at this time as information in the monitoring guides changes from year to year and the guides are currently being updated.* These selected districts can expect to receive detailed correspondence from the state Title I office in the near future outlining 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.

- **Program Improvement** – Districts and schools that have been identified for program improvement must address specific requirements each year. Some monitoring of schools and districts in program improvement will be conducted this year, particularly with regards to the supplemental educational services (SES) process.
- **Aide/Paraprofessional Requirements** – Staff in the state Title I office will be monitoring and reviewing the PER02 report for compliance with the Title I aide/paraprofessional requirements during the 2011-2012 school year.
- **Adequately Yearly Progress (AYP)** – Schools will be randomly selected to submit correspondence and supporting documentation of their AYP report disseminated to parents.
- **Parents' Right to Know Clause** – Schools will be randomly selected to submit documentation of the information they have disseminated to parents to meet the Parents' Right to Know requirements.

Title I Fall Mailing

Title I personnel and authorized representatives recently received the annual Title I fall mailing via email. This mailing contained a wealth of information on issues concerning Title I. A few items we would like to highlight are listed below.

- Registration information for the 2011 Title I, Special Education, and 21st CCLC Fall Conference in October
- Dissemination requirements for Title I
- Process for monitoring Title I programs for the 2011-2012 school year
- Information on the Title I Distinguished Schools Recognition Program

We encourage you to review this information carefully, as it is pertinent to your Title I programming. The fall mailing is also posted online at www.dpi.state.nd.us/title1/correspondence.shtm.



Special Education Administration

by: Alison Dollar, North Dakota Director of Special Education

I recently read a statement that basically stated we can, too easily, develop “tunnel vision” from being overly concerned with data collections, standards, and measurements. I thought about that statement for some time, and about how true that is. In our office, we are required to collect, analyze, and submit data annually. In our classrooms data is being collected daily, monthly, and annually. Often we talk about the pendulum swinging between quantitative to qualitative collections. We are well into the quantitative side now and while the data collected certainly offers valuable information, “tunnel vision” could become an unwanted side-effect.

Every year the U.S. Department of Education (USDE), Office of Special Education Programs (OSEP), place states in four levels based on results of our annual reports. This year, North Dakota was placed in the Needs Assistance level. This is the second of four possible levels: Meets Requirements, Needs Assistance, Needs Intervention, and Needs Substantial Intervention. Although the members of OSEP could see that North Dakota special education services had improved from previous years and that we met the targets reviewed, we were placed in Needs Assistance. The reason we did not state that we reviewed current data to verify corrections of noncompliance. Instead, we stated that we reviewed the current files of the students to verify correction. This was a lesson well learned. Could it also be considered “tunnel vision”?

Let us all remember – especially while you are busy in your day, teaching students, collecting data, etc., – each data point, each number, is a child. Every child deserves 100% effort. I would like to thank you for all you do and extend our appreciation for the continuous improvements achieved in North Dakota.

RTI Training Dates to Remember

Response to Intervention (RTI) Training Cohorts Begins in October

The North Dakota Department of Public Instruction (NDDPI) announces enrollment for Response to Intervention (RTI) Training for the 2011-2012 school year. If your school previously enrolled, but due to complications, did not complete the first year and would like to begin the process anew, we welcome your participation. There will be Western North Dakota training in Mandan and we are making arrangements for a Minot site.

Currently Scheduled RTI West Training Dates (Mandan Seven Seas):

- Monday, October 17, 2011
- Monday, December 12, 2011
- Thursday, February 16, 2012
- Thursday, April 12, 2012

Please contact LaDawn Eisenbeis at lreisenbeis@nd.gov or (701) 328-2277 for an application form.

We are currently planning a Minot RTI Cohort to begin in October as well. For more information on the Minot location and dates, please contact Darlene Pullen at Mid-Dakota Education Cooperative at darlene.pullen@minot.k12.nd.us or (701) 833-8079.



Gearing Up for Kindergarten Program

In the NDDPI bill, SB 2150, from the 62nd (2011) North Dakota Legislative Session, there are flow-through funds to NDSU Extension Service to help the Gearing Up for Kindergarten Program in the amount of \$500,000.

The NDSU Extension Service held two trainings in August to provide additional information on the Gearing Up for Kindergarten Program.

The state Title I office participated in these two training sessions. The handouts distributed at the trainings can be found online at www.dpi.state.nd.us/title1/earlychild/index.shtm. The handouts specifically outline funding sources available to help support the Gearing Up for Kindergarten Program. There will be a session on the Gearing Up for Kindergarten Program at the 2011 North Dakota Title I, Special Education, and 21st CCLC Fall Conference. In addition, the NDSU Extension Service is going to be sponsoring a third training in October 2011 in Jamestown, ND. Plan to attend the training if you are interested in applying for funds to implement the program during the 2011-2012 school year.

Reallocated Title I Funds

For Title I purposes, schools are only allowed to carry over a certain percentage of funds based on the allocation amount. Excess Title I funds are then reallocated to districts that can demonstrate a need for additional funds, based on criteria established by the department.

Reallocated Title I funds are available to school districts that would like to add to their Title I program, but need additional funds to accomplish their plan. The funds must supplement the district's current Title I budget. Any expense that has already been obligated cannot be requested again with reallocated funds. Therefore, you cannot request reallocated funds to pay salary for a Title I teacher if the district or other federal funds have already been obligated to cover the expense.

Unfortunately, we have an extremely small amount of reallocated funds to distribute this year because the USDE allowed all districts having excess funds in the 2010-2011 school year to apply for a carryover waiver due to the influx of ARRA funding. The estimated amount of funds available to reallocate for this year is only \$30,000. The state Title I office will be giving priority to districts requesting to use reallocated funds for a Title I summer school program in June 2012. Again, because the funding is so minimal, the grant range will be between \$2,000 to \$5,000 per district. Within the next two weeks we will be finalizing the amount of funds available and will distribute information regarding the process to follow to apply for reallocated funds.

Important Reminder on NDCC 15.1-06-06(3)

A reminder to all schools in fulfilling the requirements of NDCC 15.1-06-06 (3) on September 10, 2011 and September 25, 2011, the Superintendent of Public Instruction shall provide to each school principal, school district superintendent, and school board member, electronic notification that the compliance report is due on the October 1, 2011.

Make sure you have completed your Annual Compliance Report and submit it by 5:00 pm (CDT) on October 1, 2011. If you have any questions regarding this report, please contact Linda Paluck at lpaluck@nd.gov or (701) 328-1718.



Update on Title I ARRA Funding

District administrators are reminded of the upcoming deadline for spending the federal Title I ARRA funds. There are quite a few districts that have a significant amount of Title I ARRA funds remaining.

The Title I ARRA funds must be both obligated and spent by September 30, 2011. **Districts may not incur any expenses or provide services past the September 30, 2011 deadline.** The ARRA funds cannot be used for any activity that will occur after September 30, 2011.

There are a number of pending ARRA budget revisions on the STARS. In many of these revisions, districts are requesting to use the funds past September 30, 2011. For example, districts are requesting to pay contracts. Contracts cannot be prepaid with federal funds. If the activity or service in the contract will occur after September 30, 2011, then the district cannot use the Title I ARRA funds to pay for this contracted service.

In speaking with the USDE personnel, we once again asked if there is any possibility that the September 30, 2011 deadline will be extended. USDE personnel did confirm that conversations are being held to discuss the possibility of extending the deadline. **However, they strongly reiterated that each state is to stress the importance of spending the funds by September 30, 2011, and that there is no guarantee that an extension will be provided.** It is possible for the USDE decision to not be made or announced until the eleventh hour of the September 30, 2011 deadline. It is each district's decision whether or not they want to run this risk in waiting for an announcement, either supporting or denying an extension.

Therefore, districts have two options on how to proceed with regard to the Title I ARRA funds at the present time.

Option One – Districts can hope that the USDE does decide to extend the deadline to spend the Title I ARRA funds. If the USDE provides an option for states to apply for a waiver, North Dakota will pursue the flexibility. It is unknown how long of an extension would be granted; however, we believe that it could possibly go through September 30, 2012. In this case, districts could do a budget revision to obligate and spend the funds through September 30, 2012. If districts select this option, they could leave their current budget revision pending until a decision is made. Please understand if the USDE announces that it will not be granting an extension, districts that choose this option run the risk of returning all unspent funds.

Option Two – Districts would proceed with the understanding that a waiver extension will not be provided. In this case, districts only have three weeks to spend the ARRA funds (until September 30, 2011). Any districts that have a pending budget revision with a contract or other unallowable activity can request that the department open up the current budget revision on STARS so that it can be revised. The district must ensure that all requested activities will occur on or before September 30, 2011 and all funds will be spent by September 30, 2011.

If you have any questions regarding the issues outlined, please communicate with your Title I contact person, Mary Neigum at mneigum@nd.gov or (701) 328-2281, or Laurie Matzke at lmatzke@nd.gov or (701) 328-2284. You can find your district's Title I contact person at www.dpi.state.nd.us/title1/require/list.pdf on our website.



IDEA Update

As the new school year begins, two new modules have been completed over the summer and posted to the Special Education website. These modules contain information related to Vision Loss and the Interagency Program for Assistive Technology (IPAT). These modules provide general information for families, students, teachers, administrators, and educational personnel on two topics related to the IDEA. Click on the Teacher Information button on the Special Education homepage to locate these new additions.

Paul Olson, of the North Dakota School for the Blind and Vision Services, provides current information in a positive manner to viewers in his module, Introduction to Vision Loss. For the first time, parents and educational personnel who may have a student with a visual impairment will benefit from the background information and educational considerations discussed in this module. This module describes common conditions, like near and far sightedness, strabismus (crossed eyes), and developmental milestones for vision. Paul also describes the three leading causes of childhood visual impairments.

Jeannie Krull, of IPAT, describes in her module services and programs that are available to assist parents in obtaining needed Assistive Technology (AT) for their student or other family members. She introduces IPAT's new Pedaling for Possibilities (P4P) fundraiser which is based on Bismarck's Great American Bike Race. The monies raised during P4P will be used to purchase AT not covered by insurance or other funding sources for children and adults with disabilities. Other venues Jeannie discusses include the Swap 'n' Shop which provides assistance to families to recycle AT that is no longer needed or locate AT that is gently used.

Another potential source of assistance for parents and teachers was listed recently in LRP's Special Education Connection. The First Hand Foundation helps children with health-related needs when insurance and other financial resources have been exhausted. The grant application period is ongoing and financial guidelines do apply. The grants range from \$500 – \$2,500 and can be used for Treatment: clinical procedures, medicine, therapy, prosthesis, etc; Equipment: wheelchairs, assistive technology equipment, care devices, hearing aids, etc; Displacement: lodging, food, gas, parking, and transportation for families of seriously ill children who must travel during treatment; Vehicle Modifications: lifts, ramps, and transfer boards. Contact information: First Hand Foundation, 2800 Rockcreek Pkwy., Kansas City, MO 64117, (816) 201-1569.

Monthly Featured Articles

Teachers Involve Parents in Schoolwork

Researchers and educators designed, implemented, and tested a partnership process called Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework. With TIPS, any teacher can regularly keep more families informed and involved in their children's learning and help more students complete their homework. TIPS Interactive Homework is part of a comprehensive program of school, family, and community partnerships and is an example of a Type 4 – Learning at Home activity.

TIPS features homework assignments that require students to talk to someone at home about something interesting that they are learning in class. TIPS helps solve some important problems with homework:

- TIPS helps all families become involved, not just the few who know how to discuss math, science, or other subjects.
- TIPS makes homework the student's responsibility and does not ask parents to "teach" subjects or skills that they are not prepared to teach.
- TIPS asks students to share and enjoy their work, ideas, and progress with their families.
- TIPS allows families to comment and request other information from teachers in a section for home-to-school communication.

With TIPS, homework becomes a three-way partnership involving students, families, and teachers at the elementary, middle, or high school levels. Families immediately recognize and appreciate the efforts of teachers to keep them informed and involved. TIPS activities keep school on the agenda at home so that children know that their families believe schoolwork is important and worth talking about. Students need as much guidance as parents about how to keep their families aware of and involved in the work they do in school. Over time, as TIPS activities are used each year, students get the idea that their teachers want their families to know about what they are learning in class.

Goals for TIPS Interactive Homework

- Build students' confidence by requiring them to show their work, share ideas, gather reactions, interview parents, or conduct other interactions with a family partner.
- Link schoolwork with real-life situations.
- Help parents understand more about what their children are learning in school.
- Encourage parents and children to talk regularly about schoolwork and progress.
- Enable parents and teachers to frequently communicate about children's work, progress, or problems.

Why Does the TIPS Process Work?

- Can be used with any text or curriculum.
- Helps teachers organize homework into manageable, focused segments.
- Emphasizes connections between school and home.
- Involves the child as an active learner and guides students to share and demonstrate their skills to show parents what they are learning.
- Offers opportunities to link homework to the real world experiences of children and families.
- Provides families with the information they ask for on how to help at home each year.
- Emphasizes mastery of basic and advanced skills.

How Do You Develop and Implement TIPS Homework?

Teachers may develop a TIPS program in seven steps:

1. Select the subject(s) for TIPS interactive homework

The faculty should discuss the subjects and grade levels for which the TIPS process will be used. A team of teachers should be identified for each TIPS subject and grade level.

2. Select one skill for each week for the TIPS assignments

The team of TIPS teachers should examine the sequence of skills that are taught in each unit throughout the school year. Teachers should identify one skill or learning objective each week that will promote enjoyable and useful student-parent interactions. These will be the topics for the TIPS interactive homework assignments.

3. Adapt and develop TIPS activities to match the curriculum

Teachers should work together during the summer months to examine existing TIPS manuals and prototype activities. Teachers must decide which of the available TIPS assignments will be useful for the skills they teach, or they must design new interactive homework to match the learning objectives in their curricula.

4. Orient students and families to the TIPS interactive homework process

Teachers must explain the TIPS process and purposes to students and to their parents or other family partners. This may be done in letters to the home, discussions with students in class, presentations at parent meetings, and in other ways. A sample letter is available at www.csos.jhu.edu/p2000/tips/tips_download_pdf/Sample_TIPS_Letter_2-07.pdf. Special attention is needed to inform and involve parents with limited reading proficiency or who speak languages other than English at home. Students need to know that on TIPS assignments they are expected to show, share, and talk about their work with a family partner.

5. Assign TIPS on a regular, family-friendly schedule

Teachers assign TIPS activities to students weekly or every other week on a regular schedule. Teachers may give students a few days or a weekend to complete each assignment to allow time for students to work with a family partner.

6. Evaluate student work and respond to family questions

Teachers grade and comment on TIPS activities just as they would any other homework assignment. Teachers also respond to questions families write in the Home-to-School Communication section to encourage open channels of communication about students' needs and progress.

7. Revise and improve activities as needed

Teachers note any problems with particular sections of assignments throughout the year and revise activities or develop new activities as needed.

The Importance of Teacher Collaboration in the TIPS Process

One way to develop TIPS is for a school or district to provide salaries for teams of teachers from each grade level to work together during the summer months. Support is needed for each teacher for two to four weeks to develop, edit, and produce the TIPS homework that will be used throughout the school year.

TIPS homework must be enjoyable as well as challenging for students. This takes careful thinking about the design of homework and about how to build in students' communications with parents or other family members. It helps for two or more teachers to work together discussing, writing, and editing their ideas. It also helps if this work is guided by a curriculum supervisor, department chair, assistant principal, master or lead teacher, school-family coordinator, or other individual who understands good curricular designs and who will guide the development and implementation of TIPS.

Once tested, TIPS homework designs may be shared with other teachers who follow the same curriculum objectives. If teachers save the activities on a computer, they may be easily shared and adapted by other teachers. Support for a few teachers in the summer, then, yields materials that can be used or adapted by many teachers for many years. The TIPS process is very cost effective.

From: Epstein, J. L., et al., (2002). *School, family, and community partnerships: Your handbook for action, second edition*. Chapter 8, pp. 300-301. Thousand Oaks, CA: Corwin Press.

References

1. Epstein, J. L., Salinas, K. C., & Van Voorhis, F. L. (2001). *Teachers Involve Parents in Schoolwork (TIPS) Manuals*. Baltimore, MD: Center on School, Family, and Community Partnerships, Johns Hopkins University. Separate manuals for the elementary and middle grades include details on how to develop and implement a TIPS Interactive Homework Program.
2. Van Voorhis, F. L. & Epstein, J. L. (2002). *Teachers Involve Parents in Schoolwork: Interactive Homework CD*. Baltimore: Center on School, Family, and Community Partnerships, Johns Hopkins University. Includes 500 prototype assignments in math (grades K-5 and middle grades review), and language arts and science (grades 6-8).
3. National Network of Partnership Schools: TIPS at <http://www.csos.jhu.edu/p2000/tips/index.htm>

High Schools Also Use Tiered Interventions

As many of you know, the framework of RTI is potentially powerful in organizing, allocating, and evaluating educational resources to meet the educational needs of all students to prevent long-term school failure. However, much of our knowledge is based on implementation experience at the elementary level and very little evidence exists at higher grade levels. There are researchers examining strategies at these levels, but they are preliminary. In the meantime, what stakeholders have to use to guide their planning are current schools that have already ventured ahead into the process.

In a collaborative project, three federally funded technical assistance centers worked on what they called the High School Tiered Interventions Initiative (HSTII). This project provides a summary of lessons learned so far in implementation of tiered interventions at the high school level. The report is divided into three parts including: a description of RTI, the application of RTI at eight visited schools, and a highlight of contextual factors that are unique to high schools.

We won't discuss the description of RTI with the assumption most of you are aware of the basics. When putting this tiered approach to work at the high school level, it is assumed those same basics of essential components will be implemented. The actual strategies of implementation may vary depending on each school's culture, structure and organization.

Schools begin by examining what they desire their scope and focus to be of their intervention framework. In doing this it is important to keep in mind the school's culture. This could describe a school as one that is resistant to change or embraces innovation. Most schools focus on ninth /tenth grade English and/or math. Once this scope and focus is determined the school develops the essential components for tiered interventions.

Tier I includes the development of high-quality, evidence-based core instruction provided to all students. In the elementary schools there is an abundance of research to guide this process, but at the high school level you don't see evidence-based biology instruction. High schools need to use alignment with state standards, research-based instructional strategies such as scaffolding, differentiated instruction, and ongoing formative assessments, and embedded literacy strategies (e.g., use of graphic organizers, summarization strategies, responsive writing, individual conferencing) in all content areas.

Universal screenings at the high school level have been utilized primarily at the end of the eighth grade to determine placement in the appropriate intervention level and sometimes again the beginning of ninth grade to confirm placement. Another method of placement was identifying students by those who failed one or more English or algebra classes.

Progress monitoring varied among the high schools in the visited schools, but included diagnostic measures, curriculum-based measures, class grades, class quizzes and tests, and graduation tests.

Tiered interventions were provided at different times throughout the school day. Some were provided during a separate class period, in place of elective classes and scheduled for the entire semester. This does not provide the fluidity or flexibility of other scheduling options. Other options would be other scheduled times such as co-lab times, seminars, and study halls. The other issue that arises with the schedule is offering and receiving proper course credit. Having the intervention time scheduled for the entire semester, the student can receive credit toward graduation.

Data-based decision making is necessary to determine if an intervention has been successful or if additional, more intensive, intervention is necessary. These types of meetings require scheduling of staff and buy-in or cooperation as well. One of the differences in the high school is that the student can be involved in the problem-solving process and give their input to the interventions.

The schools visited by the HSTII researchers found several common factors to support the implementation of a tiered intervention framework at the high school level. These factors included leadership - including a team of administrators, content-level leads, specialists, and purpose driven stakeholders; intervention providers – staff need to build consensus on who will provide interventions and they need preparation and training to do so; professional development/coaching – professional development and coaching must be ongoing after implementation at all tier levels and to all staff for their roles; evaluation - data collection and linking that data to the framework to see what works, when, how and for whom?

Of course there will be challenges as there generally is with something new. The schools faced a few common challenges including: building staff capacity - recognizing the need for change and embracing the framework; scheduling - complexity of scheduling, the key was to recognize the challenge and be creative and flexible; resources - at first this seems limited, but it is possible to leverage resources and prioritize; fidelity - lack of tools available to assess fidelity.

This is a summary of information the HSTII team learned from eight schools across the country. If you would like to see their entire document and read about the eight schools, you can find the full document at:

www.centeroninstruction.org/files/Tiered%20Intventions%20in%20High%20Schools.PDF. There are also webinars available to view and further information on the Center on Instruction website. National High School Center, National Center on Response to Intervention, and Center on Instruction. (2010). *Tiered interventions in high schools: Using preliminary "lessons learned" to guide ongoing discussion*. Washington, DC: American Institutes for Research.

Upcoming Events

- × **2011 Title I, Special Education, and 21st CCLC Fall Conference**
October 5-7, 2011 at the Bismarck Civic Center in Bismarck, ND
 More information can be found at www.dpi.state.nd.us/title1/events.shtm
- × **2012 National Title I Conference: Soaring to Excellence**
January 21-24, 2012 in Seattle, WA
 Registration can be found at www.nationaltitleiassociation.org/page/T12Conference
- × **NDRA Spring Reading Conference 2012**
April 19-21, 2012 in Dickinson, ND
 Discovering Literacy on the Western Edge hosted by the Badlands Reading Council
 For more information go to www.ndreadon.com/
- × **NCTM 2012 Annual Meeting**
April 25-28, 2012 in Philadelphia, PA
 More information will be posted as details are available
- × **IRA 57th Annual Convention**
April 29, 2012 – May 3, 2012 in Chicago, IL
 More information will be posted as details are available



Title I To Do List

Administrators

- Register for Fall Conference, Deadline September 28, 2011
- Submit Title I ARRA Quarterly Report, due September 29, 2011

Targeted Assistance Teachers

- Register for Fall Conference, Deadline September 28, 2011
- Determine caseload, instructional practices, student eligibility
- Finalize student selection
- Conduct Annual Parent Meeting

Schoolwide Teams

- Register for the Fall Conference, Deadline September 28, 2011
- Conduct a comprehensive needs assessment, identify schoolwide goals/objectives, and share information with all stakeholders
- Align professional development with goals, objectives, and reform strategies
- Conduct regularly scheduled team meetings and study group sessions
- Conduct Annual Parent Meeting

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