



North Dakota Department of Public Instruction
Title I and Special Education

TEAM NEWS

(Together Everyone Achieves More)

February 2013

Kirsten Baesler, State Superintendent, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440

In this issue...

- **Title I Eligibility and Aggregate Unit Information Released for 2013-2014**
- **Directors' Reports**
- **North Dakota Title I Distinguished Schools Honored**
- **Proposed Accreditation and School Improvement Legislation**
- **21st Century Community Learning Centers Grant Competition**
- **The National Dropout Prevention Center for Students with Disabilities**
- **2013 Fall Conference Math and Reading Make and Take-It Session – Looking for Presenters**
- **IDEA Update**
- **Monthly Featured Articles**
 - ✦ **North Dakota Vision Services /School for the Blind**
 - ✦ **World Education Games**
 - ✦ **The Use of Rewards and Incentives**
- **N&D Update**
- **Upcoming Events**
- **Title I To Do List**
- **ELL Reminders**
- **Title I and Special Education Staff**

Title I Eligibility and Aggregate Unit Information Released for 2013-2014

In February of each year, the North Dakota Department of Public Instruction (NDDPI) determines eligibility status for Title I funding for the subsequent school year.

Eligibility for a Title I grant requires a district to have a minimum formula count of ten units. The formula count must exceed 2% of the district's age 5-17 population. The formula count is a weighted unit consisting of 15.5% of the census poor count, 15.5% of the foster child count, 46% of the eligible free meal count, and 23% of the eligible reduced meal count.

The census poor count is the count of children ages 5-17 who were reported below poverty on the updated federal census. The foster child count is a count of children ages 5-17 living in foster homes during October 2012. The free meal count is a count of children eligible for free meals. The reduced meal count is a count of children eligible for reduced meal prices. A child must have an approved free or reduced meal application on file in their school district office in October 2012 to be counted. The department's Child Nutrition and Food Distribution unit verifies the free and reduced meal counts. If the total weighted unit drops below ten, the district does not meet the eligibility requirement and the subsequent year's Title I grant would be zero.

After eligibility has been determined, we can then use each district's aggregate units for funding purposes. In reviewing the data for the 2013-2014 school year, the aggregate units have decreased for many districts. This is going to cause a decrease in Title I funding for many districts. In addition, we will most likely see an additional decrease in Title I funding due to sequestration.

The state Title I office will be sending correspondence to all Title I authorized representatives informing them of the status of their aggregate units within the next week. Each district will receive a chart comparing last year's aggregate units to the current totals. The information provided in the chart can be used to gauge any potential changes in your district Title I allocation for the 2013-2014 school year until the estimated allocations have been released.

Directors' Reports

Early Childhood Education

By: Laurie Matzke, North Dakota Director of Title I

For those of us who so strongly support early childhood education, it is an exciting time to work in education. There are many initiatives being put into place to provide further resources and support for early childhood education. Some of these initiatives include:

- The U.S. Department of Education (USDE) recently created an Office of Early Learning to coordinate early learning programs at the federal level. This move truly confirms their commitment to continue to support early learning initiatives in the future in order to promote services for young children.
- President Obama, in his 2013 State of the Union Address, discussed the importance of early childhood education. The President recently outlined a series of proposals to strengthen early learning. In one proposal, Preschool for All, the USDE would allocate dollars to states based on their share of four-year olds from low and moderate income families to support prekindergarten programming.
- In North Dakota, there has been significant progress made in setting the ground work for preschool programming. The department has an early childhood education framework that will be formally reviewed against the department's protocol for developing standards. We are working with the Information Technology Department (ITD), as part of the Governor's Early Childhood Council, on a possible data system that would be connected to the Statewide Longitudinal Data System (SLDS). In addition, the NDDPI recently created a new Early Childhood Education website. To view, log on to the department's website at www.dpi.state.nd.us/index.shtm. The link to the early childhood education site is on the Department of Public Instruction home page listed under Critical Information.
- The NDDPI is currently tracking two early childhood education bills that would impact North Dakota school districts. HB 1429 would revise current language in North Dakota Century Code to allow districts to use their local funds to support early childhood education, with school board approval. SB 2229 would also revise the same language in North Dakota Century Code, as well as provide the department with an appropriation to offer early childhood education grants to North Dakota school districts. HB 1429 passed the House Floor on February 18, 2013, and is now in the Senate; SB 2229 passed the Senate Floor on February 26, 2013, and will be forwarded to the House for review.
- One critical issue at hand is bridging or connecting early childhood education statewide. It is important for all partners to communicate and work together. HB 1356 was significantly revised and turned into a study to delve deeper into this issue. The bill has passed the House Floor and will move to the Senate. If passed, this bill would hold NDDPI responsible for conducting a comprehensive statewide study of current early childhood education initiatives within the state for the purpose of aligning early childhood education across the state.



The State of North Dakota, like numerous other states, spends a significant amount of time and money remediating students in middle and high school as well as requiring remedial courses in college. Many would argue that it is much more efficient and cost effective to focus our efforts on the front end by offering quality early childhood education when children are most enthusiastic and ready to learn.

Extracurricular Athletic Activities Benefits to Students with Disabilities

By Gerry Teevens, North Dakota Director of Special Education

The United States Government Accountability Office (GAO) recently published a report which emphasized that access to, and participation in, extracurricular athletic activities provide important health and social benefits to all students, particularly those with disabilities. In the report, the GAO recommended that the USDE clarify and communicate school district responsibilities under Section 504 of the Rehabilitation Act of 1973 regarding the provision of extracurricular athletics. This recommendation was an effort by the GAO to ensure that students with disabilities consistently have opportunities to participate in extracurricular athletics equal to those of other students. Accordingly, on January 24, 2013, the USDE's Office for Civil Rights (OCR) issued guidance clarifying and detailing school districts' legal obligations to provide students with disabilities equal access to athletic activities. This guidance can be found at www2.ed.gov/about/offices/list/ocr/whatsnew.html. A summary of the guidance document has been provided below.



A school district is required to provide a qualified student with a disability an opportunity to benefit from the school district's program equal to that of students without disabilities. The law does not require that a student with a disability be allowed to participate in any selective or competitive program offered by the school district, so long as selection and competition criteria are not discriminatory. School districts may require a level of skill or ability of a student in order for that student to participate.

The school district must make reasonable modifications and provide those aids and services that are necessary to ensure an equal opportunity to participate, unless the school district can show that doing so would be a fundamental alteration to its program. If a specific modification would constitute a fundamental alteration, the school district would still be required to determine if other modifications might be available to permit the student's participation.

The guidance document provides examples of reasonable modifications that schools may be required to make to existing policies, practices, or procedures.

- The waiver of a rule requiring the "two-hand touch" to finish in swim events so that a one-armed swimmer with the required ability can participate at swim meets.
- The allowance of a visual cue alongside a starter pistol to allow a student with a hearing impairment who is fast enough to qualify for the track team the opportunity to compete.

When the interests and abilities of some students with disabilities cannot be fully and effectively met by the school district's existing extracurricular athletic program, the school district should create additional opportunities for those students with disabilities. School districts should be flexible as they develop programs that consider unmet interests of students with disabilities.

An increasing number of school districts are creating disability specific teams for sports such as wheelchair tennis or wheelchair basketball. When the number of students with disabilities at an individual school is insufficient to form a team, school districts may develop district-wide or region-wide teams. The OCR encourages school districts in coordination with students, families, community and advocacy organizations, and athletic organizations to support these and other creative ways of expanding such opportunities for students with disabilities.

The Office of Special Education and Rehabilitative Services issued a document dated August 2011, which includes suggestions on ways to increase opportunities for children with disabilities to participate in physical education and athletic activities. This document, *Creating Equal Opportunities for Children and Youth with Disabilities to Participate in Physical Education and Extracurricular Athletics*, is available at www2.ed.gov/policy/speced/guid/idea/equal-pe.pdf.

In conclusion, the key message of the OCR guidance document is that a qualified student with a disability who would be able to participate in the school district's existing athletics program, with or without reasonable modifications or the provision of aids and services that would not fundamentally alter the program, may neither be denied that opportunity nor be limited to opportunities to participate in athletic activities that are separate or different. (34 C.F.R. §104.37 (c)(2))

Participation in sports can provide all students with social and health benefits. These include improved teamwork, leadership skills, socialization skills, and fitness.

According to Education Secretary Arne Duncan "Sports can provide invaluable lessons in discipline, selflessness, passion, and courage, and this guidance will help schools ensure that students with disabilities have an equal opportunity to benefit from the life lessons they learn on the playing field or on the court."

North Dakota Title I Distinguished Schools Honored

Lincoln Elementary School and Beach High School both of the Beach Public School District were named the recipients of the 2012 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



Lincoln Elementary School was selected for their exceptional student performance for two or more consecutive years and Beach High school was selected for closing the achievement gap between student groups.

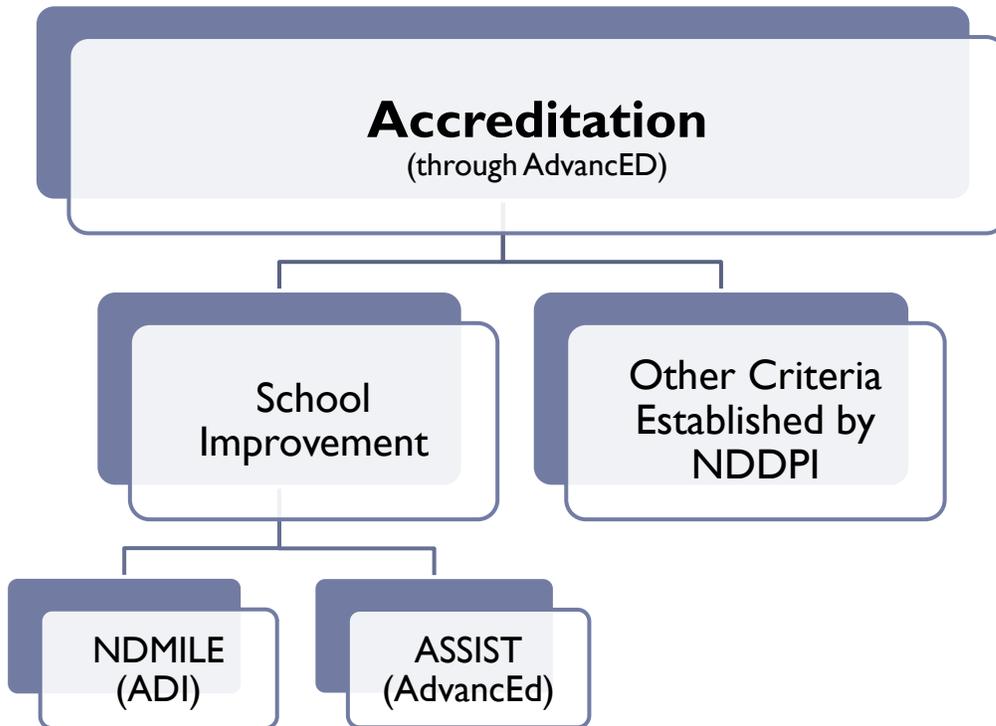
The Beach schools were honored with other states' Distinguished Schools at a recognition celebration at the National Title I Conference in Nashville, Tennessee on January 21, 2013. Congratulations to Lincoln Elementary School and Beach High School for their great achievement and a job well done!

Proposed Accreditation and School Improvement Legislation

The purpose of this article is to help clarify and provide a better understanding of the proposed processes for school improvement and how each relates to accreditation for schools and districts in North Dakota. Superintendent Kirsten Baesler has recently provided updated information on the NDDPI’s plans for school improvement and accreditation. The department is requesting state funding through the North Dakota Legislature to pay for AdvancED/NCA for all North Dakota districts so that North Dakota can be statewide accredited. Accreditation requirements change from state to state, but overall, accreditation is a set of research-based standards and protocols for evaluating an institution’s organizational effectiveness. Typically, school improvement processes are one element of accreditation. For North Dakota’s proposed school improvement portion of accreditation, schools will be able to select from **ASSIST** (Adaptive System of School Improvement Support Tools) through AdvancED or the **NDMILE** tool (North Dakota Moving to Improve Learning for Everyone) through the Academic Development Institute (ADI).

Since there appears to be some confusion in the field, we would like to take this opportunity to clarify accreditation and school improvement. If we are successful in securing funds for statewide accreditation, all North Dakota schools will use AdvancED/NCA for their accreditation tool. As illustrated below, school improvement is one component of accreditation. Schools will have their choice between using the ASSIST or the NDMILE tool for school improvement.

The chart below illustrates an example of accreditation with the proposed school improvement models:



AdvancED accreditation examines the whole institution—the programs, the cultural context, the community of stakeholders—to determine how well the parts work together to meet the needs of students. The AdvancED process uses diagnostic tools, surveys, and other continuous improvement tools that are managed through the web-based ASSIST platform. One of North Dakota’s established criteria making up accreditation is school improvement. School improvement stems from accreditation and is the process by which a school works together continuously to review and evaluate practices and activities that lead to improved student learning.

In North Dakota's proposal, there will be two options for school improvement, ASSIST or NDMILE. Both are web-based tools that guide schools toward the implementation of research based practices. It is important to remember that whatever process is used, the whole school must be engaged in the discussions, and is accountable for the results.

The goal is to offer schools a choice to select the school improvement tool that best fits their individual school's needs. The NDDPI staff will work together for a smooth, streamlined process that works for all North Dakota schools and districts.

Once we know if the North Dakota Legislature is going to fund accreditation and when new information becomes available, we will keep district and school personnel informed and updated on any decisions that are made regarding this topic.

For questions or concerns, please contact one of the following department staff:

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21st Century Community Learning Centers Grant Competition

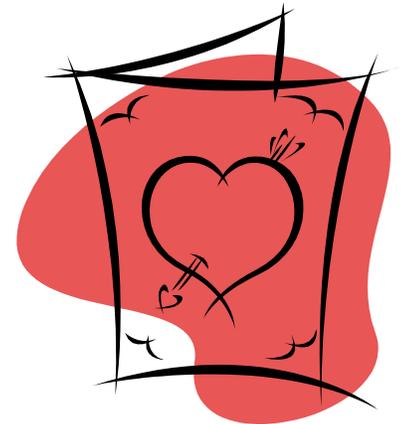
The NDDPI is accepting applications for a 3-year 21st Century Community Learning Centers (21st CCLC) grant from school districts, REAs, consortiums, non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The program's purpose is to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular education program. 21st CCLC grants are awarded on a competitive basis, contingent on the availability of funds.

Eligible applicants are those who meet one of the following requirements:

1. Serve students (and the families of those students) that attend schools that have 40% or greater free and reduced lunch.
2. Serve students that attend schools operating as Title I schoolwide.

The NDDPI will be hosting four 21st CCLC Bidder's Workshops for all eligible and interested entities to learn more about the 21st CCLC program and the application process. Dates, times, and locations are listed below:

- Bismarck – March 4, 2013
Comfort Inn – 1030 E Interstate Ave
- Minot – March 5, 2013
Sleep Inn – 2400 10th Street SW
- Grand Forks – March 6, 2013
Ramada – 1205 N 43rd St
- Fargo – March 7, 2013
Hilton Garden Inn – 4351 17th Ave S



Online registration for the conference can be found at www.surveymonkey.com/s/RPY9KV5.

For more information, please contact Candy Tollefson at (701) 328-2272 or ctollefson@nd.gov or go to our website at www.dpi.state.nd.us/21stCent/index.shtm.

The National Dropout Prevention Center for Students with Disabilities

High dropout rates among youth with disabilities are a serious national concern. In response to this concern, the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) was established in 2004 by the Office of Special Education Programs (OSEP) to assist in building states' capacity to increase school completion rates for students with disabilities. The goal of this center is to provide high quality, evidence-based technical assistance to help states build and implement sustainable programs and best practices that will yield positive results in dropout prevention, reentry, and school completion for students with disabilities. The center, located at Clemson University, is part of OSEP's Technical Assistance and Dissemination (TA&D) Network that provides information and technical assistance to states, local schools, educational professionals, policymakers, and families.

Who's dropping out, why, and what can be done are questions that schools struggle daily to answer. Similarly, states grapple with how to build capacity to provide guidance and assistance to schools around the issue of school completion. To facilitate these answers, NDPC-SD continually engage in a series of multidimensional knowledge synthesis, technical assistance, and dissemination activities with multiple stakeholders to assist youth with disabilities to stay in school, progress in school, and complete school.

Knowledge development activities that result in the identification of effective dropout prevention interventions and educational reentry programs targeted for students with disabilities serve as the "core" or nucleus of the center's work. All of the center's other major activities (e.g., technical assistance, collaboration, and dissemination) stem from this major enterprise. NDPC-SD is committed to providing technical assistance to support states in building capacity to design, select, and implement effective, evidence-based interventions and programs to address dropout among students with disabilities.



The NDPC-SD employs various strategies to transfer knowledge and to support systems change and capacity building. These include direct consultation in designing state-level initiatives based on state-identified needs, product and document reviews, technical assistance, professional development institutes, and Web-based resources. Each month, TEAM News will be featuring a resource offered by the NDPC-SD. The updates will be titled NDPC-SD Updates. Stay tuned for this exciting addition to TEAM News scheduled to start in March 2013.

2013 Fall Conference Math and Reading Make and Take-It Session – Looking for Presenters

We are busy planning for the 2013 Title I, Special Education, and 21st CCLC Fall Conference and are currently looking for educators or a team of educators to conduct a math or reading Make and Take-It Session. Anyone interested should provide a detailed lesson plan containing several examples of activities or games that can be easily replicated and are grounded in scientifically-based research strategies.

Presenters will be paid a stipend for their presentation and travel expenses while presenting at the conference. Please send your proposal to Patty Carmichael at pcarmichael@nd.gov if you are interested. If you have questions, please contact Patty at (701) 328-3264. The deadline for submitting the plan proposals for the Make and Take-It Session is May 24, 2013.



IDEA Update

The 2013 Secondary Transition and Parent Involvement Conference will offer participants an exciting set of keynote addresses and breakout sessions dealing with many issues related to the transition process. This year's conference theme, Bridges to the Future, reminds participants of the need to develop strong partnerships between all individuals who support students with disabilities to assist them in achieving their independence and employment goals. The conference will be held April 11-13, 2013 at the Seven Seas Hotel in Mandan, North Dakota.

A short biography of each of the keynote speakers follows:

When her daughter Anna was born with Down syndrome, **Terri Couwenhoven** found a reason to merge her expertise in the area of sexuality with her interest and passion for supporting individuals with cognitive disabilities. During her early career as a Community Educator for Planned Parenthood of Wisconsin, she designed and implemented sexuality programs for diverse audiences (including people with intellectual disabilities), an experience in which she discovered how much she enjoyed working with this population. Demands for materials and programs for parents, professionals, and individuals with cognitive disabilities in this area led her to form her company TC Services. She is the author of books written for boys and girls with intellectual disabilities on issues related to puberty and a guide for parents, teachers, and other support personnel on this topic.

Eileen Forlenza established the *Center of Causal Leadership*, an organization committed to developing the advocacy and leadership skills of families. Her training blends her experiences as a parent of an adult daughter with significant disabilities with her leadership course work. Eileen's goal is to develop parents' advocacy and leadership skills to ensure that each family's perspective is embedded into the design, implementation, and evaluation of their child's program. Because of her training and experiences, she has been asked to serve on numerous national and state advisory councils for disability related organizations. In addition, she has developed a national school-based network of youth leaders as well as initiatives to serve many different vulnerable populations. Her implementation of these initiatives and her network of leaders have increased the public's awareness of the importance and effectiveness of family causal leadership.

Robert Pio Hajjar defied his doctors' predictions that his intellectual disability doomed him to life in an institution. Instead, his family made sure he was included, given love, encouragement, and opportunity. His achievements include graduating from high school, volunteering for Children's Aid, playing an array of sports (golf, hockey, bocce, and a Special Olympics swimming record), and a career as a much sought after international motivational speaker.



Dr. Ed O'Leary is a nationally recognized trainer and presenter on the transition requirements of IDEA. His career has included more than 40 years of experience in working in and with schools in a variety of roles related to transition. In addition to his work within the vocational rehabilitation system, he has taught courses at the undergraduate and graduate level. Currently he divides his time between working with the Technical Assistance for Excellence in Special Education (TAESE) program, a division of the Center for Persons with Disabilities at Utah State University, and running his consulting firm, Education Consulting, Inc.

Dr. Dawn Rowe serves as a project coordinator for the National Post-School Outcomes Center providing technical assistance to states and local education agencies on Indicator 14. Other activities she engages in as a project coordinator include developing and disseminating materials related to Indicator 14 as well as coordinating events and other project related activities. Dr. Rowe's research interests include parent and family involvement in Special Education, Interagency Collaboration, and transition from school to adult life for students with disabilities.

Credit will be offered and the registration form is currently available at www.dpi.state.nd.us/speced1/index.shtm. Registration ends March 29, 2013. Blocks of rooms have been reserved at the Seven Seas, Comfort Inn, and Comfort Suites. The release date for these rooms is March 26, 2013.

Monthly Featured Articles

North Dakota Vision Services/School for the Blind

North Dakota Vision Services/School for the Blind (NDVS/SB) celebrated 100 years of excellence in 2008. During our 105 year history, the focus has always been to help students with visual impairments meet their personal, academic, and vocational goals. There have been a great number of changes over these years, but these core values remain the same. It is with great enthusiasm that our staff looks forward to the future.

NDVS/SB offers programs for all ages on a statewide basis. We have eight regions in the state. Each region has a coordinator who provides support and services within that area. The regional coordinator teacher of the visually impaired (TVI) functions as a lead person in communicating with local districts, vocational rehabilitation personnel, human resource center staff, community organizations, and agencies in that specific geographical area.

Outreach to Infants (ages 0-3)

NDVS/SB offers in-home assessments of functional vision and learned-visual skills for infants and toddlers from 0-3 years of age. These assessments are completed by certified TVI who will, when necessary, become part of the child's Individual Family Service Plan (IFSP) team. They will offer ideas for appropriate activities to encourage visual-skill development as well as compensatory skills (in the absence of vision). Other services provided by the TVI are ongoing consultation services, interpretation of eye reports, and serving as a resource for information about specific visual impairments. Most importantly, the TVI is available to provide family members with support, information and encouragement to help them make informed decisions regarding their child's educational plan.

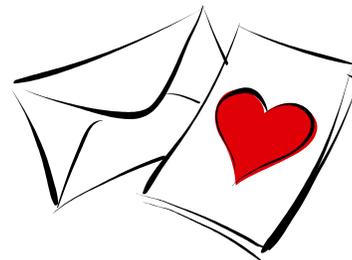
Outreach to K-12 (ages 5-21)

NDVS/SB provides evaluations, consultations, and instruction based on needs assessments in vision specific areas. Children and students can receive services at home, in their local schools, or at our center base facility in Grand Forks. A combination of localities is recommended on occasion. A "Plan of Action" is discussed with parents, teachers, and other team members to best meet the needs of the child/student.

Short-term Student Programs

NDVS/SB also offers short-term programs for various ages at the center base facility in Grand Forks. These programs are offered to any individual who is visually impaired and meets general service criteria, as well as criteria for the particular program.

- Teen Weeks (Grades 7–12)
- Kids Weeks (Grades 1–6)
- Middle School (JAM) mini-session
- Career Week (Grades 10–12)
- Preschool Mini-Session
- Summer Camps (Elementary and High School)



Short-term student programs consist of numerous one-week training sessions and two special mini-sessions. The mini-sessions are designed to meet the needs of preschoolers and middle school age students. These sessions are two-three days in length and are structured to provide both skills training and opportunity for socialization. The one-week programs allow for instruction in vision specific areas known as the Expanded Core Curriculum (ECC). These one-week programs allow students to spend time periodically at NDVS/SB to enhance skills and receive one-on-one instruction in the expanded core curriculum areas.

The **Expanded Core Curriculum (ECC)** addresses the following areas:

- **Technology:** Students learn how to access the computer using magnification or screen readers, keyboarding, computer terminology and concepts, and to use closed-circuit television systems and other assistive devices.
- **Braille:** Braille instruction includes reading and writing, and may include instruction in music.
- **Daily Living Skills:** Skills in daily living may include dressing, grooming, food preparation, social graces, housekeeping, and clothing care.
- **Orientation and Mobility:** Orientation and mobility instruction may consist of white cane, public transportation, telescopic aids, street crossings, and stairway negotiation.
- **Career Education:** Instruction in career education includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration.
- **Recreation/Leisure:** Instruction in recreation/leisure includes team games, athletics, and other leisure activities that focus on the development of life-long skills.
- **Social Interaction Skills:** Students learn ways to relate to others and to examine their own personal development.

Lessons are taught based on input from parents, guardians, and teachers, utilizing various checklists, and incorporating input from informal and formal assessments in various ECC areas. The daily schedule has time devoted for personal development, homework, and social activities. Selected weeks may have a particular instructional focus.

Adult Clients (ages 21+)

An individual may not become visually impaired until he or she reaches adulthood. Many conditions are associated with the aging process of the eye or visual system. Some conditions are sudden, while others are progressive. Whatever the challenges, NDVS/SB is here to help answer questions, provide evaluations, home visits, or invite you to participate in one of our Adult Week instructional programs at our center base facility in Grand Forks.

Summary

In summary NDVS/SB is a unique agency that strives to serve the citizens of North Dakota with high quality and efficiency. To our knowledge there is no agency like ours in the nation that provides such a wide range of services to people of all ages. Our staff takes pride in providing state-of-the-art instruction in all areas of the expanded core curriculum. It is truly an honor to work in this profession and have the pleasure of witnessing so many people moving forward with their lives in a positive way.

World Education Games

Compete online in real-time against students from all over the world and be part of a Guinness World Record on March 6, 2013.

The World Education Games is an annual, global online challenge to get all students (4-18 years of age) excited about learning, and to give the top students in all schools an opportunity to see how they measure up against the best in the world. Last year, over 5 million students were part of what is now the world's largest online education event.

The World Education Games are free to register and participate in.

Split over three days and focusing on literacy, mathematics, and science, the World Education Games is a hugely exciting and engaging way to promote learning and education across the world. Register today at www.WorldEducationGames.com.



The Use of Rewards and Incentives

There have been several pieces of research regarding student rewards and incentives and the impact they can have on student effort and performance. If Title I funds are being used for rewards and incentives, districts are reminded that certain regulations must be met. Although the guidance on this issue is relatively vague, districts must ensure that the following three tests can pass and be justified if Title I funds are going to be used for incentives.

- Reasonability Test:
All expenditures using Title I funds must be reasonable. It helps to determine if the expenditure is reasonable by picturing yourself having to justify an expenditure to an auditor.
- Nominal Test:
Title I funds are meant to be used for staff and programs aimed at helping students achieve. A small portion of Title I funds can be used for other expenditures such as supplies, equipment, incentives, maintenance, etc., to support a Title I program. Expenditures for incentives should be nominal rewards that reflect a small portion of the total Title I funds available.
- Educationally-Related Test:
Incentives purchased with Title I funds should be educationally related, such as books or educational games. If food certificates for pizza or ice cream are distributed, it should be for meeting educational goals such as regularly attending school or finishing a project. *Please note, gift cards are not allowable as there is no guarantee they are educationally-related. The only exception to this would be a gift card that is to a bookstore that is also reasonable and nominal.*

Title I issued guidance regarding this issue which can be found online at www.dpi.state.nd.us/title1/targeted/general/facts/incentives.pdf.

The follow are relatively current research articles regarding the use of rewards and incentives in the educational setting:

- *The Behavioralist Goes to School: Leveraging Behavioral Economics to Improve Educational Performance* by Steven Levitt, John List, Suzanne Neckermann, and Sally Sadoff. Issued June 2012.
 - www.nber.org/papers/w18165
- *Student Motivation: An Overlooked Piece of School Reform* by Alexandra Usher and Nancy Kober. Issued May 2012.
 - www.cep-dc.org/displayDocument.cfm?DocumentID=405

N&D Update

The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent or At-Risk (NDTAC)

Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children Vol. 35, No. 4, November 2012

There has been a national emphasis on examining solutions to the school-to-prison pipeline (STPP), which refers to a pattern of youth being introduced to the justice system due to disciplinary policies and practices within schools.

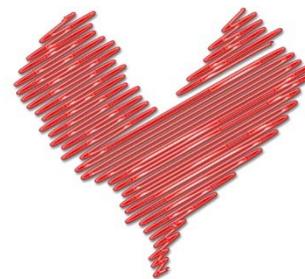
Professional Development Along the School to Prison Pipeline, a special issue of *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, features seven articles that focus on addressing the STPP through evidence-based professional development practices.

The issue can be accessed at <http://tes.sagepub.com/content/35/4.toc>.

Upcoming Events

× 21st CCLC Bidder's Workshops

- Bismarck – March 4, 2013
Comfort Inn – 1030 E Interstate Ave
- Minot – March 5, 2013
Sleep Inn – 2400 10th Street SW
- Grand Forks – March 6, 2013
Ramada – 1205 N 43rd St
- Fargo – March 7, 2013
Hilton Garden Inn – 4351 17th Ave S



Information can be found at www.dpi.state.nd.us/21stCent/index.shtm.

× CEC 2013 Convention & Expo

April 3-6, 2013 in San Antonio, TX

Information can be found at

www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/.

× North Dakota Council of Teachers for Mathematics (NDCTM)

April 5-6, 2013 in Minot, ND

Information can be found at www2.edutech.nodak.edu/ndctm/conference.htm.

× North Dakota Reading Association (NDRA) Annual Conference

April 11-13, 2013 in Jamestown, ND

Information can be found at <http://bmtinm3.wix.com/ndra-conf2013>.

× Secondary Transition/Parent Involvement Conference

April 11-13, 2013 at the Seven Seas Hotel and Conference Center in Mandan, ND

Jointly sponsored by NDDPI and the Pathfinder Parent Center

Information can be found at www.dpi.state.nd.us/title1/events.shtm.

× NCTM Annual Convention

April 17-20, 2103 in Denver, CO

Information can be found at www.nctm.org/conferences/content.aspx?id=33232.

× IRA Convention

April 19-22, 2013 in San Antonio, TX

Information can be found at www.reading.org/convention.aspx.

× 2013 Title I, Special Education, and 21st CCLC Fall Conference

October 9-11, 2013 in Bismarck, ND

Information will be posted at www.dpi.state.nd.us/title1/events.shtm as it becomes available.

Title I To Do List

Administrators

- Submit Request for Funds (SFN 14660) to the state Title I office to receive reimbursement for Title I expenditures.
- Disseminate information on the school and district report cards (profiles) to parents and community.
- Monitor expenditures and submit a budget revision to allow for changes that arise during the school year.

Targeted Assistance Teachers

- Communicate with classroom teachers about what supplemental instruction is needed to support classroom instruction.
- Maintain portfolios for all Title I students.
- Send parents information on how they can influence their child's education at home and school.
- Report assessment results to parents using Title I Progress Reports.

Schoolwide Teams

- Continue regularly scheduled team meetings and study group sessions – research and discuss schoolwide reform strategies and effective practices (document agendas/minutes on file or in NDMILE tool).
 - Align professional development with goals, objectives, and reform strategies. Remember that if a school is truly schoolwide, professional development focused on improving teaching and learning will play a strong role in each aspect of the action plan.
 - Ensure ongoing documentation and implementation of the ten schoolwide components. For each strategy or practice that you are identifying by putting into practice as part of being a schoolwide program, begin to identify tasks/action plans for implementation. Begin identifying specific solutions that you believe will be implemented as part of your schoolwide plan.
 - NDMILE – Review NDMILE WebEx Series available on NDMILE website.
 - NDMILE – Work with Capacity Builder and/or Technical Assistance Provider as necessary.
 - NDMILE – Assess, Plan, and Monitor School Plan according to "Crosswalk of NCLB Schoolwide Plan Components and NDMILE KEY Indicators".
 - NDMILE – Continue to address questions in the Title I Schoolwide Supplemental Report.
 - NDMILE – Next submission due date is May 31, 2013.
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ELL Reminders

Continuous Activities:

- Progress Monitoring (ongoing for all ELL students)
 - Meet with teachers and paraprofessionals on student's progress and student or teachers' needs.
- New student identification through registration
 - Include the Home Language Survey in registration.
 - Identify through MODEL or W-APT if significant influence of another language exists.

ACCESS Testing:

- Continue to administer tests to all current ELL students (NOT two-year monitored students that have exited the program). Test schedule is provided at [NDDPI ELL Programs](#).
- Document ELL students not tested with ACCESS and the allowable reason for them not testing (to simplify non-participation report later).
- Communicate with districts of transferring students to ensure test completion.
- Ensure ACCESS Non-Disclosure agreements are signed and filed in the district office.
- Ensure ACCESS Test Administrators meet training requirements to administer test.
 - Complete all quizzes through WIDA for the sections of the test being administered.
- Renew speaking test every other year.

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