



TEAM NEWS

Together Everyone Achieves More

Federal Title Programs and Special Education

September 2013

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Fall Conference Updates

For the Children

The Department of Public Instruction Title I, Special Education, and 21st CCLC offices are busy planning for the 2013 Title I, Special Education, and 21st CCLC Fall Conference which will be held at the Bismarck Civic Center, 315 South 5th Street, in Bismarck, ND, on October 9-11, 2013.



Please note the following important fall conference details:

- The department has dedicated a website to display all handouts and information related to the 2013 Title I, Special Education, and 21st CCLC Fall Conference. All conference materials can be accessed at www.dpi.state.nd.us/title1/fallconf2013.shtm.
- The fall conference is relevant for administrators and teachers. There is literally something for everyone!
- Please note that this year there are two pre-conference sessions. There is an all day pre-conference session on Autism. The pre-registration for the Autism session has closed online; however, if you are interested in attending, please contact Michelle Souther at msouther@nd.gov or (701) 328-2652. The second pre-conference session that is part of the general registration fee and kicks off the three-day event, begins at 6:15 pm on Wednesday evening.
- A handout outlining the specific sessions and presenters will be posted to the website early next week.
- A new question and answer document has also recently been posted to the conference website.
- For any participant that would like to take the conference for credit, please review key information regarding the credit process and details at www.dpi.state.nd.us/title1/fallconf2013.shtm on the website.
- Upon submission of the registration form, please mail your registration fee to the Department of Public Instruction. Participants will not receive an immediate confirmation email; a confirmation email will only be sent once payment has been received in our office. Checks, money orders, or purchase orders will be accepted. Please allow 3-5 business days for processing of registration payments. If you do not receive a confirmation email, please contact Patty Carmichael at pcarmichael@nd.gov as you may not be registered for the conference.

We look forward to seeing you on October 9!

Federal Title Programs Director's Report

By Laurie Matzke

Projected Title I Funding for the 2014-2015 School Year

The Obama Administration, the House, and the Senate have begun the process of determining appropriations for the 2014-2015 school year. Below, I have highlighted a timeline of how events occur in a typical year.

- Congress typically passes the appropriations bill for the subsequent year's funding in December.
- The U.S. Department of Education (USDE) typically generates an estimated state Title I allocations by March.
- The North Dakota Department of Public Instruction (ND DPI) then needs to determine each district's eligibility status for Title I funding. This typically occurs in February.
- After eligibility has been determined, we can then use each district's aggregate units for funding calculations.
- The ND DPI will then generate estimated federal Title allocations. We typically have estimated amounts available by April.
- The ND DPI will generate and post final federal Title allocations when we receive final amounts from the USDE. This typically occurs by June.

The current federal funding for K-12 education from the USDE is scheduled to expire on September 30, 2013. Unless some action is taken, there could be a government shutdown effective October 1, 2013. The House passed a short-term continuing resolution that would maintain funding for the federal government at current levels until December 15, 2013; however, the bill also defunds the Affordable Care Act and, therefore, will not have the needed support in the Senate or with the President. Most likely, the Senate will remove the defunding measures, make their own changes, and send it back to the House for a vote.

So what would this mean for North Dakota schools? The USDE would basically shut down and staff in the USDE would not be working. However, many of the federal programs are "forward funded", so the funds that they appropriate through this legislation wouldn't go into effect until July 1, 2014. There should be no immediate impact for North Dakota schools and districts if the government shuts down, as long as it is for a limited time.



We will keep you updated on the allocation process in future issues of our monthly newsletter.

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Special Education Director's Report

By Gerry Teevens

Bullying Behavior and Students with Disabilities

Students with disabilities are disproportionately affected by bullying, and students with learning disabilities, attention deficit or hyperactivity disorder, and autism are even more likely to be bullied than their peers without disabilities. Students with intellectual, communication, processing, or emotional disabilities may not fully understand bullying behaviors and may not be able to tell someone or ask for help.

It is essential that all students, including students with disabilities, are engaged in positive, safe, and nurturing school environments in which they can learn, develop and participate. Recently the Office of Special Education and Rehabilitative Services (OSERS) issued guidance in the form of a "Dear Colleague Letter" that provides an overview of school districts' responsibilities to address bullying of students with disabilities.

The letter states that bullying of a student with disabilities, regardless of whether or not the bullying is related to the student's disability, is considered a denial of a free and appropriate public education (FAPE) if it results in the student not getting meaningful educational benefit. When students with disabilities are targets of bullying, school districts have the responsibility to:

- Ensure student receives FAPE in accordance with his/her Individualized Education Plan (IEP).
- Convene the IEP Team to determine if, as a result of the bullying, the student's needs have changed such that the IEP is no longer designed to provide meaningful educational benefit.
- Least Restrictive Environment (LRE) should not be changed unless student can no longer receive FAPE in the current LRE placement.
- Decisions to change the frequency, duration, intensity, placement, or location of the student's special education and related services must be made by the IEP Team.

In addition, the OSERS' Letter, contains an enclosure, "Effective Evidence-based Practices for Preventing and Addressing Bullying". This resource offers practices that can be used as part of any bullying prevention and intervention program. It is recommended that states, districts, and schools should reevaluate their policies and practices ensuring that problematic behaviors, including bullying, are addressed. Every effort should be made to structure school environments and provide support to students and staff so that bullying does not occur.

The "Dear Colleague Letter" and enclosure are available on the www.ed.gov and www.stopbullying.gov websites.

For additional information or questions related to the Individuals with Disabilities Education Act (IDEA) and the bullying of students with disabilities, please contact the ND DPI Special Education Office.

Additional guidance and clarification documents regarding the implementation of the IDEA can also be found at www.ed.gov. Some of the most recent guidance provided by the Office of Special Education Programs includes the following:

- OSEP Memo and Q & A on Dispute Resolution — July 23, 2013
- OSEP Dear Colleague Letter on Education for Highly Mobile Children — July 19, 2013
- OSEP Dear Colleague Letter on Braille — June 19, 2013
- OSEP Dear Colleague Letter on Model Notice, Public Insurance — June 11, 2013

Middle School Multi-Tiered Systems of Support Training Cohort 2013-2014

Ten North Dakota middle school teams are participating in a Multi-Tiered Systems of Support, or MTSS, training cohort beginning in the fall of 2013. “Multi-Tiered Systems of Support” may be unfamiliar to some individuals. It is a term chosen by U.S. Department of Education to address a combination of response to intervention (RTI) and positive behavioral intervention and supports (PBIS) based on work in other states with the rationale that tiered systems are the basis of both of these innovations. A planning committee made of North Dakota personnel, who are trainers in either RTI or PBIS or who have been involved in planning or supporting RTI or PBIS training in another capacity, are helping to steer the design and implementation process.

The training is a three-year process, although the third year focuses primarily on utilization of data for decision making and sustainability. The individuals involved during Year 3 will be principals (and other individuals who support district’s use of data for decision making) and the coaches for each school team. During Years 1 and 2, the MTSS training will focus on installing the three tiers of RTI and PBIS in both academics and behavior, the data systems, and the coaching supports. This training is supported by the ND State Personnel Development Grant, funded by U.S. Department of Education’s Office of Special Education Programs. The grant funding is available from 2012-2017. Look for follow-up articles in future newsletters as we add components to the training framework for Middle School MTSS.

If you have any questions regarding the MTSS, please contact Brenda Oas, ND DPI Project Director, State Personnel Development Grant, at boas@nd.gov.

Federal Title Programs Monitoring

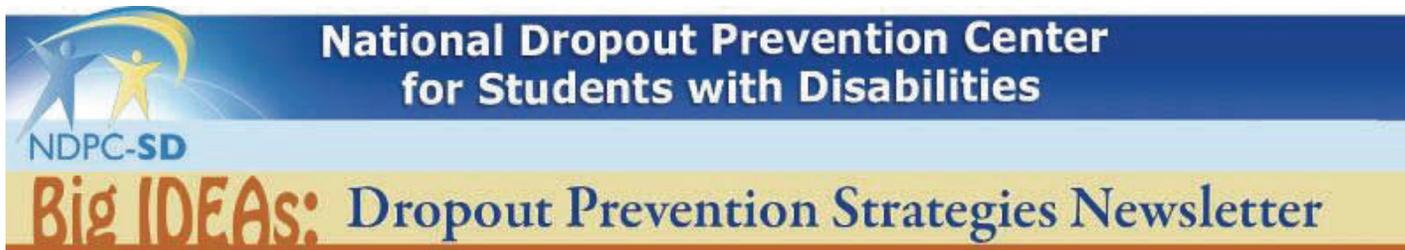
The ND DPI is required by federal law to monitor local Title I and Title II programs to ensure compliance with procedures and regulations. As previously reported, the ND DPI underwent some restructuring and reorganizing in July 2013. One of these changes was streamlining the administration of the federal Title programs under ESEA (e.g., Title I, Title II, Title III, Title IV, etc.) under one joint unit, the Federal Title Programs unit. Program staff in the Federal Title Programs unit will monitor Title I and Title II programs in the 2013-2014 school year.

For the 2013-2014 school year, 35 districts have been pre-selected to participate in the self-monitoring process. An additional nine districts will receive an on-site visitation. Three large districts will also be monitored on-site by a team of staff from the Federal Title Programs unit. The list of 47 districts that will be monitored this year along with the contact person who is assigned to review each district can be accessed at www.dpi.state.nd.us/title1/targeted/resource/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.

The selected districts can expect to receive detailed correspondence from the Federal Title Programs unit by the end of October outlining monitoring directions, the review process, etc. It is important that you review the correspondence from the Federal Title Programs unit prior to submitting your monitoring information. If you have any questions regarding this monitoring process, please feel free to contact Laurie Matzke at lmatzke@nd.gov or (701) 328-2284 or your Title I contact person.

NDPC-SD Update: Dropout Prevention Strategies Newsletter



September is Attendance Awareness Month! Nationally, the evidence is mounting that students who are chronically absent - missing 10% or more of the school year for any reason - are less likely to read well by the end of third grade and are more prone to drop out of high school. Further, rates of chronic absence for students with IEPs tend to be 5% to 10% higher than for those without IEPs. The good news is this is a problem that can be solved! Read about this good news and other related information in the NDPC-SD Big Idea September 2013 Newsletter available at www.ndpc-sd.org/documents/Big_Ideas/BigIDEAs-2013-09.pdf.

State Testing Reminders for Title I Students

As we near the dates for our annual North Dakota State Assessment (NDSA), it is an opportune time to provide school personnel with some reminders regarding the testing circumstances for all students, with special emphasis on Title I students.

The Test Coordinator's Manual provides those practices that should be followed throughout the administration of the NDSA. Please thoroughly review these instructions to ensure that all students, including Title I students, are offered the most appropriate setting and supports for a beneficial test experience. The Test Coordinator's Manual is posted at www.dpi.state.nd.us/testing/assess/index.shtm.

As you prepare for your test administration, please note the following:

1. Accommodations – Accommodations are specific, privileged practices currently allowed for students on an Individual Education Plan (IEP), those students who have a Section 504 Accommodation Plan, and those students with Limited English Proficiency, as prescribed in the Test Coordinator's Manual. Most students, including Title I students, are not entitled to accommodations, unless they hold a documented accommodation plan as outlined above.
2. Some students, including some Title I students have a better understanding of the written word if the student reads the material aloud. The North Dakota State Assessment may be administered individually to any student, including a Title I student, in a private room where the student may read the assessment passages aloud. Only one student is allowed in each testing room at one time. The supervisor in the room may NOT communicate with the student outside of the standard directions provided to all students.
3. In addition, if any student, including a Title I student, displays behavior that may be distracting to others in a testing situation, that student may also be assigned a private room for testing, if staffing and rooms are available.

Questions concerning the NDSA should be addressed to Robert Bauer at rbauer@nd.gov or (701) 328-2224. Questions specific to Title I should be addressed to Laurie Matzke at lmatzke@nd.gov or (701) 328-2284.

Applying for Title I Reallocated Funds

The Federal Title Programs unit is releasing the application for the Title I reallocated funds. If you are planning to apply for Title I reallocated funds, please review the information within this article. Specifically note:

- **The deadline to apply for reallocated funds is Wednesday, October 16, 2013.**
- **Activities funded with reallocated funds cannot begin prior to Monday, November 4, 2013.**
- **The grant period is November 4, 2013 to June 30, 2014.**
- **The average range for reallocated funds granted will be \$3,000 to \$10,000.**

Rationale for Reallocated Funds

For Title I purposes, districts are only allowed to carry over a certain percentage of funds based on the district's original allocation. Excess Title I funds are then reallocated to districts that can demonstrate a need for additional funds, based on criteria established by the state agency. The Title I law states the following regarding reallocated funds:

"If a State educational agency determines that the amount of a grant a local educational agency would receive under Sections 1124, 1124A, and 1125 is more than such local agency will use, the State educational agency shall make the excess amount available to other local educational agencies in the State that need additional funds in accordance with criteria established by the State educational agency."

Supplement, not Supplant

Title I reallocated 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 funds (federal or local) have already been obligated to cover his/her salary.

Priority

First priority for reallocated funds will be given to school districts that can demonstrate that reallocated funds will be used to:

- **Extend Direct Services to Title I Students** (e.g., summer school, after school program, extending Title I staff contract, preschool, etc.)

Requests for professional development, supplies, equipment, travel, etc., will be considered a second priority request and considered only after all first priority requests are funded.

After all applications for reallocated funds have been received, we will separate them into categories of first priority, second priority, and those ineligible for funding. Every attempt will be made to fund all applications that meet first priority criteria. Applications requesting reallocated funds to be used for second priority applications will be considered for approval **if** funds are still available after approving all applications meeting the criteria for first priority as listed above.

Reminder

In order to be eligible for Title I reallocated funds:

- The district must have the Title I portion of their consolidated application approved.
- The district must be up to date on all required reports and plans (e.g., program improvement reports, SES website postings, program improvement plans, etc.).
- The district must have all of their Title I funds obligated. If you have unobligated funds, you must use those dollars first before requesting additional Title I funding. This would include funds listed on the unobligated setaside line. If a district has funds listed on the unobligated setaside line for a specific activity, you must address this issue in the reallocated funds budget revision.

Applying for Reallocated Title I Funds, continued

All reallocated funds must be expended during the 2013-2014 school year. **If these funds are not expended when you submit your final financial report, they will be deducted from the amount you are allowed to carry over for the 2014-2015 school year.** An addendum must be submitted with the final financial report for all districts that receive reallocated funds. This addendum will indicate whether the district has expended all of the additional reallocated funds that they received. In addition, school districts that receive reallocated funds must attach a detailed ledger of all Title I expenditures to the final financial report.

As a reminder, if you are applying for reallocated funds for a Title I summer school program that will be conducted during June 2014, you must wait until summer school is completed before you can submit your final financial report. Requests for expenditures that take place in July and August 2014 are not allowable with these reallocated funds, as the grant period ends June 30, 2014.

In addition, if you are applying for funds to operate a first priority activity, and at a later date you determine that all of the funds you requested will not be utilized for this purpose, you will need to submit a budget revision for another first priority activity or may be required to relinquish your reallocated funds award.

Instructions

To apply for reallocated funds, you must submit your application via the STARS Consolidated Budget Revision for the Title I funds at <https://secure.apps.state.nd.us/dpi/stars/Login.aspx>. There is a box to check indicating that the budget revision is to request reallocated funds. Hard copy applications will not be accepted. Budget revisions for reallocated funds are due on **Wednesday, October 16, 2013**. We hope to have all applications for reallocated funds awarded by November 1, 2013. **Activities requested with Title I reallocated funds cannot begin until Monday, November 4, 2013.**

Sample reallocated funds applications can be found online at www.dpi.state.nd.us/title1/reallocated.pdf.

If you have any questions or need assistance, please contact Mary Neigum at mneigum@nd.gov or (701) 328-2281 or Laurie Matzke at lmatzke@nd.gov or (701) 328-2284.

Business Managers Certification Program

The North Dakota School Business Managers Certification Program (NDSBMCP) is administered by the North Dakota School Boards Association (NDSBA) in partnership with the North Dakota Association of School Business Managers (NDASBM). It provides voluntary professional development for current school business managers in North Dakota and those aspiring to become school business managers in the state.

Forty students are admitted into the program each year. Classes are offered onsite in Bismarck and online. Most classes are offered in conjunction with NDSBA events to minimize travel time and expenses.

As an added bonus this year, Stephanie Gullickson and Jerry Coleman from the North Dakota Department of Public Instruction are teaching a joint class on state and federal reporting systems as a part of the training. This is an excellent opportunity for business managers to get training on both state and federal funding issues.

If you are interested in applying, please visit www.ndsba.org and click on the "Business Managers Certification Program" tab.

USDE Officials Target *Bullying of Students with Disabilities*



U.S. Assistant Secretary of OSERS, Michael K. Yudin (second from left), in Minneapolis with Kim Peck, MN Director of Vocational Rehabilitation; Barbara Troolin, MN Director of Special Education; Paula Goldberg, Executive Director of the PACER Center; and Bob Rutten, Special Education Coordinator from the ND DPI.

On August 20, 2013, Michael Yudin, the Assistant Secretary for the Office of Special Education and Rehabilitative Services at the U.S. Department of Education gave a compelling presentation at the PACER Center in Minneapolis, MN. PACER is an acronym for **P**arent **A**dvocacy **C**oalition for **E**ducational **R**ights. The mission of the PACER Center is *“to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.”* The audience for Assistant Secretary Yudin’s presentation included parents of children who have disabilities, advocates, special education providers, and both state and local school administrators. Dr. Brenda Cassellius, the Commissioner of the Minnesota Department of Education, also spoke briefly at this forum.

Mr. Yudin’s presentation coincided with a “Dear Colleague Letter” that was issued that day. The letter clarified a school district’s “responsibilities under the Individuals with Disabilities Education Act (IDEA) to address bullying of students with disabilities.” (U.S. Dept. of Education, Aug. 20, 2013). A key point of this letter is that *“bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education (FAPE) under the IDEA and must be remedied.”* This has significant implications for special education case managers and administrators. In response to alleged bullying, this guidance advises convening the child’s IEP team to review the effects of the bullying. If a child in this circumstance is no longer receiving educational benefit, the IEP team must *“determine to what extent additional or different special education or related services are needed to address the student’s individual needs; and revise the IEP accordingly.”*

The “Dear Colleague Letter” also contained an enclosure, “Effective Evidence-based Practices for Preventing and Addressing Bullying.” You may access Assistant Secretary Yudin’s letter and the bullying prevention enclosure at www.ed.gov and www.stopbullying.gov.

In addition to the Assistant Secretary’s remarks about the prevention of bullying, Mr. Yudin discussed a wide-range of education issues. He said “too many students with disabilities are excluded from education,” and emphasized that the values of his office are “inclusion, equity, and opportunity.” He urged his audience to “focus on outcomes” and spoke passionately about educators working more collaboratively with parents. Lastly, Mr. Yudin stressed “There’s no more important and useful leverage in improving education for students with disabilities than by partnering with parents.”

IDEA Update

The initial implementation of the Common Core State Standards (CCSS) during this school year brings higher expectations for special education teachers and their students. These standards will require special educators to make significant changes in their instruction and to develop strong partnerships with their general education colleagues. One of the major changes special educators will face during the coming year will be to write goals that are aligned with the new CCSS. A new document has been developed to assist special education personnel with this task, "Transition to the Common Core State Standards: Tips and Considerations for Writing Standards-Based IEP Goals". To view this document, visit the website at www.dpi.state.nd.us/speced1/educators/transition.pdf.

Three important letters were disseminated over the summer by the U.S. Department of Education related to: Braille instruction for the visually impaired, the education of highly mobile students, and bullying of students with disabilities. These letters have important information for teachers and can be found at www2.ed.gov/policy/speced/guid/idea/memosdcltrs/index.html.

Two important professional development opportunities related to working with students having an Autism Spectrum disorder are:

1. Cathy Pratt's pre-conference session – Addressing the Behavioral and Learning Challenges of Students Across the Autism Spectrum on October 9, 2013, from 8:30 am-3:30 pm at the Bismarck Civic Center (these hours will count toward the 15 hours needed for graduate credit for the Title I, Special Education, and 21st CCLC Fall Conference). To register, please call the ND DPI Special Education office at (701) 328-2277.
2. The Anne Carlsen Center's Social Thinking Conference that will be held on November 7 and 8, 2013, in Jamestown, ND. Visit www.annecenter.org/social to register for this event.

Traineeship Scholarship Program

The ND DPI, Office of Special Education, receives federal funds from the U.S. Department of Education on an annual basis for personnel preparation. These funds support the Traineeship Scholarship Program. The purpose of these scholarships is to increase and retain the number of personnel in North Dakota who provide educational services to students with disabilities. Three times a year (fall, spring, and summer), the Office of Special Education awards a limited number of Traineeships in priority areas of disabilities to North Dakota teachers who wish to pursue *graduate* level retraining in the field of special education. Scholarship amounts are based on the credit hours of coursework taken during a semester.

The ND DPI will be taking applications for spring traineeships from **October 11 through November 8, 2013**. Applications must be postmarked no later than **November 8, 2013**. Late applicants will not be considered. Award recipients will be notified of their awards by **November 27, 2013**.

Application and application instructions for new and repeat applicants can be found on the ND DPI website at www.dpi.state.nd.us/speced1/educators/traineeship.shtm.



ND DPI Announces Early Childhood Initiatives

Release of Pre-kindergarten Content Standards

On September 17, 2013, the ND DPI released North Dakota's first ever Pre-kindergarten Content Standards. The Standards were guided, in part, by comments received during a statewide and national public comment period. The Standards are aligned with North Dakota's K-12 Standards, the Head Start Child Outcomes Framework, and the North Dakota Early Learning Guidelines. The Pre-kindergarten Content Standards reflect North Dakota's commitment to provide high quality early childhood education programs. The purpose of the ND Pre-kindergarten Content Standards is to provide a base of quality expectations using common language and concepts that may be easily implemented in new programs or integrated into existing programs for children ages 4-5 years old.

The standards and guidance are located at www.dpi.state.nd.us/EarlyChildhoodEduc/standards.shtm on the department website.

Joining North Carolina Consortium to Create a Kindergarten Entry Assessment

The ND DPI also announced that North Dakota is part of a consortium of states receiving grants on behalf of North Carolina's application for the federal Kindergarten Entry Assessment grant. North Carolina's award amounts to more than \$6.1 million. In addition to North Dakota, other states in the consortium include Delaware; Iowa; Maine; Arizona; Oregon; Rhode Island; Washington, D.C. and South Carolina as a collaborating state. The grant funds will be used to enhance or develop a kindergarten entry assessment system, helping improve student outcomes, and promote early learning.

North Dakota Pre-kindergarten Curriculum Selection Guide Now Available

Early experiences matter, both academic and non-academic; high quality early learning experiences produce long-term positive effects on child outcomes. Many factors impact the quality of an early learning program, with one of the more influential facts being the selection of an appropriate curriculum. Selecting a curriculum aligned to state standards and program needs is an in-depth process. The North Dakota Pre-kindergarten Curriculum Selection Guide is meant to be a companion tool for curriculum teams throughout this process. The Guide is located at www.dpi.state.nd.us/EarlyChildhoodEduc/curriculum.shtm on the department's website.

Federal Title Programs Fall Mailing

Federal Title I personnel, administrators, and coordinators recently received the annual Federal Title Programs fall mailing via email. This mailing contained a wealth of information on issues concerning the Federal Title programs. A few items are highlighted below:

- Registration information for the 2013 Title I, Special Education, and 21st CCLC Fall Conference
- Dissemination requirements for Title I
- Process of monitoring the Federal Title programs for the 2013-2014 school year
- Information on the Title I Distinguished Schools Recognition Program
- Information on applying for Title I Reallocated Funds

The mailing was disseminated electronically using our distribution list. The distribution list may not yet include all the federal title personnel for the 2013-2014 school year and, therefore, it is also posted online at www.dpi.state.nd.us/title1/correspondence.shtm.

Consolidated Applications

Staff in the Federal Title Programs unit are in the process of reviewing consolidated applications. Please note the following reminders and resources available to you.

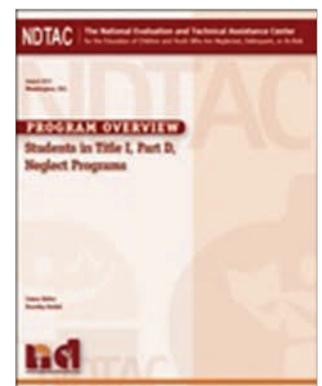
- Guidance Available
 - ✓ Consolidated Application Guidance and Help Screens www.dpi.state.nd.us/grants/NCLB.shtm
 - ✓ Title I Specific Consolidated Application Guidance www.dpi.state.nd.us/title1/conapp.pdf
 - ✓ Title II Specific Consolidated Application Guidance www.dpi.state.nd.us/titleII/app-info.shtm
- Reallocated Title I Funds
 - ✓ If your district is planning on applying for Title I reallocated funds, please communicate with your Federal Title Programs contact person and let them know so that they can make your consolidated application a top priority. You will need to get the Title I portion of you application approved before you can log on to the STARS to apply for reallocated funds.
- Approval Process
 - ✓ When the Title I portion has been approved by the Federal Title Programs Director, districts will receive an email notification from Mary Neigum, Title I Fiscal Officer, with an attachment of your approved Title I budget.
 - ✓ When the Title II/REAP portion has been approved by the Federal Title Programs Director, districts will receive an email from Jane Gratz, Title II Fiscal Officer, with an attachment of your approved Title II A budget.
 - ✓ Once the Title I, Title II, and Title III sections of the application have all been approved, an electronic grant award will be generated and disseminated by Stephanie Gullickson. This grant award will display the district's final allocation amounts, official carryover amounts, and the amount available to allocate for the 2013-2014 school year.

If you have any questions regarding the status of your consolidated application, please communicate with your assigned Federal Title Programs contact person. The chart listing each district's contact person can be accessed at www.dpi.state.nd.us/title1/progress/picontacts.pdf on our website.

N&D Update: Program Overview: Students in Title I, Part D Neglect Programs

This program overview highlights the goals and uses of Title I, Part D funding in relation to educational services within neglect programs and discusses educational concerns for students involved in the child welfare system. The characteristics and academic outcomes of students served in Title I, Part D, neglect programs are also provided.

This program overview is located at www.neglected-delinquent.org/nd/default.php and is available for download.



What is MSP?

MSP is the acronym for the Mathematics and Science Partnership program. In January 2002, the *No Child Left Behind Act* (NCLB) became law. Title II, Part B of this legislation authorizes MSP formula grants to all states. Collaborative funding is also provided through North Dakota Higher Education (Title II, Part A, Subpart 3 State Agency for Higher Education). Each state then oversees a competitive grant competition process awarding funds to higher education institutions to implement MSP initiatives.

Currently, the ND DPI is in the process of closing out a three-year grant cycle as well as awarding new grantees for another three-year cycle. Approximately \$900,000.00 will be awarded to sites. Applicants must include a 'partnership' of an institute of higher education (engineering, mathematics, or science department) as well as a high-need local educational agency. In addition to these two required partnerships, the partnership may also include; another engineering, mathematics, science, or teacher training department of an institution of higher education; additional LEAs, public or private elementary or secondary schools, a consortium of schools, businesses, non-profit or for-profit organizations. The awarded grantees are charged with the following goals:

- To provide activities that are supported by scientifically based research and designed to deepen mathematics and science teachers' content knowledge and knowledge of how students learn particular to content.
- To improve the quality and coherence of the learning experiences for teachers through high-quality professional development.
- To link teachers' opportunity to learn with opportunity to implement classroom instruction.
- To promote sustainable relationships between institutions of higher education and K-12 schools that strengthen reform efforts in K-12 education.
- To focus on the education of mathematics and science teachers as a process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills.
- To bring mathematics and science teachers in schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of those teachers and improve such teachers' teaching skills through the use of sophisticated tools and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the K-12 schools.

The Title II, Part B MSP program is now administered through the Federal Title Programs unit. Therefore, we will continue to provide key information in this area to our readers.

For more information about the Mathematics and Science Partnership and how you can be involved please visit www.dpi.state.nd.us/titleII/partB.shtm.

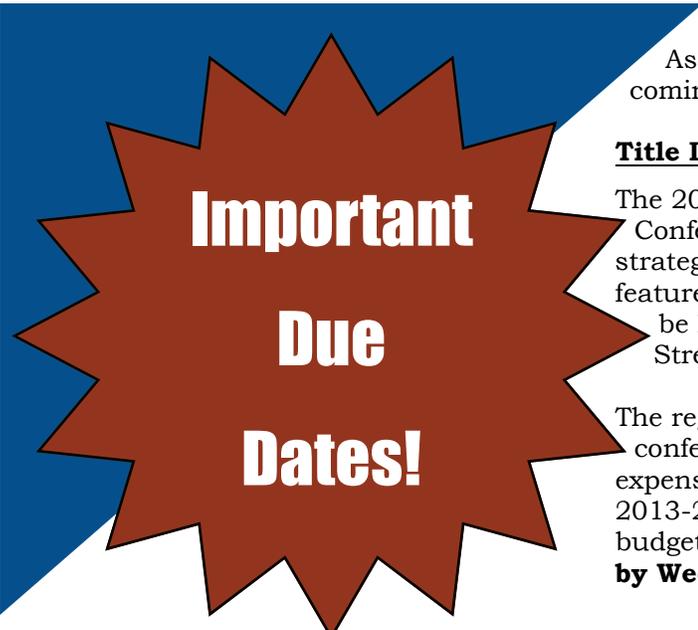
Homeless Update: Transporting Children and Youth Experiencing Homelessness

This brief, part of National Center for Homeless Education's *McKinney-Vento Law Into Practice* series, explains the provisions of Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (reauthorized under Title X, Part C of the *No Child Left Behind Act*) related to the transportation of children and youth experiencing homelessness and offers strategies for implementing the law. Topics include:

- Transportation under the McKinney-Vento Act;
- Resources for Funding Transportation;
- Collaborating to Provide Transportation;
- Using Discretion and Sensitivity in Providing Transportation; and
- Strategies for Establishing a Transportation System.

The brief may be downloaded at <http://center.serve.org/nche/downloads/briefs/transportation.pdf>.

Reminder of Important Due Dates



**Important
Due
Dates!**

As the new school year begins, there are several due dates coming up that districts should be mindful of:

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

The 2013 Title I, Special Education, and 21st CCLC Fall Conference which will highlight evidence-based instructional strategies, provide updates on federal and state issues, and feature nationally known speakers. The 2013 conference will be held at the Bismarck Civic Center, 315 South 5th Street, in Bismarck, ND on October 9-11, 2013.

The registration fee is \$150.00 per person. Expenses for the conference, such as the registration fee and travel-related expenses, should have been included as part of your district's 2013-2014 consolidated application. If it was not included, a budget revision may be needed. **The registration fee is due by Wednesday, October 2, 2013.**

Reallocated Funds

The Federal Title Programs unit has released the application for the Title I reallocated funds. If you are planning to apply for Title I reallocated funds, please review the information located at www.dpi.state.nd.us/title1/reallocated.pdf. **The deadline to apply for reallocated funds is Wednesday, October 16, 2013.**

Distinguished Schools

The National Title I Association has been selecting examples of superior Title I programs for national recognition through the National Title I Distinguished Schools program since 1996. Through this program, North Dakota will select a Title I school (targeted assistance or schoolwide) to receive the National Title I Distinguished Schools award.

Selected schools must qualify for one of the following categories:

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

If you are interested in applying for this state and national award, please contact Lodee Arnold, Assistant Director, Federal Title Programs, to receive the application packet. Lodee can be reached at laarnold@nd.gov or (701) 328-1876. **Application packets are due to the state Federal Title Programs unit no later than September 27, 2013.**

Outstanding Title I Educator

Each year, the North Dakota Department of Public Instruction Federal Title Programs unit recognizes an outstanding educator in the Title I program. There are so many dedicated, hardworking individuals in the Title I program and we want to acknowledge their efforts. This individual will be recognized at 2013 Title I, Special Education, and 21st CCLC Fall Conference. **The application for the 2013 North Dakota Outstanding Title I Educator must be submitted to the state Federal Title Programs unit no later than September 27, 2013.**

Title I Schoolwide Program Transition

As the North Dakota Department of Public Instruction goes through a period of transition in regard to implementation of the online accreditation tool through AdvancED, the Title I schoolwide programs are also transitioning by schools selecting a tool in which to document their schoolwide plans. The following resources are available to assist Title I schoolwide schools and Title I schoolwide planning year schools:

Federal Title Programs Contact Person

Each school district has been assigned a contact person to answer questions and provide technical assistance. A chart is available with contact information on the Federal Title programs website at www.dpi.state.nd.us/title1/progress/picontacts.pdf.

Schoolwide Coordinator, Lodee Arnold

As the schoolwide coordinator, Lodee is able to assist with questions pertaining to Title I schoolwide programming and federal requirements. You can reach Lodee at (701) 328-1876 or laarnold@nd.gov.

NDMILE Administrator, Ann Ellefson

Ann is kept up-to-date on all of the latest research and newest features available in NDMILE. She is the department expert in the use of the NDMILE tool, as well as, very knowledgeable in Title programs and federal requirements. She is available at (701) 328-2488 or aellefson@nd.gov.

Teacher Credentialing, Sandy Peterson

If you have any questions regarding the qualification status of the teachers in your district, Sandy can help. Her contact information is (701) 328-2170 or smpeterson@nd.gov.

Recorded WebEx Trainings

The Federal Title Programs unit has several trainings available on the department website. There are additional WebEx trainings in the process of being updated and added to this website, so be sure to check back regularly. You can find them at www.dpi.state.nd.us/title1/ccoverview.shtm.

Fall Conference Presentation

At the 2013 Title I, Special Education, 21st CCLC Fall Conference there will be a Title I schoolwide breakout session specifically for schools working to meet the federal requirements while in transition. You can check out the conference information at www.dpi.state.nd.us/title1/fallconf2013.shtm.

During this time of transition, the Federal Title Programs unit strongly encourages all schools to continue to document your schoolwide plan and revisions as you have previously done until you feel comfortable with the new system you have selected whether it is NDMILE or ASSIST. The school is held accountable to put into practice the activities and initiatives outlined in the Title I schoolwide plan. If the school is selected to be monitored this year, it will be against the implementation of the plan, the required components of schoolwide programming, as well as, documentation of the components.

All schools must remember the most important issue for schoolwide programs is the federal law requires schoolwide programs to be continuously reviewing their schoolwide goals and document work on the ten components. So at the end of the year, schoolwide programs that have not documented their schoolwide initiatives in the selected tool will be expected to fulfill the revisions to the schoolwide plan through a paper process.

Should you have any questions or need assistance with your Title I schoolwide program, you can reach Lodee Arnold, schoolwide coordinator at laarnold@nd.gov or (701) 328-1876.

Schoolwide Reminders

PLANNING YEAR SCHOOLWIDE SCHOOLS:

- If not complete, view *Schoolwide Information WebEx* recording with ALL staff
- Due September 30, 2013 — submit forms to state Federal Title Programs unit
 - ✓ *Statement of Intent and Documentation of Poverty*
 - ✓ *Commitment to Schoolwide Planning*
- Conduct schoolwide planning team meetings and document with agendas and minutes
- Continue comprehensive needs assessment process
- Continue to work in selected online tool (NDMILE or ASSIST)
- Document evidence of required components of Title I schoolwide planning
 - ✓ *Title I Requirements Documentation Report* — Due October 31, 2013
 - ✓ Physical documentation kept on file as required (parental involvement and training events, notifications and correspondence, preschool events, etc.)
- View WebEx recordings as available and necessary

CURRENT SCHOOLWIDE SCHOOLS:

- Register for the Title I, Special Education, and 21st CCLC Fall Conference.
- Complete process to review/update comprehensive needs assessment, identify goals/objectives, and share with all stakeholders.
- Provide written notification of the results of the Annual Review Meeting to ALL parents. This can be in a newsletter if received by all households. Documentation must also be kept on file.
- Align professional development with goals, objectives, and reform strategies.
- Register/update school and team information in selected online tool (NDMILE or ASSIST).
- Conduct TEAM meetings to work on schoolwide plan and in selected online tool.
- Begin documentation for the required components of Title I schoolwide. See August newsletter for listing.
- Plan Annual Parent Meeting:
 - Include all required items — they can be found on the Federal Title Programs website at www.dpi.state.nd.us/title1/schlwide/require/meeting.shtm
 - In collaboration with parents, review and update parental involvement policy and school-parent compact
 - Provide a parent training (document as one of the opportunities to train parents; optional)



Title I ELL/Bilingual Staff Changes

Kerri Whipple has resigned her position as Assistant Director of Title III ELL/Bilingual Programs with the ND DPI. Kerri's last day with the department will be September 30, 2013. We are saddened to see Kerri go, as anyone who knows her is well aware of her passion for this sub population of students. The good news is that Kerri will still be working in her area of expertise. She will be working part-time for the South East Education Cooperative (SEEC), providing technical assistance and professional development regarding Title III ELL/Bilingual issues. School personnel can still contact Kerri for technical assistance and professional development; however, Kerri won't work with the administrative functions of the Title III ELL/Bilingual program. Kerri's contact information at SEEC is whiplk1@ndseec.com, (701) 361-1392, or (701) 446-3192.

The department has hired Susan Bennis as the new Assistant Director for Title III ELL/Bilingual Programs. Susan is coming to the department from out of state and her first day will be December 2, 2013.

Until our new ELL administrator is on board, school personnel can contact one of the following individuals for questions on Title III ELL/Bilingual programming:

- Laurie Matzke, Director Federal Title Programs: lmatzke@nd.gov or (701) 328-2284
- Lodee Arnold, Assistant Director Federal Title Programs: laarnold@nd.gov or (701) 328-1876
- Jill Frohlich, Administrative Assistant, Title III ELL/Bilingual: jmfrohlich@nd.gov or (701) 328-2254

ELL Reminders: September

- **New Student Registration:** (all Kindergarten students, new students and throughout the year)
 - **Include the Home Language Survey in registration**
 - All students enrolling in the district must be administered a Home Language Survey (HLS) to determine if there is a significant influence of a language other than English
- **Identification and Screening** (Students whose HLS indicates "significant influence")
 - **Administer a language screening test (W-APT or MODEL)**
 - Must be administered before a student is placed in ELL classes or receives ELL services:
 - * within 30 days from the start of the school year **or**
 - * within 14 days if the student begins school after the first day of school
- **Eligibility and Parent Notification** (Students who score "eligible" on screener)
 - Notify the parents of their child's eligibility to receive language support (for all students – new, continuing or exiting)
 - within 30 days of the start of the school year **or**
 - within 14 days if the student begins school after the first day of school
- **Individual Language Plan (ILP)**
 - Meet with team to review/write annual ILP and provide update ILP data in STARS.
 - ILP sample is available at www.dpi.state.nd.us/bilingul/tech/index.shtm
- **Student File**
 - Place HLS, ACCESS parent and teacher reports, and ILP in the cumulative file (including screener results, if applicable – W-APT or MODEL)

Upcoming Events

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

October 9-11, 2013 in Bismarck, ND

Information can be found at www.dpi.state.nd.us/title1/fallconf2013.shtm

NDEA Instructional Conference

October 17-18, 2013 in Bismarck, ND

Information can be found at www.ndea.org

Social Thinking Conference

November 7 and 8, 2013 in Jamestown, ND

Visit www.annecenter.org/social to register for this event

National Title I Conference

February 2-5, 2014 in San Diego, CA

Information can be found at www.titlei.org/conference

National Council of Teachers of Mathematics (NCTM) Conference

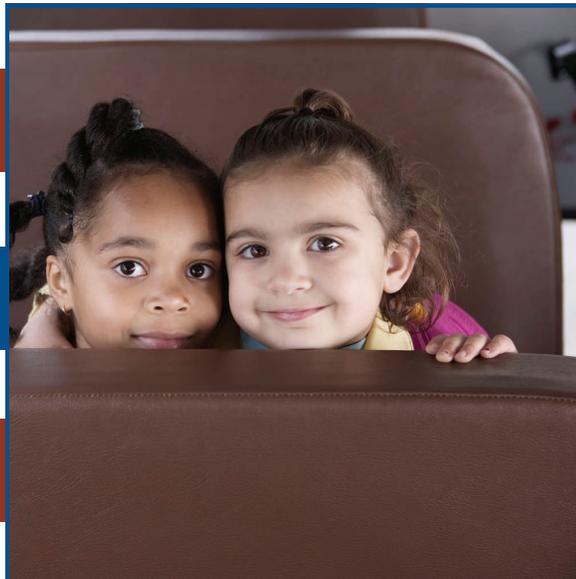
April 9-12, 2014 in New Orleans, LA

Information can be found at www.nctm.org/neworleans/

International Reading Association (IRA) Conference

May 9-12, 2014 in New Orleans, LA

Information can be found at www.reading.org/



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