



North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent

TEAM NEWS

Together Everyone Achieves More

Federal Title Programs and Special Education

January 2014

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Save the Dates!

2014 Title I Program Improvement Workshop

Monday, April 28, 2014

8:00 am to 4:00 pm

The Federal Title Programs office is required to provide a workshop for all schools and districts that are identified for program improvement each year.

Schools and districts identified for program improvement are required to send representation to attend the workshop, so please mark your calendars!

The workshop will be held in Bismarck at the Civic Center.

2014 Reading Summer Institute

June 2-3, 2014

Joanne Billingsley will present on *Strategies Aligned with the Common Core Standards* that you can implement in your classroom.

The 2014 Reading Summer Institute will be held in Bismarck at the Ramada.

2014 Math Summer Institute

June 23-24, 2014

Brad Witzel will present on *Effective Common Core Based Mathematic Strategies to Improve the Arithmetic and Algebra Gap*.

The 2014 Math Summer Institute will be held in Bismarck at the Ramkota Hotel.

Further details and registration information for these trainings will be posted at www.dpi.state.nd.us/title1/events.shtm as it becomes available.

Federal Title Programs Director's Report

By Laurie Matzke

Federal Funding

As indicated in an update memo sent to North Dakota educators on December 17, 2013, a federal budget agreement was reached by a bipartisan committee. The details of this agreement are now being released as Congress recently voted to approve the FY 2014 Consolidated Appropriations Act, which restores most (but not all) of the sequestration cuts in federal funding.

The *Funding for Department of Education and Related Programs* chart (below) shows the dramatic cuts in funding for FY 13 compared to FY 12 and then the amounts being significantly restored for FY 14, which will provide funding for the 2014-2015 school year. Once the spending levels are finalized, federal agencies will begin to break down those numbers for states and school districts.

Please note the following key details:

- ◆ In North Dakota, the possibility exists that our state Title I allocation may still decrease as we are unique in that our poverty percent continues to decrease.
- ◆ The bill includes a new provision which clarifies that Title I funds may be used to address the transportation needs of homeless youth and fund homeless liaison programs, which in the past has been problematic.
- ◆ The bill provides renewed funding for School Improvement Grants (SIG) and also makes changes to the regulations. The bill allows districts two new choices when selecting a SIG model. Districts can select from one of the four original SIG “models,” another model as approved by the U.S. Department of Education, or a new “whole school reform” model in which schools partner with outside organizations that have a proven track record in turning around low-performing schools.
- ◆ The big winner in this bill is Head Start. Not only did Head Start see their funding restored from the sequestration cuts, but they also received an increase of one billion dollars in funding.
- ◆ Unfortunately, the bill did not fund the Preschool Development Grants program which would have provided states with funding to enhance early childhood programs. In lieu of funding the preschool grants, Congress provided a 250 million dollar increase to fund a new Early Education Race to the Top grant competition. Currently, 20 states have received an Early Education Race to the Top grant.

SCHOOL YEAR 2014-2015 FUNDING FOR DEPARTMENT OF EDUCATION AND RELATED PROGRAMS PREPARED BY THE COMMITTEE FOR EDUCATION FUNDING 1/13/2014			
PROGRAM	FY 12 P.L. 112-77	FY 13 P.L. 113-6	FY 14
Title I Grants to LEAs	14,516,457	13,760,219	14,384,802
School Improvement State Grants	533,552	505,756	505,756
Migrant	393,236	372,751	374,751
Neglected and Delinquent	50,231	47,614	47,614
Education for Homeless Children and Youths	65,173	61,771	65,042
Rural Education	179,193	169,840	169,840
21st Century Community Learning Centers	1,151,673	1,091,564	1,149,370
Race to the Top	548,960	520,247	250,000
Mathematics and Science Partnerships	149,716	141,902	149,717
Teacher Quality State Grants	2,466,567	2,337,830	2,349,830
English Language Acquisition	732,144	693,848	723,400
IDEA State Grants	11,577,855	10,974,866	11,472,848
Head Start (in HHS)	7,968,544	7,573,095	8,598,095

We will continue to provide updates on federal funding as additional information is received.

Special Education Director's Report

By Gerry Teevens

School Discipline Guidance Package

On January 8, the U. S. Department of Education in collaboration with the U.S. Department of Justice released a [school discipline guidance package](#) that assists states, school districts, and schools in developing strategies to enhance school climate and ensure discipline policies and practices comply with federal law and are effective.

The package consists of four components:

- ◆ A [Dear Colleague Letter](#), describing how schools can meet their legal obligation under federal law to administer student discipline without discriminating against students on the basis of race, color, or national origin.
- ◆ A [Guiding Principles document](#), describing three key principles and related action steps that can help guide state and local efforts to improve school climate and school discipline.
- ◆ A [Directory of Federal School Climate and Discipline Resources](#), indexing technical assistance and other resources related to school climate and discipline.
- ◆ A [Compendium of School Discipline Laws and Regulations](#), cataloguing the laws and regulations related to school discipline in each of the 50 states, the District of Columbia, and Puerto Rico.

According to the Dear Colleague Letter, incidents of school violence have decreased overall. However, many schools still struggle to create positive and safe environments. Each year significant numbers of students miss class due to suspensions and expulsions -- even for minor infractions of school rules -- and both students of color and students with disabilities are disproportionately impacted. Schools can improve safety by making sure climates are welcoming and that responses to misbehavior are fair, non-discriminatory, and effective.

The four-component package provides resources for creating positive, safe environments which are essential for boosting student academic success and closing achievement gaps. The entire package and the additional resources listed below can be found at www.ed.gov.

Among additional resources are:

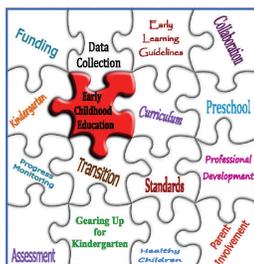
- ◆ Remarks by [Secretary Duncan](#) and [Attorney General Eric Holder](#) at the release of the package.
- ◆ A [Frequently Asked Questions document](#), including what the package means for policymakers, district and school leaders, teachers, students, families, and community members.
- ◆ A [Post Card](#), providing a brief overview of the contents of the package and how they can be used.
- ◆ A blog entry, "[Ensuring Discipline that is Fair and Effective](#)," by Assistant Secretary for Civil Rights, Catherine Lhamon.



PLEASE NOTE:

Several of these items are also available online [in Spanish](#).

Pre-kindergarten Standards Professional Development



The North Dakota Department of Public Instruction (ND DPI) is pleased to offer professional development opportunities based on the North Dakota Pre-kindergarten Content Standards. The University of Mary will facilitate four full-day opportunities for early childhood professionals. Registration is limited to the first 50 registrants per session.

Save the Dates!

Fargo – March 28, 2014

Ramada Plaza Suites & Conference Center

Alignment of Curriculum and Assessment to Pre-kindergarten Standards

Participants will explore how the Standards support developmentally appropriate practices by cross-walking tools and utilizing additional resources to assist in the alignment of curriculum and assessment.

Registration information is available at www.surveymonkey.com/s/BQ2DWM7.

Grand Forks – April 11, 2014

Canad Inns Destination Center

Utilizing the Pre-kindergarten Standards to Build Classroom and Program Practices

This session focuses on utilizing the Standards to support all aspects of a program and classroom from the chosen approach, philosophy, mission, curriculum, and assessment. Participants will also discuss how to use the Standards while developing environments and lesson plans for groups and individuals. Registration information will be available soon.

Minot – May 2, 2014

Sleep Inn & Suites

Utilizing the Pre-kindergarten Standards to Enhance Teaching Practices

Participants will focus on using the Standards to plan purposeful, relevant, and developmentally appropriate experiences for the children in their classrooms. Topics will include: the cycle of planning, development of goals, scaffolding, and extending learning for groups and individuals. Registration information will be available soon.

Bismarck – May 9, 2014

Kelly Inn

Pre-kindergarten Standards: A Resource for Leveled Learners and Assessment

This session focuses on using the Standards to support assessment, differentiated activities, and teaching practices with leveled learners. Participants will practice several strategies to guide development for children with varying learning needs. Registration information will be available soon.

Grant Alert!

An invitation to submit a proposal for special education discretionary monies under grant CFDA #84.027a for the 2014-2015 school year is now posted on the ND DPI Special Education website (www.dpi.state.nd.us/speced1/index.shtm) under *Current Issues and Announcements*. This year, the grant will fund program improvement efforts for schools, districts, units, higher education, or organizations within the state that will hopefully improve post school outcomes for students with disabilities. The invitation explains the purpose, priorities, eligible applicants, funding, timelines, review process, proposal format, and submission directions for such proposals. Grants for program improvement up to \$15,000 can be approved. This discretionary grant process has a long history in North Dakota schools, but the purpose and process of the proposal is new. Interested applicants should read the entire document to determine whether they can meet the requirements. The site also has a *Project Narrative* that explains the new proposal process, the *Budget* forms that must be used to outline the use of funds, templates for completing the proposal, and the *ND DPI Proposal Rubric* that will be used to score each submitted proposal.

For further information, please call the ND DPI Special Education office at (701) 328-2277.

Middle School MTSS Training Cohort Update

Eight North Dakota schools are involved in Middle School Multi-Tiered Systems of Support (MTSS) training. As of the end of December 2013, the group had three days of Tier 1 MTSS Behavior training and two days of Tiers 1 and 2 MTSS Academic training.

The Tier 1 MTSS Behavior training addressed a systems or organizational approach to addressing behavior change (social skills, school climate) within our schools. The critical elements of this systems approach included:

- ◆ Establishing a team that meets regularly, has a clear purpose, and includes an administrator.
- ◆ Building faculty commitment to address behavior problems through data sharing, establishing and reviewing common goals, and encouraging frequent faculty feedback.
- ◆ Identifying and using effective procedures for dealing with discipline which includes clear discipline processes that include documentation procedures, referral forms that include context specific features, problem behaviors are clearly defined and classroom managed and office managed behaviors are differentiated, and an array of effective and appropriate responses are suggested.
- ◆ Identifying and using a data system to assist with analysis of relevant data, sharing the data with staff, and using the data for decision making.
- ◆ Expectations and rules are positively stated and limited in number, apply to all students and staff, posted throughout the buildings where reminders of expected behaviors are needed, the rules are linked to the expectations, with staff involvement in the development of these expectations and rules.
- ◆ Developing an acknowledgement system that is consistently implemented throughout the school, including a variety of methods for acknowledging students, are linked to the expectations and rules, ratios of acknowledgement to corrections are high, students are involved in developing the acknowledgements, and acknowledgements are included for staff.
- ◆ Lesson Plans for Teaching Expectations/Rules (including examples and non-examples) are developed by staff, are used consistently, the lessons are taught using a variety of teaching methods and embedded in all content areas, and shared with families and the community.
- ◆ Implementation Plan is developed to teach all staff and students, includes ongoing review of the expectations and rules.
- ◆ Classroom rules are developed based on the school-wide expectations, classroom routines are explicitly taught and reviewed frequently, immediate and frequent teacher feedback is specific, students are acknowledged more frequently for appropriate behaviors than for inappropriate behaviors, a system exists for tracking problem behaviors, and teachers have a continuum of responses for inappropriate behaviors documented and delivered consistently.
- ◆ The school-wide behavior process is evaluated frequently to ensure implementation occurs consistently, students and staff can articulate the expectations, staff members use the referral process and forms correctly, staff members implement the acknowledgement process correctly and consistently, and outcomes are used to evaluate the process and implementation of the process.

Next steps for schools include ongoing review of their data to ensure that the process is being implemented consistently and effectively, review other outcome data such as attendance, behavior problems, drop-out rates, rate of bullying, etc. Once the school-wide or Tier 1 process and procedures are implemented, Tier 2 and Tier 3 training would follow.

The Tiers 1 and 2 MTSS Academic training provided an overview of Middle School MTSS for academics and then shifted to an in-depth presentation, exploration, and practice using strategies for Tiers 1 and 2. The presenter for the overview was Dr. Ed Shapiro, Lehigh University, who is an experienced trainer at the secondary level with Pennsylvania's RTI implementation project. Dr. Jennifer Wick Schnakenberg, University of Texas at Austin, shared information from the 3-Tier Reading Model's *Reading Teacher's Sourcebook*. The focus for the two days was Tier 1 and 2 strategies. The teams from each school explored adapting the strategies to their own school's settings.

A day 3 of the Middle School MTSS Academic focus is planned to occur later in the spring with Dr. Shapiro presenting on Tier 3 interventions for students that struggle with reading skills. In addition to the academic and behavior sessions, the training will provide for the coach and principal for each team that focus on data to support each team's decision making.

For more information, contact Brenda Oas, ND DPI SPDG Project Director, at boas@nd.gov, or Kim Pepin, Coordinator for South East Education Cooperative project, at pepink@ndseec.com.

Mid-Year Financial Report Due

The Mid-Year Financial Report (SFN 7822) for Title I expenditures from July 1, 2013 through December 31, 2013 were due to the state Federal Title Programs office by **Friday, January 10, 2014**. If you have not submitted your Mid-Year Report to date, please do so at your earliest convenience.

The Mid-Year Financial Report and Guidance were mailed to each federal Title authorized representative and can also be downloaded at www.dpi.state.nd.us/forms/sfn7822.pdf from the department's website.

Please note that districts **do not** have to complete a mid-year financial report for Title II and Title III; however, a final financial report will be due in July 2014 for all federal Title programs.

Federal Title Programs Monitoring

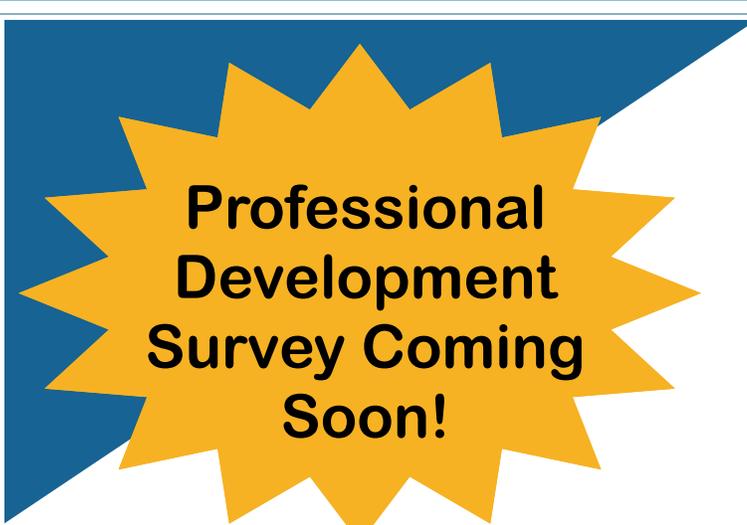
The thirty-two districts that will participate in the self-monitoring process for the Title I and Title II programs for the 2013-2014 school year were recently sent correspondence from the Federal Title Programs office.

The detailed correspondence from the Federal Title Programs office outlines the monitoring directions, the review process, due date, etc. It is important that districts review the correspondence from the Federal Title Programs office prior to submitting any monitoring information. The due date to submit the completed monitoring guide is February 19, 2014.

A new feature this year is that each district being monitored will receive a data report in conjunction with the monitoring process. It is taking Federal Title Programs staff significantly longer than projected to compile the data reports for all districts that are now being monitored. The data reports will highlight the district's strengths and weaknesses, show comparison reports, and summarize achievement data for the district based on the 2004-2005 through 2012-2013 North Dakota State Assessments. Therefore, we have disseminated the correspondence regarding monitoring, without the data reports, so that the monitoring process is not further delayed. We will start disseminating the data reports to districts as they are completed.

There are 8 districts that will receive a site monitoring visit. Correspondence will soon be disseminated to these districts.

If you have any questions regarding the monitoring process, please feel free to contact Laurie Matzke at lmatzke@nd.gov or (701) 328-2284 or your district's Federal Title Programs contact person.



**Professional
Development
Survey Coming
Soon!**

BE ON THE LOOK OUT!

The North Dakota Department of Public Instruction will be emailing a survey to every teacher in North Dakota to gauge Professional Learning needs in our state.

Please take the time to fill it out when you receive it.

If you do not receive the link to the survey by February 1, please email Ryan Townsend at srtownsend@nd.gov.

News from the Field

The ND DPI is looking for schools that would like to share an exciting event that was recently held in your school or community.

An example of what the ND DPI is looking for might be a Parent Night activity. Many districts outlined in their consolidated applications a plan to conduct parent nights as a strategy for meeting the Title I parental involvement requirements.

If your school would be willing to share a written summary, pictures, etc., of a recent event in your school or community to be highlighted in the ND DPI quarterly newsletter, please contact Lauri Nord at lnord@nd.gov.



21st CCLC Update

Evaluator

The ND DPI released an intent to award for the 21st CCLC evaluator contract. The ND DPI received interest from a second party. This will require the ND DPI to release a formal RFP to determine who the 21st CCLC program evaluator will be for the current grant cycle. We will keep you informed as to the status of this issue.

Data Bid Winner

The ND DPI released an ITRFP to determine who will provide the 21st CCLC data warehousing service. The winner of the bid was Cityspan. They will be the data housing provider for this grant cycle. This will be a smooth transition as Cityspan is currently providing this service for the 21st CCLC programs.

Things to Watch For

- ◆ **Monitoring Updates**
The 21st CCLC state administrator will start conducting monitoring site visits January 2014. The sub-grantees to be monitored have received their pre-monitoring letter and state monitoring tool.
- ◆ **IEP Project**
The USDE 21st CCLC office is looking to identify sub-grantees that work especially well with children who have disabilities. Their goal is to identify best practices and put together a document to assist all 21st CCLC sub-grantees. The state administrator will be reaching out to 21st CCLC sub-grantees to see if anyone is interested in this project.
- ◆ **21st CCLC Technical Assistance Survey**
The state administrator is in the process of creating and compiling a technical assistance survey to identify what areas current sub-grantees feel they need the most assistance. At this time, the state administrator has reached out to program directors to communicate with their staff on topics they would like to see. Once all the topics have been submitted, a survey will be sent out to identify the topics that are most needed.





Assurance of Time/Periodic Certification

Districts that have federally funded personnel must complete an assurance every six months (at a minimum), documenting the time staff worked in each particular federal program. Since it is now about halfway through the school year, we felt it was appropriate to remind districts of the following:

- ◆ All staff paid with federal Title funds must sign an assurance.
- ◆ The individual and their supervisor must both sign the assurance.
- ◆ These assurances must be completed at least twice a year and cannot be signed and dated before the time has occurred. In other words, an assurance from August 15 – December 15, 2013, must be signed after December 15, 2013.

The assurances do not need to be submitted to the Federal Title Programs office, rather they must be kept on file in the district's office. Information and sample documentation for this requirement can be found at www.dpi.state.nd.us/title1/time_effort.shtm on the Title I website.

IDEA Update

Families having a child with a disability often incur expenses that are above and beyond what insurance and other funding programs will cover. IPAT developed the Pedaling for Possibilities (P4P) program to assist families with assistive technology expenses not covered by insurance or other funding programs. The fourth annual Pedaling for Possibilities (P4P) stationary bike race will be held February 8, 2014. In the last three years, this race has raised over \$68,000 which has helped 55 individuals in 25 counties in North Dakota and Moorhead, Minnesota. These individuals have been able to purchase much needed adaptive technology as a result of this program. Examples of items that can be purchased with P4P funds include: vision equipment, hearing devices, vehicle modifications, communication devices, or other types of adaptive technology. The P4P grants cannot be used to replace funds from other programs, like education or vocational rehabilitation.

This year's P4P stationary bike race will be held on February 8, 2014 from 1:00-6:00 pm at the NDSU Wallman Wellness Center. The Bike Team packets are ready and the space is reserved. Teams of riders are needed to make the day complete, so grab some friends, co-workers, exercise pals, or neighbors and get ready to generate some revenue and pedal a stationary bike for prizes, a good time, and a good cause. Ways to support this worthy cause include:

- ◆ Participating on a team of 10 riders. Each team member is asked to raise \$100 or more. Donations can be turned in on race day. Each team member rides for 25 minutes. Team packets can be downloaded from <http://ndipat.org/pedaling-for-possibilities>.
- ◆ Want to participate, but don't have a team? Consider being a sponsor. Sponsorship packages start at \$100 and in-kind donations are welcome. Sponsor information or donations are accepted at the same site.

P4P is a great way to beat the winter blahs, make new friends, and support people with disabilities in their efforts to get assistive technology. Join the fun on February 8!

Save the Dates for Upcoming Autism Conference!

The first annual state Autism Spectrum Disorder conference will be held October 20 (preconference) and October 21 and 22 (full conference) at the Ramada Inn (formerly the Doublewood Inn) Bismarck, ND.

Homeless Update

HUD Secretary Announces FY2014 Budget

U.S. Housing and Urban Development Secretary, Shaun Donovan, has released details of the Obama Administration's proposed Fiscal Year 2014 HUD Budget, a plan that seeks to protect the rental housing and homeless assistance for millions of extremely poor Americans while increasing investments in key initiatives to serve some of the nation's most distressed neighborhoods.

HUD's proposed 2014 budget provides \$47.6 billion, an increase of \$3.2 billion (or 7.3%) above the 2012 enacted level. More than 90 percent of this funding increase is used to maintain current levels of rental and homelessness assistance for vulnerable families, the overwhelming majority of whom earn less than 30% of their area's median income. The budget also makes investments to revitalize high-poverty neighborhoods, reduce blight in communities hardest hit by the foreclosure crisis, and support sustainable economic development. Savings are achieved through reduced funding for new affordable housing construction and reforms to the Department's rental assistance programs that do not reduce the number of families served.

HUD's budget is built on a number of principles outlined in the President's State of the Union address:

- ◆ **Growing the Middle Class While Bringing Private Capital Bank to the Market** by reigniting economic growth by strengthening the housing market, speeding the nation's economic recovery, and building a stronger middle class
- ◆ **Prioritizing Renewals** by maintaining a core commitment to protect families currently receiving rental assistance by keeping them in their home
- ◆ **Creating Ladders of Opportunity for Millions of Americans** by creating *Promise Zones* in some of the nation's hardest-hit neighborhoods
- ◆ **Reducing Regulatory Burdens and Increasing Efficiency** by improving the efficiency and effectiveness of HUD programs

To read the full press release, go to http://portal.hud.gov/hudportal/HUD?src=/press/press_releases_media_advisories/2013/HUDNo.13-050.

N&D Update

NDTAC Kicks Off 2014 with a Look at the Educational Experiences of Children and Youth in the Child Welfare System

On any given day in the U.S., more than 400,000 children and youth are involved in the child welfare system. And while the goals of this system are to find safe, permanent homes and to reunify families, many children and youth spend years in the system, moving from placement to placement and school to school. Compared to peers who are not system-involved, these young people are less likely to have a high school diploma, less likely to earn a living wage, and more likely to become involved in the juvenile or criminal justice systems. Research has shown, however, that success in school can be a positive counterweight to the abuse, neglect, separation, and impermanence experienced by these children and youth.

Join us on **Wednesday, January 29, 2014 from 2:00–3:00 pm (EST)** for NDTAC's first event in the **N&D InFocus** series, as we examine the educational experiences of children and youth involved with the child welfare system and highlight the work of systems around the country striving to foster better educational outcomes for these young people. From Hawaii and California to Rhode Island and beyond, we'll take a closer look at those making a difference in the lives of this vulnerable population.

Register for this event at www.neglected-delinquent.org/events/educational-experiences-children-and-youth-child-welfare-system.

Title II, Part B/MSP Update Upcoming Professional Learning Opportunity

PAGE: A Framework for Access and Equity



PAGE is funded through the National Science Foundation (NSF) and hosted by the Science Museum. PAGE is focused on addressing gender, racial and class-based achievement gaps in STEM education throughout the Upper Midwest (Iowa, Minnesota, North Dakota, South Dakota and Wisconsin). North Dakota has historically been unrepresented.

Travis Sandland from the Science Museum of Minnesota will be presenting on *The Peer Alliance for Gender Equity (PAGE)* on February 13, 2014, from 1:00-3:00 pm at the North Dakota State Capitol, Pioneer Room. PAGE is looking for teams with district-wide or state-wide responsibility for STEM education who have a passion for addressing critical issues of access and equity in STEM education, and provide professional development, training, coaching, mentoring and/or leadership to K-12 teachers. Teams should consist of principals, assistant principals, curricular directors, or STEM center directors.

The meeting will provide individuals the opportunity to learn more in-depth information about the PAGE grant and its benefits. Representatives from the Science Museum of Minnesota will also spend time on the application process for PAGE. Applications are due in April. Since the inception of PAGE, no North Dakota applications have been submitted. Teams are highly encouraged to attend and apply for this grant as this is an amazing opportunity for North Dakota educators. Attendance at this training does not commit you to this project. There is no cost to the district to participate in this project. The grant covers all expenses, including a stipend and \$2500 for the purchase of resources and materials to use with teachers in your schools.

PAGE is a year-long commitment of professional development. There are numerous benefits of participation, which include 60+ hours of professional development designed specifically for district STEM leaders; ongoing PAGE community and Science Museum support; and training in a repertoire of research-based strategies, frameworks, and professional development resources that address issues of equity in STEM.

To register to attend the PAGE training, go to www.surveymonkey.com/s/PAGEregistration to complete the registration form. A confirmation letter will be sent to all registrants with additional details.

Title I Schoolwide Reminders

PLANNING YEAR SCHOOLWIDE SCHOOLS:

- ◆ Schedule a WebEx training for the paper process of documentation of the Title I schoolwide plan
- ◆ Continue to work in schoolwide plan components
- ◆ School teams research solutions to overcome obstacles to reaching schoolwide goals
- ◆ Schoolwide Plan Submission 3 due January 31, 2014

CURRENT SCHOOLWIDE SCHOOLS:

- ◆ Submit Mid-Year Financial Report to the Federal Title Programs office (www.dpi.state.nd.us/forms/sfn7822.pdf)
- ◆ Work on continuous improvement through NDMILE or ASSIST
 - Review indicators and update tasks/objectives
- ◆ NDMILE submissions due January 31, 2014
 - SMART Goals
 - Comprehensive Plan Report
 - Supplemental Report
- ◆ Review professional development to ensure alignment with goals, objectives, and reform strategies (www.dpi.state.nd.us/title1/schlwide/embprof.pdf)
- ◆ Conduct TEAM meetings to work on schoolwide plan in online tool (NDMILE or ASSIST)
- ◆ Continue documentation of the required components of Title I schoolwide
- ◆ Conduct parent trainings (www.dpi.state.nd.us/title1/targeted/require/parent/require.shtm)

ELL Reminders: January

- ◆ **New Student Registration** (new students)
 - Include the Home Language Survey in registration
- ◆ **Progress Monitoring** (ongoing for all ELL students)
 - Meet with teachers and paraprofessionals on students' progress and students' or teachers' needs
- ◆ **Monitored Students** (exited)
 - Check records on student progress of year 1 and year 2 exited students following the first semester
 - Meet with teachers (if necessary)
- ◆ **Prepare for the ACCESS Test**
 - Create schedule for district ACCESS testing
 - Communicate the testing schedule to staff, parents, and students
 - Unpack materials and prepare for testing
 - Prepare test booklets, checking all labels, and adhering correct ones (booklet will give directions for incorrect labels)
 - ACCESS test administrators sign "Agreement to Maintain Confidentiality"
- ◆ **AMAO Improvement Plans**
 - Submit improvement plan to Federal Title Programs office by February 5, 2014
- ◆ **Questions on ELL Issues**
 - School personnel can contact one of the following individuals for questions on Title III 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, ELL/Bilingual
jmfrohlich@nd.gov or (701) 328-2254
 - In addition, Kerri Whipple is working part-time for the SEEC office, 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 will not be available to work with the administrative functions of the Title III/Bilingual program.
whiplk1@ndseec.com, (701) 361-1392 (c), or (701) 446-3192 (vm).



2014 National Title I Conference



Welcome to the 2014 National Title I Conference! The Conference theme is **Currents of Change**. Today's educational climate is in a constant state of flux, affecting every student in every classroom. Join us in San Diego as we ride the currents of change to learn about the latest innovations in the evolving world of education, designed to help students succeed at all levels.

Conference Location: The San Diego Convention Center, 111 W. Harbor Drive, San Diego, CA

Conference Dates: February 2-5, 2014

Attendee Registration: \$549

For registration information and to view the session schedule, visit www.titlei.org/conference.

Final Call: 2014 NDCEC Conference



"Celebrate Sweet Success"
February 5, 6, and 7, 2014

**Seven Seas Best Western
Mandan, ND**



Additional registration information can be found online at http://teachersites.schoolworld.com/webpages/ENorthDakotaFederation922//conference_-_2013.cfm

To register and get more information, visit:

<http://pathfinder-nd.org/conference>

Visit the site to learn more about:

- ◆ Free stipends for parents
- ◆ Registration options
- ◆ Speakers & sessions
- ◆ Hotel information

individualizing education

back (to) basics

MINOT ◆ APRIL 10-12



2014 PARENT INVOLVEMENT CONFERENCE



ND Department of
Public Instruction



PATHFINDER
PARENT CENTER

Upcoming Events

National Title I Conference**February 2-5, 2014** in San Diego, CAInformation can be found at www.titlei.org/conference**NDCEC Conference****February 5-7, 2014** in Mandan, NDInformation can be found at http://teachersites.schoolworld.com/webpages/ENorthDakotaFederation922//conference_-_2013.cfm**Peer Alliance for Gender Equity (PAGE) Presentation****February 13, 2014** in Bismarck, NDInformation can be found at www.surveymonkey.com/s/PAGEregistration**North Dakota Council of Teachers of Mathematics Conference****March 21-22, 2014** in Fargo, NDInformation can be found at www2.edutech.nodak.edu/ndctm/index.htm**Alignment of Curriculum and Assessment to Pre-kindergarten Standards****March 28, 2014** in Fargo, NDInformation can be found at www.surveymonkey.com/s/BQ2DWM7**North Dakota Reading Association****April 3-5, 2014** in Bismarck, NDInformation can be found at www.ndreadon.com/**National Council of Teachers of Mathematics (NCTM) Conference****April 9-12, 2014** in New Orleans, LAInformation can be found at www.nctm.org/neworleans/**Pathfinder Parent Involvement Conference****April 10-12, 2014** in Minot, NDInformation can be found at <http://pathfinder-nd.org/conference>**Utilizing the Pre-kindergarten Standards to Build Classroom and Program Practices****April 11, 2014** in Grand Forks, NDInformation will be posted at www.dpi.state.nd.us/EarlyChildhoodEduc/index.shtm as it becomes available**2014 Title I Program Improvement Workshop****April 28, 2014** in Bismarck, NDInformation will be posted at www.dpi.state.nd.us/title1/events.shtm as it becomes available**Utilizing the Pre-kindergarten Standards to Enhance Teaching Practices****May 2, 2014** in Minot, NDInformation will be posted at www.dpi.state.nd.us/EarlyChildhoodEduc/index.shtm as it becomes available**Pre-kindergarten Standards: A Resource for Leveled Learners and Assessment****May 9, 2014** in Bismarck, NDInformation will be posted at www.dpi.state.nd.us/EarlyChildhoodEduc/index.shtm as it becomes available**International Reading Association (IRA) Conference****May 9-12, 2014** in New Orleans, LAInformation can be found at www.reading.org/



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