



North Dakota Department of Public Instruction  
Kirsten Baesler, State Superintendent

# TEAM NEWS

Together Everyone Achieves More

Federal Title Programs and Special Education

November 2014

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## 2013-2014 School District Profiles Released

The Federal Title Programs office would like to inform you of the release of the 2013-2014 School District Profile (also known as the School District Report Card). The profiles are available for view at [www.dpi.state.nd.us/dpi/reports/Profile/index.shtm](http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm).

Information includes statewide school plant performance data and statewide district performance data, as well as information on the district's assessment, demographics, and the statewide district performance summary. It takes time to generate data for each of these categories; therefore, the department releases School District Profile reports in the fall.

This serves as a prime opportunity to remind school districts they are required to inform parents that this information is available to them. A sample letter regarding this requirement is available at [www.dpi.state.nd.us/title1/springwkshp/profileletter.pdf](http://www.dpi.state.nd.us/title1/springwkshp/profileletter.pdf) on the Federal Title Programs website.

Most districts choose to inform parents of the availability of this information through their school newsletter. Remember, in addition to providing a website address for the document, you must also inform them as to how they can review a written copy made available by the district (i.e., copy in school office, library, etc.).



# Federal Title Programs Director's Report

By Laurie Matzke

## Equity Initiative: Excellent Educators for All

In July, Secretary Duncan announced our Excellent Educators for All initiative, designed to move America toward the day when every student in every public school is taught by excellent educators. As part of the initiative, consistent with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, each State Educational Agency must submit to the U.S. Department of Education (USDE) a State Plan to Ensure Equitable Access to Excellent Educators to ensure “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.”

The plans are due to the USDE on June 1, 2015. The USDE recently provided a number of tools to assist states with this initiative including:

- ◆ Frequently Asked Questions
- ◆ Data Files

Each state's data file includes:

- (1) data from the 2011-2012 Civil Rights Data Collection (CRDC);
  - (2) school level student poverty rates;
  - (3) “Highly Qualified Teacher (HQT)” data; and
  - (4) a geographic cost of living adjustor. The CRDC data include comprehensive school- and district-level data, disaggregated by race, sex, disability, and limited English proficiency status, reported by districts to the Department. Metrics include, among other things: teacher experience; teacher absenteeism; teacher certification; access to preschool and rigorous course work, including science, mathematics, and Advanced Placement courses; and school expenditures. The USDE is also sending supporting documentation, including a data dictionary and codebook, to facilitate the use of the data files.
- ◆ Educator Equity Profiles
  - ◆ Webinars
  - ◆ Equitable Access Support Network

The North Dakota Department of Public Instruction (ND DPI) will be establishing a planning committee to help with the development of North Dakota's State Plan.

We will keep school personnel apprised of the progress on this initiative in future issues of our newsletter. More information is available at [www.dpi.state.nd.us/title1/index.shtm](http://www.dpi.state.nd.us/title1/index.shtm) under “General Information”.



# Special Education Director's Report

By Gerry Teevens

## Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools

On November 13, 2014, the U.S. Department of Education's Office for Civil Rights and Office of Special Education and Rehabilitative Services, together with the U.S. Department of Justice's Civil Rights Division, issued joint guidance regarding the rights of public elementary and secondary students with hearing, vision, or speech disabilities to effective communication. Three federal laws—the Individuals with Disabilities Act (IDEA), Title II of the Americans with Disabilities Act of 1990 (Title II), and Section 504 of the Rehabilitation Act of 1973 (Section 504)—address the obligations of all public schools to meet the communication needs of students with disabilities, but do so in different ways. The Individuals with Disabilities Act (IDEA) requires that schools make available a free appropriate public education, consisting of special education and related services to all eligible children with disabilities (including those with disabilities that result in communication needs). Title II requires schools to ensure that students with disabilities receive communication that is as effective as communication with others through the provision of appropriate auxiliary aids and services.

The guidance, in the form of a [letter to educators \(available in Spanish\)](#) with an attached [Frequently Asked Questions document](#) is intended to help schools understand and comply with federal legal requirements on meeting the communication needs of students with disabilities. Because compliance with IDEA can satisfy 504's requirement to provide FAPE to a student with a disability and because in general a violation of Section 504 is a violation of Title II, the focus of the FAQs is on the IDEA and the specific Title II regulatory requirements for effective communication.

A [fact sheet](#) on the guidance for parents ([available in Spanish](#)) will also be released.

Please share this information widely with your members, affiliates, and networks. Please contact the Special Education Office at (701) 328-2277 for questions or additional information.



## Schoolwide Program Update

The Federal Title Programs office will soon be advertising to hire a State Schoolwide Administrator. We hope to have someone hired by February 1, 2015. Lodee Arnold, the prior schoolwide administrator, has assumed responsibility for administering the state English Language Learners (ELL) programs which has proven to be very time intensive.

In the interim, Ann Ellefson will be assuming the administration and support of the Title I Schoolwide programs. This change is effective immediately. Ann is familiar with schoolwide programming and has held the portfolio in years past.

Ann and Laurie Matzke, Director of Federal Title Programs, will be meeting with Mike Heilman and Dr. Angie Koppang to ascertain the status of the newly developed schoolwide report within AdvancED; Ann will provide updates to the schoolwide programs within the upcoming weeks.

Title I programs currently using NDMILE to meet the schoolwide requirements will be able to continue using the NDMILE tool without any interruptions. We understand a few months ago, Mike Heilman corresponded with all schools and gave the opportunity to put in a request for the year of the accreditation review. NDMILE schools were encouraged to request a later date (i.e., 2017-2018) as during the accreditation year there will be some duplicated reporting.

Ann will also be sending communication to the schools in the planning phase for the 2014-2015 school year to reiterate important reminders and due dates for submitting information to the Federal Title Programs office.

We thank you for your patience during this time of transition. If you have any questions, please contact Laurie at [lmatzke@nd.gov](mailto:lmatzke@nd.gov) or (701) 328-2284, or Ann Ellefson at [aellefson@nd.gov](mailto:aellefson@nd.gov) or (701) 328-2488.

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## Title I Schoolwide Reminders

### **Planning Year Schoolwide Schools:**

- ◆ Continue schoolwide planning TEAM meetings
- ◆ Complete comprehensive needs assessment process
- ◆ Document evidence of required ten components of Title I schoolwide planning
- ◆ Continue work in selected online tool (NDMILE or ASSIST)

### **Current Schoolwide Schools:**

- ◆ If the schoolwide program is transitioning to ASSIST, begin schoolwide assurances
- ◆ Conduct professional development aligned with goals, objectives, and reform strategies
- ◆ Conduct TEAM meetings to work on schoolwide plan in online tool (NDMILE or ASSIST)
- ◆ Continue documentation of the required components of Title I schoolwide
- ◆ Offer parental involvement opportunities

If you have questions on schoolwide issues, please contact Ann Ellefson, Deputy Director, at [aellefson@nd.gov](mailto:aellefson@nd.gov) or (701) 328-2488.

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## Reallocated Funds Summary



The Federal Title Programs office is wrapping up the approval process for those districts that applied for Title I and/or Title II reallocated funds. We hope to have all applications approved by early December 2014.

Once the process is complete, the ND DPI will have disseminated just under one million dollars in Title I reallocated funds and approximately \$140,000 in Title II reallocated funds. We are very fortunate this year to have a significant amount of reallocated funds available. Districts are cautioned, however, not to count on these funds being available in the future. This year was unique as a district with a large allocation opted out of applying for federal funds. This action greatly contributed to why the state had such a large amount of reallocated funds available. Accepting federal funds is an annual decision, so we don't know what the status will be next fall.

If your district received reallocated funds, we offer the following reminders to ensure that the federal regulations are being adhered to.

- ◆ Your local school district accounting ledger for 2014-2015 must reflect the amounts approved by the Federal Title Programs office for the 2014-2015 school year. Districts should use the following codes to account for the reallocated funds in their local accounting ledger:
  - Project Code 068 – Title I Helping Disadvantaged Students
  - Project Code 075 – Title II, Part A Teacher/Principal Training
  - Project Code 082 – REAP/TransferabilityIt is recommended that districts use Program Code 298 (Other) to distinguish these dollars from your regular federal Title funds.
- ◆ School districts will be required to complete and submit the Reallocated Funds Addendum with their Title I and/or Title II Final Financial Report in July 2015. The Reallocated Funds Addendum can be accessed at [www.dpi.state.nd.us/title1/resource/reallocated.pdf](http://www.dpi.state.nd.us/title1/resource/reallocated.pdf) on the Federal Title Programs website.
- ◆ Object code 300 in the fiscal accounting process is labeled as Purchased Professional and Technical Services. This code must be used any time funds will be used to purchase a service. All activities coded to object code 300 (Purchased Professional and Technical Services) must be evidenced with a contract. A sample contract template is available at [www.dpi.state.nd.us/title1/resource/sample.pdf](http://www.dpi.state.nd.us/title1/resource/sample.pdf).

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## Title II Carryover Funds

As a reminder, districts who carried over Title II/REAP funds into the 2014-2015 school year must have those carryover funds obligated by December 31, 2014. The funds must be paid out and requested from the ND DPI by January 14, 2015. If you have spent these funds, please submit a Request for Funds form (SFN 14660) to the Department as soon as possible. If a request is not received by January 14, 2015, these carryover funds will be forfeited.

Any unspent Title II funds will be reallocated to other school districts on a competitive basis using specific criteria pertinent to the federal Title II program. Districts will receive notification regarding a Title II, Part A reallocated funds process if funds become available.

If you have any questions regarding this information, please contact me at [lmatzke@nd.gov](mailto:lmatzke@nd.gov) or 701-328-2284.

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## IDEA Update

As was discussed last month, research developments have prompted a revision of the principles of Universal Design for Learning (UDL). In the introduction to her book, *Design and Deliver: Planning and Teaching Using Universal Design for Learning* (2014), Loui Lord Nelson asserts the importance of teachers developing a solid, in-depth understanding of UDL principles. Research has led to a three guideline structure for each principle; each guideline identifies a salient component of the principle. According to the guidelines for engagement, engagement's three components include: self-regulation, sustaining effort, as well as persistence and recruiting interest.

Research documents the critical role engagement plays in learning; learning requires that students remain engaged throughout each activity. Nelson discusses the finding by Bodrova, Leong, & Akhutina (2011) that social interactions play an important role in teaching children these skills. Nelson translates the underlying theory of the engagement principle into research-based instructional practices that promote effective instruction. The design of engaging learning activities to support the learning of self-regulation skills, appropriate behaviors and self-monitor skills will provide a range of scaffolds and supports to allow students to customize their learning. Young children can participate in these activities and learn how to use supports that facilitate their learning; as their skills develop the need for scaffolds and supports will decrease.

Highly engaging activities help students learn to recognize behaviors in others that help them monitor and regulate their own behavior. Students also learn to identify shared behaviors, how to use self-talk, and external visual supports/reminders of appropriate behaviors. Visual supports could include class/school-wide rules developed by students and posted in the room or provided to students individually. Prompting students to self-assess their ability to stay engaged with the activity, their level of participation, and their ability to maintain focus in the presence of distractions increases student skills and pro-social behaviors. Behavioral checklists, rubrics, as well as modeling of appropriate coping skills are additional examples of scaffolds that support students in developing self-regulating skills and behaviors.

Goal setting is another aspect of self-regulation that can begin early. Helping students identify goals that are realistic and specific as well as the steps they need to achieve their goals contribute to self-regulation. A critically important aspect of goal setting is providing students with multiple opportunities to assess their progress and analyze whether a modification of their goals is needed. Assisting students in developing the flexibility to adjust expectations and goals is as important as achieving them.

Self-reflection is another learned process that must be developed in students. Students need to develop an understanding of the contexts in which they work best. Asking students to answer questions related to working arrangements (alone, paired, in a group), what strategies they use to seek assistance, approach a reading assignment, find an optimum working space, deal with distractions and maintain their focus on the learning activity helps them understand their optimal learning conditions. Prompting students with reminders of expectations (either verbal or visual) and encouraging self-reflection will assist students in developing these skills. A student's ability to self-assess and reflect on their learning influences their behavior. Modeling appropriate responses to challenging tasks help students learn to match their behavior to their environment.



## Office of Special Education Programs Provides Funding

The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children, and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. Within North Dakota, the Department of Public Instruction's Special Education office serves students ages 3-21 with a disability. In working with the local education agencies and districts along with reporting to OSEP utilization of OSEPs programs are key. Most recently, three new programs or centers were created to assist the states: the IDEA Fiscal Data Center, Center for Systemic Improvement, and National Technical Assistance Center on Improving Transition to Postsecondary Education and Employment for students with Disabilities.

The IDEA Fiscal Data Center grant was awarded to WestEd. According to WestEd, their goals are to:

- 1) improve the capacity of state staff to collect and report accurate fiscal data to meet the data collection requirements related to the IDEA Part B local educational agency (LEA) Maintenance of Effort (MOE) Reduction and Coordinated Early Intervening Services (CEIS) [LEA MOE/CEIS] and State Maintenance of Financial Support (State MFS); and
- 2) increase states' knowledge of the underlying fiscal requirements and the calculations necessary to submit valid and reliable data on LEA MOE/CEIS and state MFS.

Additionally, OSEP awarded a grant to the Center for Systemic Improvement (CSI) to support states as they work to improve results for infants, toddlers, children and youth with disabilities. The goals of the Center are to:

- 1) increase the capacity of state educational agencies (SEAs) and lead agencies (LAs) to implement their State Systemic Improvement Plans (SSIPs);
- 2) increase SEAs' and LAs' utilization of evidence-based practices (EBPs);
- 3) improve SEA and LA infrastructure and coordination for delivering effective TA;
- 4) increase the use of effective dissemination strategies;
- 5) increase the effectiveness of SEAs and LAs to meaningfully engage state and local stakeholders;
- 6) increase the capacity of SEAs and LAs to effectively utilize available TA resources; and
- 7) increase the capacity of SEAs and LAs to implement general supervision systems that support effective implementation of the Individuals with Disabilities Education Act.

Finally, OSEP has awarded the grant for the National Technical Assistance Center on Improving Transition to Postsecondary Education and Employment for Students with Disabilities to the University of North Carolina at Charlotte, NC. The Center will assist state educational agencies (SEAs), local educational agencies (LEAs), state vocational rehabilitation (VR) agencies, and other VR service providers to implement evidence-based and promising practices and strategies that ensure that students with disabilities, including those with significant disabilities, graduate from high school with the knowledge, skills, and supports needed for success in postsecondary education and employment.

If you are interested in doing further reading you can visit OSEPs website at [www2.ed.gov/about/offices/list/osers/osep/index.html](http://www2.ed.gov/about/offices/list/osers/osep/index.html).

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## North Dakota Alternate Assessment

The ND DPI is continuing to prepare for a shift in expectations and requirements for the educational system for students with significant cognitive disabilities who will participate in the state assessment system through the alternate assessment based on alternate achievement standards. The purpose of the Dynamic Learning Maps (DLM) assessment system is to significantly improve the academic outcomes of students with the most significant cognitive disabilities, thereby improving their preparedness for postsecondary options and the world of work.

The ND Alternate Assessment system is designed to provide useful and timely information and strong instructional support to teachers through a highly customizable system of instructionally embedded assessments.

Part of this highly customizable system incorporates the use of DLM Essential Elements. Essential Elements were developed by a group of educators and content specialists from the member states of the Consortium. Essential Elements are specific statements of knowledge and skills linked to grade-level expectations of the general education content standards. The purpose of the DLM Essential Elements is to build a bridge from the ND State Standards to academic expectations for students with the most significant cognitive disabilities.

The Essential Elements reflect a different approach to teaching, learning, and testing that focuses on providing children with significant cognitive disabilities, a deep understanding of the most important concepts, in subjects they are studying so they can apply that knowledge and skills to other subjects and in the real world.

For more information on Essential Elements, please click on the content area you wish to review: [Mathematics](#) or [English Language Arts](#) or go to <http://dynamiclearningmaps.org/northdakota>.

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## Early Childhood Updates

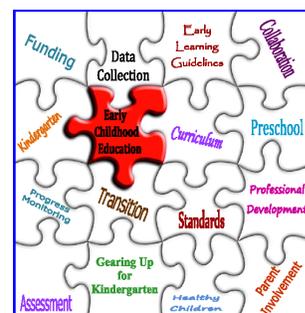
### Early Childhood Environment Grants

Unfortunately due to the high volume of interest, we are unable to continue accepting grant applications at this time. Districts that have recently submitted applications will be kept on file and if additional funding becomes available, we will let you know at that time.

### Pre-Kindergarten Standards

The state Special Education office has started the process to load the Pre-kindergarten Standards in TIENET. This process is anticipated to take until January 2015. Once they have been successfully loaded, further notification will be released. Guidance on the use of Standards in TIENET will be addressed during the upcoming professional development opportunities offered this spring.

To register for upcoming Pre-kindergarten Standards professional development, please visit [www.dpi.state.nd.us/EarlyChildhoodEduc/standards.shtm](http://www.dpi.state.nd.us/EarlyChildhoodEduc/standards.shtm) on the department's website.



## 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. Federal Title Programs staff will monitor 39 Title I and Title II programs during the 2014-2015 school year.

Twenty-seven districts will participate in the self-monitoring process for the 2014-2015 school year. In addition, ten districts and two large districts will be monitored on-site by a team of staff from the Federal Title Programs office. To view the list of 39 districts that will be monitored this year, along with the ND DPI contact person who is assigned to review each district, go to [www.dpi.state.nd.us/federal/monitoring.shtm](http://www.dpi.state.nd.us/federal/monitoring.shtm).

***For those districts participating in the self-monitoring, please do not submit your monitoring information at this time.*** These districts received detailed correspondence from the Federal Title Programs office in October 2014 outlining monitoring directions, the review process, etc. It is important for you to review the correspondence from the Federal Title Programs office prior to submitting your self-monitoring information. In addition, the monitoring documents should not be submitted until January 2015 so that the first set of assurances have been signed and completed. Site visit districts received correspondence in early November 2014 from the Federal Title Programs office. These districts can expect to receive correspondence from their Federal Title Programs contact person to schedule a date and time for the on-site visit.

If you have any questions regarding this monitoring process, please feel free to contact Laurie Matzke at [lmatzke@nd.gov](mailto:lmatzke@nd.gov) or (701) 328-2284 or your Federal Title Programs contact person.

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## Challenging Content in Kindergarten Boosts Later Achievement

The *American Educational Research Journal* examined the relationship between academic content in kindergarten and children's later achievement in school. They found that spending four more days per month on more advanced topics in mathematics and reading was associated with modest increased test scores. This research article is available at <http://aer.sagepub.com/content/51/2/403>.

The authors found a consistent and positive effect of exposure to advanced content in mathematics and reading in kindergarten (e.g., addition, subtraction, phonics instruction, reading aloud or silently, and reading comprehension in reading). In contrast, children did not benefit from basic content coverage (e.g., counting out loud or sorting into subgroups in math and writing the letters of the alphabet in reading).

The authors conclude that increasing time spent on advanced academic content in kindergarten (and reducing time on basic content) could be a potentially low-cost way of improving achievement.

*This information was adapted from <http://education.jhu.edu/research/crre/newsletter.html>.*

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## Calculators in the Classroom

The idea of calculators in the elementary classroom evokes strong emotions. The argument against them is that students won't learn how to calculate if we give them calculators. True. And that's why teachers don't use them to teach arithmetic. But, because there's such a fuss about calculator use in the classroom, it's become easier for teachers not to use them at all.

And that's too bad because calculators can be a very powerful learning tool. They provide opportunities for students to solve problems they may not otherwise be able to do. In addition to solving cool problems, calculators allow students to explore our number system, practice number sense, and hone estimation skills. Done correctly, they can actually *help* kids learn math. That's probably why CCSSM and NCTM include them in their Standards. Besides, kids LOVE them. And any good teacher knows that you don't dismiss what kids love. You figure out how to weave it into your curriculum.

Want to see just how powerful a calculator can be?

When my oldest son, who is now in college, was in preschool he asked me how many days there were in a year. Because he had an elementary math teacher as a mom, he was pretty savvy about things like addition and subtraction. He was also quite familiar with a calendar and knew there were 12 months in a year.

So, instead of telling him the answer, I asked him how he could use the calendar to figure it out. He quickly realized that if he added all the months together he would arrive at the answer.

"And how would you do that?" I asked.

He grabbed the calculator and proceeded to flip the pages adding together the last number in each month. By the time he got to the end, his calculator read: 365.

"So how many days are there in a year?" I asked.

"Three hundred sixty five," he replied.

And that was the end of that. He problem-solved his answer. He was four years old.

But here's the thing. He didn't know how to do double- and triple-digit addition. What he did know, though, was that he needed to perform addition in order to arrive at the answer. He understood the concept, not the specific algorithmic steps needed. The calculator wasn't helping him cheat; it was helping him solve a problem that was interesting to him.

Here's another example. I was teaching fourth grade and we were doing a math project where we were building a scale model town. One group of die-hard football fans convinced me to let them build a stadium. After some consideration, I decided to allow them to do it using a different scale than the rest of the class. At one point they were trying to figure out how many people would be seated in each of the stadiums' sections.

"How would you figure it out?" I asked.

"We need to divide but we don't know how to divide large numbers." We hadn't gotten that far in the curriculum, yet.

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## Calculators in the Classroom (continued)

But you know where this is going. "Use a calculator," I replied. They did, and, like my son, they got their answer.

Here's one of the Intermediate problems:

Clear the calculator. Enter the number 65. What is the fewest number of steps you can take to get the display from 65 to 35?

Can you just see the mental math happening? How about this one:

Clear the calculator. Pretend that the '2' key is not working. How could you make the calculator display the number 32? How could you display the number 32 if all the odd-numbered keys were not working?

Or, from our advanced level: Can you figure out which two numbers under 20 multiply to get 255? What is the fewest number of tries you can do it in? Priceless.

Calculators get a bad rap. And, like most things that get a bad rap, it's not fair. We can change that. If you already encourage the use of calculators in the classroom, keep it up! If it's been awhile, it may be time to find them, dust them off, and keep them in a place easily seen and accessible to students. Then...let the learning begin.

*This information was adapted from Hodgens, Karen (email communication. June 2, 2014)*



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## Homeless Update

### HBO Story on Homeless Student Athletes

HBO Real Sports with Bryant Gumbel is pursuing a story on homeless student athletes. Real Sports interest in, and work on, this topic predates the recent Sports Illustrated story.

Real Sports is currently looking for youth to interview. Because television is a visual medium, what matters most is the ability of the youth to be able to convey their experiences on camera, and to have a comfort level being filmed. In addition, the producers would like to profile youth who are still very much in the midst of their struggles with homelessness, school, and sports. Ideally, the student would be in ninth or tenth grade, or a junior.

If you are working with a young person who meets these criteria, please email the following information to Barbara Duffield at NAEHCY at [bduffield@naehcy.org](mailto:bduffield@naehcy.org):

- ◆ A contact person (school liaison, social worker, case manager)
- ◆ Grade level of student
- ◆ Student's sport
- ◆ A brief summary of their current homeless situation

The show has incredible potential for raising awareness and increasing support for homeless students, so thank you in advance for your help!

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## 2013-2014 Preliminary ELL District Achievement Results Posted to STARS

On November 18, 2014, the ND DPI posted the 2013-2014 English Language Learners (ELL) district achievement results, known as the Annual Measurable Achievement Outcomes (AMAO) reports. These preliminary reports have been posted on the department's secure State Automated Reporting System (STARS) under the Enrollment Report. To view the 2013-2014 AMAO report, the 2013-2014 school year must be selected. Upon entering the Enrollment Report, you will select the "Generate PDF" button on the left hand side of the screen. From the dropdown box, select "AMAO Results" and then "PDF." Contact your district administrator if you do not have the authority to access this report.

### District AMAO Reports

The AMAOs are the accountability measures for Title III programs. More detail on these definitions can be found in the AMAO information document on the department's website at [www.dpi.state.nd.us/bilingul/nochild/amao.pdf](http://www.dpi.state.nd.us/bilingul/nochild/amao.pdf).

### Title III Accountability and Training Requirements

Based on the district's AMAO results, there are Title III Accountability Plan and training requirements for districts that receive Title III funding. Please note the following:

- ♦ AMAO Parent Letter – Title III Section 3302 requires districts to notify parents within 30 days if a district fails to meet their AMAOs.
- ♦ AMAO Accountability Plan – Some district's AMAO reports will indicate the need to address ELL student AYP in the district improvement plan (no separate Title III Improvement Plan is necessary if AMAO is addressed in another improvement plan [i.e., Title I/AdvancED].)
- ♦ AMAO Trainings – ELL training information can be found at [www.dpi.state.nd.us/bilingul/index.shtm](http://www.dpi.state.nd.us/bilingul/index.shtm).

The accountability requirements depend on the AMAO results over a four-year period. A detailed explanation of the Title III Accountability Plan is found on the last page of the AMAO document at [www.dpi.state.nd.us/bilingul/nochild/amao.pdf](http://www.dpi.state.nd.us/bilingul/nochild/amao.pdf) on the department's website.

### Request to Review Accuracy of Reports

The department requests all administrators and ELL coordinators review the AMAO reports for accuracy. We request that you complete your review by December 10, 2014, and contact the Federal Title Programs office if you believe there is an error in reporting. The final AMAO reports will be posted publicly on the ND DPI website.

### Questions

If you have questions or need additional information, please contact Lodee Arnold at (701) 328-1876 or [laarnold@nd.gov](mailto:laarnold@nd.gov) or Jill Frohlich at (701) 328-2254 or [jmfrohlich@nd.gov](mailto:jmfrohlich@nd.gov).



## ELL Reminders: November

### Continuous

- ◆ Progress Monitoring (ongoing for all ELL students)
  - Meet with teachers and paraprofessionals on student's progress and student or teacher needs
- ◆ New student registration: (new students)
  - Include the Home Language Survey in registration

### Parent-Teacher Conferences

- ◆ Locate interpreters if necessary
- ◆ Provide transportation if necessary

### AMAO's (Annual Measureable Achievement Outcomes)

- ◆ Districts should review AMAO information in STARS
- ◆ AMAO information will be published on the ND DPI website
- ◆ Districts have **30 days to notify parents** of any unmet AMAOs once the final reports have been posted

### ACCESS Test Order

- ◆ The ACCESS and Alternate ACCESS for ELLs® ordering window for North Dakota will open November 24, 2014
- ◆ You may order your ACCESS or Alternate ACCESS for ELLs® test materials on-line: [\\*November 24-December 12, 2014\\*](#)
- ◆ Districts should have received information from MetriTech
- ◆ Be sure ELL Student information is accurate and updated in STARS

### Questions on ELL Issues

For questions on Title III programming, please contact Lodee Arnold at (701) 328-1876 or [laarnold@nd.gov](mailto:laarnold@nd.gov) or Jill Frohlich at (701) 328-2254 or [jmfrohlich@nd.gov](mailto:jmfrohlich@nd.gov).



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## N & D Update

### Title I, Part D Annual Survey

Please be on the lookout for more information on the Title I, Part D Annual Survey, including guidance on counting eligible students and the reporting worksheet. This information will be sent electronically to the applicable Title I authorized representatives. Reporting accurate numbers is critical, because these numbers are used to determine North Dakota's 2015-2016 fiscal year allocation from the USDE.



For more information, please contact Margaret Baune, N & D coordinator, at [mbaune@nd.gov](mailto:mbaune@nd.gov) or (701) 328-2317.

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## Mark Your Calendar!

*A Professional Development Opportunity Like No Other...*

# National Title I Conference Leading With Wonder

February 5 - 8, 2015



If you work in the Title I arena, the 2015 National Title I Conference is the one conference you can't afford to miss. An annual event, the Conference brings together thousands of Title I practitioners at all levels and from every part of the country.

**Attendees will:**

- ◆ Participate in presentations from today's most inspiring leaders in education
- ◆ Create a personal schedule from over one hundred sessions focused on instruction, leadership and policy
- ◆ Network with colleagues from all over the country
- ◆ Learn crucial, up-to-the minute information about federal education funding

For more information or to register, visit [www.titlei.org/conference/attendee](http://www.titlei.org/conference/attendee).

**February 5-8, 2015  
Salt Palace Convention Center  
Salt Lake City, Utah**

# Upcoming Events

January  
2015

**Alignment of Curriculum and Assessment to Pre-kindergarten Standards Registration**  
**January 23, 2015** in Bismarck, ND  
 Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

February  
2015

**National Title I Conference**  
**February 5-8, 2015** in Salt Lake City, UT  
 Information is available at [www.titlei.org/conference](http://www.titlei.org/conference)

**Purposeful Planning Utilizing Pre-k Standards**  
**February 28, 2015** in Fargo, ND  
 Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

March  
2015

**Incorporating North Dakota Pre-kindergarten Standards into your Program**  
**March 12-13, 2015** in Bismarck, ND  
 Information will be posted at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

**2015 NDCTM/NDSTA**  
**March 20-21, 2015** in Bismarck, ND  
 Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

April  
2015

**2015 NCTM Conference**  
**April 15-18, 2015** in Boston, MA  
 Information is available at [www.nctm.org/boston](http://www.nctm.org/boston)

**NDRA**  
**April 23-25, 2015** in Minot, ND  
 Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

**Purposeful Planning Utilizing Pre-k Standards**  
**April 25, 2015** in Minot, ND  
 Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

May  
2015

**Utilizing the Pre-kindergarten Standards to Build Classroom and Program Practices**  
**May 16, 2015** in Dickinson, ND  
 Information is available [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

July  
2015

**2015 IRA Conference**  
**July 17-20, 2015** in St. Louis, MO  
 Information is available at [www.reading.org/](http://www.reading.org/)



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