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Math Month – April 2005

April is Math Month in North Dakota.

The State Title I office contracted with a group of North Dakota educators to develop the Math Month packet. The group consists of: Emelia Braun, Jacki Gemar, Jason Gemar, and Mariya Wilson all from Minot, North Dakota. The State Title I office would like to extend a heartfelt thank you to these individuals. They are commended for their time, effort, and many innovative ideas for this year's Math Month packet.

The 2005 Math Month theme is *Embracing Mathematical Diversity*. This packet is available for download at www.dpi.state.nd.us/title1/resource/month.shtm. We hope that all schools and teachers in North Dakota participate in this exciting event.

Educators often take photos of the great things happening at their school during Math Month. We invite you to share these "Kodak moments" with the State Title I office. We love including photos from the field in our slideshows at Title I events.

We ask that all participants complete and submit the final page of the Math Month packet entitled *Math Month Feedback Sheet*. This sheet is available online at www.dpi.state.nd.us/title1/resource/math/2005/feedback.pdf. The information on this form is extremely important to the Title I office, as it drives future Math Month initiatives.

2004-2005 AYP Reports

The department anticipates that the 2004-2005 Adequate Yearly Progress (AYP) reports for schools and districts will be generated in July 2005. The standard setting event that establishes cut scores for the North Dakota State Assessment is being conducted this month (March 2005). It will obviously take some time to compile all of the information generated from the standard setting event. In addition, the department does not receive graduation and attendance information from school districts until June. This information is needed to determine if the secondary indicators have been met. We will keep you updated as new developments occur or if anything changes in our tentative timeline for the AYP release.

2005 Spring Regional Workshops

The State Title I office has set dates for the 2005 Spring Regional Workshops. The first workshop will be held in Mandan, ND on Monday, April 25, 2005 at the Best Western Seven Seas. The second workshop will be in Fargo, ND on Wednesday, April 27, 2005 at the Ramada Plaza Suites. Additional correspondence, a tentative agenda and a registration form will be mailed to all Title I personnel the first part of April. Your attendance is highly encouraged at these workshops!

2005-2006 Title I Allocations

The department has posted estimated federal Title program allocations for school districts for the 2005-2006 school year. Log on to www.dpi.state.nd.us/grants/allocap.shtm to access this allocation information. Highlighted below are some details regarding the 2005-2006 Title I allocation process:

- The first step in the allocation process was to determine which districts are eligible for Title I funds. Those who lost eligibility for the 2005-2006 school year have already been contacted by the State Title I office.
- The updated 2002 census estimates were used to calculate the 2005-2006 allocations.
- Once again, there is a hold-harmless provision that guarantees school districts 85%, 90% or 95% of their previous year's allocation, if they are eligible for Title I funds.
- Nationally, the Title I program received a 3% increase above last year's appropriation.
- North Dakota received a two million dollar increase in Title I funding for the 2005-2006 school year.
- Please keep in mind the allocations are only estimates. Final allocations should be available by May 2005.

Title I and Special Education Collaborative Summer Institutes

The State Title I and Special Education offices have been working collaboratively to prepare for this year's Reading and Math Summer Institutes. The institutes will be opened to Title I teachers, Special Education teachers, as well as other teaching entities within the school system; however, priority will be given to Title I and Special Education teachers.

The Reading Summer Institute is entitled *Strategies for Successful Students*. This institute will be held on June 13-14, 2005 at the Best Western Ramkota Hotel in Bismarck, North Dakota. The Math Summer Institute, entitled *Computational Fluency*, will be held at the Best Western Seven Seas in Mandan, North Dakota on July 18-19, 2005. The Math Summer Institute registration is limited to 50 participants for the lower elementary session and 50 participants for the upper elementary session, so register early!

More information on these institutes will be distributed at the Title I Regional Workshops on April 25 and 27, 2005. Information will also be posted online in May at www.dpi.state.nd.us/title1/events.shtm.

Teacher Quality Update

As schools prepare to hire staff for the 2005-2006 school year, please note the following requirements regarding the highly qualified staff provision:

- As new staff are hired, districts must ensure that any "new to the profession" teacher hired on or after January 1, 2005, **working in a program supported with Title I funds**, has documentation of having taken and passed the Praxis II test **before** they are hired.
- A "new to the profession" teacher is defined as one who has never been contracted as a teacher.

 **NEW** North Dakota's Highly Objective Uniform State Standard of Evaluation (HOUSSE) for elementary education teachers is a bachelor's degree, full state licensure, and a major in elementary education documenting a minimum of 42 semester hours in the core content areas of math, science, social studies, English/language arts, and reading. According to the USDE letter received on February 2, 2005 from Assistant Secretary Raymond Simon, elementary teachers "new to the profession" working in a Title I program or paid with Title II funds hired from the 2002-2003 through 2004-2005 school years, may be considered highly qualified if they satisfy North Dakota's HOUSSE requirement. Therefore, all elementary staff hired through the 2004-2005 school year have been declared highly qualified if they meet North Dakota's HOUSSE requirement as stated above.

 **NEW** For the 2005-2006 school year, all newly hired general education elementary teachers who are "new to the profession" will need to take and pass the Praxis II test by the end of the 2005-2006 school year.

Director's Report

What is happening in the State Title I office? Springtime is usually pretty chaotic. Listed below are some of the initiatives that we are working on this spring.

■ Many Title I Sponsored Workshops

The Title I unit is busy planning many workshops and in-services to be held over the next couple of months. Information and registration forms are always available on our Title I website. Look for information on the following upcoming events:

- Title I Program Improvement Workshop – March 31, 2005 – Bismarck, ND – Kelly Inn Hotel
- Title I Targeting IVN Workshop – April 11, 2005 – Various IVN sites across the state
- N & D Spring Workshop – April 11, 2005 – Bismarck, ND – Comfort Suites Hotel
- Migrant Education Workshop – April 11, 2005 – Manvel, ND – Manvel Public School
- CSR Workshop – April 19, 2005 – Mandan, ND – Seven Seas Hotel
- Title I Regional Workshop – April 25, 2005 – Mandan, ND – Seven Seas Hotel
- Title I Regional Workshop – April 27, 2005 – Fargo, ND – Ramada Plaza Suites
- Reading Summer Institute – June 13-14, 2005 – Bismarck, ND – Ramkota Hotel
- Reading First Academies – July 11-21, 2005 – Bismarck, ND – Bismarck State College
- Math Summer Institute – July 18-19, 2005 – Mandan, ND – Seven Seas Hotel

■ Monitoring

There are additional monitoring responsibilities that must be addressed due to all of the new requirements in the NCLB Act. Listed below is more specific information on the various monitoring that is currently being conducted in the Title I unit.

- **Title I Self-Monitoring** - In order for State Title I program staff to successfully monitor the amount of schools that are required, we have created a self-monitoring guide for both Title I schoolwide schools and targeted assistance schools. Forty-five districts were selected to participate in the self-monitoring process during the 2004-2005 school year. If you were one of the 45 districts who submitted the self-monitoring packet and haven't received written correspondence from the State Title I office to date, you should be contacted within the next few weeks. Many staff are still reviewing submissions and generating responses.
- **Parents' Right to Know Monitoring** - *No Child Left Behind* requires that schools receiving Title I funds must inform all parents of all students that they have the right to request information on the teaching qualifications of all instructional personnel in the building. This requirement is referred to as the *Parents' Right to Know* Clause. Schools must have this information summarized in a written format that is readable and understandable. When a parent requests this information, it must be provided in a timely manner.

Random monitoring on this requirement was done over this past winter. Thank you to all schools who participated and submitted data for this monitoring.

- **Adequate Yearly Progress (AYP) Monitoring** - The department generates Adequate Yearly Progress (AYP) reports for every school in the state based on state assessment results each year. The AYP reports can be found on the department's website under the School District Profile link. Districts are required to ensure that **all schools** send home a copy of the school's AYP report, along with correspondence explaining the school's AYP status, to **all parents of all students** in that building.

Sample letters that schools may use to help explain the reports are available on the Title I website at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm.

Schools were notified if they were selected to be monitored for their compliance with this requirement. We are currently reviewing all submissions for those schools that were selected. Schools will receive feedback from the State Title I office within the next month regarding their submissions.

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Director's Report (continued)

■ USDE Monitoring Visit

North Dakota will be monitored by the U.S. Department of Education (USDE) regarding our implementation of the NCLB Act on May 16-20, 2005. In addition to visiting the Department of Public Instruction, the USDE team will also select several school districts to visit. We will let those districts know as soon as they are selected. The USDE has compiled a list of common issues found out-of-compliance in many states. All North Dakota Title I personnel were informed of these issues in an update memo released on March 11, 2005. All schools need to review their records to ensure compliance with those issues listed.

■ Title I Distinguished School Awards

The NCLB Act incorporated a new regulation requiring states to withhold funds off the top of their allocation to recognize and honor Title I Distinguished Schools. Since our state assessment changed under NCLB, we had to wait a few years so that we had multiple years' data available to review to determine which schools would be eligible for a distinguished school award. We are in the process of finalizing our criteria and reviewing data from the last three years. We anticipate awarding distinguished school grants by July 1, 2005. The number of awards and the grant amounts have not been determined at this time. We will share information regarding the distinguished school awards once more details are available.

Consolidated Application Process for 2005-2006

Staff in the Department of Public Instruction are working on finalizing the review process for the 2005-2006 consolidated application for federal Title funding. Please note the following:

- The consolidated application is going to be due early again so that department staff can review and approve the applications before school starts for the 2005-2006 school year. The tentative due date is May 27, 2005.
- All school districts will be required to submit the consolidated application electronically on the Online Reporting System (ORS) for the 2005-2006 school year. No paper applications will be accepted.
- The updated directions and guidance will be available on the department's website by mid-April 2005.
- Beverly Fischer, the department's grant manager, is working on setting up training for school personnel on the consolidated application process and the requirements for mid-April 2005. All administrators will be notified by e-mail when she has the training sessions confirmed. We highly encourage all superintendents to participate in the training, as there are some key changes to last year's process and format. Beverly is also available to work individually with groups of districts to provide training upon request.
- We will also review the directions and guidance to help personnel complete the consolidated application at our Title I Spring Workshops.
- All information, directions, and guidance regarding the consolidated application can be accessed at www.dpi.state.nd.us/grants/NCLB.shtm on the department's website.

If you have specific questions regarding the consolidated applications, please contact Sacha Spinks at (701) 328-3265 or Beverly Fischer at (701) 328-1028.

Documenting Highly Qualified

The State Title I office has received quite a few calls informing us that many superintendents have informed staff that all teachers will need to show proof of being highly qualified by the end of the 2005-2006 school year.

This issue was also discussed at the Education Standards and Practices Board (ESPB) monthly meeting earlier this month. The ESPB office is working on a plan to provide teachers with documentation to show they are highly qualified. However, their office cannot address the issue for Title I personnel since the credentials are administered in the state Title I office. Therefore, we are also working on a process in which we will be able to provide documentation upon request to demonstrate that you are highly qualified. We will provide more information and details to Title I personnel at our spring workshops.



2005 NDRA Spring Conference

The 2005 NDRA Spring Conference, Roots and Wings - Reader's Growing to Independence, is scheduled in Grand Forks, North Dakota, April 14-16, 2005. Presenters at the conference include authors Regie Routman and Kate Dicomillo, and illustrator Chris Soentpiet.

Registration and credit information is available online at <http://ndreadon.utma.com/intro.htm> on the NDRA website.

We highly encourage all Title I personnel to attend the NDRA conference if possible. It will be a great professional development opportunity.

Big News for Kids

Big News for Kids is a FREE monthly edu-tainment newspaper designed especially for kids. With educational content in a fun format and exciting design, Big News for Kids provides thought-provoking questions and discussion sections to foster enthusiasm for reading and learning. Big News for Kids is an excellent interactive learning publication for use in the classroom or for students to read and explore on their own.

Big News for Kids was founded on the premise that a great education is a fundamental key to success. Therefore, Big News for Kids is free of charge to schools. It brings sponsors, advertisers, and participating schools together to provide quality educational content in an exciting, fresh format.

If enrolled, your school will receive a free subscription of Big News for Kids for each student in grades 3-5. There are no hidden costs or delivery fees. A limited number of free issues are available on a first come first serve basis. So if you are interested, check it out now!

For more information or to view a sample article, please visit the Big News for Kids website at www.bignewsforkids.com.



Monthly Featured Articles

Reading Corner

By: Nita Wirtz

Topic: Reading Resources

This month's reading article focuses on a variety of articles related to reading with a common theme. The USDE has invested money in many central regional laboratories that assist states and school districts by providing technical assistance materials. The regional and national conferences that I have attended always have representatives from these associations and they are always prepared to share the newest and latest research on topics. This month I have featured two of those centers: Learning Point Associates and McREL.

Learning Point Associates (NCREL) – Building on almost 20 years of research and development conducted by the North Central Regional Educational Laboratory, Learning Point Associates now offers a complementary menu of products and services that reflect the same high-quality research base that you know and trust. Their mission is to deliver the knowledge, strategies, and results to help educators make fact-based decisions that produce sustained school improvement.

Website Address: www2.learningpt.org/catalog/cart/list.asp

Literacy Articles Available:

- Literacy Learning on the Net: An Exploratory Study
- Policy Issues (No. 9) – Improving Reading in America: Are Teachers Prepared
- Quick Key 1 – Understanding the No Child Left Behind Act of 2001: Reading
- Quick Key 5 – Understanding the No Child Left Behind Act of 2001: English Proficiency

Other Article Categories:

Learning Point Associates also has items in several other categories available. A synopsis of these categories is listed below: after school programs, data use, mathematics and science, NCLB, policy, professional development, school improvements, teacher quality and technology in education.

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Reading Corner (continued)

Mid-continent Research for Education and Learning (McREL) – Mid-continent Research for Education and Learning (McREL), draws upon the best of more than 30 years of education research to create practical, user-friendly products that help educators create classrooms that provide all students with opportunities for success. Based in Aurora, Colorado, McREL was incorporated in 1966 as Mid-continent Regional Educational Laboratory, a nonprofit organization created to help educators in the nation’s heartland bridge the gap between research and practice. McREL continues to fulfill this mission, serving as the Regional Education Laboratory and Eisenhower Regional Consortium for Mathematics and Science for the states of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

Website Address: www.mcrel.org

Literacy Articles Available:

- 100 Most Frequent Words in Books for Beginning Readers
- A Framework for Early Literacy Instruction: Aligning Standards to Development Accomplishments and Student Behaviors
- Analysis and Identification of Basic Words in Grades K-6
- Exemplary English Language Arts Standards Among the Seven States in the Central Region
- Scaffolding Literacy Development in the Kindergarten Classroom
- Scaffolding Literacy Development in the Preschool Classroom
- Sequenced Benchmarks for K-12 Language Arts
- Research into Practice Series: Enhancing Reading Development
- Teaching Reading in Mathematics, Science, and Social Studies
- Teaching Reading in the Content Areas: If Not Me, Then Who?



Other Article Categories:

McREL also has items in several other available categories. A synopsis of these categories is listed below: assessment/accountability/data use, curriculum, diversity, early childhood education, educational technology, instruction, leadership and organization development, mathematics, professional development, rural education, school improvement and reform, science, standards, and teacher preparation and retention.

Math Corner

By: Ann Ellefson

Topic: Using Math Games in the Classroom

Who said mathematical learning could only happen with a paper, a pencil and problems 1-25? This is definitely not the case when using math games to teach concepts in the classroom. There are math games for all ages to teach and reinforce many different math concepts.

What are the benefits to using math games?

- Math games engage students
- Students monitor each other’s play
- Immediate feedback is given from opponent (usually another student)
- Enables students to think independently
- Allows students to apply problem solving strategies
- Allows math to be applied to real life problems
- Teachers are able to differentiate instruction to meet student needs
- Children use “mathematical language” to play games
- Motivating for students
- Great way for teacher to evaluate for understanding

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Math Corner (continued)

What online resources are available for math games?

- This website provides a variety of articles on math games and has links to lists of games appropriate for grades preK-2, 3-5 and 6-8. ⇒ www.enc.org/features/focus/archive/mathgames
- This website provides a listing of many games that teachers have come up with to teach the concepts of multiplication. ⇒ www.multiplication.com/classroom_games.htm
- This website has everything from board games to card games, domino games to paper and pencil games, as well as many more. ⇒ www.madras.fife.sch.uk/maths/games
- This website has a variety of activities for both at home and in the classroom. Most activities are appropriate for grades K-3. ⇒ www.edu.gov.mb.ca/ks4/cur/math/activity_games.html

There are a variety of places teachers can go to get ideas for math games to use in the classroom, but be creative. No one knows your students better than you do.

Resources used to write this article include *Lively Learning with Math Games* by Terese Herrera; *Math...Who Wants to Play?* By Debbie Blalock and Tami Puchta; *Students Study Hard but Play Harder* by Susan Clopton; and *Using Games to Understand Children's Understanding* by Ann Dominick and Faye Clark. Each of these articles is available on the ENC website at www.enc.org/features/focus/archive/mathgames.

Reading First Corner

By: Gail Schauer

Topic: Mapping Out Your Reading Instruction

BIG IDEAS in Beginning Reading (<http://reading.uoregon.edu>) is a website developed by the University of Oregon. It is an excellent source of information on reading. The BIG IDEAS describes the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Also on this website is a document titled *Mapping Instruction to Achieve Instructional Priorities in Beginning Reading, Kindergarten – Grade 3*. This document includes curriculum maps developed by the Institute for the Development of Educational Achievement (IDEA), College of Education, University of Oregon and written by Deborah Simmons and Edward J. Kame'enui.



The curriculum maps outline when students should master certain skills. These skills are broken into specific grade levels and specific reading components. For example, in kindergarten under phonemic awareness, the curriculum map indicates that within the first two months of school, the student should be able to tell whether words or sounds are the same or different, identify whether words rhyme, and clap words in sentences. Another example is in second grade under fluency, the curriculum map indicates that at the beginning of second grade a student should be reading at about 40 – 60 words per minute. By the end of second grade the student should be reading at about 90 – 100 words per minute. Somewhere in the middle of second grade, the student should be reading in phrasing and expression.

Check out more on these curriculum maps. They can help keep your reading instruction focused on the needed skills. These maps can be found by going to <http://reading.uoregon.edu>, clicking on “Links and Resources”, and clicking on “Curriculum Maps”. You can download all the curriculum maps for grades K-3 at one time by going to the bottom of this page and clicking on “HERE”.

The Letter P.A.L.S. Program

Letter P.A.L.S. is a FREE online K-2 school-to-home reading program, which runs for 24 weeks from October to March. Letter P.A.L.S. was created to provide a dynamic way to help teachers, parents, and guardians motivate children to become stronger readers.

The Letter P.A.L.S. school-to-home reading program consists of a set of 24 online Pet Shop Pen Pals weekly letters, which are delivered, one at a time, at the Letter P.A.L.S. web site. Each weekly letter is personalized with the child's name, is three pages in length, professionally written, beautifully illustrated, and reviewed by reading specialists for content and reading level.

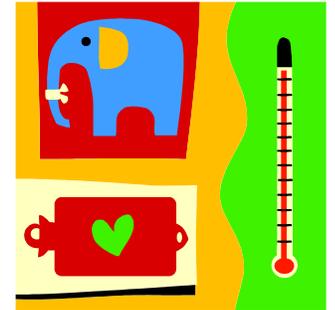
The letters also include an additional special feature page, called "Parent Paws for Reading." It follows the third page of the letter and includes specific questions and answers for each letter. It is intended to bring the most meaning to each letter and also serves as an electronic way for parents and students to notify the teacher that they read each weekly letter.

More information on the Letter P.A.L.S. program can be found online at www.letterpals.com.

Do You Know of a Student Who Lacks Health Coverage?

Students who lack healthcare coverage are at a disadvantage to perform well in school. Uninsured children are:

- more likely to be absent from school.
- more likely to have an untreated illness, vision or dental problem.
- less likely to have a medical friendly home.
- less likely to fill prescriptions (take prescribed medications).
- less likely to be up-to-date on their immunizations.
- less likely to participate in extra-curricular activities, especially athletics.



Did you know?

- Each and every state offers low-cost and free health coverage.
- 2/3 of all uninsured children are eligible for low-cost or free health coverage.
- A toll-free help-line provides information and applications for ALL low-cost and free health coverage programs offered in ND.

In North Dakota, there are three coverage programs; The Caring for Children Program, The State Children's Health Insurance Plan/Healthy Steps, and Medicaid.

Many working families are surprised to learn that their children are eligible for low-cost or free coverage that includes benefits for provider charges, hospitalizations, immunizations, dental care, mental health, substance-abuse counseling, and prescriptions.

Do you know of a student who lacks comprehensive health coverage?

Is the lack of healthcare coverage hindering their health and/or school performance?

YOU Can Help!

- **Refer them to the 1-877-KIDS-NOW (1-877-543-7669) help-line for confidential information and applications.**
- **Call 1-877-KIDS-NOW (1-877-543-7669) and ask for brochures and other marketing materials to make available/distribute to your school families.**
- **Call 1-877-KIDS-NOW (1-877-543-7669) if you have further questions about the coverage programs – OR – if you would like a presentation delivered to your staff. Covering Kids & Families has a Lunch-n-Learn program.**

Please take this opportunity to learn more about resources available to your school families!



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Upcoming Events

North Dakota Council of Teachers of Mathematics (NDCTM) Spring Conference

- April 1-2, 2005
 - Jamestown, North Dakota
- Information is available online at www.edutech.nodak.edu/ndctm.

North Dakota Reading Association Spring Conference

- April 14-16, 2005
 - Grand Forks, North Dakota
- Information is available online at <http://ndreadon.utma.com/intro.htm>.

Title I Regional Workshops

- The State Title I office is hosting two regional workshops for Title I personnel.
- April 25, 2005 in Mandan, North Dakota
 - April 27, 2005 in Fargo, North Dakota
- Information will be available online at www.dpi.state.nd.us/title1/events.shtm.

International Reading Association

- The International Reading Association will be celebrating its 50th Annual Convention in San Antonio, Texas. The conference will be packed with sessions on the field's hottest topics including presentations from leading educators, authors, and keynote speakers including Julie Andrews and Dave Barry.
- May 1-5, 2005
 - San Antonio, Texas
- Information is available at www.reading.org/association/meetings/annual.html.

Reading Summer Institute

- This institute will be filled with time efficient strategies, tips, tools and techniques that are both highly effective and extremely practical in helping your students succeed. Specific strategies will help your students get organized, be accountable for results, compensate for difficulties, and improve reading, writing and math skills. Effective tools for positive behavior and building self-confidence will also be included.
- June 13-14, 2005
 - Bismarck, North Dakota
- Information will be available online at www.dpi.state.nd.us/title1/events.shtm.

North Dakota Teacher Reading Academies

- These academies are filled with reading strategies for teachers to use in the classroom with their students. Space is limited for participants, so staff in Reading First schools will have priority. However, we may be able to open the trainings up to staff in other schools across North Dakota.
- Kindergarten Teacher Reading Academies – July 11 – 14, 2005
 - First Grade Teacher Reading Academies – July 11 – 14, 2005
 - Second Grade Teacher Reading Academies – July 18 – 21, 2005
 - Third Grade Teacher Reading Academies – July 18 – 21, 2005
- All Teacher Reading Academies will be held at Bismarck State College. Registration information will be available on the Title I website in April 2005.

Math Summer Institute

Math Perspectives is presenting at this two-strand institute geared to assist teachers in identifying student needs using *Assessing Math Concepts Assessments*. One strand is geared for K-3 grade teachers and the other is for 4-5 grade teachers. Please note, participation is limited to 50 participants per strand.

- July 18-19, 2005
- Mandan, North Dakota

Information will be available online at www.dpi.state.nd.us/title1/events.shtm.