



North Dakota Department of Public Instruction

Title I News

December 2005

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Title I Mid-year Financial Report Reminder

The 2005-2006 Mid-year Financial Report (SFN 7822) has been mailed to school districts. Please complete the report and return it to the Department of Public Instruction, State Title I office. This form is due on **Tuesday, January 10, 2006**. Please report all expenditures from July 1, 2005 through December 31, 2005. If you are planning to spend a portion or all of the 5% Teacher Quality Set Aside Funds, or any other unobligated funds, a budget revision on the ORS must be completed stating how these funds will be used.

All school districts must submit a copy of their local accounting ledger with the Mid-year Financial Report. It is imperative that local accounting ledgers match the approved budget amounts that the State Title I office has on file.

The Mid-year Financial Report (SFN 7822) is available online as a PDF document at www.dpi.state.nd.us/forms/sfn7822.pdf and in MS Word format at www.dpi.state.nd.us/forms/word/sfn7822.doc. Guidance to assist you in completing the form is also available online at www.dpi.state.nd.us/forms/instruct/instruct7822.pdf.

If you have further questions or need assistance with this form, please contact Mary Neigum, Title I Fiscal Officer, by e-mail at mneigum@state.nd.us or by phone at (701) 328-2281.

Parental Involvement Policy and Dispute Resolution Reminder

The following items are due to the State Title I office by **January 13, 2006**:

- Parental Involvement Components – www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm
- Dispute Resolution Policy – www.dpi.state.nd.us/title1/followup.pdf

Further guidance and sample templates are available at www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm and www.dpi.state.nd.us/title1/followup.pdf.

2006 National Title I Conference

The National Title I Conference is a premiere event for individuals working within the Title I program. With nationally recognized speakers and thousands of participants, this is the ideal place to gain further knowledge about programs, policies, and great ideas pertinent to Title I.

This year's National Title I Conference, *A Galaxy of Stars*, is being held January 28-31, 2006, in Dallas, Texas. The conference has been organized around four central themes: learning and teaching, connections, policy and practice, and parent options. Additional information and registration forms can be accessed at www.titlei.org.

Save these Dates

It is difficult to believe that 2006 is just around the corner. Nevertheless, the State Title I office has begun planning for several of our meetings for 2006. We would like to take this opportunity to inform Title I personnel of the upcoming events that may be of interest.

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Administrative Rules Hearing | January 4, 2006 |
| <input type="checkbox"/> Targeting Meeting
(For large districts only) | March 23, 2006 |
| <input type="checkbox"/> Non-Public School Meeting | March 23, 2006 |
| <input type="checkbox"/> Cooperative (co-op) Schools Meeting
(Mandatory for schools in a Title I Cooperative Agreement) | April 11, 2006 |
| <input type="checkbox"/> Program Improvement Workshop | April 25-26, 2006 |
| <input type="checkbox"/> Collaborative Summer Institutes
(Combination of Reading and Math Summer Institute as well as Reading First Academies) | June 19-22, 2006
June 26-29, 2006 |
| <input type="checkbox"/> Title I Fall Regional Workshops | October 8-9, 2006 (Fargo) |
| <input type="checkbox"/> Title I Fall Regional Workshops | October 11-12, 2006 (Mandan) |

Please note, the State Title I office **will not** be sponsoring regional workshops in spring 2006. More details regarding each of the above events will be shared in future issues of the *Title I News*.

Administrative Rules Hearing

The Superintendent of Public Instruction will hold a public hearing to take public comment on proposed new, amended, and repealed sections of the North Dakota Administrative Code. The meeting will be held on January 4, 2006, in the Brynhild Haugland Room of the State Capitol, 600 E. Boulevard Avenue, Bismarck, North Dakota.

Title I personnel may take special interest in those hearings having to do with Title I issues. In particular, the hearing will take comments on the newly proposed Title I coordinator credentials at 10:45 a.m. and on amending the current paraprofessional certificate of completion at 11:15 a.m. A listing of all rules to be discussed at this meeting can be obtained at www.dpi.state.nd.us/resource/rules/index.shtm.

The changes being proposed at this meeting are not expected to have an impact on the regulated community in excess of \$50,000.00. The proposed rules may be viewed on the Department of Public Instruction's web page at www.dpi.state.nd.us/resource/rules/index.shtm or at the Department of Public Instruction at State Capitol, Dept. 201, 600 E. Boulevard Avenue, Bismarck, North Dakota 58505-0440, phone (701) 328-2260, fax (701) 328-2461. A copy may be requested by writing the above address or by phone. Written or oral data, views, or arguments on the proposed rules sent to the above address or faxed to the above number on or before January 16, 2006, will be fully considered.

If you plan to attend the public hearing and will need special facilities or assistance relating to a disability, please contact the Department of Public Instruction at the above telephone number or address at least three working days prior to the public hearing.

New Title I Program Improvement Quarterly News Brief

December was the first month of the State Title I office's Program Improvement Quarterly News Brief. As the title implies, this new document will be distributed four times a year to schools and districts in Program Improvement. Information shared in this news brief will include Program Improvement updates, Program Improvement reminders, upcoming Program Improvement events, as well as resources and research based practices.

We encourage all schools to utilize this as the resources and research sections, in particular, contain information that can be applied to all school settings. You can access a copy of the December issue of the Title I Program Improvement Quarterly News Brief at www.dpi.state.nd.us/title1/progress/news/index.shtm.

Portfolio Option Extended

At the December 2005 Education Standards and Practices Board meeting, the board agreed to extend the deadline for teachers to use the portfolio option to meet the rules for teacher quality. Teachers now have until May 31, 2006, to fulfill the portfolio requirements. This extension has been granted as the Governor's Teacher Quality Grant received a one-year extension at no cost.

The State Title I office believes that the portfolio option is a great way for existing teachers to meet the teacher quality requirements as outline by *No Child Left Behind*. If you have questions regarding the portfolio, please visit www.nd.gov/esp/esp/profdev/portfolio.html for more information.

Summary of the NCLB Legislative Hearing

The *No Child Left Behind* Legislative Committee recently held a hearing to obtain updated information on the progress made in implementing the *No Child Left Behind* (NCLB) Act.

The following summarizes some of the key presentations heard by the committee on Monday, December 12, 2005.

- Anita Thomas, from the Legislative Council, provided some opening comments and gave an overview of the NCLB Act.
- Greg Gallagher, with the North Dakota Department of Public Instruction, gave an in-depth presentation, summarizing key state efforts relating to state assessment and Adequate Yearly Progress results for North Dakota schools.
- Janet Welk, Executive Director of the Education Standards and Practices Board (ESPB), updated legislators on the "highly qualified" provision. Janet provided a summary of events that have transpired the past few years to help teachers become highly qualified. She also provided updates on the status of the Governor's Teacher Quality Grant, the mentoring program, the portfolio option, and the testing requirements. She stated that the ESPB voted to pursue additional flexibility offered by the U.S Department of Education Secretary Spellings. Finally, she reported on the P-16 initiative that will study the alignment process for students learning in K-12 schools and entering the workforce or postsecondary education.
- Staff from some of the state organizations such as NDEA, NDCEL, and NDSBA also provided comments to the legislative committee.

You can access a copy of the Legislative Council's minutes on their website in early January by logging on to <http://www.legis.nd.gov/assembly/59-2005/interim-info/minutes/index.html>.

Watch the Mail...2006 Reading Month Packets Are on the Way



February will be here before we know it; therefore, so will Reading Month. The theme of this year's reading month is *Reading Olympics*. Envelopes containing the printed Reading Month Packet were sent via postal mail on December 20, 2005. The envelopes were addressed generically to each school but have a large, red **READING MONTH** stamp on the front. Be sure to be on the lookout for this packet; you will not want to miss it!

Title I and Response to Intervention

The State Title I office has had numerous inquiries on how Title I personnel can participate in Response to Intervention initiatives. For this reason, the State Title I office is generating guidance to help address questions and concerns with this issue. We anticipate this guidance will be mailed to Title I personnel in early January 2006. This information will also be posted online at www.dpi.state.nd.us/title1/index.shtm.



School District Profile Update

The department is working to prepare the annual School District Profiles/Report Cards. These documents will contain information for parents and the public on the academic achievement of students at the district and school building level. To date, the School District Profiles/Report Cards are not yet available. Once posted on the department website, we will notify school personnel through the *Title I News*.

Director's Report

A few months ago, I, and others in the department, provided members of the North Dakota Education Committee with an update on the *No Child Left Behind* (NCLB) Act. As part of my presentation, I compiled a list of characteristics present in schools that have been successful in making AYP and have been removed from program improvements status.

One of the characteristics that successful schools had was a school improvement coordinator. More and more, I am seeing the benefit and need for such a position in all school districts.

I am sure many principals, superintendents, and teachers feel as I do, overwhelmed by paperwork and other responsibilities. There simply is not enough time to research and review all of the information that is available. There is an abundance of research and resources that are continually being released each week. Someone needs to be assigned, as part of their job description, to review current research on effective practices and professional development.

The question that arises is how to pay for such a position. Schoolwide programs can pay for this position with Title I or other federal Title dollars. Targeted assistance programs could pay a portion of the cost for a school improvement coordinator with Title I funds. Title V funds could also be used for this purpose. All school districts can use the REAP or Transferability option with their federal Title funds. Funds can be REAPed or transferred into Title V to pay for a school improvement coordinator.

With all of the responsibilities in the NCLB Act, school improvement requirements mandated by the state, the need for high quality professional development, the need for someone to review and interpret data, and the process of sorting through research and literature continually being released, I think such a position would be beneficial to all school districts.

Since the enactment of the Reading First program, much research and information has been published on reading. All states are required to have a list of research based reading programs that meet the federal requirements. Schools that receive Reading First funds must implement a reading program from that list.

The other day, I was asked by a teacher if such a list existed for math. I answered that I did not believe so. As I was searching the web last week for a project, I came across a website that has reviewed studies of current math programs, products, and practices. The website lists many math interventions from A to Z and then indicates whether it meets or does not meet evidence standards. Log on to www.w-w-c.org/topics/TopicInterventions.asp?EvidenceRptID=03 to access this information.

My top two recommended websites for reviewing and receiving the best and latest research findings include:

- www.w-w-c.org – The What Works Clearinghouse, established by the U.S. Department of Education in 2002, collects and identifies studies of the effectiveness of educational programs, products, and practices. They review studies that have the strongest design and report on the strengths and weaknesses of those studies against the What Works Clearing House Evidence Standards so that readers know what the best scientific evidence has to say.
- www.ed.gov/nclb/methods/whatworks/edpicks.jhtml?src=ln – The US Department of Education has a whole section on research. This website in particular is nice because the editor has done the work for you and is sharing the best and latest research. There are links to proven methods in reading, math, and a variety of other subjects.

Monthly Featured Articles

Research Corner

By: Ann Ellefson

Sleep Matters

It seems logical that the less sleep you get, the less productive you will be the subsequent day. However, have you ever thought about how the amount of sleep your students are getting directly impacts their academic performance? Brown Medical School recently conducted a study regarding this issue and published it in the journal *Sleep*.

The study found that students who slept for fewer hours or had significant variability in their sleep had noticeable difficulty in the classroom. This difficulty may have been exhibited through behavior issues, lower grades, and/or lower moods.

The research also alludes to a possible relation between some Attention Deficit Hyperactivity Disorder (ADHD) characteristics and sleep loss; however, their direct relationship is still unknown. The behavioral issues that ADHD and sleep loss have in common include students having attention difficulties and having academic troubles. The study recommends that the overlap of these issues should be considered when students are being assessed or treated for ADHD. It is difficult to make direct links between these two issues so psychologist Gahan Fallone, researcher at Brown Medical School, is studying this issue further.

The study recommends several things parents can do to help improve sleep habits of their children. These include:

- **Provide a “sleep friendly” place for slumber.** In other words, remove all distractions from the sleeping environment. This may include televisions, computers, electronic games, or other distractions.
- **Develop a consistent sleep time.** Ensuring that children regularly get an adequate amount of sleep is crucial. The chart below (summarized from CNN’s coverage of this story) outlines how much sleep humans need.

Age	Amount of Recommended Sleep Per Day
Newborns	Up to 18 hours
Infants (3-11 months)	14-15 hours
Toddlers (12-35 months)	12-14 hours
Ages 3-6	11-13 hours
Ages 7-10	10-11 hours
Ages 11-17	8.5-9.25 hours
Adults	7-9 hours

- **Eliminate factors that offset sleep.** The use of caffeine or eating right before bedtime can reduce the amount of sleep one gets. Elimination of these products or habits can encourage more restful nights of adequate sleep.

Although the results of this study need to be tested and validated with various groups, as educators, most likely these results do not surprise us. We know and understand that children need adequate amounts of sleep to function appropriately during the school day.

In summary, ensuring that students get adequate sleep is a difficult task for schools as sleeping usually happens outside the school day. However, this information can be shared with parents and the community. As the study indicates, “Getting adequate sleep may be a direct path to improved academic functioning and better attention at school” (Fallone, 2005).

The information in this article has been adapted from the following resource:

- www.ama-assn.org/ama1/pub/upload/mm/31/24pres-fallone.pdf



Reading Corner**By: Nita Wirtz****All I Want for Christmas is a
Brand New Book**

Tis the season for toys like Bratz dolls, video games, DVDs, MP3 players, Ipods, computers, cellular phones...we are definitely changing to a technology based society! More and more, kids want the thrill of computers and technology games rather than the simple gifts of yesterday. We are striving to place the importance of simplicity back into the classroom by our increased emphasis on reading. We do this by encouraging children to curl-up with a good book and take time for silent reading.

This month's reading article will feature some wonderful old and new books that will not only make great gifts, but are also great fillers to our own library and classroom connections. Tis the season to enjoy and indulge....Merry Christmas and Happy Reading!

Christmas Books for Kids:

Everything Kids' Christmas Puzzle and Activity Book: Mazes, Activities, and Puzzles for Hours of Holiday Fun (Everything Kids Series) by Beth L. Blair and Jennifer A. Ericsson – Paperback

The Little Book of Christmas by Lena Tabori – Hardcover

Pattern for Kids' Choir – With Songbooks

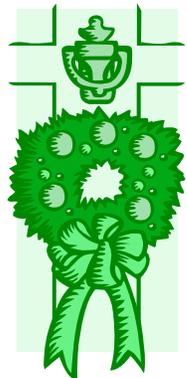
Chicken Soup for the Soul Christmas Treasury for Kids: A Story a Day from December 1st through Christmas for Kids and Their Families by Jack Canfield, et al – Hardcover

I Spy Christmas: A Book of Pictures Riddles by Jean Marzollo and Walter Wick – Hardcover

The Kids' Holiday Baking Book: 150 Favorite Dessert Recipes from Around the World by Rosemary Black – Paperback

Mrs. Claus Doesn't Climb Telephone Poles (BSK Holiday Special) (The Adventure of the Bailey School Kids) by Debbie Dadey, et al – Paperback

The 12 Dogs of Christmas Board Book by Emma Kragen, et al – Board Book

Other Featured Books:

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst – Paperback

The Giving Tree by Shel Silverstein – Hardcover

The Everything Kids' Science Experiments Book: Boil Ice, Float Water, Measure Gravity – Challenge the World Around You! (Everything Kids Series) by Tom Robinson – Paperback

Best Books for Kids Who (Think They) Hate to Read: 125 Books That Will Turn Any Child into a Lifelong Reader by Laura Backes – Paperback

Harold and the Purple Crayon 50th Anniversary Edition (Purple Crayon Books) by Crockett Johnson – Paperback

Where the Wild Things Are by Maurice Sendek – Hardcover

Counting Kisses: A Kiss and Read Book by Karen Katz – Board Book

Don't Let the Pigeon Drive the Bus! by Mo Willems – Hardcover

What Do You Do with a Tail Like This? (Caldecott Honor Book) by Robin Page and Steve Jenkins – Hardcover

Reference:

All of the above books are available at www.amazon.com.

Math Corner**By: Flo Hilzendeger****Palindromes**

What is special about the word “radar” or the number “747”? They are palindromes. A palindrome is a group of letters or numbers that read the same way forwards and backwards. “Mr. Owl ate my metal worm” is a palindrome. Any two-digit number that is not a palindrome can be turned into a palindrome. Some numbers take longer than others do, but they will eventually become a palindrome if you continue to add.

For example:

Pick any two-digit number that is not a palindrome.
Reverse the number and add it to the first number

$$\begin{array}{r} 47 \\ + 74 \\ \hline 121 \end{array}$$



Continue reversing the sums and adding until you get the palindrome.

Let's try another.
Reverse the number.

$$\begin{array}{r} 58 \\ + 85 \\ \hline 143 \end{array}$$

Reverse the number.

$$\begin{array}{r} 143 \\ + 341 \\ \hline 484 \end{array}$$

58 and 85 become a palindrome after two additions.

You may want to sharpen several pencils or use a calculator for some numbers. The numbers 98 or 89 will become a palindrome after twenty-four additions. (After twelve additions, the sum is 85,189,247!) The palindrome after twenty-four additions is 8,813,200,023,188. Did you try it? Did you get the same answer? Try a three-digit number. Most of them will become a palindrome after four or five additions, just remember to reverse the numbers each time you add. The number 196 however, is an exception. Mathematicians have used computers to reverse and add the numbers thousands of times, yet have not found its palindrome. Perhaps you can!

This information was taken from a book by Raymond Blum, *Mathamusements*, Scholastic Inc. New York, 2000

Reading First Corner**By: Gail Schauer****Reading Comprehension**

The five essential components of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension – are becoming very familiar to all of us. However, the final goal is reading comprehension, having each student read by themselves and understanding what they are reading. The other four essential components are needed to reach the goal of comprehending. Students need to be able to hear the different sounds, be able to decode, be familiar with the vocabulary, and be able to read fluently in order to reach the goal of comprehending what they are reading.

All Reading First schools are using the DIBELS assessment as an outcome assessment. Many are using the DIBELS as a progress monitoring assessment. It is a quick and easy assessment that can let us know how each student is doing in fluency. Since we know there is a correlation between a student's fluency and a student's comprehension skills, this can tell us if the student is on track. However, the DIBELS scores (or any assessments your school uses) should be used with caution. The DIBELS scores will tell us how fluent the student is. Although fluency is one of the steps to getting to the goal of reading comprehension, it is only a step. Once a student is fluent, he/she is able to read without thinking so hard about decoding. This frees the student's mind up to think more about comprehending what is being read.

Comprehension needs to be taught through all the grades. Strategies for reading comprehension that are scientifically based can be found in *Put Reading First, The Research Building Blocks for Teaching Children to Read*. This book lists six strategies:

- | | | |
|---|-------------------------|--------------------------------|
| 1. Monitoring comprehension | 3. Answering questions | 5. Recognizing story structure |
| 2. Using graphics and semantic organizers | 4. Generating questions | 6. Summarizing |

More information on these strategies can be found in *Put Reading First, the Research Building Blocks for Teaching Children to Read*. This book can be ordered free of charge by calling 1/800-228-8813 or can be read on-line at www.nifl.gov/partnershipforreading/publications/reading_first1.html.

Remember to use the scores from all the assessments administered and celebrate the increases. Students need to master each of the essential components, but keep the final goal in sight – reading comprehension.

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Title I, Reading First, and Special Education Summer Professional Development Plans

The State Title I office is busy making plans for next summer's professional development opportunities. We realize how busy everyone's lives are becoming with trying to squeeze so much in our schedules. For this reason, we are implementing a new plan for the summer of 2006. The State Title I office will once again be working with the State Special Education office; however, we will also be collaborating with Title I Reading First to bring you a wealth of professional development opportunities. The Reading and Math Summer Institutes and the Reading First Academies will all be combined into one professional development event.

At this time, we are still in the process of securing presenters and finalizing details, which will be released at a later date in the *Title I News*. It is anticipated that the Reading First Academies, along with two strands of math and reading workshops focusing on K-6 and 7-12 grades, plus additional professional development opportunities for Reading First and other teachers will be part of this combined effort. Further details will be forthcoming as the department personnel finalize decisions, but for now please save the weeks of June 19-22 and June 26-29, 2006, on your calendars if you are interested in attending the summer professional development training! We are planning and looking forward to a fantastic summer!

Upcoming Events

Schoolwide Planning Meeting #2

This meeting is for those schools participating in the 2005-2006 schoolwide planning year. Attendance at this meeting is required for schools planning to become schoolwide for the 2006-2007 school year.

■ January 17, 2006 in Bismarck, North Dakota

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

National Title I Conference – A Galaxy of Stars

The National Title I Conference is the premiere event for individuals working within the Title I program.

■ January 28-31, 2006 in Dallas, Texas

Information is available online at www.titlei.org.

North Dakota Teachers of Math Conference

■ March 30-April 1, 2006 in Bismarck, North Dakota

Information is available from Sue Forster at sue_forster@educ8.org.

North Dakota Reading Association (NDRA) Conference

The 2006 NDRA Conference, *Lighting the Fire for Literacy*, will feature events such as guest authors, story telling, exhibitors, and more. The conference is geared toward educators with a particular interest in reading.

■ April 20-22, 2006 in Fargo, North Dakota

Information is available online at <http://ndreadon.utma.com/intro.htm>.

International Reading Association (IRA) Convention

The IRA's 51st annual convention, *Great Teachers Inspire the World*, will inspire you with hot topics and outstanding speakers. Some topics include teaching preschoolers and beginning readers, teaching reading to English language learners, using literature and providing access to books, developing teacher expertise for reading instruction, and preventing and overcoming reading difficulties as well as many more. This convention is for teachers, administrators, and life long learners with a particular interest in reading instruction.

■ April 30–May 4, 2006 in Chicago, Illinois

Information is available online at www.reading.org/association/meetings/annual.html.