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## 2005-2006 State Title I Academic Achievement Award Announced

The North Dakota Department of Public Instruction is proud to announce a new recognition program for schools under Title I law called the Title I Academic Achievement Award. This recognition program is part of the *No Child Left Behind* (NCLB) requirements signed into law January 2002. The program, set by each state's individual criteria, must include recognition of Title I schools using data from the North Dakota State Assessment.

Title I schools may meet any one of the three criteria below to be eligible. Award winners will receive a Title I grant to be used in their building. The number and amount of the awards will vary based on assessment data and funds available. The 2005-2006 recipients for the State Title I Academic Achievement Award are listed below in the category in which they are being recognized.

1. Title I schools that have been successful in removing themselves from program improvement status and continue to meet adequate yearly progress for two subsequent school years.
  - *Jeannette Myhre Elementary School – Bismarck Public School District*
  - *Riverside Elementary School – Bismarck Public School District*
  - *Minnie H. Elementary School – Devils Lake Public School District*
  - *Madison Elementary School – Fargo Public School District*
  - *Mandaree Public School – Mandaree Public School District*
  - *St. John Elementary School – St. John Public School District*
2. Title I schools who have made significant gains, as demonstrated by obtaining the Safe Harbor provision, for two consecutive school years, as determined by the North Dakota State Assessment.
  - *Turtle Mountain Elementary School – Belcourt Public School District*
  - *Williston Middle School – Williston Public School District*
  - *Twin Buttes Elementary School – Twin Buttes Public School District*
  - *White Shield High School – White Shield Public School District*
3. Title I schools who have made a significant gain in a secondary indicator for a determined number of consecutive years.
  - *Final criteria in this category are pending at this time, due to alterations of graduation data.*

For more information, please visit the Title I website at [www.dpi.state.nd.us/title1/index.shtm](http://www.dpi.state.nd.us/title1/index.shtm). Questions, comments, or input on this program can be directed to Nita Wirtz, Assistant Director, Title I, at (701) 328-1876.

## Monthly Featured Articles Postponed

Due to the large volume of information in this month's issue of *Title I News*, the State Title I office decided to take out the section of monthly featured articles (research corner, reading corner, math corner and Reading First corner). These articles will re-appear next month in the March 2006 issue of *Title I News*.

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## 2006 Outstanding Educator Nominations Being Accepted

Each year the North Dakota Department of Public Instruction State Title I office recognizes an Outstanding Educator in the Title I program. **This year, the State Title I office has decided to allow schools to submit nominations throughout the remainder of the school year, as your schedules permit.**

There are so many dedicated, hardworking individuals in our Title I programs and the State Title I office wants to acknowledge their efforts. This individual will be formally recognized at the Title I Fall Regional Workshops in October 2006.

Please find information regarding the nomination and selection process outlined below.

### Nomination

- The candidate can be any individual who works in the Title I targeted assistance or schoolwide program (Title I teacher, aide, coordinator, and/or administrator).
- The candidate should have the respect and admiration of students, parents, and colleagues.
- The candidate should play an active and vital role in the school's Title I program.

### Selection

The State Title I Committee of Practitioners will select the finalist from the nominations received. The Committee of Practitioners includes representatives from the following: administrators, school board members, parents' associations, the private sector, teachers, early childhood educators, universities, vocational/adult education, business and industry, and migrant education.

- The candidate selected will be notified on a confidential basis in advance of the public announcement.
- The candidate will be honored at the 2006 Title I Fall Regional Workshops.

### Instructions

- Complete the *Outstanding Title I Educator Application* - SFN 53480 located online at [www.dpi.state.nd.us/forms/sfn53480.pdf](http://www.dpi.state.nd.us/forms/sfn53480.pdf) or [www.dpi.state.nd.us/forms/word/sfn53480.doc](http://www.dpi.state.nd.us/forms/word/sfn53480.doc).
- Complete all information requested in the general information section.
- Complete all information requested in sections A, B, and C.
- The application for the 2006 North Dakota Outstanding Title I Educator must be submitted to the State Title I office on or before **September 14, 2006**.

If you have any questions or need clarification regarding the award, please feel free to contact the State Title I office by phone (888) 605-1951.

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## Reading Month 2006

February is Reading month in North Dakota. The Title I office contracted with Tammy Strobel, Tami Kramlich, and Sandra Zahn from the Kulm Public School District to create the packet. We feel these three teachers are to be commended for their time, effort, and many innovated ideas for the Reading Month packet.

The 2006 theme is *Reading Olympics!* This packet is available to download at [www.dpi.state.nd.us/title1/resource/read/index.shtm](http://www.dpi.state.nd.us/title1/resource/read/index.shtm). We hope that all schools and teachers in North Dakota participate in this exciting event.

If you take photos of the great things happening at your school during Reading Month, we invite you to share these 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 the final page of the reading month packet entitled *Reading Month Feedback Sheet*. This sheet is available online at [www.dpi.state.nd.us/title1/resource/read/2006/feedback.pdf](http://www.dpi.state.nd.us/title1/resource/read/2006/feedback.pdf). The information on this form is extremely important to the Title I office, as it drives future Reading Month initiatives.

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## NDAESP Presentation

On February 10, 2006, Laurie Matzke, State Title I Director, presented at the North Dakota Association of Elementary School Principals Mid-Winter Conference in Mandan, North Dakota. Laurie's presentation handouts can be found online at [www.dpi.state.nd.us/title1/present/021006NDAESP.pdf](http://www.dpi.state.nd.us/title1/present/021006NDAESP.pdf). The State Title I office would like to highlight a few of the updates made at this meeting:

- Status of flexibility for the highly qualified provision
- AYP – timeline of release for 2005-2006 AYP reports
- Federal funding for 2006-2007
- Future initiatives in NCLB
- Title I updates with a list of forthcoming guidance/resources including:
  - × Two new fast facts
  - × Parent website
  - × Early childhood education website
  - × Use of Title I funds for full day kindergarten information

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## Edwin Loe Elementary School Receives Title I Distinguished School Award

Each year, the National Association of State Title I Directors sponsors the Title I Distinguished School Recognition Program. North Dakota's Edwin Loe Elementary School in the New Town Public School District was selected for this national recognition. Edwin Loe Elementary School, as well as 53 other Title I schools from around the nation, was honored at the National Title I Conference Distinguished Schools Award ceremony in Dallas, Texas on Saturday, January 28, 2006. The schools were selected for outstanding results in one of two categories: 1). Exceptional student performance for two or more consecutive years or, 2). Closing the achievement gap between student groups. Edwin Loe was selected for closing the achievement gap between student groups.

The North Dakota Title I Committee of Practitioners reviewed the applications for this award in the fall of 2005. Schools applying for this recognition needed to send documentation of strengths in the following areas: opportunity for all children to meet proficient and advanced levels of performance, strong professional development, coordination with other programs, curriculum and instruction to support achievement of high standards, and partnerships among schools, parents, and communities. In addition to these requirements, each applying school submitted the last three years of achievement data and a one-page school description. If you are interested in nominating your school for the Title I Distinguished School Award, please watch for more information at the beginning of the 2006-2007 school year.

Congratulations to Edwin Loe Elementary School for a job well done!

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## School District Profiles/Report Cards Updated

The State Title I office would like to inform you of recent updates made to the School District Profile/Report Card information. These updates were made after the department was cited by the U.S. Department of Education as not providing all of the required information in the School District Profiles (also known as School District Report Cards). In particular, districts will be able to generate information on the statewide school plant performance summary and the statewide district performance summary. The School District Profile will also include information on the district's assessment, demographics and the statewide district performance summary. It takes some time to generate data for each of these categories; therefore, the department is releasing 2004-2005 information as it is completed. To date, school plant profiles are available for all districts in the state. The rest of the data is forthcoming.

This also serves as a prime opportunity to remind school districts that 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). Most districts choose to inform parents of the availability of this information through their school newsletter.

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## Director's Report

On January 27, 2006, I traveled to Dallas, Texas to attend the National Title I Convention. It was one of the best Title I conventions that I have attended. They had some excellent presenters who we are trying to book for future Title I events in North Dakota. State Title I directors met with U.S. Department of Education (USDE) staff for two days. I received updates on the following topics:

- **Title I Funding for 2006-2007**

Congress passed the appropriations bill for federal funding for 2006-2007 in December 2005. The spending measure includes a one percent across-the-board cut to all federal programs except veteran's affairs and funds for designated emergencies. The Title I program will definitely be impacted by the one percent across-the-board cut. Education officials informed us that they are working on the 2006-2007 allocations and hope to email this information to all states by the end of February 2006. The North Dakota Department of Public Instruction hopes to have estimated district allocations by the middle of March 2006.

- **Next Reauthorization**

Every five to seven years, all of the federal programs included in the *No Child Left Behind* (NCLB) Act are reauthorized. This provides congress and others an opportunity to make changes to the federal programs. The last reauthorization was signed by President Bush on January 8, 2002. There is a slight chance that the next reauthorization will occur in the spring of 2007. It is also likely that the reauthorization could be put off until after the 2008 elections. The bottom line is that the reauthorization could occur any time between 2006 and 2009. Many different organizations will be generating position papers asking for input into the reauthorization process.

- **Updates on Key NCLB Issues**

USDE personnel provided updated information on key issues pertaining to NCLB.

- ✓ **Highly Qualified Staff Provision**

On Friday, October 12, 2005, the USDE posted a letter to Chief State School Officers regarding the highly qualified teacher provisions of the NCLB Act and elements the USDE will use in determining if states are in compliance.

In the letter, Margaret Spellings, secretary of the USDE, indicated that if a state fails to meet the deadline for ALL teachers to become highly qualified by the end of the 2005-2006 school year, they may be given an additional year to comply with the requirement if they are implementing the law and making a good faith effort to reach their highly qualified goal, as soon as possible.

The Consolidated State Performance Report that state departments are required to submit outlines where states are implementing this provision. These reports will be reviewed by USDE personnel to determine compliance. If a state falls short of 100 percent, but shows it is making progress, the USDE will require that the state submit a revised plan by May 31, 2006 that addresses the highly qualified goal for the 2006-2007 school year.

North Dakota's Consolidated State Performance Report will be submitted on or before March 6, 2006. This report will demonstrate our good faith effort to meet the highly qualified goal. The department will then wait for feedback from the USDE. If we get a green light from the USDE, the department will submit a request for a one-year extension on the teacher quality provision for North Dakota teachers.

This extension would mainly help large districts. Small districts meeting the definition of "rural" can use the rural flexibility endorsement to request an additional year for staff to become highly qualified.

Log on to [www.ed.gov/policy/elsec/guid/secletter/051021.html](http://www.ed.gov/policy/elsec/guid/secletter/051021.html) to access a copy of Secretary Spellings's letter to the Chief State School Officers.

**Director's Report continued on page 5.**

## Director's Report (continued)

### ✓ Program Improvement

It is very important for schools and districts in program improvement to have access to additional resources to help fund initiatives aimed at addressing why they are identified for program improvement. States can only reserve funds for program improvement if all districts receive the amount of Title I funding based on their hold harmless percentage. This becomes critical in years when states receive a decrease in Title I funding. In the President's recently released 2007-2008 budget, he is requesting funds designed for schools/districts in program improvement. These funds would be in addition to the state set aside funds for program improvement. This is significant in case our state set aside is minimal, we would still have other funds to help with the program improvement process.

### ✓ Modified Achievement Standards

State Title I directors received a presentation from USDE officials on the proposed regulations for the Modified Achievement Standards. The USDE announced in the spring of 2005 that 2% of all students being tested could take a modified test and have their score count toward adequate yearly progress.

**This 2% is in addition to the previous 1% flexibility policy covering students with the most significant cognitive disabilities.**

North Dakota already has a plan in place to address both the 1% and the 2% flexibility options. North Dakota's Alternate Assessment (NDALT) has been designed to assess both students with significant cognitive disabilities (1%) and those with persistent academic difficulties (2%). The NDALT meets the requirements for both the 1% and 2% groups for calculating AYP. School IEP teams need to carefully review each situation to determine if students should take the regular assessment or the alternate assessment and clearly indicate this in the student's IEP.

## • Possible Changes to the No Child Left Behind Act

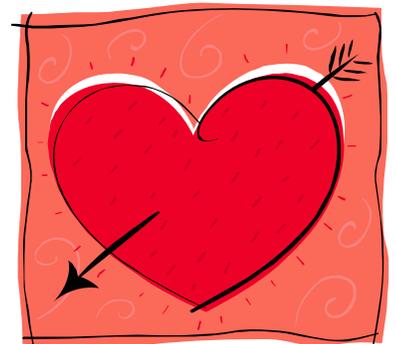
Summarized below are key issues that are still being discussed at the federal level as possible changes to NCLB. It reiterates the notion that changes are possible and that we continue to see new flexibility at the federal level.

### ✓ Growth Models

On November 18, 2005, Secretary Spellings announced a pilot program where interested and qualified states can submit proposals for developing growth models that follow the principles of NCLB. North Dakota is currently researching this option.

### ✓ Improving High Schools

There continues to be a national focus on helping high school students achieve to high standards. President Bush is proposing to fund a number of new high school initiatives. These initiatives include more testing at the high school level and some possible funding to implement high school reform strategies. The President's budget includes \$1.475 billion for high school reform.



Director's Report continued on page 6.

## Director's Report (continued)

- ✓ Renewed Focus on Math

The President's 2007-2008 budget requests include funding for several new programs as part of an "American Competitiveness Initiative" aimed at boosting math and science education. Bush's plans would create two new \$125 million programs to bolster students performance in both elementary and middle schools and allocate another \$130 million to several related efforts, including training additional advanced placement teachers in science, math, and foreign languages. The "Math Now for Elementary School Students" initiative would be modeled after the Reading First program, while the "New Math for Middle School Students" effort would be based on the principles of the Striving Readers program.

- ✓ Measuring Students New to the English Language

The USDE has convened a working group of researchers and educators to study how we can best measure the progress of students new to the English language.

- Updated USDE Guidance

USDE officials provided updated information on newly released guidance, as well as guidance documents that are in the process of being drafted.

- ✓ Title I Fiscal Guidance

Copies of the newly created Title I fiscal guidance were distributed. This guidance addresses issues such as supplement not supplant, comparability, and comingling funds in a schoolwide program. This guidance was last released ten years ago.

- ✓ Updated Schoolwide Guidance

USDE officials announced that the long-awaited guidance on schoolwide programming would be released within the next few weeks. New guidance has not been generated since the NCLB Act was enacted.

- ✓ Targeted Assistance

The USDE targeted assistance guidance has not been updated in approximately ten years. USDE staff announced that they are working to update this guidance within the upcoming months. They stated that the revised guidance would highly discourage the pull-out model of instruction. The focus will be on extended day and extended year programs.

This guidance will be extremely important in North Dakota when it is released, since most of our Title I programs utilize the pull-out model.

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## Reading First Announcement

Another round of competition for Reading First is currently in process. We anticipate being able to fund five new Reading First sites. The applications are due on **March 22, 2006**. More information on Reading First and how to apply can be found on the Reading First homepage at [www.dpi.state.nd.us/title1/reading/index.shtm](http://www.dpi.state.nd.us/title1/reading/index.shtm).

Feel free to contact Gail Schauer with any questions or to request more information about the North Dakota Reading First program at (701) 328-2285 or [gschauer@state.nd.us](mailto:gschauer@state.nd.us).

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## Summer Symposium Preview

As we round the corner of winter looking to spring and inevitably summer 2006, the State Title I office is busy planning this year's summer workshops. This year promises to be an extraordinary event with the combined efforts of the Reading First, Title I, and Special Education staff to offer the 2006 Summer Symposium on June 19-22, 2006 and June 26-29, 2006.

A combination of thirteen different training sessions will be offered to North Dakota educators in the summer symposium. Some details are yet to be completed; however, in this edition of the *Title I News*, we want to give you a glimpse of what is being planned. Below is a synopsis of the sessions:

Kindergarten, First, Second, and Third Grade North Dakota Reading Academies (NDTRA) – The ND Teacher Reading Academies are four-day long professional development trainings that can help school districts meet the challenges of the *No Child Left Behind* Act. The academies are built on scientifically-based reading research and highlight issues such as grouping, monitoring student progress to inform instruction, and provide interventions for struggling readers.

Institute for Beginning Readers – In this two-day session, team participants learn about the components of early reading intervention including curriculum design principles, instruction, and assessments and how to apply them in the classroom.

Building Instructional Leadership – This two-day session presents information, strategies, and tools to help Reading First (RF) instructional leaders (e.g., administrators, coaches, reading specialists, and others involved in the Reading First initiative) make informed data-based instructional decisions.

Sustaining Your Program – Transferring Coaching Leadership and Building Capacity Beyond Reading First – This two-day session examines an instructional coaching collaborative approach to help Reading First (RF) coaches, principals, and leadership teams build leadership capacity and sustain the coaching process and school-wide focus on reading improvement.

Differentiated Reading Instruction – This two-day session will provide flexible approaches to teaching in which the teacher plans and carries out varied approaches to content, process, and product in anticipation of and in response to student differences in readiness, interests, and learning needs.

Literacy Centers – This two-day session will discuss centers within the classroom, which involve students in meaningful, literacy-based activities while the teacher is facilitating guided reading groups.

Elementary Reading Institute – Effective Instruction for Elementary Struggling Readers: Research-Based Practices – Designed for teachers of at-risk and struggling readers in grades K-5, this two-day interactive session extends the literacy content based on the process behind the Reading First program. The session examines ways for teachers to make instructional adaptations to more effectively help struggling readers master critical reading content and skills within core and intervention reading programs.

Secondary Reading Institute – Effective Instruction for Secondary Struggling Readers: Research-Based Practices – Designed for teachers of at-risk and struggling readers in grades 6-12, this two-day session offers a variety of reading strategies and lessons that can be applied across the curriculum. With a strong emphasis on making instructional adaptations based on individualized student needs, participants receive information and tools to help ensure all students receive the level of instructional support they need to master critical curricular objectives.

Elementary Math Institute for Struggling Students – This two-day session for elementary grades will share ideas on building a base of mathematical language in the elementary classroom. This includes building math content understanding, instruction on how students learn mathematics, and practical methods for achieving these goals.

Strategies for Effective Math Instruction Support for Struggling Middle School and Secondary Students – This two-day math session is for grades 7-12. The goal of this institute is to provide hands-on training of a large variety of tools and approaches for support staff to accelerate the math learning of struggling students.

Further details on this extraordinary event will be published in upcoming issues of the *Title I New*. Please you're your calendars and keep watch for more information in future months. We look forward to you joining us this summer!

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## Public Broadcasting Services TeacherLine

The Public Broadcasting Services (PBS) TeacherLine has been working with leading educational organizations and content experts to provide quality professional development for teachers. PBS TeacherLine courses have been developed in association with the following nationally recognized curriculum and professional development organizations:

- International Society for Technology Education (ISTE)
- National Council of Teachers of English
- Mid-continent Research for Education and Learning (McREL)
- Education Development Center
- Concord Consortium
- University of Indiana

Teachers in every state can take PBS TeacherLine courses. For the list of national offerings or courses offered in your local area, go to [www.pbs.org/teacherline](http://www.pbs.org/teacherline).

Convenient online courses are designed to meet teachers' individual needs. Teachers complete their weekly assignments at their own pace, in step with their own schedules. Six-week courses offer fast and focused instructions in areas of specific need. Graduate credit and CEUs toward certification are available for most courses. At just \$150, PBS TeacherLine courses are priced within your district's budget.

Teachers holding Master's degrees, who have been selected by their peers and trained by PBS, facilitate courses to enrich and inspire learning and create challenging classroom scenarios. PBS TeacherLine courses provide a predictable and effortless online experience, with help at every step for newcomers to the Internet.

Explore the PBS Education Services website to learn more by logging on to Prairie School Television and *Ready to Learn* at [www.prairiepublic.org/education](http://www.prairiepublic.org/education) or by calling 1-800-359-6900, ext. 574.

## Kudos to the Minot Public School District

The Minot Public School District's Title I program was monitored on February 6-7, 2006. During the monitoring visit, the State Title I office staff found no issues that were out of compliance. It is very unusual that all aspects of the Title I program are in place in schools, particularly in large school districts. Based on monitoring visits during the past two years, the number of Title I compliance issues typically ranged from 0-15. The Minot Public School District had every Title I and NCLB requirement well documented and available for review.

Schools throughout the state are encouraged to look at the Minot Public School District as a resource for the implementation of Title I and NCLB requirements.

## Math Month 2006

April has been designated 2006 Math Month in North Dakota and the Math Month packet is underway. The Math Month theme for this year is "Step Up to the Standards." The entire packet is based on the North Dakota State Math Standards.

Kelly Steinbach, Diana Haynes, and Alvina Schneider, teachers from the Heart River Elementary School in Dickinson, have developed the 2006 Math Month packet for your use. The Math Month packet focuses on an array of hands-on activities for teachers at the elementary, middle school, and high school levels. The State Title I office would like to thank these ladies for their dedication, hard work, and wonderful ideas to make this year's Math Month a huge success.

The Math Month packets will be mailed to every school district in North Dakota in early March. They will be placed in a manila envelope, with "Math Month Packet" stamped in red. Due to the size of the document, only one hard copy will be mailed to each building. We ask that this document be shared with all school personnel. The packet can also be found at [www.dpi.state.nd.us/title1/resource/resources.shtm](http://www.dpi.state.nd.us/title1/resource/resources.shtm) on the Title I website.

Please direct any questions, comments, or concerns regarding the April 2006 Math Month packet to Flo Hilzendeger by e-mail at [fhilzendeger@state.nd.us](mailto:fhilzendeger@state.nd.us) or by telephone at (701) 328-4646.

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## Positive Behavior Support Initiative

As a continuing response to student behavior concerns found in many of our school environments, the North Dakota Department of Public Instruction, along with a number of additional state-wide agencies, established the North Dakota Positive Behavior Support Collaborative (PBSC) two years ago. Currently, twenty-three schools are completing their first or second year of training as PBS demonstration sites. The PBS state-wide behavior initiative is pleased with their results during the first two years; therefore, we are pleased to announce that fifteen additional schools will be selected to become demonstration sites during the 2006-2007 school year. PBS is not a program or a curriculum; it is a proactive systems approach for creating and maintaining safe and effective learning environments in schools. PBS utilizes school-based teams, which are provided training in the following areas:

- Systems change toward school-wide processes
- Effective disciplinary principles and practices
- Evaluation of instructional and curriculum components
- Application of researched-validated instruction and management practices

PBS is a school-wide system intended to assist schools in their efforts to improve school climate and academic outcomes for all students, especially those who exhibit the greatest needs. Schools are becoming increasingly aware that if they are to improve the academic success of all students, they must also improve the social skills of most students.

The PBS initiative is soliciting applications for schools interested in becoming PBS demonstration sites during the 2006-2007 school year. Interested schools must submit their application to the department by **May 15, 2006**.

To become a demonstration site, each local school building must identify a local leadership team comprised of four to six team members. The make-up of the local leadership team should typically reflect memberships from the following positions: general and special education teachers, principals, guidance counselors, behavior and learning specialists, child advocates, and social workers. Schools that have identified behavior as an initiative will further benefit by receiving training that will systemically increase their potential for success.

If you have further questions about the PBS initiative, please feel free to contact Guy McDonald at (701) 328-2536 or [dgmcdonald@state.nd.us](mailto:dgmcdonald@state.nd.us).

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## State Response to Intervention (RTI) Committee

Response to Intervention (RTI) is actually not a new concept, but rather a model that has been around for some time. The new IDEA reauthorization, however, has brought renewed attention to this model. RTI is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data. The emphasis of RTI is to focus on providing instruction that is more effective by encouraging earlier intervention for students experiencing difficulty learning. As part of special education's role in helping students with disabilities succeed in general education curriculum, a special education teacher may also work in general education settings to help meet the needs of all students. Title I teachers in a targeted assistance program can use the in-class model, but must target identified Title I students to receive additional instruction. The relationship between a Title I teacher and the RTI process can be complicated, so the State Title I office developed guidance regarding the implementation of a response to intervention process and its relationship in with Title I Targeted Assistance programming. This guidance is available at [www.dpi.state.nd.us/title1/targeted/mailings/guidance010606.pdf](http://www.dpi.state.nd.us/title1/targeted/mailings/guidance010606.pdf).

The State Special Education office has established a State RTI Committee who will look at this intervention process through out the state of North Dakota. Paula Rogers, Title I teacher in the Langdon Public School District, Betty Hanson, Title I coordinator in the West Fargo Public School District, and Laurie Matzke, State Title I Director will serve as Title I representatives on this committee. The State Title I office would like to thank all individuals who expressed interest in participating on this committee. We received overwhelming response from Title I educators who were willing to put in additional time and effort for this cause.

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## Title I Staff

### **Laurie Matzke**

Director  
E-mail: [lmatzke@state.nd.us](mailto:lmatzke@state.nd.us)  
Phone: (701) 328-2284

### **Gail Schauer**

Assistant Director  
Reading First Program  
E-mail: [gschauer@state.nd.us](mailto:gschauer@state.nd.us)  
Phone: (701) 328-2285

### **Nita Wirtz**

Assistant Director  
Neglected & Delinquent,  
CSR Programs  
E-mail: [nwirtz@state.nd.us](mailto:nwirtz@state.nd.us)  
Phone: (701) 328-1876

### **Ann Ellefson**

Assistant Director  
Schoolwide Programs  
E-mail: [aellefson@state.nd.us](mailto:aellefson@state.nd.us)  
Phone: (701) 328-2292

### **Florence Hilzendeger**

Program Administrator  
Homeless Program  
E-mail: [fhilzendeger@state.nd.us](mailto:fhilzendeger@state.nd.us)  
Phone: (701) 328-4646

### **Sandy Peterson**

Program Administrator  
Migrant Education,  
Math and Reading Credentials  
E-mail: [smpeterson@state.nd.us](mailto:smpeterson@state.nd.us)  
Phone: (701) 328-2170

### **Mary Neigum**

Fiscal Officer  
E-mail: [mneigum@state.nd.us](mailto:mneigum@state.nd.us)  
Phone: (701) 328-2281

### **Missy Schiller**

Administrative Assistant  
E-mail: [mschiller@state.nd.us](mailto:mschiller@state.nd.us)  
Phone: (701) 328-2254

### **Patty Carmichael**

Administrative Assistant  
E-mail: [pcarmichael@state.nd.us](mailto:pcarmichael@state.nd.us)  
Phone: (701) 328-3264

### **Lauri Nord**

Administrative Assistant  
E-mail: [lnord@state.nd.us](mailto:lnord@state.nd.us)  
Phone: (701) 328-2282

**Office Fax:** (701) 328-4770  
**Toll Free:** (888) 605-1951

## Upcoming Events

### **Title I Targeting Meeting**

This meeting is required for each of the 11 large districts within North Dakota that are required to target their Title I funding to various Title I eligible buildings.

- March 23, 2006 at the Best Western Ramkota Hotel in Bismarck, North Dakota  
Information will be available in March 2006 at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### **Non-Public Schools and Title I Meeting**

This meeting is required for those districts that assign a portion of their Title I allocation to eligible non-public schools within the district.

- March 23, 2006 at the Best Western Ramkota Hotel in Bismarck, North Dakota  
Information will be available in March 2006 at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### **North Dakota Teachers of Math Conference**

- March 30-April 1, 2006 in Bismarck, North Dakota  
Information is available at [www2.edutech.nodak.edu/ndctm](http://www2.edutech.nodak.edu/ndctm).

### **Schoolwide Planning Workshop #1**

The State Title I office is hosting its annual *Introduction to Schoolwide Programming* workshop. This workshop is applicable to all targeted assistance Title I schools who want to learn more about schoolwide programming. All schools interested in becoming schoolwide must have at least a 40% poverty rate to be eligible to be a schoolwide school.

- April 7, 2006 at the Comfort Inn in Bismarck, North Dakota  
Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### **Title I Cooperative (co-op) Schools Meeting**

This meeting is mandatory for those districts that participate in a Title I Cooperative Agreement.

- April 11, 2006 at the Best Western Seven Seas in Mandan, North Dakota  
Information will be available in spring 2006 at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### **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 at [www.valleyreadingcouncil.org](http://www.valleyreadingcouncil.org).

### **Title I Program Improvement Workshop**

This meeting is required for all schools and districts that have been identified for Program Improvement for the 2006-2007 school year.

- April 25, 2006 at the Best Western Doublewood Inn in Bismarck, North Dakota  
Information will be available in spring 2006 at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm).

### **International Reading Association (IRA) Convention**

The IRA's 51<sup>st</sup> 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 at [www.reading.org/association/meeetings/annual.html](http://www.reading.org/association/meeetings/annual.html).

