



North Dakota Department of Public Instruction

Title I News

May 2006

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2005-2006 AYP Reports Now Posted on the ORS

As indicated in the April issue of the Title I News, the 2005-2006 Adequate Yearly Progress (AYP) reports have been on hold until we received a response from the U.S. Department of Education (USDE) regarding our requested amendment.

The Department of Public Instruction requested an amendment to our State Accountability Plan in November 2005. We requested permission to have the AYP reports only reflective of grades 4, 8, and 11 for the 2005-2006 school year. Since North Dakota used up to three years of testing data to generate AYP reports, using the fall 2005 results, we would only have two years of assessment data, testing 3-8 and 11, to generate AYP reports. By using 4, 8, and 11 for one additional year, we could continue to use up to three years of data to generate AYP reports.

The *No Child Left Behind* Act requires the AYP reports to reflect the testing results of grades 3-8 and grade 11 for the 2005-2006 school year.

The department received a formal written response from the USDE on May 4, 2006. This letter can be accessed at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/plan.shtm on the department's website.

Although the USDE letter denied our request, it did provide North Dakota with several options for generating AYP reports based on the 2005-2006 AYP data. We have chosen to accept one of those options and have received verbal approval from the USDE.

The 2005-2006 reports have been generated based on grades 4, 8, and 11, however, the department did have to make some changes in how we average test data based on our verbal approval from the USDE.

These preliminary AYP reports have been posted on the department's secure Online Reporting System (ORS) under the 2005-06 AYP Report at the following address www.dpi.state.nd.us/ors, under "*Other Reports/AYP Reports*". Contact your district administrator if you do not have authority to access this report.

It is imperative that school personnel review the preliminary AYP reports and verify them for accuracy. The department anticipates that the final AYP reports will be released statewide the week of May 22, 2006.

The department will release the 2005-2006 district AYP reports upon completion and release of the school AYP reports. The department will release the 2005-2006 state AYP reports separately following the requisite completion of the school and district AYP reports.

2005-2006 AYP Reports Now Posted on the ORS (continued on page 2)



2005-2006 AYP Reports Now Posted on the ORS (continued)

Once both the school and district AYP information are officially released on our department's website, the Title I office will follow up with program improvement information. We will provide written correspondence to all schools and districts in program improvement informing them of their status and responsibilities. In addition, we will communicate with schools and districts that have not made AYP for one year but have not been identified for program improvement. We will issue a statewide news release and share information on the status of program improvement schools and districts for the 2006-2007 school year.

Federal law requires all public schools and districts to disseminate AYP information to parents. After both the school and the district AYP reports are final, districts can decide whether to disseminate the AYP information to parents this spring or wait until school resumes in the fall.

If you have questions on your AYP reports, please contact Heidi Bergland at (701) 328-2317 or email Heidi at hbergland@nd.gov.

If you have questions on program improvement or dissemination issues, please contact Laurie Matzke at 701-328-2284 or email Laurie at lmatzke@nd.gov.



Email Alert!

The State of North Dakota is changing state staff email addresses. In the past, email could be sent to a DPI employee using the @state.nd.us address. This has changed; however, it will still remain active through the state server. All state employees email addresses will now end with @nd.gov. Please update your address books! Please refer to page 9 of this newsletter to get current email addresses of all Title I staff.

Highly Qualified Reminder!

With the new teacher quality issues enforced by the *No Child Left Behind Act*, all elementary licensed teachers are only highly qualified to teach K-6 in a Title I program as of **July 1, 2006**. **All K-12 reading and K-12 math credentials will no longer exist after July 1, 2006.**

If you have an elementary degree and are going to serve students in grades seven and eight in Title I, you will need to obtain a middle school endorsement. For more information regarding the middle school endorsement, please contact the Education Standards and Practices Board at (701) 328-9645.

Final Title I Allocations

The Department of Public Instruction anticipates receiving final Title I allocation amounts from the U. S. Department of Education for the 2006-2007 school year within the next week. After they are received, Beverly Fischer, Federal Grants Manager, will begin the process of recalculating the final amounts for all of the Title programs. Once they are recalculated, final allocations will be posted on the department's website, as well as sent over email on the administrator's distribution list when they are available.

The consolidated application on the STARS will automatically be updated to reflect the final allocation amounts if you would like to include them into your budget. When you receive the official grant award after your consolidated application has been approved, it will indicate your final allocation amount, your official carryover amount, the amount available to spend for the 2006-2007 school year, and the amount that has been approved.



Reading First Update

Congratulations to the four new North Dakota Reading First schools and all the continuing Reading First schools. North Dakota now has 20 Reading First schools. New schools are indicated by a * beside them.

- Adams Elementary School
- Bismarck – Jeannette Myhre Elementary School
- Bismarck – Riverside Elementary School
- Bismarck – Will-Moore Elementary School
- *Bottineau Elementary School
- Devils Lake – Prairie View Elementary School
- Devils Lake – Sweetwater Elementary School
- Dunseith Elementary School
- Grand Forks – Lake Agassiz Elementary School
- Hillsboro Elementary School
- Jamestown – Louis L'Amour Elementary School
- Jamestown – Roosevelt Elementary School
- Jamestown – Washington Elementary School
- Mandan – Fort Lincoln Elementary School
- *Minot – Sunnyside Elementary School
- *Mohall Elementary School
- New Town – Edwin Loe Elementary School
- *Pingree-Buchanan Elementary School
- Steele/Dawson – Elementary School
- Tappen Elementary School

The North Dakota Reading First (NDRF) programs are selected through a competitive grant, and all areas of the grant application must meet Reading First standards in order to be funded. A committee of readers reviews, evaluates, and scores each of the grant applications. The reviewers commented that all the grant applications were well written and the competition was stiff. Unfortunately, funds are limited and choices must be made through the scoring of the applications. All of the hard work and time in submitting a North Dakota Reading First Program Application is much appreciated. The next round of competitions is anticipated to be held in two years, in the spring of 2008, depending on funds available.

Update on Parental Involvement Policy/Dispute Resolution Policy Review

During the fall of 2005, the State Title I office requested that all districts and schools revamp their district parental involvement policy, school parent involvement policy, parent school compact, and the dispute resolution policy and submit them to the State Title I office for review.

The submissions have been distributed among the State Title I program staff, who has been working to review these documents. To find out which Title I staff member is reviewing your policies or to review the template letter that you will receive outlining feedback on your policies, please visit www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm.

Most districts and schools should have received a response letter outlining feedback by this time. If you have not received feedback, it will be forthcoming this week.

If you have questions regarding your specific policy review, please contact the staff member assigned to your district.

2006 Summer Symposium Update

The 2006 Summer Symposium, scheduled for June 19 – 29, 2006, includes a plethora of trainings, including the North Dakota Teacher Reading Academies for grades K-3 and the Title I/Special Education Reading and Math Institutes. Two important things to remember are:

- 1) May 18, 2006, is the due date for submitting registration forms and
- 2) Watch carefully for your confirmation letter which will be emailed out on May 24, 2006. We have had a huge interest in these trainings, so look closely at your confirmation e-letter. It will indicate which session(s) you have been enrolled to attend.

More information on the 2006 Summer Symposium, along with registration forms, can be found at www.dpi.state.nd.us/title1/events.shtm.



End-of-the-Year Reminders

As this school year comes to an end, there are several items that Title I schools and personnel are responsible to close out. Each item has been outlined below.

- **Title I Final Financial Report** – The State Title I office will soon begin processing Title I Final Financial Reports. In order to expedite the process, please keep the following items in mind when completing the financial report and the request for funds forms.
 - The Department of Public Instruction Title I office cannot make payments to school districts on unpaid obligations. Therefore, funds requested on line B (Cumulative Expenditures) of the request for funds must be paid before the request is made.
 - You need to wait until all expenses (outstanding invoices) for the 2005-2006 school year are paid before you submit your final financial report and request for funds.
 - If your teachers are attending the Summer Symposium workshops that are planned for June 19-22 and June 26-29, you cannot claim reimbursement until after the teachers have returned from these workshops and the bills have been paid. These expenses can not be claimed during the 2006-2007 school year. Since these workshops are taking place prior to June 30, 2006, all expenses for these workshops that you are seeking reimbursement for must be claimed on the 2005-2006 final financial report.
 - Keep in mind that if you submit a request for funds form and the reporting period is through June 30, 2006, we cannot process the payment before that date.
 - On the final financial report, the total expenditures for fiscal year to date (column 2) must match your ledger at the school, and the total of this column must match line B on the request for funds. This is a huge audit concern for you if you submit estimated figures to the State Title I office and they do not match the figures in your ledger when you are audited.
 - If you have utilized a portion or all of your set-aside funds and they are still in the unobligated line item, you must submit a budget revision prior to submitting your final financial report. Failure to submit necessary budget revisions prior to the end of the school year may put your report on hold and delay your final payment.
 - We would prefer not to make Title I payments to school districts in June unless it is your final payment for the 2005-2006 school year. Our reasoning behind this is because in the past a number of school districts have requested a payment in June and have been overpaid. The school district claimed more than they actually expended and when they submitted the final report they were required to submit a refund check to the Department of Public Instruction.
 - Any payments requested on or after June 30 must include the Final Financial Report.

If you have questions or need assistance in completing the final financial report, request for funds, or a budget revision, please contact Mary Neigum, Title I Fiscal Officer by email at mneigum@nd.gov or by phone at (701) 328-2281.

- **Title I Personnel Report** – Title I personnel are reminded to complete the Title I Personnel Report (SFN 7357) prior to the end of the school year. Title I personnel should have received a copy of the Title I Personnel Report in the May mailing. This report can be found online at www.dpi.state.nd.us/forms/sfn7357.pdf or www.dpi.state.nd.us/forms/word/sfn7357.doc.

This report should reflect Title I data cumulative through the entire school year. This information is then compiled and submitted to the U.S. Department of Education for review.

End of the Year Reminders (continued on page 4).



End of the Year Reminders (continued).

- Schoolwide End of the Year Report – Revision to the Schoolwide Plan – All schoolwide programs are required to submit the *Title I Schoolwide Program End of Year Report/Revisions to the Schoolwide Plan* (SFN 52806) by **June 15, 2006**. This report requires the school to submit the data results from your schoolwide annual review meeting for the 2005-2006 school year, as well as a narrative description of any specific changes you are making to your schoolwide plan for the 2006-2007 school year. This form is available on the Title I website in Adobe version (pdf) at www.dpi.state.nd.us/forms/sfn52806.pdf. It is also available in MS Word version at www.dpi.state.nd.us/forms/word/sfn52806.doc. Schools also have the option of making the revisions directly to their schoolwide plan rather than through this form. Either way would be acceptable to the State Title I office.

Director's Report

Is it time for reauthorization already?

Every five to seven years, all of the federal programs included in the Elementary/Secondary Education Act are reauthorized. This provides congress and others an opportunity to make changes to federal programs. The last reauthorization, known as *No Child Left Behind*, 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. However, it is more likely that the reauthorization will be put off until after the 2008 elections and occur in the spring of 2009.

Many organizations, including the National Association of State Title I Directors (NASTID), are developing position papers which outline changes they would like to see occur during the reauthorization process. Although the many position papers vary some, there are certain elements that exist in the majority of papers. The list outlined below summarizes some of the common elements that most groups agree need to be addressed during the reauthorization process.

- **Allow states to use a growth model measure as a second indicator for determining academic progress under the Adequate Yearly Progress provisions.**
NCLB should be modified to allow states to determine whether or not a school or district has made Adequate Yearly Progress based on longitudinal growth in student achievement. The improvement made by students from the beginning to the end of the school year or as they advance in grade level should be part of the evaluation.
- **Allow additional alternate assessment systems for students with disabilities and English language learners.**
- **Permit states to design accountability systems where every student counts the same number of times.**
- **Allow districts to retain the ability to provide supplemental educational services after district identification for improvement.**
Districts should be given the same rights as other providers and should only be removed as providers if their supplemental educational services are deemed to be ineffective after a thorough review, not because they have been assumed to be ineffective.
- **Designate schools for improvement only after the same subgroup fails to make AYP in the same subject for two consecutive years.**
- **Provide School Choice and Supplemental Educational Services flexibility.**
Supplemental educational services should be targeted to the low income sub-group students that failed to meet the AYP standards. The LEA could offer supplemental educational services in the first year of improvement status in lieu of school choice.
- **Increase the allowable carryover for districts incurring SES charges.**

It is important for all of us who advocate for education to discuss the reauthorization issues and come to some form of agreement or consensus on the changes that North Dakota would like to see occur during the reauthorization process. Our chances of being heard and being successful are much greater if we speak with one voice.



Consolidated Application – Common Questions and Concerns

Many districts have already inputted data on the consolidated application for the 2006-2007 school year. Therefore, the department has begun reviewing consolidated applications for accuracy. The list below summarizes common questions or problems that we have come across thus far in the review process.

- School personnel have expressed concern about getting their application submitted by May 26, 2006. Keep in mind that this is a target date. You actually have until August 25, 2006, to submit your consolidated application.
- When you click on Federal Reports, you will see two bullets from which to select, Title I Targeting and Consolidated Application. These are the only two reports currently available of the STARS. The Title I Targeting bullet is only for the 11 large districts that have to complete a process called targeting to determine building allocations. The second bullet should be used by all districts to complete the consolidated application.
- Most of you know that each district has been assigned a Title I program staff member. This list is available at www.dpi.state.nd.us/title1/conapp.shtm on the Title I website.
- As a reminder, your Title I contact person can only address Title I questions. We've received numerous questions pertaining to REAP and Highly Qualified Teacher information. These questions need to be directed to Beverly Fischer. She can be reached by telephone at 328-1028 or by email at bfischer@nd.gov.
- The most common question pertains to the 5% highly qualified requirement. School districts are no longer required to set aside 5% of their Title I funds to ensure that all teachers are highly qualified, as the federal deadline for teachers to be highly qualified is July 1, 2006.
- As a reminder, if you REAP funds into the Title I program, you must first allocate all of your available Title I funds, including carryover funds.
- Our Management Information System (MIS) unit is working on the Title I and other federal Title program budget pages. We anticipate they will be available on the STARS very soon.
- The State Title I office has compiled guidance regarding Title I specific issues found throughout the consolidated application. This guidance is available online at www.dpi.state.nd.us/title1/conappinfo.pdf.
- School districts are asked NOT to submit the consolidated application until after the final allocations have been generated. We anticipate receiving final amounts from the USDE soon.
- After final allocations are posted and your Title I contact person has informed you that your Title I portion is in approvable form, you have the following two options:
 - The first option would be to submit the application as is, taking into consideration that final carryover has not been determined and that it has not been officially reviewed or approved by the State Title I director. If this is the option you choose, it is possible that budgetary changes may be required. Once the application is submitted, it is not possible to make changes to the application itself. Therefore, the district would need to make the budget changes through the STARS budget revision process. This process will not be available until mid-September 2006. Districts required to do a mandatory budget revision would not be able to receive a Title I payment until the budget revision is available and processed.
 - The second option, which the State Title I office highly recommends, is to hold off on submitting the consolidated application until the Title I final financial report and final carryover have been determined. Delaying your submission would allow you to make minor changes to the application (if necessary), incorporate your final carryover dollars, save you from doing a mandatory budget revision, and also allow you to request a Title I payment.
- As a reminder, school personnel need to provide details whenever you complete a Title I description. Many submissions thus far have been too vague.
- The ELL/Homeless/N&D page is only to be completed if you are using Title I funds to support these programs.
- We are checking into reported problems with the summer school section. School staff reported that the system will not allow them to check that they are doing both July/August 2006 and a June 2007 summer school program.

Monthly Featured Articles

Math Corner

By: Flo Hilzendeger

Math Curriculum

Tom Davis, Dr. Math, has taught math to students from the elementary grades through the university level. He has a compelling view of the math curriculum used to teach students in classrooms throughout the United States. Mr. Davis states, “I think the problem with mathematics education at the university level in this country is that it’s generally taught by and aimed at mathematicians. This trickles down to the primary and secondary schools, since the committees that determine the curricula are usually packed with university-level mathematicians.”

His take on the math curricula is that much of what is taught is never really needed or applied to real life situations. It is clearly impossible to develop a math curriculum for each career; yet, he believes a different math curriculum should be taught to engineers and computer scientists, than to carpenters, accountants, or store clerks. Mr. Davis says, “I think we can do far better at designing a basic curriculum that would work well for everyone. The newly developed math curriculum should cover material that everyone, technical and non-technical, needs to know.” At that point, students who would want to focus on an area of expertise would be directed into a curriculum developed specifically for that career.

Basic math should include courses that allow students to be able to function well in society. These courses would teach household finances, a basic understanding of large and small numbers, estimation, detecting propaganda, interpreting maps, graphs, and charts, potential growth in investments, loans, probability, statistics, and risks of purchasing life insurance, auto insurance, or betting on the lottery. Most students could function well within society if they learned and applied the concepts in a basic math course.

It may take a very long time to get curriculum developers persuaded to think in these terms; however, his view has “food for thought” and may be a solution to math dysfunction.

Reading Corner

By: Nita Wirtz

All About the Internet – Part II: Reading and the Internet

Technology is here to stay, no doubt about it! This month’s reading corner article is part two of a three-part series entitled “All About the Internet.” Part one of this series contained background information for those of you who may not be so familiar with the computer and this wonderful tool called the Internet. It provided background information and information on terms for using the Internet. Part two of this series will go through information on how to search for information using this tool and also lists some pitfalls and strategies for old and young alike.

For anyone who has experienced Internet use, you notice that there is sometimes more information than one can possibly surf through and make sense of in order to efficiently use it. So how do we wade through these periods of “information overload” to find out what we really want to know? Aside from asking the youth of our world who obviously seem to have a wonderful knowledge on using technology, there are certain techniques that can be of assistance.

This article was inspired after reading the October 2005 Educational Leadership article entitled “Making Sense of Online Text,” by author Julie Coiro of the University of Connecticut. Even though this article was intended for teaching adolescents on using the Internet, it lists some very practical information that all ages can benefit from when using the Internet to search for information.

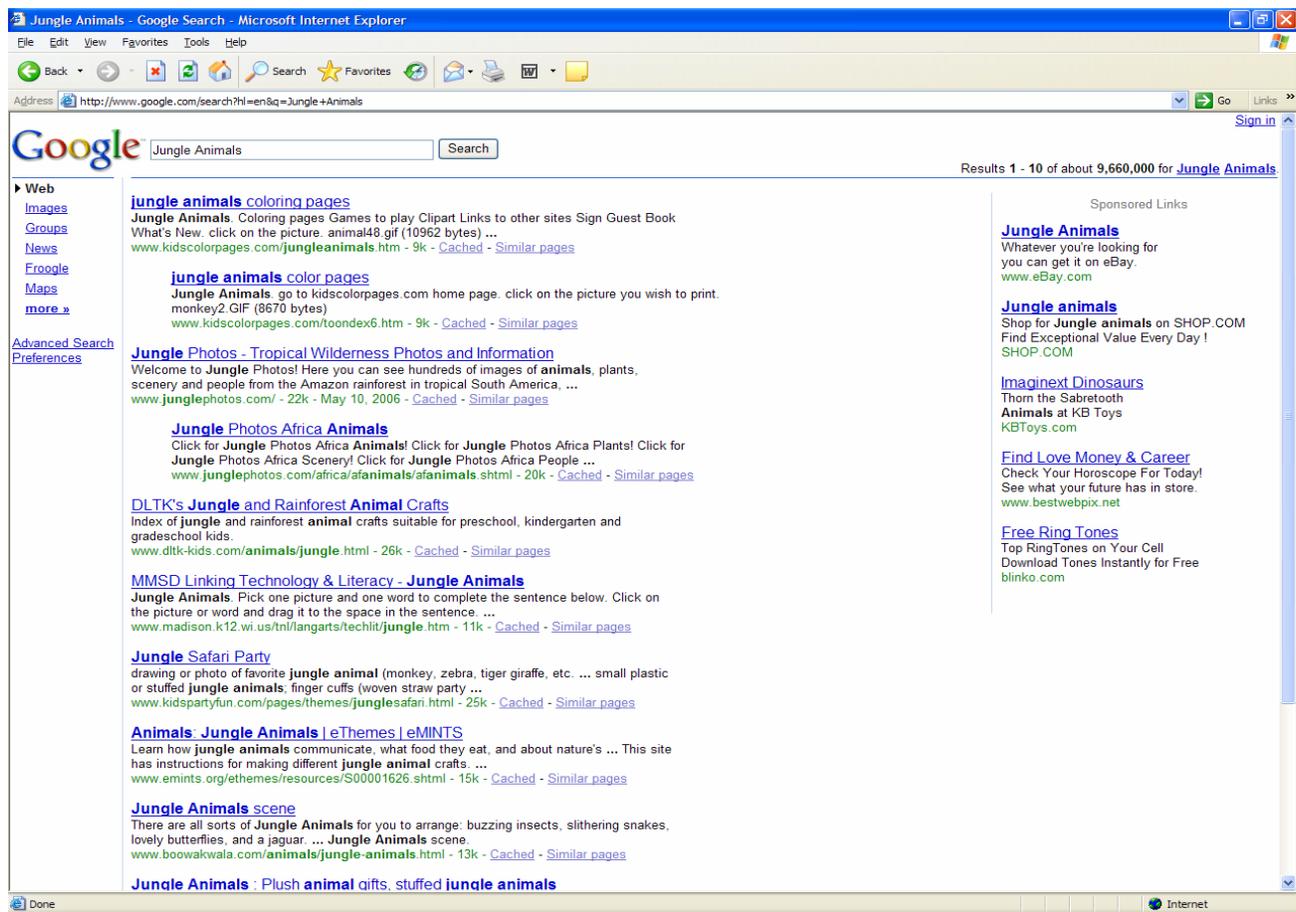
As Coiro (2005) suggests, there are four major challenges when using the World Wide Web which include searching, navigating, evaluating, and synthesizing. Just as Coiro (2005) states of adolescents, children also have varied abilities when it comes to locating, understanding, and using information presented on the World Wide Web. Coiro (2005) continues, “Research is now showing that students require new comprehension skills and strategies to effectively read and learn from text on the Internet” (p. 30). Using the Internet for reading requires knowledge of search engines, how information is organized, higher levels of inferential reasoning, and comprehension monitoring strategies to stay on task; however, many students lack this knowledge.

Reading Corner (continued on page 8)

Reading Corner (continued)

In preparing students for reading the online digital text, Coiro (2005) states that the four strategies listed below should be followed. Here are what these strategies involve:

Searching – Teaching students to be able to properly predict what will be displayed on a webpage is a key basic component to Internet use. As part of this lesson, a teacher conducts a search on the Internet for information on a classroom theme, such as “Jungle Animals” in the sample below, puts together a search list, and prints it out for students to review. When reviewing the topic selected for study, students will analyze the number of results found on the site. If they get a number of 100,000 results or more, this indicates the search must be limited. Students should also look carefully at the URLs and decide which sites indicate a valuable resource for use. Sites containing the term “aol” (which stands for America Online) in the URL, are generally personal webpages and will often change. Asking students to look at the site to determine specific questions, analyzing how many results are retrieved and how they can narrow the search, and what sites may not be available or may change in the next three months are basic tools to begin webpage understanding.



Navigating – We have all learned that when scanning a book to read, previewing text, chapter titles, headings, diagrams, and bold words will indicate the basis of the book’s content. Prediction is a technique that we embed into children at a very young educational age. What about predicting on the webpage? If students review the homepage of the website, they can also get a sense of the structure and contents of the site. Steps involved in this decision take on a seven-tier process, according to Coiro (2005), which include:

1. Read the title of the page and the title of the website in the margin at the top of the window.
2. Scan menu choices by holding your mouse over, but don’t click on, the navigational toolbars which appear across the top or on the left hand side of the page. This will allow you to preview the entire informational spectrum of the site.

Reading Corner (continued on page 9)



Reading Corner (continued)

3. Have the students practice how to make predictions about what you are going to find on each link.
4. Explore any interactive website features like animated images or images that change when the mouse is held over them, any pop-up menus, and scroll bars. These all give additional indications as to the site ideas.
5. Identify the website creator and when the website originated. This is usually found under the “About the site” label.
6. Notice any electronic supports such as an electronic site map or internal search capabilities the specific site may have embedded. If the website has a search box on it, this will assist in narrowing the search of information.
7. Finally, make a decision on what areas would be beneficial to explore. This is where students can benefit from listening to the teacher instruct about the decision that will be influential in their learning process.

Evaluating – Some webpages will have links to other sites and when Internet surfing, students will come across other websites they believe are from their original source, but actually they are produced by other organizations and authors. Coiro (2005) has listed a “Think and Check” activity to assist students with this process. This allows students to think about the source and make indications of validity.

<u>Think</u>	<u>Check</u>
1. Does this information make sense?	1. Be skeptical and ask around.
2. Where else can I look?	2. Search the Internet using keywords in quotation marks or look in a book.
3. Who created the website and why?	3. Explore the “About Us” link with a critical eye.
4. Who is the author?	4. Search the Internet using the author’s name in quotation marks.
5. Who is linking to this site?	5. Type “Link:” followed by the URL of the website in question into the search box of the Google homepage.

Synthesizing – In organizing research, students may need a little assistance with this process. When credible, valid, and useful websites are found, students are going to want to collect this information for later use. Coiro (2005) has placed another useful tool for synthesizing this information within the article:

To use this technique, set up a diagram for students to copy and paste relevant pieces of the website into this diagram so they have the information for future use and for you to assist in reviewing:

1. What is my research question?
 - a) Source - copy and paste the URL.
 - b) Text or images that will be useful in my topic include.
 - c) List the best points from this website.
 - d) How does this information pertain to other information that I have found on this topic?
 - e) This information changes my thinking about the topic in what ways?
2. What is my original synthesis considering significant points from my source?
3. My supporting statements, informed by at least two of my summaries.

This article by Coiro (2005) makes some wonderful points regarding Internet usage in the classroom and assisting students with using this wonderful tool that contains a wealth of information. Knowing this information should better prepare you as teachers in assisting students to use the Internet and validating informational contents for use in the classroom. Don’t forget to stay tuned for part three of this series, “All About the Internet,” which will list tips for safe surfing on the Internet that everyone should know, especially teachers and parents. Until then, have a successful remainder of the school year!

Source – Coiro, J. (2005). Making sense of online text. *Educational Leadership*, October 2005, Vol. 63, No. 2.

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Upcoming Events

Summer Symposium

The Department of Public Instruction is proud to sponsor a collaboration of the reading summer institute, math summer institute, and reading academies into one event. This event is geared toward educators of reading and math at all grade levels.

■ June 19-22, 2006 and June 26-29, 2006 in Mandan, North Dakota

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

Beginning DIBELS Training

The *Beginning DIBELS Training* is a two-day workshop that covers the basics of DIBELS, including how to administer, how to score, and how to analyze the results.

First preference will be given to Reading First school district personnel and if space is available, others will be allowed to attend. Confirmation letters will be emailed to registrants. It is anticipated that graduate credit will be offered with these trainings.

■ August 7-8, 2006

More information, along with the registration form, can be found at www.dpi.state.nd.us/title1/events.shtm.

Advanced DIBELS Training

The *Advanced DIBELS Training* is a two-day workshop for those who have already attended a Beginning DIBELS Training and will cover the DIBELS information more in-depth and with more detail. It will include how to use the DIBELS results to inform instruction.

First preference will be given to Reading First school district personnel and if space is available, others will be allowed to attend. Confirmation letters will be emailed to registrants. It is anticipated that graduate credit will be offered with these trainings.

■ August 9-10, 2006

More information, along with the registration form, can be found at www.dpi.state.nd.us/title1/events.shtm.

33rd Plains Regional International Reading Association (IRA) Conference

The Nebraska Reading Association and the IRA, offering exceptional professional development for reading educators, co-sponsor this conference.

■ October 4-7, 2006 in Omaha, Nebraska

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

Title I Fall Workshop

The State Title I office is sponsoring a fall workshop for Title I personnel.

■ October 12, 2006 in Mandan, North Dakota

Information will be available fall 2006 at www.dpi.state.nd.us/title1/events.shtm.

One Hundred Years From Now

(excerpt from "Within My Power" by Forest Witcraft)

One Hundred Years from now
It will not matter
What kind of car I drove,
What kind of house I lived in,
How much money was in my bank account
Nor what my clothes looked like.
But the world may be a better place because
I was important in the life of a child.

