



North Dakota Department of Public Instruction

Title I News

February 2008

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Title I Survey Reminder

We are seeking your input regarding the current initiatives conducted by the state Title I office. The survey is asking school personnel to identify those resources that are highly beneficial and those that are not. The results of this survey will help the state Title I office as we prioritize our future initiatives.

Please take a few minutes to complete the survey. It can be found on the state Title I office's homepage at www.dpi.state.nd.us/title1/index.shtm. This survey will close on Tuesday, February 26, 2008, so be sure to provide us with your opinions before then. We appreciate and value your input!

Title I Eligibility Notification 2008-2009

On December 26, 2007, President Bush signed into law the FY08 Omnibus appropriation bill which includes federal education funding for the 2008-2009 school year. The bill includes an increase of 1.2 billion for Title I. **Preliminary** estimates show North Dakota receiving an increase of approximately 3.5 million dollars for Title I.

Stephanie Gullickson, DPI's Grants Manager, will be calculating preliminary allocations for all federal Title programs for the 2008-2009 school year. Before this step, we need to determine which districts will be eligible to receive Title I funding. When we have this information compiled, we will forward it to all Title I authorized representatives. The letter will compare your district's aggregate units from last year to those from this year. The aggregate units are used to determine your federal Title I allocation amount each year. A formula using an updated census count, foster child count, and free and reduced meals count determines your allocation. If your aggregate units increase from the prior year, your allocation will probably increase. If your aggregate units decrease in numbers, your allocation will most likely decrease. If the numbers show little to no change, your allocation will most likely remain steady. Please watch for this information within the next few weeks.

Research Website

The state Title I office has created a website dedicated to educational research. Documents compiled by our office as well as links to other research-based documents and websites will be available. Please visit www.dpi.state.nd.us/title1/research.shtm to check out this informative website.



The Importance of Parental Involvement

The *No Child Left Behind* Act places a significant focus on communicating with and informing parents. During the National Title I Conference, U.S. Department of Education (USDE) staff gave an overview of the monitoring process and changes for the upcoming year. North Dakota is scheduled to be monitored by the USDE the first week of May 2008. One key focus of their visit will be parental involvement. All requirements regarding parental involvement will be looked at closely including:

- *Parental Involvement Policy* – Both the school and the district must develop a parental involvement policy. These policies must be updated and disseminated each school year. Documentation must be maintained that all schools and districts have a current policy that is distributed to parents on an annual basis.
- *Annual Parent Meeting* – Each year Title I programs must host a meeting for parents outlining the components of their Title I program. Schools must maintain documentation that the annual parent meeting was held and that the required components were addressed.
- *School-Parent Compact* – Each year the school must develop or revise its school-parent compact and disseminate it to parents. Documentation that all schools have current compacts with parents must be maintained.
- *Assessment of Parental Involvement* – Each year schools must evaluate the parental involvement component of their Title I program. For this evaluation, schools must gather information from parents. Most often, this is done through a survey. Documentation must be kept on file that shows parents were given the opportunity to provide feedback and input regarding the Title I program at their school.
- *Notification of Annual Review Meeting* – Schools are required to review all aspects of their Title I targeted assistance or schoolwide program. Upon completion of this review, parents must be notified of the results and decisions made at the annual review. Documentation of this notification must be kept on file.
- *Opportunities to Train Parents* – Schools are required to provide technical assistance to parents on a regular basis (once a month, minimally). Documentation that parents receive frequent communication from schools, providing them with tools and ideas to help their children at home and are invited and provided ways to become involved at the school, must be maintained.
- *Student Progress* – Schools must assess Title I students regularly and notify parents of the progress being made. Documentation that parents of Title I students were informed of their child's academic progress must be kept.
- *Adequate Yearly Progress (AYP) Status* – Once the state releases AYP reports for schools and districts, the AYP status of the school/district must be reported to parents. Specific information must be communicated and included in this notification. Documentation that parents were provided with school and district AYP reports, as well as an explanation, must be retained.
- *Parents' Right to Know* – Each year schools must provide notification to parents that they have the right to ask for the qualifications of their child's teacher(s) and aides/paraprofessionals. The school must have a chart, updated and readily available to disseminate to parents upon request. Documentation that this information contained all the required components and that it was disseminated to parents must be maintained.
- *Dispute Resolution Policy* – Districts must have a policy in place for addressing concerns with the federal Title programs. Documentation must be kept showing that all districts have a policy that is made available to parents.
- *District/School Report Cards* – The department prepares report cards for each district in the state. Documentation indicating that parents were notified of the availability of the district and school report cards must be kept on file.

The Importance of Parental Involvement (continued on page 3).

The Importance of Parental Involvement (continued)

To assist schools in meeting these requirements, the state Title I office has created several websites providing samples, resources, checklists, guidance, etc.

- [Parental Involvement](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm) – This website is specific to the school level parental involvement requirements outlined in the *No Child Left Behind* Act. www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm
- [Parent Notification and Dissemination Requirements](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm) – This website specifically addresses the notifications regarding AYP and Parents' Right to Know requirements. www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm
- [Title I Website for Parents](http://www.dpi.state.nd.us/title1/parent/index.shtm) – This website is designed specifically for parents to provide information on ways to become involved, access information regarding their school or district, and obtain resources aimed to help them better enable their child to succeed in school. Your help in sharing this resource with parents would be greatly appreciated. www.dpi.state.nd.us/title1/parent/index.shtm

In addition, the Title I office will be developing a new monthly Parental Involvement Bulletin with resources and ideas for parental involvement. The first issue should be available in March 2008.

Madison 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 Madison Elementary School in the Fargo Public School District was selected for this national recognition for the 2007-2008 school year. Madison Elementary School, along with 71 other Title I schools throughout the nation, were honored at the National Title I Conference Distinguished Schools Award ceremony in Nashville, Tennessee on Thursday, January 31, 2008. Schools are selected for outstanding results in one of two categories:

1. Exceptional student performance for two or more consecutive years.
2. Closing the achievement gap between student groups.



Staff members representing Madison Elementary School from the Fargo Public School District include from left to right: Chris Triggs, Patricia Walla, Megan Kiser, and Reiko Barnett.

Madison Elementary was selected for exceptional student performance for two or more consecutive years. The North Dakota Title I Committee of Practitioners reviewed the applications for this award in the fall of 2007. Schools applying for this recognition were required to provide documentation 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 description of their school. If you are interested in nominating your school for the Title I Distinguished School Award, watch for more information at the beginning of the 2008-2009 school year. Congratulations to the Madison Elementary School for a job well done!

Director's Report

On January 30, 2008, I traveled to Nashville, TN to attend the National Title I Conference. They had some excellent presenters and wonderful general sessions at the conference.

State Title I directors met with U.S. Department of Education (USDE) staff for two days. I received updates on the following topics:

■ USDE Sponsored Professional Development

The USDE is going to be providing three professional development opportunities within the next several months as a follow-up to the National Title I Conference. These professional development opportunities will be provided as ELearning Courses. The three topics include: School Accountability (April); Parental Involvement (August); and Reducing Learning Barriers (October). We will forward more information regarding these professional development opportunities as we receive updates from the USDE.

■ Response To Intervention

USDE staff gave a very brief presentation on Response To Intervention (RTI). They shared a copy of a PowerPoint presentation that was developed for a breakout session at the conference. The PowerPoint provided some new ideas on how RTI can be implemented using Title I personnel. This information will be shared at our RTI audio conference on February 27, 2008. USDE staff also stated that it is their intention to develop and distribute guidance on this topic within the next three months.

■ Updates on USDE Guidance for Targeted Assistance Schools

As previously reported, the USDE is working to provide updated federal guidance for targeted assistance schools. Unfortunately, USDE staff could not provide a specific date as to when the updated guidance will be available. As soon as it is released, we will provide a web address where it can be accessed, as well as a summary of any changes in the policy.

■ Federal Programs Reauthorization

Little progress has been made on the reauthorization of NCLB. At this point, it is almost impossible to predict whether or not the reauthorization will occur this year. There is a strong commitment by many to reauthorize it this spring; however, unless the process picks up speed, it is unlikely there will be sufficient time. The key components the USDE felt would be included in the newly reauthorized bill are:

- Making the "Growth Model" approach to school improvement an option for all states.
- Maintaining the requirement for 100% proficiency.
- Revising the program improvement process to include differentiated consequences. Certain sanctions would be based on whether or not schools did not make AYP in one or multiple categories.
- Including a high school adolescent literacy component.
- Further addressing the issue of students with disabilities and LEP subgroups.

Both the House and Senate have stated that reauthorization proposals will be released in March 2008.

■ Future National Title I Conferences

Registration for this year's National Title I Conference was up by 20%, with over 4,000 participants. Due to the growing size of the conference, the association has secured locations for future National Title I Conferences for the next four years. The schedule includes:

- 2009 – San Antonio, TX
- 2010 – Washington, DC
- 2011 – Tampa, FL
- 2012 – Seattle, WA

Audio Conference Training – Response to Intervention (RTI)

The state Title I and Special Education offices are featuring an audio conference training on Response to Intervention (RTI). Laurie Matzke, Title I Director, and John Porter, Special Education Regional Coordinator, will be the presenting this information. This audio conference training has been scheduled for Wednesday, February 27, 2008, from 9:35 – 11:05 am. The session will be repeated in the afternoon from 1:46 – 3:50 pm. The deadline for registration is **February 22, 2008**. Please note the following details:

- All personnel interested in participating will need to complete a brief electronic registration form. The registration form was sent out electronically on February 13, 2008, and can also be accessed online at www.dpi.state.nd.us/title1/events.shtm.
- One day prior to the training, the contact person listed on the registration form will receive, by email, a toll-free 800 number to dial, along with a password that will allow personnel to connect to the audio conference training.
- A PowerPoint presentation and applicable handouts will be available to download from our website the morning of the training.
- A feedback form will also be available to allow for comments and provide an opportunity to ask questions. Answers to your questions will be provided electronically.

We look forward to working with you through this new endeavor.

2008 Math Month

April has been designated Math Month in North Dakota for 2008. The theme for this year is *Show Me the Math*. The math packet is filled with a variety of ideas and activities for teachers to use with their students. Jacki Harasym, Mariya Skogem, and Jason Gemar from the Minot Public School District have developed the 2008 Math Month packet for your use. The North Dakota Title I office would like to thank these individuals for their dedication, hard work, and wonderful ideas to make this year's Math Month a huge success.

The Math Month packets were mailed to every school district in North Dakota on February 15, 2008. They were placed in a manila envelope, with "Math Month Packet" stamped in red. Due to the size of the document, only one hard copy was mailed to each building. We ask that it be shared with all school personnel. The packet can also be found at www.dpi.state.nd.us/title1/resource/resources.shtm on the Title I website.

Please direct any questions, comments, or concerns regarding the April 2008 Math Month packet to Flo Hilzendeger at fhilzendeger@nd.gov or (701) 328-4646.

Schoolwide Planning Workshop #1 – April 24, 2008

Due to the significant demand placed on schools during the schoolwide planning year, the state Title I office will be offering the Schoolwide Planning Workshop #1 – *An Introduction to Schoolwide Planning* in Bismarck on **Thursday, April 24, 2008**. The workshop is being held at the Kelly Inn and will run from 9:00 am to 4:00 pm CDT. Registration will begin at 8:30 am CDT.

This workshop is intended for schools that are interested in operating a schoolwide Title I program. Please note: This meeting is not intended for schools that are currently schoolwide, unless the school is interested in refreshing their knowledge regarding schoolwide programming.

Attendance is mandatory if you plan to begin operating a schoolwide Title I program in the 2009-2010 school year. In addition, if you have any questions about Title I schoolwide planning or are considering becoming a schoolwide school, you are more than welcome to attend this workshop. Please note: Attendance at the workshop does not commit your school to becoming a schoolwide program.

If you are interested in attending the workshop, registration information is available online at www.dpi.state.nd.us/title1/events.shtm.

Monthly Featured Articles

Research Corner	By: Ann Ellefson	Parental Involvement: Learning at Home
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The fourth type of parental involvement is learning at home. These activities provide families with:

- Information and ideas about the academic work their children do in class.
- Coordinated links between what is happening in the classroom and activities at home.
- Academic goal setting.
- Ideas on how to help their child with homework.
- Increased communications with the teacher.
- Better communication between the parents and child through reviewing student work, practicing skills, monitoring and discussing homework, reviewing courses available, etc.

Students are the primary participants in learning at home activities, as their homework is essentially their responsibility. Families and parents can enhance the impact of learning at home through their involvement.

Sample Activities

Examples of activities schools could conduct to promote learning at home include, but are not limited to:

- Having specific goals and activities that keep parents informed about and supportive of their children's homework.
- Offering learning activities and events for the entire family.
- Inviting parents to borrow resources from school libraries for themselves and their families.
- Linking parents with resources and activities in the community that promote learning.
- Giving parents materials they can use to evaluate their child's progress and provide feedback to teachers.
- Helping parents understand student assessments, including report cards and testing, and how to help students improve.
- Utilizing school staff and school communications to help parents link home learning activities to learning in the classroom.
- Including parents and other community members in developing children's learning outside of school activities.

Problems and Solutions

Schools must make diligent attempts to design and implement homework in which students are able to take the responsibility of discussing this important concepts and ideas they are learning with their family. Parents should not be expected to be the teacher; rather they should be a resource for their child. Having parents involved with junior high and high school students is particularly difficult. Often at these ages, parents feel they are not able to help with homework anymore. However, learning at home at these age levels is particularly important. Schools should be cognizant of their efforts in creating a schedule of activities that regularly involve families. These activities could be for long-term or short-term goal setting for attendance, achievement, behavior, talent development, etc.

Documentation and Evaluation

No matter the number or type of activities a school is implementing to assist with learning at home, it is crucial that these activities are adequately documented and evaluated. Documenting activities may include: retaining copies of homework assignments, keeping a log of family involvement activities at home, or compiling materials used for at-home activities. Every learning at home activity conducted should be evaluated by the school, student, and parent(s). Evaluation is crucial as this is often the determining factor of whether or not the activity should continue, be revised, or be dismissed all together.

Resources

Resources used to develop this article include:

- Epstein, J., Sanders, M., Simon, B., Salinas, K., Jansorn, N., and Voorhis, F. (2002). *School, Family, and Community Partnerships: Your Handbook for Action* (2nd ed.). California: Corwin Press, Inc.
- National Network of Partnership Schools. (n.d.). *Epstein's Six Types of Parent Involvement*. Retrieved August 21, 2007 from www.csos.jhu.edu/p2000/sixtypes.htm.

Reading First Corner

By: Gail Schauer

“Fourth Grade Slump”

Jeanne Chall, a professor and educational psychologist at Harvard University’s graduate school of education, describes two periods of learning. Children spend the first three years of school “learning to read” and then in the fourth grade, children begin “reading to learn.”

In the fourth grade, however, textbooks change. They become more complex and abstract. The language and concepts become more difficult and challenging. Children need to be reading fluently and good at comprehending what they are reading. Reading First programs can provide a child with a good base of reading skills. The five essential components within a Reading First program are “essential.” However, students who are reading at grade level by third grade have a huge transition to make into fourth grade.

As text becomes more and more abstract with more complex vocabulary words, students may find it more difficult to understand what they are reading. Students who struggle with the “fourth grade slump” may find themselves headed for the “eighth grade cliff.”

The Kennedy Krieger Institute is researching this “fourth grade slump.” Laurie E. Cutting, the associate director of the Kennedy Krieger Institute’s Center for the Study of Reading Development, explains that, “It (reading) becomes a tool for learning, not a tool that you are learning.”

The reading development center is conducting a variety of methods to research this difficulty. MRI (magnetic-resonance-imaging) scans are used to look at the brain patterns of older children to determine how children respond to certain remedial efforts. The center is also examining connections between attention deficit hyperactivity disorder and reading comprehension. Since reading is such a complex process, students often have not just one problem, but rather many problems within the reading process. Another speculation is that perhaps at the upper grades, teachers start to assume that students understand.

Some recommendations for helping students include, but are not limited to:

- Continue providing systematic and explicit instruction for students in the earlier grades to provide students with a sound base of reading skills.
- Provide all teachers, even those in the upper grades, with training on how to teach students to read.
- Make sure your reading curriculum has both fiction and non-fiction selections. Reading skills for non-fiction are much different than those reading skills needed for fiction. It is essential that students have the skills for reading non-fiction text in the upper grades.
- Have a strong curriculum and assessment system in place.
- Continue using assessments to inform instruction.
- Provide students with text that is rich in vocabulary.
- Continue to develop good interventions for older students.
- Focus on vocabulary and comprehension instruction.

With careful planning, systematic and explicit instruction, and a strong dose of foundational reading skills in the primary grades, we can help students avoid the “fourth grade slump” and the “eighth grade cliff.” Reading First teachers are well prepared to meet the challenge of making sure all students can read.

Resources:

- National Reading First Technical Assistance Center. (2006). *Preventing the Fourth Grade Slump*. Retrieved February 19, 2008, from www.readingfirstsupport.us/article.asp?article_id=134.
- Samuels, Christina A. (2007). Experts Eye Solution to ‘4th Grade Slump’. *Education Week*, September 12, 2007.

Invitation to Implement ND Positive Behavior Support (PBS)

The ND Department of Public Instruction is inviting schools and/or districts to implement Positive Behavior Support (PBS) in the 2008-2009 school year. PBS can be implemented as a stand-alone initiative or companioned with Response to Intervention (RTI). Schools implementing PBS have experienced improved academic performance and positive behavior in the school environment. It is an acknowledged fact that good results do not come easy. When you are **ready** to make a difference – **implement PBS**.

More information regarding PBS can be found online at www.dpi.state.nd.us/health/PBS/index.shtm. The deadline for schools/districts interested in participating in PBS during the 2008-2009 school year is **February 29, 2008**. Please contact the Drinda Olsen at (701) 328-2269 or dolsen@nd.gov before this date!

Are You Renewing Your Title I Credential(s) and Teaching License?

To be eligible to work in a Title I classroom, your math and/or reading credential must be renewed on or before the expiration date. Your school's Title I funds will be in jeopardy if you teach in a Title I classroom with expired credentials. It is a common misconception that credentials are renewed automatically when a teaching license is renewed.

Teachers renewing their teaching license are to direct all questions and correspondence to the Education Standards and Practices Board (ESPB). You can contact their office at (701) 328-9642 or espbinfo@nd.gov.

Teachers renewing their Title I reading and/or math credential(s) are to direct all questions and correspondence to the Department of Public Instruction's Title I office. Please contact Sandy Peterson in the North Dakota Title I office at (701) 328-2170 or smpeterson@nd.gov.

Please note: In most cases, when your teaching license is due for renewal, so is your Title I reading and/or math credential. The Title I office does not send out renewal notices; therefore, it is your responsibility to contact the state Title I office to ensure your credential(s) remains current.

Neglected and Delinquent Program News Corner

N&D Notifications for February 2008

N&D Mid-Year Reports – Mid-year financial reports were due on January 17, 2008 for those districts with N&D grants. As a reminder, budgets listed on the mid-year report must match the approved grant budgets, be coded with the approved object codes, and spent on approved N&D program items only. If at any time during the school year the budget amounts need to be changed, please submit a *Budget Revision* (SFN 9035) to the Title I office for prior approval.

N&D Program Applications 2008-2009 – As the state Title I office begins to prepare the N&D allocations for next year, it is time to think about the process for applying for N&D funds. In March 2008, the official application process for N&D funding will open. All districts with N&D facilities within their district are able to apply. The deadline for N&D applications is May 15, 2008.

Upcoming N&D Professional Development

Outlined on the subsequent pages are conference opportunities relating to neglected and delinquent programs. Please refer to each bullet for registration more information as well as other details.

Neglected and Delinquent News Corner (continued on page 9).

Neglected and Delinquent News Corner (continued)

- 35th National Conference on Juvenile Justice – March 9-12, 2008 – St. Louis, Missouri
This conference offers juvenile justice professionals a national perspective on the issues they face in their day-to-day efforts to make a difference in the lives of children and families. The sessions at the conference will highlight effective practice and programs, offer tips and tools, provide an opportunity for networking, and inspire and invigorate participants. With breakout sessions on a wide variety of topics, from truancy and safe schools, to gangs, to family violence, to child abuse and neglect, to juvenile sex offenders, to substance abuse, there is sure to be something for everyone (National Council of Juvenile and Family Court Judges and the National District Attorneys Association, 2007). For more information visit, www.ncjfcj.org/content/view/285/378.
- 14th National Symposium on Juvenile Services – October 5-8, 2008 – Pittsburgh, Pennsylvania
National Symposium training, focus groups and policy discussions will be led by nationally recognized individuals at the federal, state, local, organizational and private sector level(s). Workshop training will address topics related to: Juvenile Detention Services Juvenile Corrections/Institutions Education of Youth in Confinement, Community Based/Residential Care Presentation Skills & Training Techniques, Critical Management Issues, Mental Health Issues in Juvenile Justice, and Health Care Issues in Managing Juvenile Populations. Workshops will vary in length and participants may select presentations from any of the above topics. Attendees will also have the opportunity to network and share ideas with other professionals that work with at-risk youth and families (NPJS, 2008).

This information is not available on the website at this time; however, for questions on this national symposium contact npjs@eku.edu or (859) 622-6259.

N&D Technical Assistance Focus for February 2008

This month's focus is on mentoring programs for at-risk students. According to sources from the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At-Risk (NDTAC), "Research shows that mentoring is an effective strategy for delinquency prevention and intervention, and evaluations of programs that target this population have found that relationships with caring adults are key to improved outcomes" (para. 1).

The NDTAC website highlights a variety of resources available for mentoring. Examples include:

- "The Mentoring Toolkit – provides an overview of general mentoring research, insight into the special needs of incarcerated youth, and practical strategies for designing mentoring programs to meet those needs; the toolkit also showcases some mentoring programs that are currently serving incarcerated youth" (para. 3).
- "NDTAC Issue Brief: Mentoring Youth Who Are Delinquent or High Risk – explores the state of research on mentoring programs for youth currently in or at risk of involvement in the juvenile justice system and offers several ways in which programs have adapted best mentoring practices to successfully work with this unique population" (para. 4).

If you would like more information on these mentoring resources, please visit the NDTAC website at www.neglected-delinquent.org.

Resources:

- National Evaluation and Technical Assistance Center for the Education of Children and Youth Who are Neglected, Delinquent, or At Risk (NDTAC). (2008, January 28). NDTAC National Mentoring Month [Msg1]. Title I, Part D email list.

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Upcoming Events

Audio Conference Training – Response to Intervention

The North Dakota Department of Public Instruction's Title I and Special Education offices are co-sponsoring an audio conference on Response to Intervention (RTI). If your school is implementing RTI, it is imperative that you participate.

■ February 27, 2008

■ 9:35 – 11:05 am **OR** 1:46 – 3:50 pm

Electronic registration forms were distributed via email on February 13, 2008 and can also be accessed online at www.dpi.state.nd.us/title1/events.shtm.

National Council of Teachers of Mathematics (NCTM) Annual Conference

■ April 9-12, 2008 in Salt Lake City, UT

Information is available at www.nctm.org.

North Dakota Reading Association (NDRA) Spring Conference

The 2008 NDRA Conference, *Hit a Homerun 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 10-12, 2008 in Jamestown, ND

Information is available at www.homerunforliteracy.org.

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

■ April 18-19, 2008 in Grand Forks, ND

Information is available at www2.edutech.nodak.edu/ndctm/conference.htm.

2008 Title I Program Improvement Workshop

■ April 21, 2008 in Bismarck, ND

Information will be available spring of 2008 at www.dpi.state.nd.us/title1/events.shtm.

Schoolwide Planning Workshop #1

The state Title I office is hosting its annual *Introduction to Schoolwide Programming Workshop #1*. This workshop is applicable to all targeted assistance Title I schools who want to learn more about schoolwide programming and possibly begin schoolwide programming during the 2009-2010 school year.

■ April 24, 2008 at the Kelly Inn in Bismarck, North Dakota

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

2008 Reading Summer Symposium

■ June 19 – 20, 2008 and June 23 – 26, 2008 in Bismarck, ND

Information will be available spring of 2008 at www.dpi.state.nd.us/title1/events.shtm.

2008 Title I Fall Workshop

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

■ October 8-10, 2008 in Bismarck, ND

Information will be available in the fall of 2008 at www.dpi.state.nd.us/title1/events.shtm.

The Title I office has also compiled a list of upcoming events that can be taken for credit and used for credential renewal. This list can be found at www.dpi.state.nd.us/title1/graduateOpp.shtm on the Title I website.