



North Dakota Department of Public Instruction

Title I News

September 2008

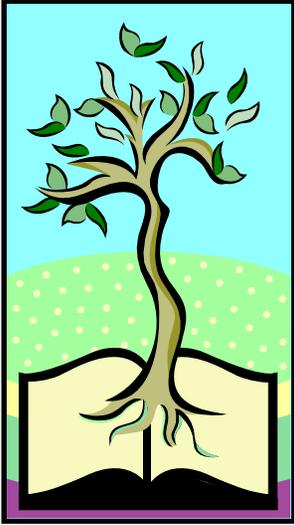
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Questions and Answers on the 2008 Title I Fall Conference

- Q. *When is the conference and where will it be held?*
A. The 2008 Title I Fall Conference has been scheduled for October 8-10, 2008 at the Bismarck Civic Center.
- Q. *When are registration forms due?*
A. The registration deadline was September 24, 2008; however, we will accept registrations through **October 3, 2008**. Registration forms can be found at www.dpi.state.nd.us/title1/events.shtm.
- Q. *Will registrants receive confirmation letters?*
A. All participants that have registered will receive a confirmation letter in the mail.
- Q. *What are the hours of the conference?*
A. Registration for Wednesday's pre-conference will begin at 6 p.m. The presentation on parent involvement begins at 6:45 p.m. and concludes at 8:45 p.m. Thursday's registration begins at 7:15 a.m. Thursday's conference sessions begins at 8 a.m. and runs through 5:00 p.m. On Friday, conference sessions begin at 8 a.m. and conclude at 2:30 p.m.
- Q. *Will credit be offered?*
A. Credit will be offered through the University of Mary in Bismarck. The workshop can be taken for one graduate or one undergraduate credit. Credit registration and payment will be accepted on the final afternoon of the workshop.
- Q. *What sessions must we attend to receive credit?*
A. Participants taking the conference for credit must attend ALL sessions of the conference. This includes the Wednesday pre-conference, Thursday sessions, and Friday sessions. The assignment for credit will be available on Wednesday evening at the pre-conference session.
- Q. *Can registrations be cancelled?*
A. If participants are unable to attend, cancellation must be made with the state Title I office by 12 noon on Wednesday, October 1, 2008. If this deadline is not met, the registration fee is non-refundable.
- Q. *Whom can we contact for more information?*
A. If you have questions specific to the conference, please contact Nita Wirtz at nwirtz@nd.gov or (701) 328-1876. Information can also be obtained online at www.dpi.state.nd.us/title1/events.shtm.

Changes in the Title I Unit



We all know the cliché change is inevitable! The state Title I office is dealing with a lot of changes both within the department and our own unit.

We regrettably say goodbye to Ann Ellefson who has taken the assistant director position with the Approval and Accreditation unit in the department. We are happy that she is still in the department, but will miss her knowledge and smiling face.

Stefanie Two Crow, who has been our Homeless Children and Youth coordinator since July, has accepted the position of Schoolwide administrator. Stefanie has prior experience working with Schoolwide programs, which will make the transition easier for both the department and school personnel.

The Homeless Children and Youth program coordinator position that Stefanie vacated is currently being advertised. If anyone is interested in the position, a job announcement is available at www.nd.gov/hrms/jobs/2011305.html on the department's website.

Please bear with us as we all assimilate to these new changes!

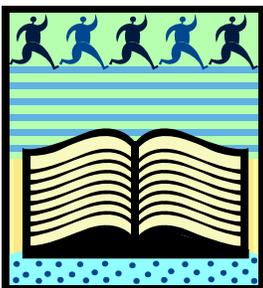
Upcoming Title I and Special Education Collaboration

The state Title I office would like to share the department's plan for further collaboration between the Title I and Special Education units. The purpose and requirements for both Title I and Special Education are growing seemingly more alike, and we believe it only makes sense to establish a partnership.



Within the next few weeks, the department will be advertising for an assistant director for Title I/Special Education. This person will be housed in the Title I unit on the 9th floor of the Capitol building. This new position will work toward bridging the work of both Title I and Special Education to deliver more coordinated professional development and technical assistance to North Dakota school personnel. This position will work to sponsor joint Title I/Special Education professional development trainings, generate a monthly Title I/Special Education newsletter, and coordinate the school improvement requirements for both programs. Additional information regarding this position will be posted on the department's website within the next several weeks.

2008-2009 Title I Self-Monitoring



The state Title I program, due in part to the large amount of funds involved, is required by law to monitor local Title I programs to ensure compliance with procedures and regulations. Therefore, program staff in the state Title I office will monitor Title I programs through the self-monitoring process for the 2008-2009 school year. A list of districts selected to participate in this monitoring process is available online at www.dpi.state.nd.us/title1/targeted/resource/monitor/assign.pdf. In addition, the website also has a list of the Title I staff members that have been assigned to each of the districts being monitored.

These selected districts will receive detailed correspondence from the state Title I office in the next few weeks outlining the self-monitoring directions, the review process, due dates, etc. All districts are encouraged to review the self-monitoring guides found on the Title I website at www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm.

Director's Report—Highlights of the 2008 Title I Fall Conference!

Staff in the state Title I office are very busy planning for our annual fall conference. The fall conference is relevant to both targeted assistance staff and schoolwide staff. It is important for all staff who work with Title I issues to attend as this will probably be the only Title I conference during the 2008-2009 school year. In the winter and spring of 2009, state Title I staff will need to devote considerable time on two key events: training and participating in the 2009 legislative session and planning the annual program improvement.

A pre-conference session, sponsored by NDPIRC, is being offered on Wednesday evening, October 8, 2008. The pre-conference session, focusing on parental involvement, will be presented by Bob Witherspoon and will run from 6:45 p.m. to 8:45 p.m.

On Thursday, October 9, 2008, Annette Breaux will present *How to Impact Student Achievement and Make a Difference*. Ms. Breaux is a former classroom teacher and curriculum coordinator who will provide a message of practicality and personality in teaching and of common sense and creative teaching strategies.

On Friday, October 10, 2008, we have numerous breakout sessions planned to meet the needs of both administrators and teachers. Per your requests on last year's evaluations, we have dedicated all of Friday's agenda to breakout sessions. Some of the breakout session topics include:

- *Reading Strategies for Title I Teachers*
- *Math Strategies for Title I Teachers*
- *Make It/Take It Math Games*
- *Make It/Take It Reading Games*
- *Hands-on Early Literacy*
- *How Much Growth is Enough to Meet AYP?*
- *Parental Involvement*
- *Research Based Teaching Strategies*
- *Using Instructional Coaches to Meet AYP*



Registration information was included in the Title I fall mailing. If you did not receive the mailing, all information is available on the Title I website at www.dpi.state.nd.us/title1/targeted/mailings/index.shtm. Registrations will be accepted through October 3rd, so please plan to attend the fall conference!



The State Title I Office is Looking for Consultants!

As a part of this year's expansion of the Title I School Support Team into a more comprehensive statewide system of support for schools identified in need of improvement (program improvement), it is the intent of the state Title I office to create a new team known as the Statewide System of Support (SSOS) Consultant Team.

Many schools and districts identified for program improvement need additional assistance from individuals who can provide consulting in a variety of areas related to program improvement identification.

For the 2008-2009 school year, the state Title I office would like to do a better job of compiling a list of individuals who can provide consulting to districts and schools on program improvement issues. In order to obtain a list of qualified individuals that will be able to offer consulting services under contract with North Dakota schools, an official Request for Proposal (RFP) is to be released by the Department of Public Instruction state Title I office at the end of September 2008. The official RFP will be available on the Title I website at www.dpi.state.nd.us/title1/resource/support/SSOS.shtm for interested parties. Districts and schools interested in obtaining services from this team, those with questions, or individuals that are interested in applying to be a part of this team should contact Nita Wirtz, Title I assistant director, at nwirtz@nd.gov or (701) 328-1876.

Neglected and Delinquent (N&D) Program News Corner:

By: Nita Wirtz, Assistant Director, Title I

Upcoming N&D Annual Survey – The N&D Annual Survey, required by the USDE, will be collected beginning November 2008 with a final due date of **December 15, 2008**. Since the numbers reported on the N&D Annual Survey come from program counts conducted in the months of September through November, it is important for facilities to be paying close attention to child counts at this time of year to ensure that each facility is accurately represented in the annual survey. The following two bulleted items will assist you in preparing these program counts:

- In order to be counted eligible, a child age 5 through 17 must live in a locally operated facility that meets the definition of an institution for neglected children, an institution for delinquent children, or an adult correctional institution as provided in section 1432(1) and (4) of the Title I statute. It is not necessary to designate a child as neglected or delinquent because if he or she is between ages 5 and 17 and is in an institution that meets the definitions, that child would be eligible to be counted.
- The annual survey contains the number of children who live in an eligible institution for at least one day during a 30 consecutive-day period, at least one day of which falls within the month of October 2008. In other words, the program count could be from September 2 to October 1, September 15 through October 14, October 2 through November 1, or October 30 to November 29; any combination meeting the above 30-day period guidelines is acceptable.

The reported annual survey count directly reflects your LEA's/facility's N&D allocation. It is very important that your information be accurately reported. If you have any questions on this process, please contact Nita Wirtz, Assistant Director and N&D Administrator at nwirtz@nd.gov or (701) 328-1876.

Upcoming N&D Professional Development

The following conference relating to neglected and delinquent programs is detailed below. Please refer to each bullet below for more information:

- ✚ **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). For more information visit, www.npjs.org/symposium.html.
- ✚ **36th National Conference on Juvenile Justice, March 11-14, 2009, Orlando, Florida** – 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 conferences 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! For more information, visit www.ncjfcj.org/content/view/1147/315/.

N&D Technical Assistance Focus of the Month

N&D Staff Qualifications – Previously, there has been great difficulty for those hiring staff with N&D funds. Two specific problems include job duties and credentialing and certification. First, regarding job duties, those hired with N&D funds are only eligible to provide services in their area of expertise. For example, if the LEA hires a teacher with N&D funds, that person is hired to either provide N&D supplemental services or N&D tutoring to eligible N&D students. If the LEA hires a social worker or counselor with N&D funds, this person is able to perform counseling for behavior, academic, or social issues and other such issues. A person hired as a transition coordinator should only perform transitional duties. The position title drives the duties of the position.

Second, credentialing and certification can be a problem because there are several categories of individuals hired with N&D funds, for example, supplemental services (tutoring) staff and staff such as transition, dropout prevention, counselors, social workers, etc. Specific positions must hold specific credentials or certifications. Information is listed below for more details on the hiring of these specific positions:

Supplemental Services Staff

Those providing supplemental services during the school day must follow the rules of Title I, Part A, for targeted buildings when hiring staff. This includes a valid Title I credential. For more information, see the Title I website at www.dpi.state.nd.us/title1/credentials.shtm.

Extended-Day Tutoring Staff

Those providing supplemental services such as extended day, either before school, after school, evenings, and weekends, must hold a valid teaching certificate in the area of grade span they are providing services. If a staff member is tutoring 7-12 grade students, the teaching license must be issued to include grades 7-12 in some subject.

Transitional, Dropout Prevention, Counselors, Social Workers, and Other Staff

Those providing transition, dropout prevention, counselors, social workers, and other such staff that may be coordinating or providing supplemental and other services for N&D children should hold the proper certificate for their position, as needed. **Under no circumstances can these staff members provide supplemental services or tutoring services without holding the proper credentials.**

Aides/Paraprofessionals

Aides/paraprofessionals employed within the N&D program must meet the requirements of the *No Child Left Behind* highly qualified provision as specified on the Title I website at: www.dpi.state.nd.us/title1/aides.shtm. All N&D aides/paraprofessionals must be under the direct supervision of an N&D teacher, coordinator, transition coordinator, or other position. The aide/paraprofessional may only supplement strategies and curriculum provided by the supervising staff member, as required in the Title I, Part A regulations.

If you have questions regarding duties or a staff position, please contact Nita Wirtz, Assistant Director and N&D Administrator at nwartz@nd.gov or (701) 328-1876.

Reminder: Consolidated Application & Title I Reallocated Funds

If you would like to apply for Title I reallocated funds, your district must first have the Title I portion of the consolidated application approved. Please correspond with your Title I contact person to determine the status of your consolidated application. The deadline to apply for reallocated funds is **October 15, 2008**.

Parent Involvement Corner:

Family Reading Night offers ways to engage families in student success. Offering themes helps you create the perfect Family Reading Night for your school.

Why should your school have a **Family Reading Night**?

- To encourage students to value (and enjoy!) reading and writing,
- To promote reading and writing outside of the classroom,
- To support family involvement in student achievement, and
- To help build positive relationships among educators, parents, and community partners.

What are Family Reading Nights?

Family Reading Nights are events that help parents, students, teachers, and others in the community:

- Enjoy reading and literacy activities with their children,
- Celebrate students' thinking skills and literacy talents,
- Gain ideas for how to help their children at home,
- Learn more about the school's reading and literacy curriculum,
- Improve students' attitudes about reading, writing, and other literacy skills,
- Increase students' literacy skills,
- Recognize the value of teachers working in partnership with families and the community to improve students, and
- Opportunities, attitudes, skills, and success in reading, writing, spelling, grammar, and related literacy skills.

Family Reading Nights may be led by teachers, other educators, or parent or community leaders, typically conducted at school in the evening when most parents can come to school. There are many formats for Family Reading Nights that may be selected to meet specific goals for improving parents' understanding of students' reading and writing activities, students' attitudes and achievement in reading, and educators' connections with families and the community. Be creative and do what is unique to your school!



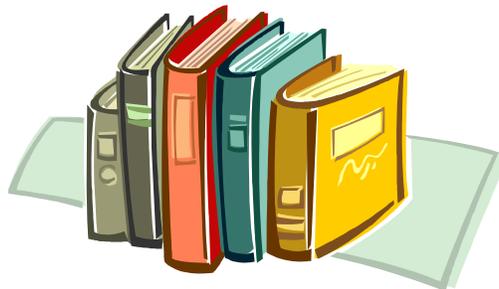
Reading Corner: The 90-Minute Block of Reading Instruction



The 90-minute block of reading instruction is one of the basic and key components of the Reading First program. All Reading First schools must set aside a block of at least 90 minutes of uninterrupted reading instruction every day in the regular classrooms in grades K-3. Many Reading First schools set aside 120 minutes every day for reading instruction. All schools, even those not receiving Reading First funds, are highly encouraged to follow the Reading First model.

1. Choose the core reading program carefully. It is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards.
2. Use the core reading program with fidelity. If it is based on scientifically-based reading research, it will be laid out thoughtfully and carefully to cover all the essential reading components that a student needs to learn to read. A teacher's time is precious and the program is already there. Why re-invent the wheel?
3. Minimize interruptions during the 90-minute reading block. When planning assemblies, taking lunch count or attendance, scheduling recess, music, or pull out programs, do all these activities outside of the reading block.
4. Start the 90-minute block of time once all students are settled and ready to learn. If there is recess or music before the 90 minutes of reading instruction, the students will need sufficient time to take off their coats and boots or take out their reading books. Schedule in and allow time for the students to get ready for instruction before beginning the 90-minute block.
5. Schedule an additional 30 minutes or more a day, above and beyond the 90-minute block, for students that are considered at-risk. Students with the greatest needs must be provided with additional instructional time to accelerate their progress.
6. Have a program or plan of action for the additional 30 minutes of reading instruction. Again, make sure the 30 minutes start after the students get to their spots and settle in. This instructional time is required to provide struggling students with the extra help they need.
7. Consider the students instructional levels. Targeted instruction can occur within the 90-minute reading block. Instructional time is not maximized by requiring students to participate in activities (such as whole group instruction) that are not at their skill level and do not meet their instructional needs. The key point is to ensure that students are provided with instruction that meets their identified needs and to ensure that students with the greatest needs are provided with additional instructional time to accelerate their progress in meeting benchmarks and reaching proficiency levels.
8. Consider using supplemental and interventions within the core reading program. Core reading programs have a wealth of additional activities for struggling students that provide intensive instruction. When planning for struggling students, look through the core reading program as well as other supplemental and intervention programs.

For more information on Reading First, you can go to the North Dakota Reading First website at www.dpi.state.nd.us/title1/reading/index.shtm.



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September To Do List

<u>Administrators</u>	<u>Teachers</u>
<input type="checkbox"/> Register for Fall Conference	<input type="checkbox"/> Determine Caseload, Instructional Practices, Student Eligibility
<input type="checkbox"/> Disseminate AYP Reports and Correspondence	<input type="checkbox"/> Finalize Student Selection
<input type="checkbox"/> Disseminate Parents' Right to Know and Dispute Resolution Information	<input type="checkbox"/> Conduct Annual Parent Meeting

Upcoming Events

2008 Title I Fall Conference

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

■ October 8-10, 2008 in Bismarck, ND

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

2008 NDEA Instructional Conference

■ October 22-24, 2008 in Fargo, ND

Information is available at <http://nd.nea.org/events/home.html>.

Schoolwide Planning Meeting #2

This meeting is for those schools participating in the 2008-2009 schoolwide planning year. Attendance at this meeting is required for schools planning to become schoolwide for the 2009-2010 school year.

■ November 13, 2008 in Bismarck, ND

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

2009 North Dakota State Reading Conference

■ April 16-18, 2009 in Minot, ND

Information is available at <http://nd.nea.org/events/home.html>.

2009 IRA Conference

■ May 3-7, 2009 in Minneapolis, MN

Information is available at www.reading.org.

"Knowledge is a beautiful thing,
but the using of knowledge in a good
way is what makes for wisdom."

-Elder's Meditation of the Day September 15-