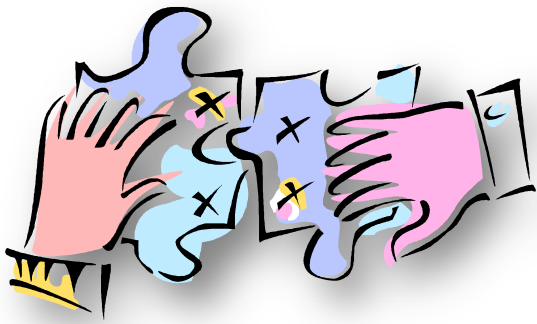


TEAM NEWS

(Together Everyone Achieves More)

April 2010

Dr. Wayne G. Sanstead, State Superintendent, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440



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Preliminary 2009-2010 AYP Reports

The preliminary 2009-2010 school AYP reports have been generated and posted on the department's secure State Automated Reporting System (STARS) under the 2009-2010 AYP Report at

<https://secure.apps.state.nd.us/dpi/stars/Login.aspx>, under "Other".

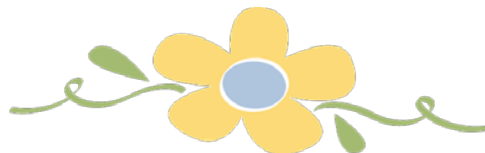
If you do not have authority to access this report, contact your district administrator. It is imperative that school personnel review the preliminary school AYP reports and verify their accuracy prior to the department's release of the final AYP reports in May.

The department will soon be generating the preliminary 2009-2010 district AYP reports. We anticipate that the preliminary 2009-2010 district AYP reports will be completed and posted on STARS for review within the next few weeks.

The department has prepared the 2009-2010 AYP guidance, which presents an overview of the AYP determination process. You can access this guide at the following website:

www.dpi.state.nd.us/testing/account/guide_AYP.pdf. This guidance also specifies any changes that have occurred in this year's AYP reports, including a change in this year's graduation rate goal that was required by federal law.

Once the school and district AYP information has been posted to the department's website, the Title I office sends individual letters to all schools and districts identified for program improvement. This letter informs schools and districts of their status and responsibilities while in program improvement. In addition, schools and districts that have not been identified for program improvement but failed to make AYP for one year will receive a letter. Title I will then issue a statewide news release to inform the public about the program improvement status of schools and districts for the 2010-2011 school year. (Continued on Page 2)



Federal law requires all public schools and districts to disseminate AYP information to parents. **After both the school and the district AYP reports have been finalized, districts can decide whether to disseminate the AYP information to parents in the spring or wait until school resumes in the fall.** The department requests that schools *not* publish any preliminary school AYP results publicly until the official release of final AYP reports.

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

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

May Title I WebEx Training Scheduled

The state Title I office has scheduled a WebEx training on Wednesday, May 12, 2010, from 2 pm – 4 pm (CDT). The training will disseminate and review Title I guidance on completing the Title I stimulus application and address other administrative issues for Title I authorized representatives and coordinators. This WebEx training can be used as a credit for renewing the Title I coordinator credential. Registration information will soon be sent to districts in the Title I spring mailing and available on our website www.dpi.state.nd.us/title1/events.shtm.

Title I Spring Mailing

Soon you will be receiving the Title I spring mailing. This packet will include information on the following:

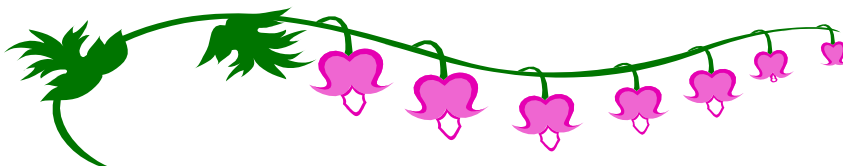
- ✓ Title I Personnel Report
 - ✓ Veteran Title I/Special Education Teacher Information
 - ✓ Outstanding Title I Educator Award Information
 - ✓ May Title I WebEx Training
 - ✓ 2010 Title I/Special Education Fall Conference
 - ✓ Summer Training Opportunities
-

Para-Educator Conference

The North Dakota Council of Administrators in Special Education (NDCASE) are hosting their 8th Annual Para-Educator Conference, “Teaching Kids to be Responsible” on June 16-17, 2010 at Jamestown College. All regular and special education teachers, para-educators, administrators, counselors, and social workers are invited to attend.

This conference is designed to provide para-educators with information that will enhance their abilities to assist students at all levels and work as an integral member of the school team. Corwin Kronenberg, an outstanding presenter, will be covering some powerful techniques for managing behavior and teaching responsibility on a daily basis.

For more information and a brochure/registration form for this exciting conference, please contact Dena Larson, Director of Upper Valley Special Education, at dena.larson@sendit.nodak.edu.



Director's Report

By: Laurie Matzke, North Dakota Director of Title I

For my Director's Report this month, I'd like to briefly review the Title I administrative responsibilities that must be completed over the next few months. This review will serve as a reminder of required reports, meetings and due dates.

- Annual Title I Review
Title I administrators need to take part in the annual review of the Title I program for the 2009-2010 school year conducted by Title I staff. Minutes from this meeting should be kept on file.
 - Title I WebEx Training – May 12, 2010
The state Title I office will sponsor a WebEx training session to provide updates on pertinent Title I issues. Guidance on completing the Title I Stimulus Application will be disseminated and reviewed.
 - Title I Personnel Report
The Title I Personnel Report is due in the state Title I office by June 1, 2010. It is extremely important to have Title I teachers complete this information before they leave for summer break. You cannot close out your 2009-2010 program without this information. The final Title I payment will not be processed until the Personnel Report is submitted.
 - Title I Final Financial Report
The Title I Final Financial Report is due when all expenditures have been finalized for the 2009-2010 school year. Keep in mind that if teachers attend the Summer Symposium or teach summer school or other summer programs, the Final Financial Report and Request for Funds may not be submitted until these activities have been completed. Teachers cannot be paid for travel expenses or summer school salaries until after these activities have been completed.
 - Close of Year One of Stimulus Funding
Each North Dakota district that received ARRA Title I funds will determine a specific date between May 1, 2010 and September 30, 2010 to close out year one ARRA funding. Once a cutoff date for year one ARRA funds has been established, the district will complete a *Title I Final Financial Report* (SFN 7822) to determine carryover funding.
 - Program Improvement
Districts and schools identified for improvement have additional reports and responsibilities that must be addressed. A handout outlining all of these requirements can be accessed at www.dpi.state.nd.us/title1/progress/requirements.pdf on the Title I website.
 - Adequate Yearly Progress Parent Dissemination Letters
Once the school and district AYP reports have been finalized and published on the department's website, schools and districts must disseminate their AYP reports and any additional correspondence needed to clarify their reports to all parents and the community.
 - Title I Stimulus Application
Districts whose original ARRA Title I allocation was over \$200,000 will complete a new ARRA consolidated application on the STARS to access ARRA funding for the 2010-2011 school year. Districts whose original ARRA Title I allocation was under \$200,000 will complete a budget revision on the STARS to access ARRA funding for the 2010-2011 school year.
 - Title I Portion of Regular Consolidated Application
Districts must complete and submit the Consolidated Application for Federal Title Programs. The final due date to submit is August 27, 2010.
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The ND Department of Public Instruction is Looking for Educational Experts

The ND Department of Public Instruction has a new initiative entitled the North Dakota Moving to Improve Learning for Everyone (NDMILE). It is a process to aid North Dakota school districts to increase student achievement and learning. NDMILE is a web-based system for schools to use to inform, coach, sustain, track and report instructional improvement activities. This process will guide school teams through a continuous cycle of assessment, planning and monitoring school progress through the use of research-based indicators. There are currently 38 North Dakota schools in the first cohort group that will use this process.

In an effort to make this initiative successful, the Department of Public Instruction is looking for educators with a flexible schedule who have a desire to work a limited number of hours with NDMILE schools in a support capacity.

To be considered, individuals must have expertise in a variety of program improvement and school reform areas. Additionally, individuals must have excellent leadership skills in order to provide individualized assistance and guidance to schools. Individuals who would like to learn more about this endeavor are welcome to submit a completed Informal Request for Proposal (IRFP) by **May 6, 2010**. The IRFP is posted on the State Procurement website at <https://secure.apps.state.nd.us/csd/spo/services/bidder/main.htm>.

This link will open the Bidder Services Main Menu page. To find the IRFP for the NDMILE, locate the **Solicitation** section and follow the directions below:

- Under **Solicitation**
- Click **Search All Solicitations**
- Under Search Criteria selection Issuing Agency: **Public Instruction, Dept. of**
- Click on **Search**
- Click on solicitation number: **201-5000-0413-31**
- Click on **View** and then **Open**

All IRFPs will be reviewed and scored to determine the best candidate(s) to help serve our schools. We look forward to seeing your request!

IDEA Update

This month's IDEA Update will alert you to the upcoming Pathfinder Conference, May 6-8, 2010, at the Grand International in Minot, ND. The conference theme, Embracing Partnerships: It IS All Worth It! sets the tone for the conference keynotes and breakout sessions. Janice Fialka's keynote "The Dance of Partnership: Why Do my Feet Hurt?," Ben Anderson on "Going Beyond Everybody Else's Expectations" and "Famous" Dave Anderson's recounting of lessons he has learned as a result of his ADHD will inspire and energize parents and professionals.

According to each keynote presenter, full inclusion requires the development of strong partnerships between parents and professionals. Dan Habib opens the conference with his documentary "Including Samuel". His film documents the challenges and successes his family, as well as four other individuals with disabilities, have encountered in their pursuit of full inclusion in our society. Micah Fialka-Feldman's keynote "Through the Same Door-Living an Inclusive Life" and his video "Through the Same Door: Inclusion Includes College" offer a new vision of inclusion and a memorable demonstration of self-advocacy. Micah's mother, Janice, discusses the challenges associated with developing the partnerships needed to facilitate Micah's successful inclusion. Rounding out the program, Ben Anderson and "Famous" Dave Anderson provide important insights into the importance of perseverance and high expectations to successful inclusion.

Breakout session topics include: Early Childhood, Student Led IEPs, Health Care, Mental Health, Autism, Transition, Social Security, Universal Design, Strategies for Success, Restraints and Seclusion and many more. For a more detailed description of the offerings at this conference, please visit the Pathfinder Center website at <http://pathfinder-nd.org/>.

Monthly Featured Articles

Sustaining 21st Century Community Learning Centers: What Works and How Policymakers Can Help

Summary of a Forthcoming Brief from “The Finance Project”

For nearly a decade, schools and communities across the country have implemented comprehensive out-of-school programming with grants from the U.S. Department of Education’s 21st Century Community Learning Centers (21CCLC) program. The only federal funding source dedicated to out-of-school time programs, 21CCLC has invested in tutoring, enrichment and other services for low-income children and their families. 21CCLC grants, however, were largely construed as seed grants for new programs and were not intended to provide programs with long-term funding. As grants expire, many schools and community partners are now struggling to ensure the long-term sustainability of their out-of-school time programs.

Through interviews with former and current 21CCLC grantees and state 21CCLC administrators, *The Finance Project* has learned about the challenges to sustainability and the keys to success. It became clear, through these conversations, that factors both at the program level and in the administration of grants can help and hinder success with sustainability. (While federal policies affect sustainability, the *No Child Left Behind* Act transferred administration of the grants to states in 2002, leaving state education agencies to make many decisions about program implementation.)

This summary briefly lays out the findings of *The Finance Project* research. To read the entire summary, go to http://www.financeproject.org/publications/Sustaining_21cclc_exsum.pdf.

New Tool for Special Education Professionals Conducting Transition Assessments

The ND Transition Assessment Matrix tool was developed to provide assistance to professionals when selecting the types of transition assessments to use for evaluating student’s skills related to the student’s postsecondary goals (IDEA 2004 Regulation 300.320(b) Transition services). Beginning **not later than the first IEP** to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include—(1) **Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills...**

This tool was developed by a sub-committee of the ND Secondary Transition Community of Practice Advisory Council. This sub-committee consisted of representatives from the following agencies: state and local education, state and local rehabilitation and consulting services, ND University System Disability Services Support Providers, and Developmental Disabilities Services (Sarah Anderson, Ron Dahley, Janet Green, Cheryl Hess, Peggy Lutovsky, Bunnie Johnson-Messelt, Fern Olson, Marlene Seaworth, Laurie Skadsem, and Gerry Teevens).

The Matrix includes:

- Recommended transition service activities per grade.
- A listing of potential skill areas to assess based on the student’s postsecondary goals and transition services needs. The Matrix is arranged around the transition domain areas of independent living, post secondary education/training, jobs and job training, and related services.
- For each skill area listed in each transition domain, a link is provided to various tools that could be used to assess that particular skill area.

The Transition Assessment Matrix Tool can be found on the North Dakota DPI website at www.dpi.state.nd.us/transitn/matrix/intro.shtm. For additional information or questions regarding transition assessment, please contact Gerry Teevens at gteevens@nd.gov.

Student Exits in TIENET

In TIENET, the student's case manager has seven options to exit a student during the year. Three of the seven exit categories are particularly important during the end of each school year. The three are as follows:

- **Transferred to regular education.** By completing and finalizing the exit form this spring, student data will roll into the new school year without the special education designation. This will reduce data entry burden during the beginning of the new school year.
- **Graduated with a regular high school diploma.** There is but one graduation standard for special education students and that is to earn a regular high school diploma by completing the required course work for that diploma. It is important that exit data entered in TIENET match the graduation exit data submitted by school district personnel.
- **Moved, known to be continuing.** Timeliness is important for all exit categories; however, timeliness is extremely important for special education students moving to another school district. In this situation, if a receiving school district enrolls a new student before the exit form is completed in TIENET, the Case Manager of the sending district no longer has access to the exit form in TIENET. In this scenario, the special education unit's STARS data personnel must exit the student using the Special Education Membership Report.

Please note: The exit category, "received a certificate" is no longer an exit option in special education. Timely data submission in TIENET provides improved data quality, as well as reduces future data entry burden. However, there are times outside of the school year (summer) where updating student exit information is necessary. Typically, this often happens when a student from the previous school year fails to register the following school year. What to do?

- First, if possible, exit the student using the TIENET exit process. This is only possible if a school district in North Dakota has not registered the student for the new school year.
- Second, if that is not possible, contact your TIENET System Administrator or STARS User Personnel. The departed student must then be manually exited in the special education unit's STARS Special Education Membership Report utilizing a date that is earlier than the district's first day of school.

Family Engagement Across the Developmental Continuum

By Heidi Rosenberg, M. Elena Lopez

From the time children are born, parents influence their cognitive, social, and emotional development. Parents' interactions and activities help shape children's readiness for school, and consistent engagement during children's elementary years is also related to positive academic and behavioral outcomes. Family engagement remains important in adolescence and predicts healthy youth behaviors and higher rates of college enrollment.

Early Childhood

Children's educational trajectories are significantly influenced by their early learning experiences at home and in the community. Long before children enter formal schooling, parents help shape their language and literacy development, as well as their general curiosity for exploring and learning new concepts. Families can help facilitate young children's growth by creating literacy-rich home environments, taking children to visit libraries and other places that stimulate their interest in learning about their surroundings, and constantly talking to them about what they see, do, hear, and feel.

Early childhood teachers, too, have a responsibility to reach out to parents of incoming children to let them know about opportunities to become involved in their children’s educational experiences and to learn from parents the ways that they are promoting children’s learning at home and in the community. When educators are proactive about reaching out to make parents feel welcome and creating opportunities for families’ involvement, educators can develop long-term, meaningful partnerships with families that help set the stage for parents’ continued engagement as their children transition to the school system.

Elementary Years

The start of formal schooling brings children into contact with many new classmates and adults, who help shape their understanding of their environments, their interests, and their growing sense of competency. Supportive parent–child relationships—in which parents convey warmth, sensitivity, and encouragement and provide appropriate opportunities for children to develop autonomy—provide the foundation for healthy social and cognitive growth as children become more engaged in school. Positive home–school relationships—in which parents communicate with teachers, help out in the child’s classroom, and participate in school activities—promote children’s educational engagement. Parents’ presence at the school, whether in classrooms or at other activities, reinforces children’s sense of school as a welcoming environment and facilitates their ability to see learning as a continuous process, not just something that takes place within the school walls away from their homes. Parents also reinforce children’s school lessons at home by engaging in home- and community-based learning experiences and helping children with homework and school projects.

This article is adapted from the April 2010 FINE Newsletter. To access the FINE Newsletter Archive, visit www.hfrp.org/FINENewsletter.

Title I To Do List

Teachers

- Conduct an Annual Review Meeting.
- Notify parents of the results of the Annual Review Meeting through a newsletter, sending minutes, etc.
- Maintain and finalize portfolios for all Title I students.
- Send home information to Title I parents as to how they can support their child’s education at home, at school, and over the summer.
- Prepare final progress reports on the achievement of your Title I students. Distribute these progress reports to Title I parents.
- Conduct student selection process for the following school year (if applicable).
- Complete and submit Title I Personnel Report (SFN 7357) to the Title I office by June 1, 2010.



In April Sandy Peterson, Program Administrator for the North Dakota Migrant Education Program, attended the National Migrant Education Conference in Anaheim, CA. At the National Conference, Eulalia Rubi Gonzalez from North Dakota/Texas was honored as the 2010 National PASS Student of the Year. Below is the narrative biography on Rubi.

2010 National PASS Student of the Year

Eulalia Rubi Gonzalez

Midway High School, Inkster, ND
 Manvel Migrant School, Manvel, ND
 Rio Grande City High School, Rio Grande City, TX

Eulalia Rubi Gonzalez has been migrating with her family from Mexico to North Dakota for as long as she can remember. Every year they leave Mexico in April and head north to plant, cultivate, and harvest potatoes, returning home in late October. Despite the annual moves, Rubi advanced smoothly through the lower grade levels, but encountered problems upon reaching high school when the small, rural district in North Dakota would not transfer credits for any of her work done back home. Rubi was devastated to find that she was falling badly behind in her credits and did not know what to do.



When she registered that year for the migrant summer program, as she had done for many years, Don Rood, the migrant secondary teacher, reviewed all her transcripts and enrolled her in the PASS program. Rubi successfully completed four PASS courses the summer after her 9th grade year, and another five the following summer, in addition to other outside courses. Thanks to the tireless efforts of Don Rood, whom Rubi calls her guardian angel, and other caring migrant educators in both Texas and North Dakota, a further solution was found. Midway High School in Inkster, ND, was willing to accept transfer credits from Texas, so Rubi's parents agreed to let her live with relatives in Rio Grand City, Texas, and continue her studies there when they weren't up north. Although she missed being with her family, Rubi did very well in her classes at Rio Grande High School and has earned enough credits, through these efforts, to graduate this spring from Midway High School a year ahead of schedule.

My educational goals have really changed the past couple of years. When I entered high school, my only goal was to graduate and get a job. Thanks to all the help and success I have had, I now plan on attending college or university upon graduation. At this point I will pursue a degree in the medical field. I hope to become a nurse or maybe even a doctor.

Rubi has been accepted by and plans on attending South Texas College in McAllen, TX.

The **Portable Assisted Study Sequence (PASS)** Program consists of self-contained, semi-independent study courses, which enable students to earn semester credits. Participating students generally take PASS courses in order to retrieve credit, meet graduation requirements, or cope with scheduling conflicts. PASS courses are designed to parallel regular academic courses. Each PASS course is learner-centered and allows students to progress through five separately packaged units and accompanying tests at their own pace. Because of this structure, students are able to enroll in just what they need, and continue course work as they move from district to district or even from state to state.

Upcoming Events

× 2010 Parent Involvement Conference

Registration is open for the 2010 Parent Involvement Conference on May 6-8, 2010 hosted by the Pathfinder Parent Center. Go to <http://www.pathfinder-nd.org> for more information and to register.

× 2010 Summer Instructional Trainings

- **June 2-3, 2010: Instructional Coaches Training with Dr. Dan Mulligan**

This two-day Instructional Coaches training will focus on current research-based strategies that actively engage students in learning curriculum strands embedded in the North Dakota Essential Knowledge and Skills. Pedagogy of instruction that enhances learning will embed the application of high-yield instructional strategies that have a proven track-record of enhancing the achievement of all types of learners. Pedagogy of assessment that assures learning will embed research-based strategies to maximize the power of meaningful assessment to inform learning and drive instruction.

- **July 13-14, 2010: Mathemagics with Dr. Arthur Benjamin**

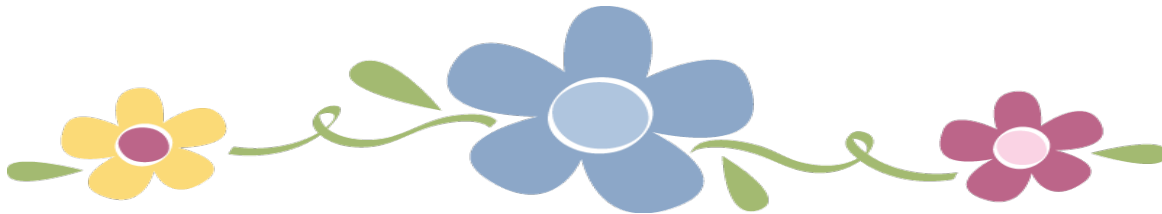
In this two-day training, participants will receive a variety of resources geared toward improving number sense and mental mathematics. Dr. Benjamin will present concepts from his Joy of Mathematics Course, with topics ranging from the Joy of Numbers, Joy of Algebra, Joy of Pi, Joy of Trigonometry, Joy of Infinity, and much more.

- **2010 Summer Symposium**

Please mark your calendars for the 2010 Summer Symposium, being held on June 17-24, 2010 in Bismarck. Details for this excellent opportunity for professional development are still being finalized. Information will be available in the spring of 2010 at www.dpi.state.nd.us/title1/events.shtm.

× 2010 Title I/Special Education Fall Conference

Dates have been set for October 6-8, 2010 for the 2010 Title I/Special Education Fall Conference at the Bismarck Civic Center. Please save the date for this conference as we are always striving to find ways to meet the needs of all schools in North Dakota. Your feedback from the last Fall Conference was a great way to begin planning for a better and more improved Title I/Special Education Fall Conference in 2010. Information will be available in the fall of 2010 at www.dpi.state.nd.us/title1/events.shtm.



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