



North Dakota Department of Public Instruction  
Title I and Special Education

# TEAM NEWS

(Together Everyone Achieves More)

**October 2011**

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

## In this issue...

- ARRA Timeline Extension Waiver
- 2011-2012 Title I Monitoring Update
- Director's Report
- NDRA Spring Conference
- Department of Public Instruction Website Change
- Special Education Administration
- 2011 Title I/Special Education Award Winners
- 2011 Title I, Special Education, and 21<sup>st</sup> CCLC Conference Summary
- N&D Update
- 2012 Parent Involvement Conference
- IDEA Update
- North Dakota Department of Public Instruction Parent Involvement Technical Assistance Program
- Reduction of Title I Allocations
- Monthly Featured Articles
  - ✦ Early Childhood Education Update
  - ✦ Secondary Transition Update: Revisions to Q & A Documents
- Upcoming Events
- Title I To Do List
- Title I and Special Education Staff

## ARRA Timeline Extension Waiver

The North Dakota Department of Public Instruction (NDDPI) has completed our state waiver application to the U.S. Department of Education (USDE) to request a timeline extension on spending the ARRA funds. The draft application is posted at [www.dpi.state.nd.us/news](http://www.dpi.state.nd.us/news) on the department's website. Federal regulations require the NDDPI to disseminate the waiver and provide an opportunity for the public to comment on its contents. The waiver application will be posted on the department's website for a two-week period. Anyone that would like to comment should email their written remarks by October 27, 2011 to Bob Marthaller at [rvmarthaller@nd.gov](mailto:rvmarthaller@nd.gov).

## 2011-2012 Title I Monitoring Update

Each year, the state Title I office is required by law to monitor local Title I programs to ensure compliance with procedures and regulations for both Title I and *No Child Left Behind* (NCLB) are being followed. Most school districts will be monitored through the self-monitoring process; however, some schools have been selected to receive a onsite visit from an assigned Title I staff member. A list of the districts that will be participating in the 2011-2012 monitoring process is available at [www.dpi.state.nd.us/title1/targeted/resource/monitor/list.pdf](http://www.dpi.state.nd.us/title1/targeted/resource/monitor/list.pdf) on the Title I website.

Please do not submit your monitoring information at this time as information changes from year to year. The selected districts can expect to receive detailed correspondence from the state Title I office in the near future outlining self-monitoring directions, the review process, due dates, etc. It is important that you review the correspondence from the Title I office prior to preparing or submitting your monitoring information. 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](http://www.dpi.state.nd.us/title1/targeted/resource/monitor/index.shtm). These guides have been revised to include submissions relating to the Title I stimulus/ARRA. Whether or not your district is being monitored, it is in your best interest to review these documents to become familiar with the self-monitoring requirements, as well as requirements of Title I and NCLB laws.

## **Director's Report**

By: Laurie Matzke, North Dakota Title I Director

On September 23, 2011, President Obama officially released the USDE's new process for states to obtain relief from the key provisions in the NCLB Act through the use of waivers. This is referred to as the ESEA Flexibility Waiver.

The ESEA Flexibility Waiver offers the opportunity to request flexibility on behalf of the state, districts, and schools in order to better focus on improving educational outcomes, closing achievements gaps, and increasing the quality of instruction.

States must meet these four key principles to be eligible for a waiver:

- 1) College- and Career-Ready Expectations for All Students
- 2) State-Developed Differentiated Recognition, Accountability, and Support
- 3) Supporting Effective Instruction and Leadership
- 4) Reducing Duplication and Unnecessary Burden

States that apply for, and receive approval for, an ESEA Flexibility Waiver will receive flexibility in the following 11 components:

- 1) Flexibility regarding the 2013-2014 timeline for determining adequate yearly progress (AYP)
- 2) Flexibility in implementation of school improvement requirements
- 3) Flexibility in implementation of district improvement requirements
- 4) Flexibility in rural districts
- 5) Flexibility for schoolwide programs
- 6) Flexibility to support school improvement
- 7) Flexibility for reward schools
- 8) Flexibility regarding highly qualified teacher (HQT) improvement plans
- 9) Flexibility to transfer certain funds
- 10) Flexibility to use School Improvement Grant (SIG) funds to support priority schools
- 11) Flexibility in the use of Twenty-First Century Community Learning Centers (21st CCLC) program funds



The NDDPI has created a new link on its homepage titled "ESEA Flexibility Waiver." All information pertaining to these waivers will be available at this site. As North Dakota begins to work on its waiver application, all draft documents will be made available for review so that we are transparent and all North Dakota educators have an opportunity to provide input. The direct link for this new website is [www.dpi.state.nd.us/ESEA/waivers.shtm](http://www.dpi.state.nd.us/ESEA/waivers.shtm).

A variety of information is available on the ESEA Flexibility Waiver website, some of which includes:

- 1) Power Point Presentation
- 2) Recording of ESEA Flexibility Waiver WebEx Training
- 3) Handout Showing Seven Levels of Schools Under the Waiver
- 4) Sample Timeline

There are currently two potential timelines outlined for Waiver submissions to the USDE:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>✓ Submit request by November 14, 2011           <ul style="list-style-type: none"> <li>• December peer review</li> <li>• Estimated approval February 2012</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>✓ Submit request by mid-February 2012           <ul style="list-style-type: none"> <li>• Spring 2012 peer review</li> <li>• Late Spring 2012 approval</li> </ul> </li> </ul> |
|---|---|

At this time, it is undetermined whether the NDDPI will apply for a waiver and, if an application is submitted, which submission date would be selected.

# NDRA Spring Conference

**Graduate  
Credit  
Available**

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the Western Edge**



**April 19-21, 2012  
Dickinson, ND**

For more information go to [www.ndreadon.com/](http://www.ndreadon.com/)

**Will Coincide  
with Reading  
Month**

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## **Department of Public Instruction Website Change**

Please note that the Department of Public Instruction has revised its homepage. The list of top 10 pages is no longer available. Once you are at the Department of Public Instruction's website ([www.dpi.state.nd.us](http://www.dpi.state.nd.us)), follow these instructions to get to the Title I webpage:

- 1) Click on Programs and Services from the left hand list
- 2) A list of programs and services will drop down for selection
- 3) Select Title I Programs located toward the bottom of this list
- 4) Select the desired information on the Title I page

It is the goal of Title I to provide you with important information and resources. We are constantly updating our webpage to include Title I information and updates. Please check our page often. If you have questions, please contact our office at 1-888-605-1951.



## **Special Education Administration**

By Gerry Teevens, Assistant Director of Special Education

How many of us presently working in Special Education in North Dakota schools remember life before TIENET? The TIENET Special Education Case Management System has indeed changed the way we manage our paperwork for the Evaluation and Individualized Education Program Planning Process.

The state Special Education office has appreciated the Special Education units' efficient administration of the case management system, as well the units' prompt contact with us when there are glitches, questions, or suggestions.

Frequently throughout the school year, our office receives requests for changes to the forms, guided actions, data reports, etc in TIENET. A brief historical review of the particular process which brought us to the present TIENET operation may provide a better understanding of how any changes to the system are typically handled.

In 2006, NDDPI Special Education began exploring the possibility of developing a web-based statewide special education case management system. After much preliminary planning, an extensive procurement process was initiated for acquiring such a system that would meet the rigorous specifications outlined in a broadly disseminated request for proposals. An evaluation team comprised of local special education teachers and administrators, state education agency personnel, and representatives of the state information technology department reviewed proposals. Consequently a contract was awarded to MAXIMUS, Inc. for its TIENET Special Education Case Management System.

Following the selection of the TIENET system, there was extensive consultation with MAXIMUS, Inc. to customize the software to meet the specific characteristics of our state's official process for special education. A pilot period with local school districts allowed us to further adapt TIENET to meet our needs. Throughout this pilot phase, staff from the state education agency and the information technology department worked closely with MAXIMUS, Inc. employees assigned to this project. A statewide training on the use of the TIENET system was then conducted by MAXIMUS, Inc. staff.

The TIENET software is now in use within all of the special education units across the state. Daily technical and programmatic support for the field occurs from staff at the state special education office. State staff works closely with the technical support staff at MAXIMUS, Inc. for maintenance and trouble-shooting needs.

As with any system, ongoing evaluation is needed to determine whether changes are needed to improve the efficiency and user friendliness of the system. Periodic review is necessary to determine if there is a need for the revisions/additions of forms to maintain the changing needs of the field as related to federal and state requirements in special education. Each year in the spring, special education units are invited to submit suggestions for changes. These suggestions are carefully reviewed by the state Special Education staff with input from the TIENET user group. Because changes to the TIENET system will impact all users throughout the state, each suggestion for change must be considered carefully. The cost is another factor.

The 2011-2012 school year change requests to MAXIMUS, Inc. cost approximately \$3,465.00. This is in addition to the annual maintenance fee of \$101,562.13. The cost per change request begins with a fixed cost of \$500.00. From there, variable costs are factored in. Variable costs are based on the type of work to be completed to successfully achieve the changes outlined in the change request. For TIENET configuration, these may include (but are not limited to) the following: 1) Writing up the details of the change request with the client; 2) Creating a copy of the database; 3) Completing the configuration work; 4) Testing the work; and 5) Correcting changes as a result of testing. Variable costs are based on the amount of work requested in each change request.

At this time, all costs associated with the maintenance and updating of the TIENET system are being covered by the Department of Public Instruction.

## 2011 Title I/Special Education Award Winners

### Outstanding Title I Educator

Several years ago, the Title I office started an award called the Outstanding Title I Educator Award. We honored our first Outstanding Title I Educator in the fall of 1999.



*Outstanding Title I Educator recipient, Ms. Connie Theede, pictured with Dr. Wayne G. Sanstead, State Superintendent.*

There are so many dedicated, outstanding Title I personnel (teachers, administrators, aides, etc.) in North Dakota and this award provides an opportunity to honor at least one individual, although we realize there are so many!

The Department of Public Instruction, Title I office, is pleased to announce Connie Theede is the recipient of the 2011 Outstanding Title I Educator Award. Connie is a Title I teacher at the Hankinson Public School District. This award was announced at the 2011 Title I, Special Education, and 21<sup>st</sup> CCLC Fall Conference held on October 5-7, 2011.

Nominees for the award were Title I educators who have the respect and admiration of students, parents, and colleagues and play an active and vital role in their school's Title I program.

The NDDPI solicited nominations throughout the past year. The Title I Committee of Practitioners selected the award winner from the nominations received.

Connie was described by those who nominated her as dedicated, energetic, creative, friendly, and has a positive attitude. The application included testimonials from numerous parents of Title I students, administration, and school board members all highly supporting the nomination of Connie. As the recipient of this award, she received a plaque and a grant award for \$10,000. These funds can be used for any allowable Title I expenditures for the Title I program in her school district.

### Caught in the Act Recipients

The Title I office has established an award entitled "Caught in the Act." This award recognizes Title I staff who has been "Caught in the Act" of performing exceptional Title I services and are being honored for these outstanding acts. Two Title I personnel were recognized for this award: Erin Lacina from the Devils Lake Public School District and Dawn Stroh from the Mandaree Public School District. These awards were also announced at the 2011 Title I, Special Education, and 21<sup>st</sup> CCLC Fall Conference.

Erin Lacina was recognized for contributions to Title I programming as a district math coach in the Devils Lake Public School District. Last year she assisted the Title I office in creating an Instructional Coach Toolkit for North Dakota educators. It was obvious that Erin spent numerous hours preparing for instructional coach duties throughout the state. She is a frequent presenter for state-sponsored Title I events, including presenting at the fall conference this year, along with her co-worker, on math strategies for Title I math teachers.



*Caught -in-the Act Recipient Erin Lacina with Dr. Wayne G. Sanstead, State Superintendent.*

Dawn Stroh was recognized for her contributions to the Title I Schoolwide program in the Mandaree Public School District. She has been instrumental in implementing the NDMILE school improvement tool for the schools within her district. Although the NDMILE is an improvement tool that involves all staff within a school, there still must be someone who is leading the effort and takes ownership and responsibility for the work. Dawn has attended numerous trainings, completed the required indicators, and truly has gone above and beyond to make the NDMILE tool a success for the Mandaree Public School District.

**Title I Distinguished School**

The New Rockford-Sheyenne Elementary School was named the recipient of the 2011-2012 Title I Distinguished Schools Award for the state of North Dakota. Each year, the National Association of State Title I Directors sponsors the Title I Distinguished Schools Recognition Program. 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.

The New Rockford-Sheyenne Elementary School was selected for their exceptional student performance for two or more consecutive years.

The North Dakota Title I Committee of Practitioners selected the award winner from the nominations received. The New Rockford-Sheyenne Elementary School will be honored at the National Title I Convention in Seattle, WA in January-February 2012.

**Veteran Teachers**

Our state’s Title I and Special Education teachers do a wonderful job during the school year putting in extended efforts and long hours. Many of these teachers have been Title I or Special Education teachers for quite a number of years and deserve to be recognized. We proudly honored our veteran teachers in October at our 2011 Title I, Special Education, and 21<sup>st</sup> CCLC Fall Conference.



*Recipient Dawn Stroh with Dr. Wayne G. Sanstead, State Superintendent.*



*State Superintendent, Dr. Wayne G. Sanstead, presents Lynnæ Lies, Connie Soderholm, and Shirley Lindstrom from New Rockford-Sheyenne Elementary School with the Title I Distinguished School Award.*



*State Superintendent, Dr. Wayne G. Sanstead, presents Title I Veteran Teacher awards. Pictured are 5 of the recipients available at the award ceremony.*



*State Superintendent, Dr. Wayne G. Sanstead, presents Special Education Veteran Teacher awards. Pictured are 5 of the recipients available at the award ceremony.*

## 2011 Title I, Special Education, and 21<sup>st</sup> CCLC Fall Conference Summary

Once again we have completed another fall conference. The state Title I and Special Education staff are very pleased with this year's event. Our final count for attendance was just over 900 participants. Thank you to all who participated in the fall conference. We received numerous positive comments on our evaluation forms.

This year's keynote speakers were a huge hit. Our goal is to continue to bring in valuable keynote speakers. We are already researching and planning keynote speakers for next year's conference scheduled for October 2012.

The biggest surprise on the evaluations was the vast number of participants that asked to bring back the vendors, when last year there wasn't much support for having the vendors at the conference. Many participants weren't happy about receiving emails from the vendors prior to the conference. Please note: the Department of Public Instruction must follow the Open Records law. Legally, we are required to provide participant information to vendors if it requested.

Handouts: The handouts and other information distributed at the conference will soon be available online at [www.dpi.state.nd.us/title1/fallconf.shtm](http://www.dpi.state.nd.us/title1/fallconf.shtm). There were a few handouts with copyright issues that will prevent us from displaying them on our website. This website is updated as the information becomes available.

Credit: Please remember if you took the conference for credit, assignments are due by Wednesday, October 26, 2011.

Evaluation Summary: The following is a brief list of findings from the evaluations. Thank you to all who filled out an evaluation form.

### What Participants Liked:

- Keynote speakers
- Make-it and Take-it Session
- Lots of variety in breakouts
- Like the organization of the conference

### What We Need to Change:

- Present awards earlier so recipients can be recognized by their peers
- Cannot use A1, A2, A3 for breakout sessions due to noise
- Better way to collect credit forms
- More opportunity to network with peers




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## N&D Update

### 2011-2012 N&D Application Status

Jacki Harasym is currently reviewing 2011-2012 Neglected and Delinquent grant applications. Allocation changes due to the ARRA funds waiver and confirming allowable carryover funds have caused major delays in this process. Approval and final grant awards will be disseminated to districts as soon as possible. If you have questions regarding the status of your 2011-2012 Neglected and Delinquent grant application, please contact Jacki at [jharasym@nd.gov](mailto:jharasym@nd.gov)



# 2012 PARENT INVOLVEMENT CONFERENCE

April 26-28, 2012 Fargo, ND



ND Dept. of Public Instruction



Dr. Wayne G. Sanstead  
State Superintendent  
600 E Blvd Ave, Dept 201  
Bismarck ND 58505-0440  
www.dpi.state.nd.us



PATHFINDER PARENT CENTER

## SAVE THE DATE

Please mark your calendar and join us at the **2012 Parent Involvement Conference**. This year's conference will take place at the Doublewood Inn, in Fargo, ND on April 26th, 27th, & 28th (until noon).

The conference is jointly hosted by the Pathfinder Parent Center, the Department of Public Instruction, the Department of Human Services - Part C and the Anne Carlsen Center.

Parents, educators, social workers, & therapists are all invited. The Anne Carlsen Center is hosting several technology speakers and keynotes. There will be a joint registration that opens right after the new year. Email [dpage@nd.gov](mailto:dpage@nd.gov) and we will send you a link when the registration is ready.



Stipends will be available for parents living outside of the Fargo area through a grant from the ND State Council on DD. Details will be available when registration opens. If you would like to be considered as a presenter for the conference, contact [cathyh@pathfinder-nd.org](mailto:cathyh@pathfinder-nd.org) or call 1.800.245.5840

Parent Involvement ♦ Technology ♦ RTI ♦ Progress Monitoring ♦ IPADS ♦  
Bullying ♦ Transition ♦ Dispute Resolution ♦ IEPs & Inclusion & Much More!

## IDEA Update

A wealth of IDEA information can be found on the Internet. An annotated list of the various resources related to IDEA provisions follows:

- The September newsletter of the Assistive Technology Industry Association ([www.ATIA.org](http://www.ATIA.org)) contains an article on a federally sponsored computer reuse program, [Computers For Learning](#). Since 1996, this reuse program promotes federal agencies transferring their excess computers directly to public, private and parochial schools. The receiving schools only pay for shipping, handling and refurbishing costs if needed. New research indicates that access to technology is a key to improving school completion rates, a goal of this program. To learn more about this program, visit the program's website at <http://computersforlearning.gov/>.
- The USDE's Office of Special Education (OSEP) issued two new Q and A documents in September related to Secondary Transition and Individualized Education Plans (IEP). The Secondary Transition document will be reviewed by Gerry Teevens in another article in this newsletter. The IEP document addresses Transfer Students, Initial Evaluation Timelines and Determination of Eligibility, IEP Team Membership at IEP Meetings, Consent Provisions, Related Services and Secondary Transition. To read the complete documents, log on to <http://idea.ed.gov/explore/home>.
- The last document also disseminated by the USDE OSEP seeks to address findings that children and youth with disabilities participate in physical activities at a rate that is 4.5 times lower than their peers without disabilities. *Creating Equal Opportunities for Children and Youth with Disabilities to Participate in Physical Education and Extracurricular Athletics* represents the Department's response to a GAO recommendation that the department needs to facilitate information sharing among states and schools. States and schools have a legal responsibility to provide students with disabilities with an equal opportunity to participate in these areas. The Appendices in this document provide a reference list of research in the fields of physical education, recreation and extracurricular activities for youth with and without disabilities, a link to Maryland's law related to this (the first in the nation) and a list of projects, collaborative initiatives and Department funded projects for preparing adapted physical education personnel. To download a copy of this document, visit <http://www2.ed.gov/policy/speced/guid/idea/equal-pe.pdf>.



## North Dakota Department of Public Instruction Parent Involvement Technical Assistance Program

Research shows that school and family partnerships are an essential component of district leadership, and both school and classroom organization. Well-implemented, goal-oriented programs and practices of family and community involvement can help increase student development.

That's where we can help...

NDDPI and Pathfinder Parent Center are offering Special Education and Title I educators free resources and coaching in parent involvement.

### We offer:

- **Technical Assistance:** We are offering opportunities for on-site collaboration, webinars, phone, web and email support, and access to resources and training regarding parent involvement.
- **Specific Strategies:** We will help develop strategies for students with disabilities at the classroom, school, district, and special education unit level.
- **SMART Action Plans:** We offer on-site evaluations, review of indicator # 8 results, and create goals to tailor a plan just for you. It is a plan that ultimately increases parent involvement with the goal of student success.
- **Tailored Coaching:** This program offers individual assistance for new parent coordinators, Special Education teachers, case managers, Title I staff, and general education staff on how to implement effective parent involvement.

We also offer professional development workshops and parent workshops:

### For Educators:

- Indicator #8: Changing Perceptions
- Involvement or Engagement? Moving Beyond Activity Attendance to Real Engagement in a Child's Learning
- Family Friendly Schools: Learn Ways to be Welcoming, Honoring, and Connected
- The Making of a Plan: How to Create a Plan for Your Special Education Unit or Title I Program
- Supporting Learning at Home That Will Inspire Families
- Creating Partnerships in the IEP Process

### For Parent Groups:

- Great Expectations: For the Future, School, and Behavior
- On the Verge: Discovering a New Relationship with Your Child as They Approach Adulthood
- I'm a Big Kid Now: Transitioning to School
- Creating Routines in the Home
- IEP: A Tool Kit for Realizing Possibilities
- And other specific needs training available by Pathfinder Staff!

To find out more information, please contact:

Kendra Bartholomew  
 NDDPI Parent Involvement Technical Assistant  
[kendrab@pathfinder-nd.org](mailto:kendrab@pathfinder-nd.org)  
 701-240-2609  
[www.pathfinder-nd.org/parentinvolvement](http://www.pathfinder-nd.org/parentinvolvement)



## **Reduction of Title I Allocations**

On Wednesday, October 5, 2011, President Obama signed the 2012 Continuing Appropriations Act which funds the USDE through November 18, 2011. The Act contained a 1.5 percent across the board cut for several FY 2011 federally funded programs, including Title I, Title IIA, and Special Education.

The FY 2011 federal funds are the dollars that were granted out to school districts for the 2011-2012 school year. The North Department of Public Instruction (NDDPI) recalculated district Title I allocations and has posted them at [www.dpi.state.nd.us/grants/index.shtm](http://www.dpi.state.nd.us/grants/index.shtm) on the department's website.

Although this bill nationally cut the Title I program by 1.5 percent, North Dakota uses a unique funding formula to determine Title I district allocations. Therefore, there are significant variances on the amount of funds that each individual district lost.

### **What Does This Mean for North Dakota School Districts**

Unfortunately, this means that all North Dakota school districts are receiving less Title I money than originally indicated for the 2011-2012 school year. Districts need to review the revised allocation amounts posted on the website to see the loss for your district.

There is going to be a separate process to resolve this issue for those districts who have already had the Title I portion of their consolidated application approved versus those who have not yet been approved.

### **Districts With an Approved Title I Portion of the Consolidated Application**

If the Title I portion of your consolidated application has been approved, we are going to revise your allocation to reflect the decrease in Title I funds through a budget revision. Districts may log on to the STARS and complete a budget revision at anytime. Simply indicate on STARS where the funds will be deducted. Please email your Title I contact person or Mary Neigum at [mneigum@nd.gov](mailto:mneigum@nd.gov) when you have completed your budget revision. Districts will need to complete this process before any Request for Funds can be processed.

### **Districts Without an Approved Title I Portion of the Consolidated Application**

For all districts who have not yet received approval, we have opened up the activities section of the application on STARS. Simply go in and make the necessary adjustments at your earliest convenience. This only pertains to Title I; please do not make any changes to your Title II amounts. Please **do not** submit. Email your Title I contact person when you have revised your application. After your Title I contact person has reviewed the application, if there are no further changes needed, they will instruct you to submit. Please let your Title I contact person know if you need additional sections opened up.

Districts that participate in the Title I targeting process will need to work with Patty Carmichael to revise their targeting spreadsheets. Additional correspondence will be forthcoming.

We apologize for this inconvenience, but we have no other options available to us. We will do our best to process the budget revisions and revised consolidated applications in a timely manner.

If you have any questions on this process, please contact Laurie Matzke at (701) 328-2284 or [lmatzke@nd.gov](mailto:lmatzke@nd.gov); Stephanie Gullickson at (701) 328-2176 or [sgullickson@nd.gov](mailto:sgullickson@nd.gov); or your Title I contact person.



## Monthly Featured Articles

### Early Childhood Education Update

The Department of Public Instruction has new early childhood initiatives that will be forthcoming this year along with current information updates. Further information will be released on each topic as it becomes available.

#### DPI Early Childhood Contact

In an effort to better align state early childhood initiatives, the department has named Tara Bitz as the central contact for all prekindergarten/preschool related issues. You are free to contact Tara Bitz at (701) 328-4646 or [tbitz@nd.gov](mailto:tbitz@nd.gov).

#### Early Childhood Information on DPI Website

Early childhood education impacts many areas of education within our department. In order to keep the state updated, a new early childhood website is under construction. It will contain all current early childhood programming and information; including: links to best practices, guidance, professional development, grant opportunities, approval information, and federal monitoring.

#### Preschool Approval Process

Under the North Dakota Century Code (15.1-37-01), any person or school district operating an early childhood education program may request approval of the program from the Superintendent of Public Instruction. These requirements, although staying the same, will have a revised process. Web access to the approval process is currently under construction on the DPI early childhood website.

#### Preschool Space Grants

Under provisions of Senate Bill 2013, passed by the 62<sup>nd</sup> Legislative Assembly, North Dakota public school districts operating an approved new or expanded preschool program may apply for a grant, (up to \$5,000) to establish preschool space appropriate for an early childhood setting. Application information will be available soon.

#### Professional Development Grant

Under the provisions of Senate Bill 2013, section 11, passed by the 62<sup>nd</sup> Legislative Assembly, eligible North Dakota residents may receive a \$1,200 early childhood education grant. To qualify for the grant award, the eligible recipient must:

- Be a preschool teacher or teacher assistant for whom a baccalaureate degree will be required in the future
- Be an individual working in the childcare industry who wishes to obtain an associate's degree or bachelor's degree in early childhood education
- Be enrolled in a college/university in the state of North Dakota

### Secondary Transition Update: Revisions to Q & A Documents

In September, the USDE and Office of Special Education and Rehabilitative Services (OSERS) issued two newly revised Q & A documents related to Secondary Transition and Individualized Education Plans (IEP). There is guidance in both documents addressing secondary transition. The guidance specific to secondary transition will be addressed in this article. The revisions include the addition of the following question in Section B of the Questions & Answers on Secondary Transition:

*Question:* Must an IEP include measurable postsecondary goals in **each** of the areas of training, education, employment, and independent living skills? Are there any circumstances in which goals for training and education can be combined?

*Answer:* Regarding postsecondary goals related to training and education, the IDEA and its implementing regulations do not define the terms "training" and "education." However, the areas of training and education can be reasonably interpreted as overlapping in certain instances. In determining whether postsecondary goals in the areas of training and education overlap, the IEP team must consider the unique needs of each individual student with a disability, in light of his or her plans after leaving high school.

If the IEP team determines that separate postsecondary goals in the areas of training and education would not result in the need for distinct skills for the student after leaving high school, the IEP team can combine the training and education goals of the student into one or more postsecondary goals addressing those areas. For example, for a student whose postsecondary goal is a teacher certification, any program providing certification would include education as well as training.

Similarly, a student with a disability who enrolls in a postsecondary program in engineering would be obtaining both education and occupational training in the program. Thus in some instances, it would be permissible for the IEP to include combined postsecondary goals or goals in areas of training and education to address a student's postsecondary plans, if determined appropriate by the IEP team. This guidance, however, is not intended to prohibit the IEP team from developing separate postsecondary goals related to training and education in a student's IEP, if deemed appropriate by the IEP team, in light of the student's postsecondary plans.

On the other hand, because employment is a distinct activity from the areas related to training and education, each student's IEP must include a separate postsecondary goal in the area of employment.

To read the complete document, please visit: <http://idea.ed.gov/explore/home>.

The Questions and Answers on Individualized Education Programs, Evaluations, and Reevaluations include revisions related to Secondary Transition in Section F-1 and F-3.

*Question (F-1):* Must an IEP include postsecondary goals relating to training, education, and employment based on age appropriate transition assessments for every student with a disability who is at least 16 years old regardless of the student's skill levels? When is a separate goal required for independent living skills?

The revisions in the answer included the addition of the information provided above. However, I will include here the answer to the second part of the questions as this has come up several times in questions from case managers. When is a separate goal required for independent living skills?

*Answer:* The only area in which postsecondary goals are not required in the IEP is in the area of independent living skills. It is up to the child's IEP team to determine whether IEP goals related to the development of independent living skills are appropriate and necessary for the child to receive FAPE. The requirements for postsecondary IEP goals apply, whether or not the student's skill levels related to training, education, and employment are age appropriate. In all cases, the IEP team must develop the specific postsecondary goals for the student in light of the unique needs of the student as determined by age-appropriate transition assessments of the student's skills in these areas.

*Question (F-3):* If an IEP team chooses to address transition before age 16 (for example at age 14), do the same requirements apply?

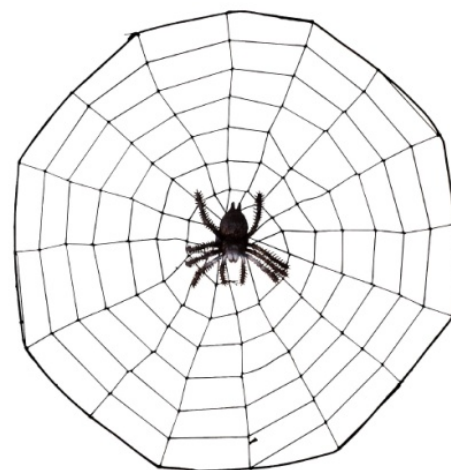
*Answer:* Yes, the regulations state that beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessment related to training, education, employment, and where appropriate, independent living skills; and (2) the transition services (including courses of study) needed to assist the child in reaching those goals. If the IEP team for a particular child with a disability determines that it is appropriate to address these requirements of 34 CFR §300.320(b) for a child who is younger than age 16, then the IEP team must meet the requirements of 34 CFR §300.320(b). As discussed in the answer to question F-1, a student's IEP may include a combined postsecondary goal or goals in the areas of training and education, if deemed appropriate by the IEP team, in light of the student's postsecondary plans.

To read the complete document, please visit: <http://idea.ed.gov/explore/home>.



## Upcoming Events

- × **2012 National Title I Conference: Soaring to Excellence**  
**January 21-24, 2012** in Seattle, WA  
 Registration can be found at [www.nationaltitleiassociation.org/page/T12Conference](http://www.nationaltitleiassociation.org/page/T12Conference)
- × **NDRS Spring Reading Conference 2012**  
**April 19-21, 2012** in Dickinson, ND  
 Discovering Literacy on the Western Edge hosted by the Badlands Reading Council  
 For more information go to [www.ndreadon.com/](http://www.ndreadon.com/)
- × **NCTM 2012 Annual Meeting**  
**April 25-28, 2012** in Philadelphia, PA  
 More information will be posted as details are available
- × **2012 Parent Involvement Conference**  
**April 26-28, 2012** in Fargo, ND  
 More information will be posted as details are available
- × **IRA 57th Annual Convention**  
**April 29– May 3, 2012** in Chicago, IL  
 More information will be posted as details are available



## Title I To Do List

### Administrators

- Request reimbursement of expenditures on a Request for Funds (SFN 14660) form
- Monitor expenditures and submit budget revisions to allow for changes
- Continue to work with Title I contact person to get consolidated application approved

### Targeted Assistance Teachers

- Maintain portfolios for Title I students
- Report assessment results to parents using Title I Progress Report
- Send home information on how to support their child's education

### Schoolwide Teams

- Finalize a comprehensive needs assessment, schoolwide goals/objectives, and share information with all stakeholders
- Align professional development with goals, objectives, and reform strategies
- Conduct regularly scheduled team meetings and study group sessions – research and discuss schoolwide reform strategies and effective practices
- Conduct Annual Parent Meeting, if not already completed
- NDMILE Schoolwide Planning Year schools – First submission due October. 31, 2011

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