



TEAM News

Together Everyone Achieves More

Division of Student Support & Innovation and Office of Special Education

August 2016

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Starting the 2016-2017 School Year “North Dakota Strong”

It is truly an exciting time to be working in the field of education. Particularly in North Dakota, we are extremely fortunate to have a quality education system. The following are just a few of the reasons why we are starting a new school year “North Dakota Strong”:

- ◆ New and Better Federal Education Law – The Every Student Succeeds Act (ESSA) brings a new opportunity to states, districts, and schools for increased flexibility to promote innovation. There is a strong focus on a well-rounded education which opens up many new possibilities.
- ◆ Strong Parent Support for Public Education – North Dakota public schools are rated by 89% of our citizens as “good” or “excellent” – the highest rating in the nation. These results are based on a Gallup poll, conducted from March 30 through December 22 of 2015.
- ◆ Adequate Funding for Education – Although North Dakota just finished a special legislative session this month to address our state budget shortfall, no state funding was taken from local school districts, showing North Dakota’s strong support for education. In addition, districts have access to additional federal funding to provide quality services to students. The department has Title VI funding available to support professional development for schools and districts. Additional information can be found on page 7. Unspent Title I and Title II funds (reallocated) will soon be made available to school districts that would like to implement new programs, professional development, or initiatives, but need additional funds to accomplish their plan.
- ◆ Early Childhood Education – The 2015 legislative session provided funding for NDDPI approved pre-k programs through the Early Childhood Education Grant program, and the Department of Commerce has approved 48 applications for this program. North Dakota is making significant progress in the area of Early Childhood Education, which is critical in order for our students to come to school prepared to learn.
- ◆ Great Schools and Highly Qualified Teachers – North Dakota is fortunate to have great schools and highly qualified teachers, which is very evident when compared to the quality of education in many other states.

Working together, we can graduate students who are choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do.

The Rollout of ESSA: Key Updates

The NDDPI, in conjunction with our State ESSA Planning Committee, is moving forward in the development and rollout of our state ESSA plan. We are very fortunate this time to have a transition year in order to connect with stakeholder groups and have time to adequately plan. When No Child Left Behind (NCLB) was enacted in January 2002, states had to implement the new law in July of that year. In an effort to keep school personnel and the public apprised of the work being done, we will regularly report out on the status of the new law. Please note the following key ESSA updates:

- ◆ ESSA Planning Committee – Superintendent Baesler has formed an ESSA Planning Committee, representing a multitude of stakeholder groups. The State ESSA Planning Committee will convene over the next seven months to prepare the state’s application for a comprehensive plan. To date, the committee has met twice to review essential components of a state accountability plan.
- ◆ ESSA State Plan Template – The U.S. Department of Education (USDE) has provided states with a template outlining information that needs to be included in the state ESSA plan. The template is available on our [ESSA website](#). The NDDPI is committed to sharing information with the public and being transparent throughout the ESSA implementation and rollout of the new law. As the plan begins to be developed, we will post continuous updates on our website.
- ◆ New ESSA Provisions – Under the ESSA law, there are numerous new provisions. Three new components, in particular, that are being seen as positive new additions include:
 - **Use of school dashboard** – Under ESSA, AYP reports are gone and can be replaced with a dashboard or other reporting format for all schools which allows multiple factors to be used when summarizing a school’s measure of quality.
 - **At least one “additional” indicator of school quality** – ESSA requires states to use at least one additional “indicator of school quality or student success” that “allows for meaningful differentiation in school performance.”
 - **New Title IV Part A Grant** – ESSA includes a new block grant program (under Title IV Part A) called Student Support and Academic Enrichment Grants. This new program will be available to districts in the 2017-2018 school year. The program provides funding for three broad areas:
 - Providing students with a well-rounded education (e.g., STEM, Advanced Coursework, Civics, Arts)
 - Supporting safe and healthy students (e.g., mental health, drug prevention, violence and bullying)
 - Supporting the effective use of technology (e.g., technology, professional development, equipment of licenses)
- ◆ New NDDPI Vision under ESSA – The NDDPI has created a new vision as part of the ESSA planning process. This new vision was shared for the first time at our annual School Administrators Conference and reads: *“All students will graduate choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a trade or vocational college, enter into the workforce, or join the armed forces”*. The NDDPI continues to refine the vision and, once final, will be embedded in our work going forward.

All ESSA related information will be available on our [ESSA website](#). If you have questions, please communicate with your contact person in the Division of Student Support & Innovation or contact [Laurie Matzke](#) at (701) 328-2284.

Updates Regarding Title I Credentials and North Dakota Teaching License

To be eligible to work in a Title I classroom, teachers must hold a Title I credential. Title I math, reading, secondary, and coordinator credentials must be renewed prior to the expiration date. Your school's Title I funds will be in jeopardy if you teach in a Title I classroom with expired credentials or without the appropriate credentials.

It is a very common misconception that credentials are renewed automatically when a teaching license is renewed. Please note the following:

- ♦ Teachers renewing their **Title I credential(s)** are to direct all questions and correspondence to the Office of Federal Title Programs. Teachers can contact [Sandy Peterson](#) at (701) 328-2170 with questions.
- ♦ Teachers renewing their **teaching license** are to direct all questions and correspondence to the Education Standards and Practices Board (ESPB). Teachers can contact ESPB by [email](#) or call (701) 328-9642.

In most cases, when your teaching license is due for renewal, so are your Title I credentials. The Office of Federal Title Programs does not send out renewal notices; therefore, it is your responsibility to ensure credentials have been renewed. If you have further questions, please feel free to contact [Sandy Peterson](#) at (701) 328-2170.

Program Improvement Communication Requirements

Supplemental Educational Services (SES) and Public School Choice Transition Plan (PSC) – As announced in recent USDE guidance for the 2016-2017 school year, states are not required to ensure that LEAs with schools identified in need of improvement, corrective action, or restructuring provide supplemental educational services, public school choice, and the related notice to parents; however, states must ensure LEAs provide students eligible for SES with interventions and notify parents of the transition plan to support the orderly transition to the ESSA. [North Dakota's School Choice and SES transition plan](#) is posted on the NDDPI website.

The NDDPI chose in its transition plan to make SES **optional** for the 2016-2017 school year. Thus, consistent with 34 C.F.R. § 200.39(c), if an LEA in the State chooses to offer SES, the LEA **must** continue to post, for the 2016-2017 school year, a list of SES providers approved by the State to serve the LEA and the locations where services are provided. The LEA is **not**, however, required to post the number of students who were eligible for and the number of students who participated in SES during the prior school year. Consistent with 34 C.F.R. § 200.46, the LEA must provide notice to parents of eligible students, assist parents, if requested, in choosing a provider, apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all eligible students whose parents request services, and enter into an agreement with each provider selected by a parent.

With regards to public school choice, an LEA is **not** required to post the number of students who were eligible for and who participated in the public school choice option during the prior school year. However, consistent with North Dakota's transition plan, it **must** ensure that an LEA that offered public school choice in prior years permits a student who transferred to another public school to remain in that school until the student has completed the highest grade in the school. If you have any questions, please contact [Stefanie Two Crow](#) at (701) 328-2287 or your assigned contact person.

North Dakota Waiver Application Request

On behalf of the State of North Dakota, the NDDPI will be submitting a waiver request with respect to the Elementary and Secondary Education Act for FY 2014 School Improvement Funds. The NDDPI believes it would be beneficial to North Dakota schools and districts to pursue this waiver. North Dakota is applying for the following waiver:

- ◆ Appendix A – Waive the provision that prohibits a state from utilizing the FY 2014 School Improvement Grant funds past September 30, 2016.

The USDE requires states to provide all districts and interested parties in the state with notice and a reasonable opportunity to comment on this waiver request. We are providing this statewide notice by sending an email over the distribution lists, posting the waiver application on the NDDPI website, and including it in this newsletter. A copy of our [state waiver application](#) is available for your review.

If anyone would like to comment on the state's waiver request, please send written comments to [Stefanie Two Crow](#), Federal Title Programs Director.

School Improvement Coaching Initiative

The Division of Student Support & Innovation is pleased to announce the continuation of the "School Improvement Coaching for Underserved High Schools" initiative that partners North Dakota high schools with the School Improvement Network to offer high quality coaching and support to high school principals and school improvement teams.

This project will provide both virtual and onsite coaching and mentoring to principals and teachers in each of the five participating high schools. The schools will soon be participating in a Coaching/Mentoring Kick Off call. In addition to the facilitators provided by the School Improvement Network, a liaison from the Division of Student Support & Innovation has been assigned to each participating high school.

While the focus for Title I has traditionally been on elementary schools, ESSA includes an increased emphasis on initiatives and interventions for both middle and high schools. This is one of many initiatives that the NDDPI will be rolling out with a focus on middle and high schools.

Parent Involvement Resources



The Office of Indian/Multicultural Education within NDDPI's Division of Student Support & Innovation is developing monthly communication resources for schools to disseminate to parents. Research has shown that students do better in school when their parent/guardian is actively involved. A monthly, one-page [parent involvement resource template](#) is available to assist schools in encouraging parent/guardian involvement. This template is customizable to meet school needs.

Each month, the resource includes ideas and opportunities that could be shared with parents. The resources are certainly not inclusive and staff is encouraged to add their own creative ideas and activities related to North Dakota schools and districts.

Homeless Update

ESSA Regulations Regarding Homeless and Foster Care

In the reauthorization of ESSA, there are a number of expansions and additional regulations. There are significant amendments to Title I Part A designed to provide school stability and immediate enrollment to children in foster care. There are also amendments to the McKinney-Vento Homeless Act which will impact SEAs and LEAs. The amendments to Title I Part A in regard to foster care requires LEAs to do the following:

- ◆ **Designate a Foster Care Point of Contact:** The LEA must provide the name of the designated foster care contact person within the district to their perspective local welfare agency via written documentation. This point of contact can be the homeless liaison, but the law does not specify that this is necessary. The law specifies that the foster care liaison must be “able to carry out” the duties in the described law.
- ◆ **Written Plan of Agreement:** LEAs must collaborate with the local child welfare agencies to develop a written agreement outlining procedures for how transportation will be maintained for foster youth to reside in their school of origin when deemed in their best interest. This agreement must identify how funding of transportation will be secured. The LEA must ensure if there are additional funding costs incurred in providing transportation to the school of origin, the LEAs will provide funding *if*
 - They are reimbursed by the child welfare agency;
 - The LEA agrees to pay the cost; or
 - The LEAs and the child welfare agency agree to share the cost.

The NDDPI has been working in conjunction with Department of Human Services (DHS) in an attempt to provide joint guidance for districts as well as child welfare agencies regarding the regulations focused on youth in foster care. Our hope is to provide guidance at the state level which will ease the impact at the district level. A memo will be disseminated to the field in the next week focused on this subject.

The proposed rules for the McKinney-Vento Homeless Act impacts LEAs in the following areas: definitions of homeless and foster care youth, disaggregated student achievement, and graduation data for students identified as homeless including those in foster care. Proposed rules also focus on homeless youth in preschool. Agencies which receive federal funds will need to assure they provide the same supports and services as those provided to homeless youth who are school aged. Again, a series of memos (along with guidance) will be sent out shortly to address these new regulations. Training will also be established to ensure the homeless liaison, district administrators, and assigned foster care liaison have all necessary information.

Jacki Harasym, the prior homeless coordinator at NDDPI, retired in May. Jacki plans to do some consulting in her retirement, working with North Dakota school districts in the area of homelessness. For more information on the services provided by Jacki go to <http://rjhconsulting.wixsite.com/strategies>.

If you have any questions on the homeless program, please contact [Beth Larson-Steckler](#), the NDDPI homeless coordinator, at (701) 328-3544.

Schoolwide Reminders

NEW 2016-2017 PLANNING YEAR SCHOOLWIDE SCHOOLS:

- ◆ Share information learned at the Introduction to Schoolwide Planning Training
- ◆ View Schoolwide Information Webinar recording with ALL staff
- ◆ Submit forms to Office of Federal Title Programs
 - *Statement of Intent and Documentation of Poverty*
 - *Commitment to Schoolwide Planning*
- ◆ Establish the schoolwide planning team
- ◆ Get school registered in selected online tool (AdvancED ASSIST)
- ◆ Begin comprehensive needs assessment process

CURRENT SCHOOLWIDE SCHOOLS:

- ◆ Complete Consolidated Application
- ◆ Continue process to review/update comprehensive needs assessment
- ◆ Provide written notification of the results of the Annual Review Meeting to ALL parents
- ◆ Reunite schoolwide planning team members and establish a schedule for TEAM time
- ◆ Register or update information in selected online tool (NDMILE or ASSIST)
- ◆ Create plans for documenting the Title I schoolwide components
- ◆ Schedule Annual Parent Meeting

2016-17 Electronic Course Delivery Reminders

Welcome to a new school year! With districts continuing to diligently work to provide services to students in order to meet the ever-changing demands of their student's educational needs, the NDDPI would like to assist districts in understanding the difference between accessing online curriculum versus accessing electronic courses through an out-of-state provider.

At the present time, there are five out-of-state electronic course delivery providers who sought and received approval by the NDDPI. Each provider has demonstrated alignment of their courses with the North Dakota course codes, illustrated adequate teacher qualifications, and AdvancEd certification. Schools in North Dakota providing online courses through these five providers must have an application on file with the NDDPI.

When a student's coursework is made available or provided as a supplement through an out-of-state electronic curriculum provider, all decisions in regard to grading student work and granting credit are determined by a North Dakota highly qualified teacher, typically employed by a North Dakota school/district. In this instance, the NDDPI approval of the electronic course delivery provider is not required. The NDDPI would like to remind schools that although the curriculum is online, these courses should be completed in the presence of a highly qualified teacher, just like any other course offered in the school building.

The North Dakota Center for Distance Education (NDCDE) is also qualified to provide online instruction to students in North Dakota, but are not considered an out-of-state electronic course delivery provider. As a state regulated entity, NDCDE's courses also must align to the North Dakota course codes and all teachers are highly qualified in North Dakota.

Information concerning [electronic course delivery](#) can be located online or questions can be directed to [Peg Wagner](#) at (701) 328-3545 or [Ann Ellefson](#) at (701)328-2488, Office of Academic Support.

Professional Development Grants for Districts

On Monday, August 8, 2016, the NDDPI announced the availability of funding to support professional development for North Dakota schools and districts. This is an opportunity for districts to offer high-quality professional development for North Dakota school district administrators, principals, teachers, and paraprofessionals. Title I and non-Title I districts are welcome to apply, as these are Title VI funds used for standards and assessment. Depending on demand, it is anticipated grant awards will range from \$5,000 to \$25,000 per district.

These funds are specifically earmarked for professional development in one of three areas:

- ◆ Professional development aligned to the North Dakota standards for English language arts (ELA)
- ◆ Professional development aligned to the North Dakota standards for mathematics
- ◆ Professional development aligned to the North Dakota standards in other content areas

Interested districts must complete the following by Friday, September 2, 2016:

- ◆ Budget Application (SFN 52929)
- ◆ Detailed description of how these funds will be utilized

It is certainly acceptable to have multiple professional development opportunities that align to more than one of the allowable activities. If seeking funds for multiple professional development opportunities, please prioritize each in the event the request needs to be reduced. More information regarding this opportunity can be found online. Questions can be directed to [Ann Ellefson](#) at (701) 328-2488, or [Jane Gratz](#) at (701) 328-2292.

Leveraging the Senior Year – Onsite Developmental Coursework Opportunity

Many high school graduates who are planning to attend college are in need of some remediation to prepare them for college level math and/or English courses. During the 2015 legislative session, the NDDPI received funding through SB2013 which included \$250,000 earmarked to address college remediation needs, also referred to as developmental coursework.

The NDDPI has partnered with the Dakota College at Bottineau (DCB) to offer College Ready English and Math (CREAM). The purpose of the CREAM program is to identify high school students who are in need of English and/or math remediation based on their ACT/SAT scores and to provide those students with the knowledge and skills to make them college ready.

- ◆ Does your high school have seniors, on track for college, but struggling in math and/or English?
- ◆ Are your high school math and English instructors willing to incorporate onsite courses of College Learning Lab – English 12 (05078) and/or College Learning Lab – Math 12 (11118) into the course schedule during the 2016-2017 school year?
- ◆ Is your high school ready to offer additional student tutoring and intervention onsite in math and English?

If so, please consider contacting DCB to learn more about the CREAM program and how this program can benefit the students in your school. **CREAM Contact Information:** [Harmony Richman](#), Dakota College at Bottineau, Office: (701) 845-7685 or Toll Free: (800) 532-8641.

The Center for Distance Education offers a similar program for those schools that do not have a large body of students pursuing the developmental coursework at one time. More information can be found on the [Center for Distance Education website](#).

Laying the Foundation

Over 200 North Dakota educators came together July 12-15 in Minot to participate in *Laying the Foundation* (LTF) professional development provided by the National Mathematics + Science Initiative (NMSI). Thanks to funding provided by NMSI, the cost of the professional development was waived for all participants. Various professional strands included:

- ◆ High School English
- ◆ Middle School English
- ◆ Elementary English Language Arts/Social Studies
- ◆ Elementary Math/Science
- ◆ Middle School Math
- ◆ High School Chemistry
- ◆ Middle School Science
- ◆ High School Biology
- ◆ High School Mathematics

The four days of LTF were packed with numerous hands-on activities rich in content. Participants were often out of their seats engaged in activities which could be brought back to the classroom. Vertical alignment across grade levels, as well as subject areas, was also an area of focus.

Participants were provided modules for each day of training. These modules provided lesson plans aligned with the content being addressed. The activities and lessons provided can be modified and integrated into already existing curriculum based on the educator's desire. Attendees were also provided access to a website with various other resources. The comments shared by educators were very positive.

"This was a wonderful training!!! I would highly suggest it to other teachers."

"Awesome week of classes. I loved it!"

"The training I attended was the most worthwhile training I have had in the past 35 years. Thank you."

"It was amazing. I am so glad to be a part of it!"

Planning has begun for [LTF 2017](#) which will be held July 25-28, 2017, at Legacy High School in Bismarck. The NDDPI will be posting updated information as it becomes available. Mark your calendars and spread the word!



Save the Date
July 25-28, 2017



**Laying the
Foundation**



**NATIONAL
MATH +SCIENCE
INITIATIVE**

Legacy High School
Bismarck, ND
Sponsored by the
Division of Student Support & Innovation

PowerSchool and SLDS Trainings

PowerSchool: Need help navigating the PowerSchool system? EDUTECH – Education Technology Services – is offering opportunities around the state providing workshop on PowerSchool. The [2016 Upcoming SUMMER and FALL PowerSchool Workshops](#) provide dates and times for workshops on how to use PowerSchool effectively, including Standards, New Administrative Training, PowerLunch, New Teacher Training, Clean Data is Good Data, and Grad Planning. If you have any questions on these trainings, please contact [Don Simon](#), Interim PowerSchool Manager, at EduTech, at (701) 451-7410.

Statewide Longitudinal Data System (SLDS): North Dakota Data Steward, Jane Hovda, will be offering several regional [SLDS 101 workshops](#) this fall. Participants will be introduced to the SLDS, learn how to navigate the system, use of key reports, and practical tips for utilizing data. Also, SLDS 201 Putting Action into Practice workshops are currently being scheduled. If you have any questions on these trainings or the SLDS, please contact [Jane Hovda](#) at (701) 793-5619.

Home Education Students Gearing Up For Another School Year

Many schools are gearing up for another school year, this includes our home education students as well. All students who are home educated in the state of North Dakota are required by North Dakota Century Code (NDCC) to file an intent to home educate each year. Most home education parents file this intent with their local school district between July 1-August 10, depending on the first day of school in their district.

Any parent in North Dakota may home educate their child if they hold a high school diploma or GED. Parents who do not hold one of the basic requirements may home educate their children but need to follow additional provisions required by law.

NDCC related to home education requires that a parent file a statement of intent or fact with the superintendent of the child's school district or, if there is no superintendent, with the county superintendent of schools for the child's county of residence. The statement of intent to home school must be filed "at least fourteen days before beginning home education or within fourteen days of establishing a child's residence in a school district, and once each year thereafter." The statement must include:

- The name and address of the child receiving home education;
- ♦ The child's date of birth;
- ♦ The child's grade level;
- ♦ The name and address of the parent who will supervise the home education;
- ♦ The qualifications of the parent who will supervise the home education;
- ♦ Any public school courses in which the child intends to participate and the school district offering the courses;
- ♦ Any extracurricular activities in which the child intends to participate and the school district or approved nonpublic school offering the activities; and
- ♦ A copy of the child's immunization record and proof of the child's identity as required by NDCC section 12-60-26.

For more information on Home Education, contact [Gwyn Marback](#) at (701) 328-2295.

Accessibility for ALL: A Universal Design for Learning

Accessibility features are important so that all students, including students who are learning English or have special needs, can participate in tests and demonstrate what they know and can do. Accessibility features are most effective when used both during classroom instruction and assessment (interim, benchmark, formative, state, and classroom). Accessibility features do **not change** the kind of achievement being measured, instead these features increase equitable access to demonstrate what the students know and can do. Accessibility features can be used by **ALL** students, including students on an IEP, Section 504 Plan, and Individualized Language Plan (ILP).

It is important to have a common language when referring to accessibility features and accommodations that are used during instruction and assessment. The consistency in the common language will not only be beneficial to educators and students but will also help support parents or guardians to better understand what options their students have in order to demonstrate what it is they know and can do during instruction and assessment.

There are three tiers of accessibility features:

- 1) Universal features: access features that are available to **ALL** students. Universal features are determined by student preference and selection.
- 2) Designated features: available to students for whom a need has been identified by school personnel and parents or guardian who are familiar with each student's needs and testing resources.
- 3) Accommodations: changes in procedures or materials that increase equitable access. Accommodations allow students to show what they know and do and are **ONLY** reserved for students on an IEP, Section 504 plan, or for English learners with disabilities.

For further information you may contact the following NDDPI staff:

[Tammy Mayer](#), Special Education Coordinator
Office of Special Education
(701) 328-2277

[Lodee Arnold](#), Assistant Director
Office of Indian Education/Multi-Cultural
(701) 328-1876

[Rob Bauer](#), Assistant Director
Office of Assessment
(701) 328-2224

State Personnel Development Grant (SPDG) Update

Three major scale-up initiatives are the primary focus for 2016-2017 SPDG work. The following initiatives evolved out of the 2015-2016 project scale-up work:

- ◆ The first initiative is to make available the [ND MTSS](#) (ND Multi-tiered System of Support) work on the NDDPI website.
- ◆ The second initiative is to continue the statewide scale-up by adding additional REAs to the existing group.
- ◆ The third initiative involves working together with offices within the NDDPI.

Critical documents have been finalized to provide a clear and consistent framework of ND MTSS throughout the state. These include:

- ◆ A comprehensive project overview entitled, “Improving Student Success through ND Multi-tiered System of Support” written to provide guidance to schools and to assist them in aligning similar existing initiatives to the ND MTSS framework.
- ◆ A fidelity rubric of the five essential research-based components for implementation was created along with an accompanying worksheet. The worksheet will allow schools/districts to be able to conduct periodic self-assessments to identify their current status of ND MTSS implementation. The ND MTSS utilizes a system’s approach which involves an on-going implementation process that, through analysis and change, takes time.

Additional documents relating to ND MTSS will be available in September 2016. These include:

- ◆ ND MTSS Practice Profiles for PBIS
- ◆ ND MTSS Building Principal/Administrator Practice Profiles
- ◆ ND MTSS Coordinator Practice Profiles
- ◆ ND MTSS Coaching the Leadership Team Practice Profiles
- ◆ ND MTSS Leadership Team Practice Profiles

Other resources will be made available on the [ND MTSS website](#) as the State Implementation Team finalizes them.

Work has also revolved around implementing additional components to ND MTSS Professional Development. SPDG will be the startup of a statewide coaching/training cadre, and ND MTSS trainings will be expanded to other schools within REA cohorts. Planning for ND MTSS – SPDG 2016-2017 year five will continue. For that to take place, a thank you must go out to all participating REAs, schools/districts, and special education units. SPDG project work benefits all North Dakota schools, students, and communities.

ELL Update

Registration

- ◆ A uniform initial identification procedure must be used with all students enrolling in the district
- ◆ Identification of ELL students: Include a Home Language Survey in the registration of all students to identify the significant influence of a language other than English
 - An example is available on the NDDPI website of a [home language survey](#)

Identification and Screening

- ◆ IF the home language survey indicates an influence of another language AND the evaluation of academic history has shown delays or the student is in risk of delay due to language, proceed to the ELP screening
- ◆ Administer a language screening assessment (W-APT or MODEL)
- ◆ Must be administered before a student is placed in ELL classes or receives ELL services

Eligibility and Parent Notification (Students who score “eligible” on screener)

- ◆ Notify the parents of their child’s eligibility to receive language support within 30 days of the start of the school year or 14 days for new students thereafter

Individual Language Plan (ILP)

- ◆ Meet with Team to review/write annual ILP and update date in STARS
 - [Sample ILPs](#) are available on the NDDPI website

Communicate Proficiency Levels

- ◆ Review the ACCESS 2.0 Student Reports for exited students
- ◆ Communicate ACCESS 2.0 proficiency levels (with the ACCESS 2.0 Student Report) to general education teachers by the end of the first week of school
- ◆ Send home the Exit form and parent letter of ACCESS 2.0 results (if not already done)
- ◆ Begin Monitor process for exited students (2 years)

Student File

- ◆ Store all documents in student cumulative file



Funding Flexibility: Title IIA and Title III

The NDDPI would like to remind districts of the opportunity for flexibility in Title II funding which can **offer a bonus and pay the tuition for the ELL endorsement for teachers who are willing to accept the opportunity of assuming the additional responsibility of being an ELL teacher.**

The need for ELL teachers appears to be a long-term need and one that is sure to increase. This is also an area districts cannot simply ignore due to student need and the federal and state regulations. Teachers assigned to work with ELL students must have their ELL endorsement or an approved plan on file with Education Standards and Practice Board to obtain an ELL endorsement. We understand that for many of our smaller districts it is not feasible to hire a separate ELL teacher. A recommended solution would be to designate a current staff member a portion of an FTE as your ELL teacher.

The NDDPI reminds districts that enrolled students who have a primary language other than English or are significantly influenced by a language other than English are required to be screened for potential ELL identification with a state approved assessment tool. Once a student qualifies for ELL, based on the assessment results, the school must develop the appropriate English language instruction education program (LIEP) for the student(s). It is the school district's responsibility to provide an ELL program for their ELL student(s). Failure to provide adequate programming creates civil rights issues. These services are also required under North Dakota State Legislation.

Districts that would like to use the above option will need to indicate this in the Title II Part A section of the consolidated application. The following Title II activities would be allowable for this purpose.

- ◆ IIA-7 – Provide scholarships, signing bonuses, or other financial incentives in areas where shortages occur
- ◆ IIA-29 – Teacher advancement initiatives to promote professional growth and multiple career paths and pay differentiation

If you have any questions regarding Title III, contact [Lodee Arnold](#) at (701) 328-1876. If you have any questions regarding Title II Part A, contact [Stefanie Two Crow](#) at (701) 328-2287.

3rd Annual North Dakota Indian Education Summit

The 3rd Annual North Dakota Indian Education Summit was held July 12-13, 2016, at the State Capitol in Bismarck, and welcomed over 100 educators from across the state—the highest attendance to date! The two days were filled with great keynotes and breakout sessions from experts in the field of Indian Education. Thank you to everyone who attended, presented, facilitated, planned, and supported the Summit this year and in the past. Additional information on the [North Dakota Indian Education Summit](#) can be found on the NDDPI website.



Dr. Stephen R. Sroka with Director of North Dakota Indian Affairs Commission, Scott Davis



North Dakota Native American Essential Understandings



Dr. Stephen R. Sroka and Lucy Fredericks, Director of the Office of Indian Education



Dr. Stephen R. Sroka and Lucy Fredericks, Director of the Office of Indian on the noon show on KFYP television



Keynote speaker Stacey Bess at book signing



A Tapestry of Colorful Cultural Fibers a breakout session. Presenters: Rebecca Engelman, Shawn Marion, and Molly Olson



Tribal College Student Panel with Lucy Fredericks

2016 North Dakota Fall Educators Conference



Equity & Excellence in Education

- ✓ SAVE the date: October 12-14, 2016!
- ✓ Check out the new Fall Educators Conference [website!](#)
- ✓ Reserve your [hotel](#) today!
- ✓ Registration information available in late August!

The North Dakota Department of Public Instruction is sponsoring this conference in collaboration with the following:



North Dakota Association
of Colleges for Teacher Education



Registration Form

Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

Cell Phone _____

E-Mail _____

Accommodations Needed _____

Parent Interpreter
 Teacher Early Interventionist
 SLP/OT/PT Other

Please complete registration form with checks payable to:

ND School for the Deaf
 1401 College Drive N
 Devils Lake, ND 58301
 Attn: Shelly Lavurdure

Registration

- \$75.00 Registration Fee
- Graduate Credit pending from UND
- Parents of children who are Deaf BLIND can attend the workshop FREE
- Lunch is provided both days
- Space is limited to 60 participants

A block of rooms under the ND School for the Deaf are held until Aug. 24, 2016 at LaQuinta Inn 2355 46th St. S Fargo, ND 58104 Phone #701-499-2000

If Questions contact:
 Sherri Nelson, Director
 1321 23rd St. S Suite A
 Fargo, ND 58301
 701-239-7376 Fax 701-239-7373
 shnelson@nd.gov
 www.nd.gov/deafblind




A division of the North Dakota
 Department of Public Instruction
 Kirsten Baesler
 State Superintendent



NORTH DAKOTA DUAL SENSORY PROJECT

Presents

"Creating Assistive Technology Solutions in Minutes: Supporting children who are Deaf/Hard of Hearing, Blind/Visually Impaired and /or have Multiple Disabilities."

By: Therese Willkomm



September 15 & 16, 2016
 Expressway Suites
 4303 17th Ave. S
 Fargo, ND 58103



Therese Willkomm is the director of ATInHK, the New Hampshire state wide assistive technology program with the Institute of Disability and is an associate clinical professor in the department of occupational therapy at the University of New Hampshire. She holds a PH.D. in rehabilitation technology from the University of Pittsburgh and has over 25 years experience in providing/managing assistive technology services. She is known nationally and internationally as **"The McGyver"** of creating assistive technology on the fly and an expert on Awesome Apps and Adaptions to support individuals with disabilities. Dr. Willkomm has presented in 46 states, seven foreign countries, and three U.S. Territories and authored 22 publications including her most recent book titled, "Assistive Technology Solutions in Minutes Book 2-Ordinary Items, Extraordinary Solutions."



Thursday September 15th, 2016

8:00 Overview of ordinary items used in extraordinary ways

9:30 Amazing specialty tapes used in amazing ways

10:00 Break

10:15 Unlocking the Lock – Explore solutions made with Lof Lift, Loc-Title, Dual Loc, Loc Nuts, and Loc-Line

12:00 Box Lunch Provided

1:00 101 Assistive Technology solutions you can make with discarded election signs, PVC, Instamorph, and flagpole brackets

2:30 Break

2:45 Exploring amazing uses for wire and foam

3:00 Awesome iPad adaptations that can be made in minutes to accommodate for sensory and multiple disabilities

4:30 Questions-Resources-Wrap-up

Friday September 16th, 2016

8:00 Low cost solutions for blind and low vision

10:00 Break

10:15 Apps and Adaptions for Deaf and Hard of Hearing

11:00 Switch Making, mounting and modifying in minutes for multiple disabilities

12:00 Box Lunch Provided

1:00 Apps and adaptions for Deaf Blind :Vibration Mapping, music Sound app

2:30 Break

2:45 "Hands free" - mounting solutions using Loc-Line, PVC, Sintra, Corner Guard

3:30 Creative problem solving activity

4:30 Questions-Resources-Wrap-up





University of South Dakota Center for Disabilities Dakota Cohort Trainings in Deaf-Blindness Fall 2016

When: September 8 - December 5, 2016

Where: Online

Registration Fee: \$25.00 per module

Online Registration: <https://www.regonline.com/dakotacohort>

Registration Deadline: August 31, 2016

The Dakota Cohort Trainings in Deaf-Blindness: was developed through a collaborative effort between the National Center on Deaf-Blindness (NCDB), the South Dakota Deaf-Blind Program, and the North Dakota Dual Sensory Project. Through use of the NCDB developed on-line training modules, the Dakota Cohort is able to provide participants with a "hosted site" which provides an opportunity for on-line learning, participant discussions, technical support, review of assignments, and a variety of credit options (including 1-2 university credits).

Children who are Deaf-Blind: often times miss the same opportunities for learning that other children receive incidentally or naturally just from being exposed to the many sites and sounds from their environment. Deaf-Blindness can result in a sense of isolation and problems in communication skills development, concepts formation, and overall learning. In the school setting, Deaf-Blindness is considered a disability of access to the visual and auditory information provided in this learning environment. The Dakota Cohort training is intended to address the training needs of para-educators, as well as early interventionist and school personnel, who work with children with combined vision and hearing loss, in order that students receive the support they need to be successful in their educational and post-secondary endeavors. Much of what is learned can be applied to children with other types of disabilities.

Technology Requirements:

Computer + high speed internet = Access! Assignments must be submitted through word documents or pdf. Platforms used: Adobe connect, YouTube, and Moodle.

New participants will be provided an introductory online webinar through Adobe Connect, which allows them to meet other fellow participants, review timeframes and Moodle technology. Subsequent sessions will be completed independently on your own within the suggested timelines.

Credit Options include:

- National Center on Deaf-Blindness Online Stored Badges (especially important for para-educators)
- Continuing education hours for teachers and speech language pathologist (used for recertification)
- University of South Dakota Credit (1 and 2 credit options) - \$40 per credit
- RID and state interpreter credits (for recertification)

If you are not interested in receiving credit or being part of the Dakota Cohort "hosted site", you may access the modules on your own at: <https://nationaldb.org/choaregister>

Rose Moehring:
SD Deaf-Blind Program
Phone: 605.357.1439
Fax: 605.357.1438
Rose.Moehring@usd.edu

For more information, please contact:

Sherri Nelson:
ND Dual Sensory Project
Phone: 701.239.7376
Fax: 701-239-7373
shnelson@nd.gov



Series 1:

Title:	Date:	Hours:	Credits:
Introduction to the Dakota Cohort	9-8-16 6:30-7:30 p.m. CST	1.5 hours	
Welcome & Orientation Module	9-9-16	1.5 hours	
Module 1: Overview of Deaf Blindness	9-12-16	5 hours	
Module 2: The Sensory System, the Brain, and Learning	10-3-16	7 hours	1 credit
Module 3: The Role of Intervener in Educational Settings	10-24-16	6 hours	
Module 4: Building Trusted Relationships and Positive Self Image	11-14-16	9 hours	1 credit

Series 2: (Series 1 is a prerequisite)

Title:	Date:	Hours:	Credits:
Module 5: Availability for Learning	9-12-16	9 hours	
Module 6: Understanding Communications Principles	10-3-16	7 hours	1 credit
Module 7: Emergent Communications	10-24-16	8 hours	
Module 8: Progressing from Non-Symbolic to Symbolic Communication and Complex Language	11-14-16	7 hours	1 credit

Series 3: (Series 1 is a prerequisite)

Title:	Date:	Hours:	Credits:
Module 9: Routines	9-12-16	8 hours	
Module 10: Concept Development	10-3-16	8 hours	1 credit
Module 11: Intervener Strategies	10-24-16	8 hours	
Module 13: Calendars	11-14-16	10 hours	1 credit

Series 4: (Series 1 is a prerequisite - some exceptions may apply)

Title:	Date:	Hours:	Credits:
Module 12: Maximizing Vision and Hearing	9-12-16	9 hours	
Module 16: Self-Determination	10-3-16	6.5 hours	1 credit
Module 17: Social Skills	10-24-16	7.5 hours	
Module 18: Collaborative Teaming and Family Partnerships	11-14-16	9 hours	1 credit

Module content is based upon CEC competencies and are supported through the U.S Office of Education, Special Education Programs (OSEP). SD Deaf-Blind Program Grant #: H326T130080 and ND Dual Sensory Program Grant #: H326T130034

All work must be completed by **December 5, 2016**.

If you have a disability and need an accommodation in order to attend this training, please contact the Center for Disabilities at 800-658-3080 two weeks prior to the training.



Previous course participants have shared:

- ◆ "I know this experience has made me a better teacher."
- ◆ "I highly recommend this training for anyone in the education field."
- ◆ "LOVE, LOVE, LOVE the information I am learning!"
- ◆ "What an eye-opening experience!"

Northern Plains

Law Conference on Students with Disabilities



Save the Dates!

North
Dakota

Montana

South
Dakota

October 4-5, 2016
Bismarck, ND

Bismarck Civic Center
315 South 5th Street
Bismarck, North Dakota 58504

October 3, 2016

A Pre-Conference will be held for
School Attorneys, Special Education
Directors and School Administrators

[Northern Plains Law Conference on Students with Disabilities Registration](#)

Upcoming Events

Additional information regarding [NDDPI-sponsored events](#) is available online

<p>September 2016</p>	<p><u>ND Dual Sensory Project</u> September 15-16, 2016 in Fargo ND</p> <p><u>Differentiation for Linguistically Diverse Students</u> September 22-23, 2016 in Mandan, ND</p>
<p>October 2016</p>	<p><u>Northern Plains Law Conference on Students with Disabilities</u> October 3-5, 2016 in Bismarck, ND</p> <p><u>ND School Psychologists Association Fall Conference</u> October 6-7, 2016 in Grand Forks, ND</p> <p><u>NDDPI Fall Educators Conference</u> October 12-14, 2016 in Bismarck, ND</p>
<p>November 2016</p>	<p><u>Dakota TESL Conference</u> November 9-10, 2016 in Fargo, ND</p>
<p>December 2016</p>	<p><u>English Learner Lesson Planning</u> December 7-8, 2016 in Bismarck, ND</p>

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