



# TEAM News

Together Everyone Achieves More

Division of Student Support & Innovation and Office of Special Education

October 2016

## Highlights in this Issue:

**Consolidated Applications and Reallocated Funds**

**ESSA Work Continues**

**2016 Fall Educators Conference Summary, Highlights, and Awards**

**Closing the Achievement Gap!**

**Title I Exceptional Educator Award**

**Schoolwide Reminders**

**Developmental Coursework for College Preparation**

**Advanced Placement Course Workshops**

**Good News for Dual Credit Students**

**Waiver to Change Requirements for Instructional Time**

**NDDPI to Visit Schools during AdvancED Visits**

**Preparing for Life After High School**

**EL Update**

**Superintendent Baesler Visits Parshall School**

**Family and Community Engagement Resources**

**Accessibility Supports: Accommodations vs. Modifications**

**State Systemic Improvement Plan Activities**

## Website Accessibility Issue: We Need Your Input!

The North Dakota Department of Public Instruction (NDDPI) understands the importance of making its department services available electronically for its stakeholders and has endeavored to make the [NDDPI website](#) to be accessible by a large audience. The NDDPI website needs to comply with the Web Content Accessibility Guidelines, as well as the U.S. Department of Education (USDE) Section 508 guidelines. Therefore, the various offices within the department must revise their procedures for posting information to the website.

One area where the NDDPI needs to make adjustments to is the publication of its various newsletters. The graphics and color within this newsletter does not meet the accessibility guidelines. The department would like to get input from its stakeholders on how to proceed.

This October newsletter has been created in the same format as past practice. The November TEAM newsletter will be created in a format that meets the accessibility requirements. In late November, the NDDPI will survey educators as to their preference. If the department stays with its past practice, the newsletter will only be emailed in PDF format, and will not be posted on the NDDPI website.

---

## 2016 North Dakota Fall Educators Conference Door Prize Winners!

The department is happy to announce the two winners of the grand door prizes given away at the end of the North Dakota Fall Educators Conference. Congratulations to:

- ◆ Janna Anderson from Enderlin Area Public School, winner of the \$300 Apple Gift Card Grand Door Prize
  - ◆ Paulla Alford from Parshall School District, winner of the \$50 Vendor Gift Card
-

## Consolidated Applications/Reallocated Funds

Staff in the Division of Student Support & Innovation are making the review of consolidated applications a top priority so any interested districts can apply for reallocated funds. Please note the following reminders:

- ◆ **Review Process:** The goal of the Division of Student Support & Innovation is to have all consolidated applications approved by November 1, 2016. School personnel can help with this process by responding in a timely manner to requests from your NDDPI [contact person](#) to make revisions in STARS.
- ◆ **Reallocated Title Funds:** If your district is planning to apply for Title I and/or Title II reallocated funds, please communicate with your assigned NDDPI [contact person](#) and so they can make reviewing your consolidated application a top priority. The respective Title I and/or Title II portions of your application must be approved before a district can log on to the STARS to apply for reallocated funds. The revised deadline to apply is November 2, 2016.
- ◆ **Title II Reallocated Funds Cap:** Since there are only a limited amount of Title II funds available, we are placing a cap on reallocated Title II funds. Districts can apply for up to \$4,000 in reallocated Title II funds.
- ◆ **Title II REAP Funds:** School districts that utilized the REAP option when completing the consolidated application can utilize the REAP budget revision process if applying for Title II reallocated funds and, therefore, can elect to REAP the Title II reallocated funds into Title I, Title IIA, Title IID, Title IV, or Title V.
- ◆ **Approval Process:** When specific portions of the consolidated application have been approved by the Division of Student Support & Innovation, districts will receive an email notification from:
  - Shauna Greff for Title I
  - Jane Gratz for Title II/REAP
  - Jill Frohlich for Title III

Once the Title I, Title II, and Title III sections of the application have all been approved, an electronic grant award will be generated and districts will receive formal notification. This grant award displays the district's final allocation amount, including official carryover amounts, and the amount available to spend for the 2016-2017 school year.

- ◆ **Risk Assessment:** Per the new requirement of 2 CFR 200.331, NDDPI staff have performed an annual risk assessment for all schools and districts. Districts whose risk level is determined to be low risk will not have additional conditions placed on their grant awards. Districts whose risk level is determined to be high will have additional conditions placed on their grant awards.

If you have any questions regarding the status of your consolidated application, please communicate with your assigned [contact person](#) within the division.

---

## ESSA Work Continues

The NDDPI, in collaboration with its ESSA planning committees, continue to forge ahead on the development of its state ESSA Plan. Please note the following key updates:

- ◆ The NDDPI recently received a commendation by the Education Stakeholder Forum with the Secretary for its outreach efforts with regard to the development of its State ESSA Plan. The EDSTREAM [video clip](#) can be accessed on the [NDDPI Facebook page](#).
- ◆ All [handouts and the meeting minutes pertaining to ESSA](#) can be accessed online.
- ◆ The [three ESSA subcommittees](#) have been meeting regularly to dive deeper into the many decisions that need to be made regarding:
  - [Teacher/Leader Effectiveness](#) – This subcommittee is working with Dr. Pitkin and the Educational Standards and Practices Board to identify what will be included in the ESSA plan regarding highly effective teachers and leaders. In addition, the committee is discussing equity.
  - [Standards, Assessment, Accountability, and Reporting](#) – This subcommittee continues to work on identifying the elements that will be included in the accountability system and what the school dashboard will look like. Additional discussion points include reviewing potential college and career indicators, long-term goals, and how best to include growth in overall achievement.
  - [Continuous Improvement](#) – This subcommittee is reviewing the criteria within law on the identification of schools for improvement and how to distribute resources to those schools. In addition, MTSS, the new Title IV program, and family and community engagement are being discussed.

The NDDPI anticipates having a first draft of its State ESSA Plan posted on the ESSA website for review and comment in December.

---

## 2016 North Dakota Fall Educators Conference Summary

The 2016 Fall Educators Conference was held October 12-14, 2016, providing an opportunity for North Dakota educators to network and collaborate with their peers, attend breakout sessions on a wide variety of topics, visit vendors, and participate in general sessions.

Collaborative Partnership – The NDDPI sponsored this conference in collaboration with numerous statewide educational entities. This partnership was very successful and allowed us to have a diverse list of breakout sessions.

Keynote Speakers – The two phenomenal keynote speakers were definitely the highlight of the conference. John O’Leary and Jon Gordon were very inspirational and did not disappoint!

Credit – If you took the conference for credit through the University of Mary and have any concerns, please contact [Jane Gratz](#) at (701) 328-2292. She will cross-check the list of participants from the University of Mary with the credit logs and contact individuals if there are any discrepancies. The deadline to submit your credit log is Friday, November 4, 2016.

Evaluation Summary – We greatly appreciated those participants who took the time to complete an evaluation, as we truly count on the feedback to make improvements for subsequent years. Per the evaluations received, a few of the changes we plan to implement for next year include more options for food selection, more reading and math sessions for Title I teachers, and more time to visit vendors.

---

# 2016 North Dakota Fall Educators Conference Highlights

## Keynote Speakers

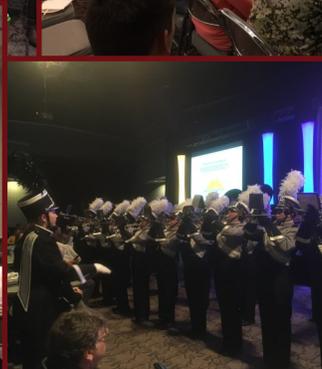


Jon Gordon  
Positive Schools



John O'Leary  
The Power of One

## Breakout Sessions



# Awards Recipients



*Veteran Title I Teachers*  
 Tim Thueson, Solen Public School  
 Debra Ertelt, Fargo Public School  
 Deb Jacobson, Wyndmere Public School  
 Bonnie Hoy-Thompson, Fargo Public School  
 Connie Theede, Hankinson Public School  
 Allison Johnson, May-Port CG Middle School (not pictured)

Pictured with Stefanie Two Crow,  
 Director of Federal Title Programs



*Veteran Special Education Teacher*  
 Colette Fleck

Pictured with Gerry Teevens,  
 Director of Special Education



*2016  
 Teacher of the Year*  
 Amy Lynn Neal

*2017  
 Teacher of the Year*  
 Nanci Jo Dauwen

Pictured with Pat Laubach, Teacher of the Year Program

*NDCEL Special Education Director of the Year*  
 Mary Stammen  
 (no photo available)

*Council of Exceptional Children Special Education  
 Teacher of the Year*  
 Heidi Budeau  
 (no photo available)

# Closing the Achievement Gap!

The North Dakota Rural Education Research Alliance (NDRERA) has been working with Research Educational Laboratory or (REL Central) to identify rural districts that have closed the achievement gap for low socio-economic students. NDRERA created a goal to identify rural schools that narrowed achievement gap between students who qualify for free/reduced price lunch, and those who do not in North Dakota. An alliance meeting was held on June 15, 2016, to identify parameters for analyses and another meeting was held on September 19, 2016, to identify cut scores for awards to districts that closed the gap. For more information on the analysis and process, please visit the NDDPI website.

NDRERA would like to congratulate the following districts on closing the gap for students qualifying for free/reduced price lunch.



**McClusky – Dan Klemisch  
(Principal PK-12)**



**Hillsboro – Rique DuBois (ELL and Title I  
Teacher) and Jane Hurt (Title I Teacher)**



**Leeds – Janel McGarvey**



**North Star – Vicki Held  
(Principal PK-8)**



**Beach – Lynn Swanson-Puckett  
(Lincoln Elem. Principal)**



**Burke Central – Anita Erickson  
(Title I Teacher)**

# Closing the Achievement Gap! (continued)



**Center-Stanton – Kathleen Bullinger (Principal K-6)**



**Griggs County – Meghan Brown (Superintendent)**



**Lakota – Alyson Parsley (Principal K-6)**



**Napoleon – Terri Jangula and Pat Stein (Title I Teachers)**



**Maddock – Lee Kelm (Superintendent)**



**Emerado – Rachel Hoeckle (Title I Teacher)**



**Pingree – Buchanan – Mariah Westerhausen (Math Teacher)**



**North Sargent – Randall Cale (Superintendent)**

# Title I Exceptional Educator Award

The Office of Federal Title Programs is excited to again offer a Title I award program focused on recognizing exceptional Title I educators who contribute to raising the academic achievement of at-risk youth. Please consider nominating an exceptional educator in your school.

Federal law under Section 1117 (3) "Awards to Teachers" states: A state educational agency may reserve funds made available under section 2113 to recognize and provide financial awards to teachers in a Title I program that consistently makes significant gains in academic achievement in the areas in which the teacher provides instruction. Selected recipients will receive a grant award to use in their Title I program. The amount of the grant award will be contingent on the number of applicants selected.

The deadline to submit an application is November 17, 2017.

## Minimum Eligibility Criteria

- ◆ Must currently be employed in a North Dakota public school
- ◆ Must be an educator who works in a Title I Targeted Assistance or Schoolwide program
- ◆ Must have contributed to raising the academic achievement of students served
- ◆ Must fully complete all sections of the application

## Local Recognition

This awards program will have a local recognition component in the application process. The NDDPI Office of Federal Title Programs is sponsoring the program, however, it is up to each district to locally recognize the award recipients (e.g., recognize at a school event, press release). Applications will be scored, in part, on a district's process and procedure for locally recognizing a recipient.

## Selection

The North Dakota Title I Committee of Practitioners will assist in selecting the award recipients from the nominations received.

## Instructions

Complete the Exceptional Educator Application and submit to [Shauna Greff](#) in the Division of Student Support & Innovation. The application was sent via email to Title I authorized representatives, coordinators, and teachers in October. If you need a copy of the application, please contact [Shauna Greff](#).

## Questions

If you have any questions or need clarification regarding the award, please feel free to contact [Stefanie Two Crow](#) at (701) 328-2287.

---

# Schoolwide Reminders

## **NEW 2016-2017 PLANNING YEAR SCHOOLWIDE SCHOOLS:**

- ◆ Establish the schoolwide planning team meetings and share information
- ◆ Review schoolwide training materials and website for resources
- ◆ Document and share information from Annual Parent Meeting
- ◆ Self-Checkpoint for draft comprehensive needs assessment
- ◆ Begin completing Goals and Plans in AdvancED ASSIST
- ◆ Research and create plans to document required schoolwide components:
  - Comprehensive Needs Assessment
  - Schoolwide Reform Strategies
    - provide opportunities for all children, including subgroups; and
    - instructional strategies to strengthen the academic program, increase amount and quality of learning time, and provide an enriched and accelerated curriculum; and
    - address the needs of all children in the school, particularly those at risk of not meeting state academic standards.
  - Coordination and Integration of Programs
  - Comingling Funds, if applicable
- ◆ Upload documentation for the Title I schoolwide components
- ◆ Participate in professional development and/or study groups
- ◆ Schedule and participate in family and community engagement training opportunities

## **CURRENT SCHOOLWIDE SCHOOLS:**

- ◆ Update comprehensive needs assessment (AdvancED diagnostics or documentation of data analysis and results)
  - ◆ Establish a regular schedule for Team time
  - ◆ Document and share information from Annual Parent Meeting
  - ◆ Complete Goals and Plans in AdvancED ASSIST or NativeSTAR
  - ◆ Create plans for documenting the Title I schoolwide components
  - ◆ Host Annual Parent Meeting and include new schoolwide required components
  - ◆ Create plans to document the required schoolwide components:
    - Comprehensive Needs Assessment
    - Schoolwide Reform Strategies
      - provide opportunities for all children, including subgroups; and
      - instructional strategies to strengthen the academic program, increase amount and quality of learning time, and provide an enriched and accelerated curriculum; and
      - address the needs of all children in the school, particularly those at risk of not meeting state academic standards.
    - Coordination and Integration of Programs
    - Comingling Funds, if applicable
  - ◆ Participate in professional development and/or study groups
  - ◆ Schedule and participate in family and community engagement training opportunities
-

## Developmental Coursework for College Preparation – Sign Up for Second Semester!

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 SB 2013 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 while providing those students with the knowledge and skills to make them college ready.

Consider the following:

- ◆ 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. There is still a great opportunity for students to sign up for these courses this spring semester. Schools have already incorporated the CREAM program in a variety of ways this fall semester and are finding positive results.

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.

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

---

## Advanced Placement Course Workshops

The NDDPI is happy to announce six upcoming, content-based Advanced Placement (AP) Course Workshops on November 14, 2016, at the Bismarck Event Center. While attending workshops led by content-specific instructors, participants will be provided with some of the best tools and techniques for helping students acquire the skills needed to excel in AP classrooms.

Participants will:

- ◆ Review course outlines, content-related handouts, student samples, and scoring guidelines
- ◆ Delve deeper into specific topics within each subject area and focus on strategies for involving and engaging students

The workshops will:

- ◆ Provide a variety of tools, techniques, and materials for helping students acquire the skills needed to excel in AP classrooms
- ◆ Focus on learning specific pedagogical techniques and content-specific strategies that can be incorporated in the classroom

Participants will be reimbursed for substitute teacher pay (if applicable) and the \$30 registration fee. Interested individuals have the option to register for one of the following workshops: AP Chemistry, AP Physics, AP Biology, AP English Literature Composition, AP English Language Composition, and AP Calculus AB.

Non-AP teachers are welcome to register as well as AP instructors who teach courses not offered in the workshop. For more information on the AP Course Workshops, please contact [Matt Scherbenske](#) at (701) 328-2629. If you wish to register, please [register for the AP workshops](#) before November 7.

---

## Good News for Dual Credit Students!

The Bank of North Dakota (BND) has received funding to continue the Dual Credit Assistance program for low income students. All eligible students who previously submitted an application will receive an approval notice in the mail. Students who have not yet applied are encouraged to submit an application for fall and/or spring classes.

To be eligible to apply for assistance a student must be attending a North Dakota high school, qualify for free or reduced price lunch, and receive approval from the school district superintendent or designee to take a dual credit course.

The application and more information are available on the [BND website](#).

The BND Dual Credit Assistance program has been helping high school students get a head start on college since January 2011. Eligible students receive funding to cover the full cost of application fee, tuition, course fees, and books for up to two (2) classes each academic school year. This program is not a loan and funding does not have to be repaid.

Important notes about BND Dual Credit Assistance:

1. Funding includes the student's application fee
2. An eligible student can receive funding for two (2) classes per school year
3. Approved students may request books from the college and have the cost applied to their college student account
4. Funding for tuition, course fees, and books will be sent directly to the college campus

BND is very excited to be able to continue this beneficial program and appreciates your help to promote it to students. Questions can be directed to [Laura \(Entzel\) Fiedler](#), Grant & Scholarship Coordinator at the Bank of North Dakota.

---

## Waiver to Change Requirements for Instructional Time

School districts have the opportunity to apply for a waiver to request a change of time required for core classes. Most classes must consist of at least 120 hours of instruction to be counted as a credit. Several classes must consist of at least 150 hours of instruction, including natural sciences, agriculture, business and office technology, marketing, diversified occupations, trade and industrial education, technology education, and health careers.

There is a waiver schools can fill out to request a change of seat time for these classes. Schools applying for a waiver must provide information on how the waiver being sought supports the school's mission and goals as well as how implementation will:

1. Encourage innovation,
2. Enhance educational opportunities provided to the students, or
3. Enhanced academic opportunities provided to the students.

Waivers must be for a specific period of time not to exceed one year. Schools may apply for extensions of the waiver.

To apply for a waiver, fill out [State Form Number](#) (SFN) 58169 found on the NDDPI website. If you have any questions related to waivers, please contact [Gwyn Marback](#) at (701) 328-2295.

---

## NDDPI to Visit Schools during AdvancED Visits 2016-17

If you were to ask us what jobs we held before we were hired with the NDDPI, most of us would say we worked side-by-side with students in some capacity. That is why we took our jobs with the department; we wanted to further assist schools at a more diverse level. But, what we didn't realize is what we loved so much about education and schools, would be missing when we took our jobs with the department. And that is seeing and working with kids every day...filling our love and passion for kids.

This is an exciting time for the department. Superintendent Baesler has modernized protocol by restructuring the duties for site visits. The decorum for the visit will be supportive only. She asks that department staff be present to assist schools. NDDPI staff are not members of the visitation team and this role is not regulatory. This presence during the visit will be to provide assistance with the implementation of the School Improvement Process. Staff will have the opportunity to discuss technical assistance strengths provided by the NDDPI. It will also allow school staff to suggest other areas the department can provide more assistance.

We hope this brief overview of the NDDPI's role during AdvancED visits helps alleviate any apprehension and clarifies NDDPI staff presence at these visits. The NDDPI extends its appreciation for allowing it to turn back the clock, if only for a day, to once again be present in schools. As is the case with all of you, the NDDPI is committed to education and is loyal to its love and passion for kids.

---

## Preparing for Life After High School

Crash Course is a free event for parents, students, and educators to learn about student financial aid, FAFSA (Free Application for Federal Student Aid), and other topics such as: Careers in North Dakota, Life After High School, Ready for College, Entrepreneurships, and North Dakota State Scholarships.

Schools across North Dakota host the event and invite towns within approximately 60 miles to attend. Students in grades 7-12 and their families can register to attend at any host school that is convenient for them. The event is free with a drawing for a free laptop and tablet. More information on [Crash Course Events](#) can be found online.

Scheduled events for 2016-2017 school year:

- ◆ Turtle Lake-Mercer - October 24
- ◆ Drake-Anamoose High School - October 25
- ◆ New England High School - November 3
- ◆ Park River Area High School - November 14
- ◆ Wyndmere Public School - November 15
- ◆ South Heart High School - November 21
- ◆ Nedrose - November 22
- ◆ Ray High School - December 1
- ◆ Gackle-Streeter - December 6
- ◆ Alexander High School - December 19

Collaborating agencies include Bank of North Dakota College Planning Center, Center for Technology and Business, North Dakota Department of Career and Technical Education, North Dakota Department of Commerce, and North Dakota Department of Public Instruction.

---

# EL Update

**NDSA Science** – For information regarding EL [Accommodations](#), please visit the NDDPI website.

## Continuation

- ◆ Registration
- ◆ Identification and Screening (training for WIDA Screener Online is now available)

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

- ◆ Notify the parents of their child’s eligibility to receive language support
  - within 14 days after student begins school

## Individual Language Plan (ILP)

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



## ACCESS 2.0—ensure staff are prepared—start preparing NOW!

- ◆ Test Coordinators – Test Administrator – Technology Coordinators are encouraged to use the task checklists provided for each role. These help to ensure the district/school is properly prepared when testing begins in January 2017. For information and materials, visit the training page on the [WIDA website](#).

## Professional Development

- ◆ Ensure all teachers have opportunities of high quality professional development to ensure ELs are receiving high quality instruction. Visit the [EL Professional Development](#) page on the NDDPI website for available trainings

## ESSA Planning

- ◆ Visit the [ESSA page](#) on the NDDPI website to keep up to date regarding the new ESSA law for ELs.
-

# Superintendent Baesler Visits Parshall School

On September 14, 2016, Superintendent Baesler had the wonderful privilege of visiting Parshall Elementary School and Parshall High School. During the visit Superintendent Baesler addressed the students of both the elementary and high school and also toured both school buildings. She went into classrooms and visited with students and staff. She also met the new Parshall School District Superintendent Beth Schwarz and was able to visit with her about the district's educational needs and how NDDPI can support them.



# Family and Community Engagement Resources



The NDDPI Office of Indian/Multicultural Education will continue to develop monthly communication resources for schools to disseminate to parents each month. Research has shown that students do better in school when their parent/guardian is actively involved. A monthly, one-page resource template is included to assist schools in encouraging parent/guardian involvement. This template can be customized to meet your school needs.

For 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 their school/district.

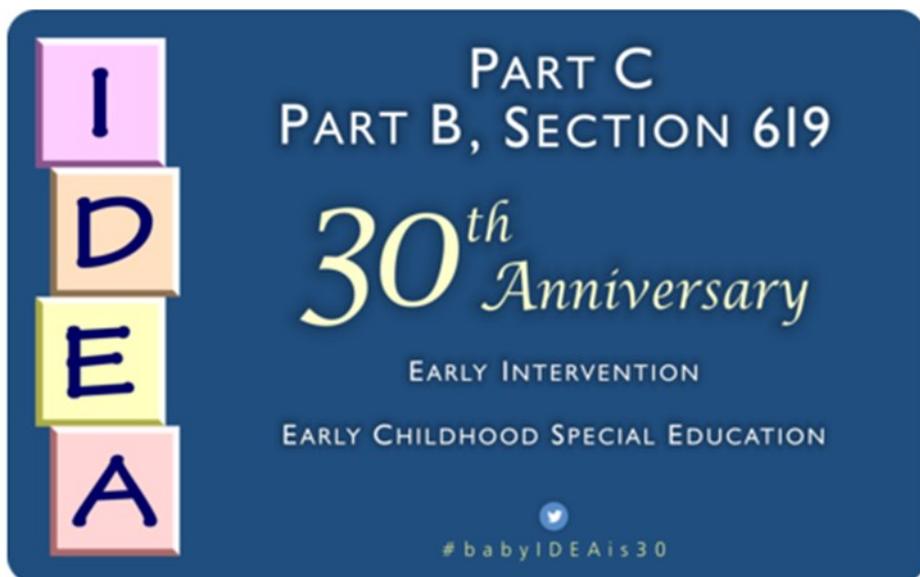
In study after study, researchers discovered how important it is for parents to be actively involved in their child's education. Studies find students with involved parents are more likely to:

1. have higher grades and test scores
2. pass their classes, earn credits, and be promoted
3. attend school regularly
4. have better social skills, show good behavior, and adapt well to school graduate and go on to further education<sup>1</sup>

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. create a home environment that encourages learning
2. express high (but not unrealistic) expectations for their children's achievement and future careers<sup>2</sup>

The Parent Institute, *Selected Parent Involvement Research* A summary of selected research compiled by Dr. John H. Wherry, President, The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039-7474, U.S.A.<sup>1, 2</sup>



As you may know, October 1986 marked the passage of Public Law 99-457, which established early intervention and mandated preschool special education services. These early childhood programs have played a critical role in improving results and upholding the rights of infants, toddlers, and preschool children with disabilities.

Join NDDPI in wishing Baby IDEA Happy 30<sup>th</sup> Anniversary!

## Accessibility Supports: Accommodations vs. Modifications

**Accommodations** are changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations **do not** reduce the learning expectations. Accommodations are generally available for students for whom there is a documented need on an IEP or 504 accommodation plan, or Individual Language Plan (ILP).

**Modifications** refer to **practices or materials that change, lower, or reduce** required learning expectations. Modifications may change the underlying construct of an assessment. Examples of modifications include:

- ◆ requiring a student to learn less material (e.g., fewer objectives, shorter units or lessons, fewer pages or problems),
- ◆ reducing assignments and assessments so a student only needs to complete the easiest problems or items,
- ◆ revising assignments or assessments to make them easier (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four), or
- ◆ giving a student hints or clues to correct responses on assignments and tests.

---

## State Systemic Improvement Plan (SSIP) Activities

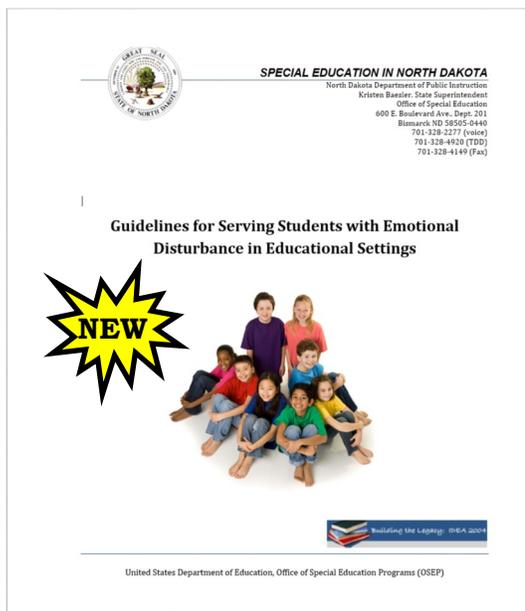
Special Education units, board members, and member schools are implementing the evidence based and promising practices and programs identified through last year's planning process. Those practices and programs focus on increased classroom engagement for students with behavioral, social/emotional, social communication, and mental health needs. Goals that address the scope of that implementation are entered into each school's continuous improvement plan. All special education units have submitted those goals to the NDDPI Office of Special Education as an assurance that goals are entered into school plans, and all schools have met the requirement for school approval in the 2016-17 year. THANK YOU for the terrific first year planning work!

Continuous improvement planning increases the likelihood of successful implementation. Special education units are required in this implementation year to use an improvement leadership team to conduct an annual review of their efforts. The annual review should answer the following questions:

- ◆ What have we completed?
- ◆ What will we be doing in the next year?
- ◆ Do we need to update goals/strategies/activities and timelines for implementation?
- ◆ How will we formatively evaluate our first year's implementation efforts?

Both fidelity of implementation and system performance measures are required as formative evaluation during this implementation year. Collection and analyses results must be summarized and submitted to the NDDPI Office of Special Education for schools to meet the school approval requirement for the 2017-18 school year. Technical assistance regarding data collection and data analysis will be provided by the NDDPI Office of Special Education. For more information, please call [Kevin McDonough](#) at (701) 328-2277.

---



### Mark your calendars...



NDDPI will be hosting a professional development day on November 15, 2016 (in Bismarck) and November 17, 2016 (in Fargo) for:

- ◆ ED Teachers ~ Strategists ~ School Psychologists
- ◆ Social Workers ~ School Counselors

Professionals will get an in-depth look at the new NDDPI *Educational Guidelines for Serving Students with Emotional Disturbances* as well as training on behavioral goal writing, functional behavioral assessments, and behavior intervention plans.

If you have any questions or are interested in attending, please contact [Valerie Bakken](#), NDDPI Special Education Regional Coordinator, at (701) 328-2720.

## Office of Special Education Staff

### [Gerry Teevens](#), Director

Phone: (701) 328-2277

**TDD (701) 328-4920**

**Office Fax (701) 328-4149**

### [Mary McCarvel-O'Connor](#)

Assistant Director

Phone: (701) 328-4560

### [Nancy Burke](#)

SPDG Grant Coordinator

Phone: (701) 328-3731

### [Valerie Bakken](#)

Special Education Coordinator

Phone: (701) 328-2277

### [Susan Gerenz](#)

Special Education Coordinator

Phone: (701) 328-2277

### [Lea Kugel](#)

Special Education Coordinator

Phone: (701) 328-2277

### [LaDawn Eisenbeis](#)

Administrative Assistant

Phone: (701) 328-2277

### [Tammy Mayer](#)

Special Education Coordinator

Phone: (701) 328-3330

### [Kevin McDonough](#)

Special Education Coordinator

Phone: (701) 328-2277

### [Colleen Schneider](#)

Administrative Assistant

Phone: (701) 328-3217

### [Heather Kitzan](#)

IDEA B Grants Manager

Phone: (701) 328-2615

### [Michelle Souther](#)

Office Manager

Phone: (701) 328-2652

### [Robin Tschider](#)

Special Education Coordinator

Phone: (701) 328-2277

## Division of Student Support & Innovation Staff

### [Laurie Matzke](#), Assistant Superintendent

Phone: (701) 328-2284

**Toll Free (888) 605-1951**

**Office Fax (701) 328-0203**

### [Joe Kolosky](#)

Deputy Director

*Student Support & Innovation*

Phone: (701) 328-4612

### [Patty Carmichael](#)

Administrative Staff Officer

*Procurement*

Phone: (701) 328-3264

### [Shauna Greff](#)

Program Manager

*Title I, Program Improvement*

Phone: (701) 328-2958

## Office of Academic Support

### [Ann Ellefson](#)

Director

*Academic Support*

Phone: (701) 328-2488

### [Tara Bitz](#)

Assistant Director

*Early Childhood Education*

Phone: (701) 328-4646

### [Matt Scherbenske](#)

Assistant Director

*Academic Support*

Phone: (701) 328-2629

### [Peg Wagner](#)

Assistant Director

*Academic Support*

Phone: (701) 328-3545

### [Jane Gratz](#)

Fiscal Officer

*Title IIA, Paraprofessional Certificates*

Phone: (701) 328-2292

## Office of Federal Title Programs

### [Stefanie Two Crow](#)

Director

*Federal Title Programs*

Phone: (701) 328-2287

### [Beth Larson-Steckler](#)

Program Administrator

*Homeless, Title II B, NMSI*

Phone: (701) 328-3544

### [Lauri Nord](#)

Program Administrator

*N&D Coordinator, SIG*

Phone: (701) 328-2282

### [Heidi Merkel](#)

Administrative Staff Officer

*Schoolwide, Homeless*

Phone: (701) 328-2824

### [Angie Thomas](#)

Administrative Staff Officer

*Early Childhood Education, N&D*

Phone: (701) 328-2317

## Office of Indian/Multicultural Education

### [Lucy Fredericks](#)

Director

*Indian/Multicultural Education*

Phone: (701) 328-1718

### [Lodee Arnold](#)

Assistant Director

*Title III ELL/Bilingual Programs*

Phone: (701) 328-1876

### [Sandy Peterson](#)

Program Administrator

*Migrant Education,*

*Title I Credentials*

Phone: (701) 328-2170

### [Jill Frohlich](#)

Administrative Staff Officer

*Title III ELL/Bilingual Programs,*

*21<sup>st</sup> CCLC*

Phone: (701) 328-2254

## Office of Teacher & School Effectiveness

### [Gail Schauer](#)

Director

*Teacher & School Effectiveness*

Phone: (701) 328-2755

### [Robin Lang](#)

Assistant Director

*Counselor Programs*

Phone: (701) 328-2244

### [Gwyn Marback](#)

Assistant Director

*Continuing Education/Home*

*Education*

Phone: (701) 328-2295

### [Carol Harmsen](#)

Administrative Assistant

*School Calendars/Fall*

*Administrators'*

*Workshop/Administrative and*

*Library Media Credentials*

Phone: (701) 328-2266

### [Karla Mittleider](#)

Administrative Assistant

*Nonpublic Background Checks/*

*Fire Marshal Reports*

Phone: (701) 328-2597