



# TEAM News

Together Everyone Achieves More

Division of Student Support & Innovation and Office of Special Education

September 2016

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## “North Dakota Strong”

Last month in the August TEAM News, our front page highlighted positive examples of our exemplary North Dakota education system. We would like to continue this theme, so outlined below are yet more examples highlighting our exceptional educators:

- ◆ The following quote is from a North Dakota educator to a North Dakota Department of Public Instruction (NDDPI) staff:

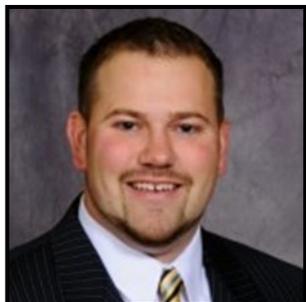
*I still believe that the heart of education lies in the relationships that are developed between a student and a teacher. In my career as an educator, there has been no time where I have left more confident in the team of teachers that I work with in terms of their dedication to truly looking out for the best interests of each student that enters our classrooms. Our team of teachers consistently monitors not only the academic performance of each student, but we also hold a vested interest in ensuring that each of our students develops the life skills that set them up for continued success not only at school, but also beyond.”*

- ◆ In a recent visit to the Dickinson Public School District, the NDDPI team found inspiring practices, including:
  1. Charted every student’s assessment scores by grade level and progress throughout the years used in school team data reviews as a miniature data wall
  2. Parent booklets created by the school are distributed which include all of the community resources, agencies, service providers, and organizations for family support services
  3. Teachers are engaging in data talks with students as a strategy
  4. The success of Math Workshop and Reading Plus for afterschool programming has shown significant growth in student performance; and
  5. The schools are full of colorful designs and displays on the hallway and classroom walls representing alignment to the school interventions and strategies.

Our team definitely walked away with many successful and useful resources, ideas, and effective practices which clearly demonstrate a committed effort of support and continuous improvement by the educators in the Dickinson Public School District.

Kudos to our North Dakota educators!

## Matt Scherbenske Selected as New Assistant Director in Office of Academic Support



Matt Scherbenske is happy to steer his career in the world of K-12 education to that of serving schools through work at the NDDPI as Assistant Director in the Office of Academic Support. His passions include providing the greatest opportunities for students as possible – something he hopes to achieve during his time at the NDDPI. While assisting with numerous projects and initiatives, his primary focuses and responsibilities will include Leveraging the Senior Year, CREAM, Advanced Placement, and Dual Credit.

North Dakota has always been home for Matt. He grew up on a farm near Tuttle, where his parents still farm today. After graduating from Valley City State University, Matt began teaching at Kulm High School as the 7-12 science teacher. He later became Kulm's high school principal in addition to serving as their athletic/activities director. Matt has also served as the district superintendent at Gackle-Streeter Public School, as well as the K-12 principal for Hazelton-Moffit-Braddock Public School. Most recently, Matt worked at Shiloh Christian School in Bismarck as the middle school and high school dean of students and athletic/activities director.

For the last 11 years, Matt has been married to an amazing woman, Sheri. Sheri worked as a Title I teacher during their time in Kulm and Gackle-Streeter, and as an elementary classroom teacher at Hazelton-Moffit-Braddock. Sheri is happy now to be able to stay home with their children, Hannah (6), Regan (4), and Jonah (2). Matt greatly enjoys spending time with his family while participating in activities ranging from playing catch in the backyard to taking road trips across the country. Their family is thankful for their time spent getting to know the people of the different schools and communities of which they have been a part.

Matt is eager to serve the schools and students of North Dakota by providing more resources and better opportunities for both schools and students alike. As a former educator and school administrator, he will work hard to attempt to become a trusted resource for school personnel to assist their needs.

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## Federal Title Programs Fall Mailing

Federal Title personnel, administrators, and coordinators should have received the annual Federal Title Programs fall mailing via email last week. This email contained a wealth of information on issues concerning the federal Title programs. A few highlighted items are listed below:

- ◆ [NDDPI 2016 Fall Educators Conference](#)
- ◆ [Reallocated Funds](#)
- ◆ [MIS03 Reporting](#)
- ◆ [2016-2017 Monitoring Lists](#)
- ◆ [Pre-kindergarten Approval](#)
- ◆ [ND Title I Outstanding Educator](#)
- ◆ [Veteran Teacher Recognition](#)
- ◆ [Dissemination Requirements](#)

We encourage you to review this information carefully, as it is pertinent to your federal Title programming.

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## Joe Kolosky Selected as New Deputy Director in Division of Student Support & Innovation

It is my pleasure to continue my journey in education at the NDDPI as the Deputy Director in the Student Support & Innovation Division. I have worked all across the country and gained a lot of experience in multiple education settings and grade levels. I intend to use my diverse experience to further strengthen North Dakota's education system.

I am originally from Weirton, West Virginia. During high school, I mentored and tutored at-risk youth at an after school education program and developed a passion for education. After I graduated high school, I went on to earn my Bachelor of Arts in Art from West Liberty State College and a Master of Arts degree in Special Education from West Virginia University.

My first teaching opportunity came in the form of a Special Education teacher at a high school in southwest Florida. I worked with students from multiple backgrounds, learning levels, and socio-economic levels. The next opportunity was presented to me at North Middle School in Colorado Springs, Colorado. I really grew as an educator at North and value my experience there tremendously. My first year I was an 8<sup>th</sup> grade Special Education teacher where I taught essentially every subject – which was exasperating to say the least. However, it taught me about the real issues students and teachers in Special Education face daily. That first year at North ignited a passion for teaching in me and pushed me to become a better educator.

After my first year at North, my principal presented me with yet another opportunity. I was asked to be the Art teacher and lead the Art Department. This is where I found my niche and grew as a teacher – especially because I was able to reach many more kids. I experimented with Arts infused, project-based learning. I learned students thrive from that kind of hands-on, practical learning. I spent six years teaching Art at North. In addition, I coached girls basketball and started a football program, where I was the 7<sup>th</sup> grade head football coach.

I then felt that I wanted to do even more to help students and decided to further my education. I applied at several universities in the United States and was accepted at the University of North Dakota in the Doctorate of Educational Leadership Program. Upon moving to North Dakota and starting the Educational Leadership Program, I took a position as the Vice-President of HIT in Mandan. At HIT, I served as the Director of the West River Head Start Program and supervised Heart River Day Care. This was my first experience with Early Childhood Education and administration. I learned an incredible amount about leadership and management at HIT and came to understand that servant leadership is my calling.

The culmination of my education and experience has led me to the NDDPI with the new endeavor as the Deputy Director in the Student Support & Innovation Division. At NDDPI, I will be administering the 21<sup>st</sup> CCLC Program and leading School Improvement under the new Every Student Succeeds Act (ESSA). I will be working with administrators and teachers across the state to make sure that they feel at ease with the ESSA's new regulations and the AdvancED accreditation process.

In addition, I will dedicate myself to helping in every way to enable the success of every student, teacher, and administrator in the state. I have experience in every level of education, from pre-school to high school seniors, and know it will be utilized in this new position. I am incredibly eager to meet and work with all the passionate and talented educators across North Dakota.



## Have You Registered for the 2016 Fall Educators Conference?

Plans are coming along nicely for the 2016 Fall Educators Conference to be held on October 12–14, 2016 at the Bismarck Event Center in Bismarck. The conference will feature phenomenal keynote speakers and numerous breakout sessions.

Please note the following important fall conference details:



- ◆ Upon registering, participants should receive a confirmation via email from Eventbrite. If you do not receive a confirmation email, please contact [Shauna Greff](#) at (701) 328-2958.
- ◆ The department has dedicated a [website](#) to display all information related to the Fall Conference.
- ◆ The fall conference is carefully designed to meet the needs of a multitude of educators and will host a variety of presenters, sessions, and activities. The breakout sessions are designed to provide training for teachers, administrators, technology coordinators, counselors, special education staff, early childhood personnel, and specialty staff such as instructional coaches, Title I teachers, data coordinators, MTSS coaches and more. There is literally something for everyone!
- ◆ All registered participants will soon receive correspondence outlining all of the scheduled breakout sessions. Participants will be asked to select those sessions that they plan to attend. Therefore, we can better determine the size of rooms to place presenters in to avoid overcrowding.
- ◆ The NDDPI is sponsoring this conference in collaboration with statewide educational entities. A list of partners can be found on our website.
- ◆ For any participant that would like to take the conference for credit, please review key information regarding the credit process and details on the [website](#).

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## Outstanding Title I Educator Nomination

In the recently disseminated fall mailing, Title I personnel received information regarding the 2016-2017 North Dakota Outstanding Title I Educator Award. Please consider nominating an Outstanding Title I Educator in your school or district.

This individual can be an authorized representative, coordinator, teacher, paraprofessional, or anyone who works in a Title I program. The individual chosen for this award will receive recognition at the 2016 Fall Conference.

You can find more information regarding the Outstanding Title I Educator on our [website](#).

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## ESSA Work Continues

As time marches on to July 1, 2017, the start date for the new ESSA law work continues on North Dakota's State ESSA plan. The ESSA Planning Committee has met three times with the fourth meeting coming up on September 30, 2016. All handouts and the meeting minutes can be accessed on the [ESSA Planning Committee website](#).

Three ESSA subcommittees have been created to delve deeper into the specific ESSA requirements. The three ESSA Subcommittees include:

- ◆ Teacher/Leader Effectiveness  
This subcommittee met for the first time on September 8, 2016. The topics addressed include the proposed use of Title II funding, the states Principal/Teacher Evaluation System and mentoring programs available for new principals and teachers.
- ◆ Standards, Assessment, Accountability, and Reporting  
This subcommittee met on September 19, 2016. The topics addressed include the additional school quality factors and the elements desired on the school dashboard.
- ◆ Continuous Improvement  
This subcommittee met on September 22, 2016. The topics addressed include the identification process for schools identified for improvement, North Dakota's statewide system of support and the new Title IV Part A program.

As soon as we have a first draft of our State ESSA Plan, it will be posted on our [ESSA website](#) for review and comment. 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.

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## Federal Title Programs Monitoring

The NDDPI is required by federal law to monitor local Title I and Title II programs to ensure compliance with procedures and regulations. Program staff in the Office of Federal Title Programs will monitor Title I and Title II programs in the 2016-2017 school year.

For the 2016-2017 school year, 24 districts have been pre-selected to participate in the self-monitoring process. An additional four districts will receive an on-site visit. Two large districts will also be monitored on-site by a team of staff from the Office of Federal Title Programs. The [list of 28 districts](#) being monitored this year along with the contact person who is assigned to review each district can be accessed online. ***Please do not submit your monitoring information at this time as information in the monitoring guides changes from year to year and the guides are currently being updated.***

The selected districts can expect to receive detailed correspondence from the Office of Federal Title Programs in October outlining monitoring directions, the review process, etc. It is important for you to review this correspondence prior to submitting your monitoring information.

If you have any questions regarding this monitoring process, please feel free to email your contact person within the Division of Student Support & Innovation.

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# Consolidated Applications

Now that the deadline to submit consolidated applications has passed, staff in the Division of Student Support & Innovation are in the process of reviewing. Please note the following reminders:

- ◆ **Review Process:** The goal of the Division of Student Support & Innovation is to get all consolidated applications approved in a timely manner. During the month of September, reviewing applications has been a top priority. School personnel can help with this process by responding in a timely manner to requests from your contact person to make revisions in STARS.
- ◆ **Reallocated Title I Funds:** If your district is planning on applying for Title I and/or Title II reallocated funds, please communicate with your assigned contact person and let them know so that they can make reviewing your consolidated application a top priority. You will need to get the respective Title I and/or Title II portions of your application approved before you can log on to the STARS to apply for reallocated funds.
- ◆ **Approval Process:** When specific portions of the consolidated application have been approved by the Division of Student Support & Innovation manager, districts will receive an email notification from Shauna Greff, Title I; Jane Gratz, Title II/REAP; and Jill Frohlich, 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 will display 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.
- ◆ **Please note common issues we are seeing often on the consolidated applications:**
  1. Most districts use Title IIA funds for salary and/or stipends. Please note that whenever the district pays salary or stipends, they are also required to pay employee benefits. If the district is going to pay the benefits, then that needs to be stated in the text box.
  2. If districts are using Title IIA funds for class-size reduction, then an additional teacher must be hired to reduce the size of the class. Federal dollars cannot pay for the only teacher at any given grade, as that is the state's responsibility.
  3. New Program Improvement Requirement: As outlined in North Dakota's SES transition plan, districts with schools in improvement, corrective actions, and restructuring may either provide SES to eligible students consistent with past practice or provide alternate supports for the students eligible for SES, such as before or after school tutoring, summer school, extended day interventions strategies, etc.

Districts must identify which option they select within the district section on the Consolidated Application for Federal Title Funding. Districts that elect not to offer SES must provide a narrative response outlining the alternate supports that will be made available to students who would have qualified for SES.

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

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## Applying for Reallocated Funds

Each year in the fall, many districts anxiously await the release of correspondence announcing the availability of reallocated funding. Many districts have an interest in applying for reallocated funding to supplement or add to their federal Title programming.

The Division of Student Support & Innovation recently disseminated the annual fall mailing via email. Within this mailing, we announced the availability of Title I and Title II/REAP reallocated funds.

Please note the following details regarding reallocated funds:

- ◆ The deadline to apply for Title I and Title II reallocated funds is Wednesday, October 26, 2016.
- ◆ The grant period to spend the Title I and Title II reallocated funds is July 1, 2016 to June 30, 2017.
- ◆ The district must have the respective Title I and/or Title II sections of the consolidated application approved before being eligible for reallocated funds.
- ◆ The district must have all of their Title I and Title II funds obligated, including those REAPed into the respective programs. If you have any unobligated funds, you must use those dollars first before requesting additional funds.

### **End of Year Addendum**

All reallocated funds must be expended during the 2016-2017 school year. **If these funds are not expended when you submit your final financial report, they will be deducted from the amount you are allowed to carry over for the 2017-2018 school year.**

An addendum attached to the final financial report will be required to be completed in July 2017 by all districts receiving reallocated funds. This addendum will indicate whether the district has expended all of the additional reallocated funds received. In addition, school districts that received reallocated funds must attach a detailed accounting ledger of all federal Title expenditures to the final financial report.

### **Instructions**

To apply for reallocated funds, please submit an application via the STARS Consolidated Budget Revision. There is a box to check indicating that the budget revision is to request reallocated Title I funds. Hard copy applications will not be accepted. The budget revision section has not yet been opened up on STARS. Schools can begin the planning process and submit their reallocated budget revision request once the system is opened up in early October 2016.

When completing the application (via a budget revision on STARS), you will need to provide details on how you arrived at the amounts you are requesting. We hope to have all applications for reallocated funds awarded by early November, 2016.

We are fortunate to have funding available to help North Dakota schools add funds to supplement their federal Title programming.

If you have questions, please communicate with your [contact person](#) in the Division of Student Support & Innovation.

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# 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 (Due September 30)
  - *Statement of Intent and Documentation of Poverty*
  - *Commitment to Schoolwide Planning*
- ◆ Establish the schoolwide planning team
- ◆ Review schoolwide training materials and website for resources
- ◆ Host Annual Parent Meeting and include schoolwide planning year information
- ◆ Begin comprehensive needs assessment process
- ◆ 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
- ◆ Schedule professional development and/or study groups
- ◆ Schedule family and community engagement training opportunities

## **CURRENT SCHOOLWIDE SCHOOLS:**

- ◆ Continue process to review/update comprehensive needs assessment
  - ◆ Provide written notification of the results of the Annual Review Meeting to ALL parents
  - ◆ Establish a schedule for TEAM time
  - ◆ 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
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## Turnaround Arts

An amazing opportunity is occurring in a cohort of schools leading an evidence-based model of school transformation in and through the integration of the Arts across the curriculum. North Dakota's first Turnaround Arts schools implementing the strategies which engage all students in a well-rounded education include Cannon Ball Elementary School, Solen Middle School, Standing Rock/Fort Yates Elementary School, and Standing Rock/Fort Yates Middle School. The [Turnaround Arts](#) is a signature program of the President's Committee on the Arts and the Humanities which empowers high-need, low-performing schools with innovative arts, dance, theater and music programs, arts integration across subject areas, art supplies, musical instruments, and high-profile artist mentors, as a strategy to help close the achievement gap and provide equitable access to arts education.

During the Summer Arts Leadership Retreat in June 2016, school teams worked collaboratively to determine the needs of students and select arts-based strategies for improvement. Standing Rock/Fort Yates Elementary and Middle Schools elected to incorporate [Acting Right](#) as a strategy for classroom management. This drama-based tool incorporates the foundational elements of acting such as concentration, cooperation, and collaboration within a structured process as the basis for effective classroom management. In turn, Cannonball Elementary and Solen Middle Schools selected [Visible Thinking Strategies](#) (VTS) as a tool for deepening student's visual and cognitive skills. Using works of art as a topic of discussion, VTS encourages students to deeply observe and use prior knowledge to create meaning of complex subject matter.

In September 2016, Turnaround Arts Leadership Coach, Ron Gubitz, met with Turnaround Arts: ND principals to provide guidance and support for implementing the [Turnaround Arts framework](#). Focusing on the connections between broader school goals and strategic use of eight art pillars, this framework will be the foundation and guide for arts-based transformation at each school.

An exciting and key highlight for the cohort schools is the assignment of acclaimed artists to each school. The artist mentors for ND schools include, [Dave Matthews](#), [Ledisi Young](#), [DJ IZ](#), [Mic Jordan](#), and actress [Alfe Woodard](#). On October 11, 2016, a launch will take place where the artists are welcomed by the ND Turnaround Arts schools students and staff, classroom visits of artists engaging with students, and followed up with a celebration of the kick-off of Turnaround Arts: ND with an evening of performances by the acclaimed artists for the students, staff, local program partners, and community.

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## Teachings of Our Elders Website

Welcome to NDDPI's [Teachings Of Our Elders](#) website. This is the home of the newly adopted North Dakota Native American Essential Understandings (NDNAEU) as well as a growing collection of Elder video interviews, lesson plans and other resources dedicated to helping educators incorporate the NDNAEU into their classrooms and curriculum!



**Teachings Of Our Elders**  
*Discovering the North Dakota*  
*Native American Essential Understandings*

## Student Assessment Audit

Across the country, educators, parents, and students are saying there is too much testing in our schools and testing takes valuable time away from teaching and learning. The NDDPI recognizes the desire for school districts to streamline their student assessments while ensuring they have the most relevant data to drive student learning.

The NDDPI is providing an opportunity for schools to participate in [a pilot program](#) using the following tool: [Student Assessment Inventory for School Districts](#). The Student Assessment Inventory can assist schools in evaluating student testing and determining if it can be reduced and streamlined.

If your district is interested, apply soon. A Student Assessment Audit training is scheduled for October 18, 2016 in Bismarck where district teams will learn how to use the assessment tool. Applications to become a pilot school can be found [here](#).

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## Competency-Based Education

On August 15, 2016, a cohort of school districts, convened by the NDDPI, came together for a day-long workshop facilitated by [KnowledgeWorks](#) (KW). The goal of the meeting was to identify North Dakota's areas of strength and opportunities for growth as the state seeks to support the implementation of competency-based education (CBE). District teams engaged with two KW publications to achieve this outcome: the organization's [District Conditions for Scaling Personalized Learning](#) and the [State Policy Framework for Scaling Personalized Learning](#). Both documents were created with the help of districts across the country who have implemented personalized/competency-based learning.

During the convening, district teams used KnowledgeWorks' District Conditions assessment tool to evaluate their progress on creating the conditions necessary to scale personalized/competency-based learning, determining their strengths and their opportunities for improvement. Teams subsequently participated in a series of facilitated activities to identify potential state-level policy barriers that might impede progress towards fully implementing personalized/competency-based learning and scaling the work in their districts, and then worked together to outline new opportunities for the state under the recently passed Every Student Succeed Act (ESSA).

Three state-level policy barriers emerged, with consensus, from the conversation with the districts:

- ◆ Seat-time requirements, both daily instructional requirements and the yearly calendar;
- ◆ Professional development requirements; and
- ◆ Course credit for experiences outside the classroom.

Though not a direct policy barrier, districts also cited a lack of knowledge, understanding, and buy-in from parents, community members, and school staff about CBE as an overall barrier to scaling personalized/competency-based learning in their district and in the state.

Additionally, districts had insightful suggestions for the NDDPI to consider as they begin to draft the state's ESSA application in the coming months. Specifically, the ESSA conversation focused on and revealed priorities and ideas related to accountability, assessment, and educator workforce.

In the future, the NDDPI will support districts in CBE implementation, provide additional training and resources, and continue discussion on how to overcome barriers.

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## Education Leadership and Counseling Continuing Education Grants Available

If you are pursuing master level degrees in educational leadership or a school counseling credential, continuing Education Grants are available through the NDDPI. All eligible recipients must:

1. Be licensed to teach by the Education Standards and Practices Board;
2. Have taught in North Dakota during each of the last three school years; and
3. Be enrolled in an institution of higher education in North Dakota in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership: or
4. Be pursuing a school counselor credential.

If interested, complete the [Application for Continuing Education Grants](#) and return to the Office of Teacher and School Effectiveness. For more information please visit Continuing Education Grants or contact [Gwyn Marback](#) at (701) 328-2295.

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## State Testing Reminders for Title I Students

As we near the dates for our annual North Dakota State Assessment (NDSA) in **science**, it is an opportune time to provide school personnel with some reminders regarding the testing circumstances for all students, with special emphasis on Title I students. The NDSA testing window for science is October 17, 2016 through November 4, 2016.

The Science Test Coordinator's Manual provides those practices that should be followed throughout the administration of the NDSA. Please thoroughly review these instructions to ensure all students, including Title I students, are offered the most appropriate setting and supports for a beneficial test experience. The [Test Coordinator's Manual](#) will be posted online.

As you prepare for your test administration, please note the following:

1. Accommodations – Accommodations are specific, privileged practices currently allowed for students on an Individual Education Plan (IEP), those students who have a Section 504 Accommodation Plan, and those students with Limited English Proficiency, as prescribed in the Test Coordinator's Manual. Most students, including Title I students, are not entitled to accommodations, unless they hold a documented accommodation plan as outlined above.
2. Some students, including some Title I students, have a better understanding of the written word if the student reads the material aloud. The NDSA may be administered individually to any student, including a Title I student, in a private room where the student may read the assessment passages aloud. Only one student is allowed in each testing room at one time. The supervisor in the room may NOT communicate with the student outside of the standard directions provided to all students.
3. In addition, if any student, including a Title I student, displays behavior that may be distracting to others in a testing situation, that student may also be assigned a private room for testing, if staffing and rooms are available.

For questions concerning the NDSA, contact [Robert Bauer](#) at (701) 328-2224. For questions specific to Title I, contact [Stefanie Two Crow](#) at (701) 328-2287.

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## Developmental Coursework – Sign Up Now!

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](#).

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## Dual Credit Extension Granted

The North Dakota University System (NDUS) and the NDDPI worked together in April 2016 to draft a joint memo asking the Higher Learning Commission (HLC) for an extension for enforcement of credential requirements for dual-credit instructors. The following is according to [HLC's Faculty Roles and Qualifications](#):

*Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.*

The NDUS successfully received an extension on dual-credit faculty qualifications from its accrediting body, the Higher Learning Commission. The extension will last until August 31, 2022. By the end of that extension, all dual credit instructors will have 18 graduate credit hours (or equivalent) in the subject they are teaching. NDUS staff said the extension would help ensure instructors were qualified to serve the increased role dual credit courses have in students' academic careers. "With the extension, we have started a vigorous plan to make sure that all of the dual credit instructors meet the highest qualification standards," said Vice Chancellor for Academic and Student Affairs, Richard Rothaus. "Dual credit is a critical part of helping our students, especially in rural areas, get a head-start in higher education."

State Superintendent Kirsten Baesler says, "the extension gives our teachers the necessary time to meet the requirements set forth by the Higher Learning Commission while keeping needed opportunities for students." Dual credit courses are offered in high schools and meet high school requirements and also count as college credits that count toward general education requirements. All 11 public colleges and universities within NDUS accept all dual credit courses from Minnesota and North Dakota. Historically, the Bank of North Dakota has helped underwrite the tuition of dual credits for students on free and reduced meal plans.

If you have any questions or concerns, please feel free to contact the college or university that your school has been working with, NDUS, or the Office of Academic Support at NDDPI.

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## ND STEAM—Poetry Out Loud



*In support of North Dakota Council on the Arts (NDCA) Poetry Out Loud Competition, the NDDPI would like to share information on how to become involved. The article below from NDCA highlights what POL is and how educators and teachers in North Dakota can become involved.*

### What is Poetry Out Loud?

The National Endowment for the Arts and the Poetry Foundation have partnered with state arts agencies to support Poetry Out Loud (POL), a contest that encourages the nation's youth to learn about great poetry through memorization and recitation. After successful pilot programs in Washington, DC and Chicago, POL was launched in high schools nationwide in the spring of 2006 with tens of thousands of students participating, and POL continues to grow every year. POL builds on the recent resurgence of poetry as an oral art form, as demonstrated by the slam poetry movement among our youth. By incorporating memorization and performance in the classroom, POL sets the stage for students to deepen their understanding of figurative language, word relationships and the nuances within word meanings. In addition, students learn about great poetry, explore their literary heritage, and gain confidence in public speaking skills. Please visit the [National Poetry Out Loud webpage](#) for more information. More information on [North Dakota's Poetry Out Loud competition](#) is available online.

### How to Register

All schools wishing to participate in the North Dakota POL program must [officially register through North Dakota Council on the Arts](#). POL Teacher Resource materials will be mailed to all participating teachers.

### Poets in Schools Grant Program

NDCA offers non-matching grant funds for poet visits to schools registered in the POL Program. Visits must take place between September 1, 2016 and February 1, 2017. A total of \$10,000 is available for the 2016-17 school year. These funds will be allocated on a first-come first-served basis. Total amount of each grant request may not exceed \$2,000. The deadline for submitting an application is **November 1, 2016**. Details, grant guidelines, list of poets, and the application form can be found at Poets in Schools Grant Funds. [More information](#) is available online.

### 2016-17 POL Schedule (subject to revision)

- ◆ October 1, 2016: Deadline for School Registration
- ◆ November 1, 2016: Deadline for Poets in Schools Grant
- ◆ September 2016 – January 2017: Teachers weave POL into curriculum and hold classroom/school competitions
- ◆ February 1, 2017: Deadline for School Champion/State Finals Competition Registration
- ◆ February 2017: School Champions and NDCA prepare for state finals
- ◆ February 27, 2017: ND State POL Competition, Bismarck, ND
- ◆ March 15, 2017: Alternate date for ND State POL Competition, Bismarck, ND
- ◆ April 24-26, 2017: National POL Competition, Washington, DC

For more information, schools and teachers interested in participating in the North Dakota Poetry Out Loud Program should email [Rebecca Engelman](#), NDCA Arts in Education Director, or call (701) 328-7593.

## North Dakota Tour of *Most Likely to Succeed*

In late August and early September, a tour of the award winning film, *Most Likely to Succeed*, took place across the state of North Dakota. The special showing of this award winning documentary was held in Bismarck, Dickinson, Watford City, Minot, Devils Lake, Grand Forks, and Wahpeton, in collaboration with the Greater North Dakota Chamber and North Dakota United. Ted Dintersmith, co-author and executive producer of the *Most Likely to Succeed* book and movie, attended each of the viewings. He also participated in several innovative discussions at each of the sites where the film was shown. During these sessions, educators highlighted the pioneering educational activities occurring in their classrooms, and the high level of student engagement happening. Ted Dintersmith offered North Dakota the ability to view the film, at no cost, for a limited time. In conjunction with the tour, NDDPI is incorporating 'Next Steps,' a list of ideas schools and communities can take to further project-based learning in their classrooms.

**After *Most Likely to Succeed*: What Now?** After viewing *Most Likely to Succeed*, you may have already developed ideas of what you want your school or classroom to look like. The model offered by High Tech High is not for all schools, but you may have seen one or more elements of Project-Based Learning and Competency-Based Education that you can see having great success in your school or classroom. As ideas circle through your head, there is probably one question that keeps coming to mind: ***“What am I supposed to do now?”***

Bringing about change in education is no small task. It cannot, nor should it be, engineered by a single mind in a school. For even the most simple of ideas, a supportive environment both within the school and in the greater community is necessary. Moreover, any model of top-down change from any level higher than a local school district is doomed to fail. An organic and home-grown model of education sounds appealing, but is much easier said than done. Bringing together all the stakeholders and leaders in a community requires a commitment to continuing work toward your vision for the long haul. As you consider where you want to be in one, five, or ten years, your first focus should be on developing a shared vision within your community of what your school should look like at those milestones. When all players are working toward the same goal, the prospects for success are high. Here are some ideas to get these conversations going:

- ◆ Host a showing of *Most Likely to Succeed*. For a limited time, Ted Dintersmith has graciously waived the cost of the license to show the film in your school or district. Take advantage of this opportunity to get the conversation going after the film.
- ◆ Facilitate a community read and discussion of the book. Bringing together stakeholders and educators in a discussion-oriented environment provides a space for ideas and solutions to flow.
- ◆ Utilize MLTS Learning Sparks! The *Most Likely to Succeed* team is offering short videos from the film that can be used as professional development to help your students, your classroom, your school, or your district.
- ◆ Showcase what is already working in your school. Don't think that you have to re-invent the wheel. The NDDPI will develop a space to showcase vignettes of successes in classrooms that are occurring every day in North Dakota. For an even better perspective on your classroom culture, encourage students themselves to create vignettes!
- ◆ Finally, enable teachers to create the learning environment they desire for their classrooms. Teachers are thorough and conscientious, and know what will work with their students. Teachers are capable of creating incredible projects and lessons, and adults will be blown away by what students are capable of accomplishing.

*The NDDPI would like to assist any district interested in taking the next steps in implementing the changes they want to actuate. To facilitate an MLTS screening, book discussion, use of MLTS Learning Sparks, or for any resources on promoting your ideas from this showing, contact Beth [Larson-Steckler](#) at (701) 328-3544. For more information on showcasing the incredible things going on in your school through vignettes, contact [Kay Mayer](#) at (701) 328-3216.*

## September Paraprofessional Resources

The NDDPI Office of Indian/Multicultural Education will develop and disseminate information and resources on training and professional development for paraprofessionals. The information and resources can be used for schools/districts to communicate to their staff /paraprofessionals. We will disseminate this quarterly resource page for paraprofessionals/staff.

- ◆ [Professional Development Trainings on NDDPI Website – More information can be found on the “Events” tab](#)
- ◆ [Special Education – Para Educator Modules](#)
- ◆ North Dakota Approved Assessments for Meeting Paraprofessional NCLB Requirements – [Para Educator NOW Professional Development Series](#)
- ◆ [PARAprofessional Resource & Research Center](#) – The PARAprofessional Resource and Research Center (PAR<sup>2</sup>A Center) is a part of the School of Education & Human Development at the University of Colorado, Denver. In addition to being the premier source of information on paraprofessionals (paraeducators) working in the fields of education and human services, the center is a nationally recognized leader.

For more information on professional development, please check the eight Regional Education Agencies (REA’s) websites below:

- ◆ [Northeast Education Services Cooperative \(NESC\)](#)
- ◆ [Mid-Dakota Education Cooperative \(MDEC\)](#)
- ◆ [South East Education Cooperative \(SEEC\)](#)
- ◆ [Red River Valley Education Cooperative \(RRVEC\)](#)
- ◆ [Great Northwest Education Cooperative \(GNWEC\)](#)
- ◆ [Roughrider Education Services \(RESP\)](#)
- ◆ [Missouri River Education Cooperative \(MREC\)](#)
- ◆ [North Central Education Cooperative \(NCEC\)](#)

For questions or more information, please contact [Jill Frohlich](#) or [Lucy Fredericks](#).

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## 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 available to assist schools in encouraging parent/guardian involvement. This template is can be customized to meet your 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.

# ELL Update

## Continuation

- ◆ Registration
- ◆ Identification and Screening

## 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 for previously identified students
  - within 14 days after student begins school at some point after school has begun

## 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 at <https://www.nd.gov/dpi/SchoolStaff/IME/ELL/samples/>



## Communicate Proficiency Levels

- ◆ Review the ACCESS 2.0 Individual Report with teachers.
- ◆ Communicate ACCESS 2.0 proficiency levels (with the ACCESS Individual Report) to general education teachers. These reports came in May.
- ◆ Send home the Exit form and parent letter of ACCESS 2.0 results.
- ◆ Begin Monitor process for exited students (2 years).

## Enrollment Reports

- ◆ Be sure the district information is complete in STARS Fall Enrollment and MIS01.

## ACCESS 2.0

- ◆ Update district’s ACCESS 2.0 testing staff on the site report for NDDPI.
- ◆ Update staff accounts in WIDA.US to ensure they have access to training and test materials.
- ◆ Be sure the district’s designated testing staff are getting prepared for the 2016 online ACCESS for ELLs 2.0. There is much preparation work to be done prior to the test administration in January.

## Professional Development

- ◆ Ensure all teachers have opportunities of high quality professional development to ensure ELL students are receiving high quality instruction.

# Tips for TieNet

When amending an IEP, there are certain steps special education teachers should take in order to have the progress report’s information flow to the amended IEP. If the IEP is copied and these steps below are not followed, the progress report’s information will not flow.

## Steps for Revising/Amending IEPs:

- ◆ Go into finalized IEP
- ◆ Click on More tab
- ◆ Click on Create Revision of this Document
- ◆ Edit Document
- ◆ Click on Amendment to IEP and put in date
- ◆ Edit each document you want to change

## Invitation to Participate in a Research Study The Value of TBI Professional Development for Improving Outcomes for Students with Traumatic Brain Injuries: Analysis of Novice Teachers' Perceptions

As a doctoral student at the George Washington University, I am in the process of conducting dissertation research on the experiences of beginning special education teachers relating to the preparation they have received in the core knowledge and principles of TBI, and the methods and strategies that support children with brain injury. This research is intended to fill a gap in the current literature and practice in professional development for teachers of children with TBI in the field of special education and disability services.

We are looking for special education teachers with less than 5 years' experience who are practicing in schools, and currently teach at least one child who meets the IDEA criteria to receive services under the qualifying category of TBI to participate in this qualitative study. This study has been approved by The George Washington University IRB as project number 061641.

If you know anyone who might meet the criteria, please share this information with them. The complete study information is attached, please do not hesitate to contact me directly via phone [571-334-0309](tel:571-334-0309) or email at [tjsacchi@gwu.edu](mailto:tjsacchi@gwu.edu) if you have questions or think you might be able to refer someone to the study.

### Contact:

Theresa S. Armstrong, M.A., [202-994-1226](tel:202-994-1226); [571-334-0309](tel:571-334-0309), [tjsacchi@gwu.edu](mailto:tjsacchi@gwu.edu)  
Doctoral Candidate, Applied Neuroscience and Special Education Program  
Department of Special Education and Disability Studies  
Graduate School of Education and Human Development

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## Guidance on Students with ADHD under Section 504

On July 26, 2016, a [Dear Colleague Letter and Resource Guide](#) was distributed from the Office of Special Education Programs (OSEP). The information shared was to assist in clarifying and providing guidance on the federal obligations of school districts to students with ADHD under Section 504 in order to ensure they are properly evaluating and providing timely and appropriate services for students with ADHD.

In 2011-2015 the Office of Civil Rights (OCR) received more than 16,000 complaints alleging discrimination on the basis of disability in elementary and secondary education programs. About 2,000 (1 in 9) involved allegations of discrimination against a student with ADHD.

OCR found many teachers and administrators take appropriate action to ensure students with ADHD receive the protection they are entitled to under federal law; however, OCR also found many other teachers and administrators are not familiar with ADHD and how it could impact a student's equal access to a school district's program. Section 504 obligations apply to all students with disabilities and are discussed in the guidance as pertains to students with ADHD.

OCR investigations revealed that students with ADHD could be denied FAPE because of problems districts have in identifying and evaluating students who need special education and related services because of ADHD.

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## Upcoming Events

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

<p><b>October 2016</b></p>	<p><b><u>Northern Plains Law Conference on Students with Disabilities</u></b>  <b>October 3-5, 2016</b> in Bismarck, ND</p> <p><b><u>ND School Psychologists Association Fall Conference</u></b>  <b>October 6-7, 2016</b> in Grand Forks, ND</p> <p><b><u>NDDPI Fall Educators Conference</u></b>  <b>October 12-14, 2016</b> in Bismarck, ND</p>
<p><b>November 2016</b></p>	<p><b><u>Dakota TESL Conference</u></b>  <b>November 9-10, 2016</b> in Fargo, ND</p>
<p><b>December 2016</b></p>	<p><b><u>English Learner Lesson Planning</u></b>  <b>December 7-8, 2016</b> in Bismarck, ND</p>

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