FROM THE DIRECTOR

The Peace Garden Consortium of Student Support Services would like to welcome the administrators, teachers, and students back to school! We are hoping that everyone had a relaxing and enjoyable summer! The Peace Garden Office moved across the street over the summer so we are busy settling into our new space. The new address is 309 2nd St. East. We are directly across the street from our old office. Please stop by to visit and see the new office complex when you are in Bottineau. Our office hours, telephone numbers, and email address are all the same. The office is not yet fully complete but will be finished before the snow begins to fall.

We would like to welcome the new superintendents that have joined us in the consortium schools. Mr. Mike Klabo has assumed the responsibilities of the Superintendent in Bottineau, replacing Mr. Mike Ness. Mr. Ellis Parry is the new superintendent in Rolla. Mr. Kelly Taylor was hired to replace Milton Hoyt in Mohall. And Roman Marcellais is our new superintendent in Dunseith. Welcome to the four of you! We have another exciting year planned with several new initiatives. Other projects from past years will also be expanded, completed, or continued.

WHAT’S HAPPENING:

Several new initiatives are being planned for the 2003-2003 academic year including:

• Literacy Initiative. Three schools have agreed to pilot a literacy initiative. This special project entails careful analysis of the literacy scores of every child attending a school district, including students with disabilities. The unique feature of this project is to provide the necessary support early enough to enable every child to develop functional literacy so that every child graduates from high school with the necessary functional skills to live as independently as possible.

• School districts that have agreed to pilot the assessment and training materials consist of Stanley, Mohall, and Bottineau. A special component that will be added midway through the year is the Early Literacy component. The Rolla School District has also agreed to pilot the early literacy training materials.

• Head Start Programs were added for Renville, Burke, and Mountrail counties. We are thrilled that the Minot Head Start Program was awarded expansion funds to start new programs in these three counties. Center-based programs are being started in Stanley and Mohall. Both programs will be housed in the Elementary School building and collaborate with existing programs for young children. The program in Lignite will be a combination approach with a home-based component supplemented with “cluster” activities in the school. We want to welcome the new Head start teachers, Coordinators, and parents in our communities. We look forward to the collaboration necessary to ensure high quality programs for young children.

• An Early Childhood Special Education (ECSE) Training Program is being added. Arrangements have been made with Dr. Alan Ekblad, Minot State University, to provide coursework to teachers out in the field. Marlys Albright and Keith Gustafson will assist with the delivery of the instruction. Students enroll at Minot State University for one course per semester but attend classes locally, either in Rolla or Mohall. Teachers who participate in the project will be able to complete all of the coursework necessary for certification in ECSE over a period of two years. The Peace Garden Consortium is funding the tuition and books for the teachers in an attempt to prepare more personnel to adequately serve the needs of young children with disabilities. Teachers can still join the cohort. We are particularly interested in recruiting teacher who would be available to serve children in Rolette County. If you know of anyone that would be interested, have them call our office.

• An Action Research Project is being initiated, beginning in September. The action research consists of a data collection procedures designed to examine the referrals to the Building Level Support Teams (BLST), the referrals for special education evaluations, the timelines, and the variables impacting the use of the BLST process. The action research project was included in the Peace Garden Consortium’s Corrective Action Plan pursuant to the State Monitoring Report. The procedures will be described at the September 12th inservice training session.

• The Unified Education System, including the MAP and Grady Profile, is up and running in several of our schools. We would like to welcome the Dunseith Elementary and High School to the project. Deb Syvertson and several of the TGU teachers have been busy with the initial implementation phase in Dunseith.
Liz Aurbach spent several days in Dunseith in August introducing the revised Gradey Profile to the teachers. A technology grant written by Dr. Syvertson will enable the Dunseith School District to receive extensive training and support over the course of the year as they learn to provide meaningful interventions for all students.

- The Site-Based Special Education Coordination Project is being continued in Bottineau, Rolla, Stanley, Rolette, and Towner/Granville/Upham. New school districts will be expanding their Policy Councils to include a site-based management component. The new pilot sites include Burke County, Mohall/Sherwood, Westhope/Newburg and Dunseith. We are excited about the strategic planning that the Site-Based teams have completed and are looking forward to a very eventful year.

- The Internal Monitoring Procedures for the school districts has been revised. The new procedures are designed to examine the school districts performance in relationship to the State Performance Indicators. A copy of the monitoring schedule will be sent out to the Superintendents and disseminated at the September 12th Inservice Training session.

Policy Council Grants are again available for the 2003-2004 academic year. The Rolla School District was the only school to submit a grant thus far. Their grant, which was funded, is addressing kindergarten literacy and curriculum coordination for the school district. Please refer to the Peace Garden Consortium of Student Support Services Policies and Procedures Manual for a copy of the grant forms. Remember that technical assistance is available to come out to your school to help start a Policy Council.

**UPCOMING EVENTS – AUGUST 2003**

29th - Friday
- 2:30 PM, Mohall Site-based Spec. Ed. Coordination Team Meeting

**SEPTEMBER 2003**

2nd - Tuesday
- 8:30 AM, Bottineau VT Early Childhood screening at First Lutheran Church.

3rd – Wednesday
- 3:30 PM Rolla Site-based Spec. Ed. Coordination Team Meeting.

4th - Thursday
- 10:00AM-3:00PM, Literacy Workshop at Zion Lutheran Church in Mohall

9th – Tuesday
- 3:30 PM, Renville County Village Team in Mohall.

10th – Wednesday
- 9:00 AM, PGSS Governing Board Meeting, Bottineau HS Conf. Rm.

11th - Thursday
- 3:30 AM, Dunseith Site-based Spec. Ed. Coordination Team Meeting.

12th – Friday
- 9:30 AM, Staff Training session at the Christian Center at Lake Metigoshe

16th – Tuesday
- 3:30 PM, Burke County Village Team in Bowbells.

17th – Wednesday
- 9:00 AM Dunseith HS Internal Monitoring.
- 3:30 PM McHenry County Village Team Meeting in Towner

18th – Thursday
- 9:00 AM, Westhope/Newburg Site-Based Spec. Ed Coordination Team meeting.

20th – Friday
- 2:30 PM Mohall Site-Based Spec. Ed Coordination Team meeting.

22nd – Monday
- 3:30 PM Bottineau Policy Council-Conference Rm. Bottineau HS
- 6:00 PM “Dinner Talk” Site-Based Special Education Coordinator’s Meeting at the Norway House in Bottineau.

23rd – Tuesday
- 9:00 AM Dunseith Elem Internal Monitoring

26th – Friday
- 2:30 PM Pierce County Village Team Meeting, Court House in Rugby

12th – Friday
- 9:00 AM, Peace Garden Consortium Spring Staff Training at the Christian Center, Lake Metigoshe.

**OCTOBER 2003**

1st - Wednesday
- 9:00 AM, Bottineau Elem Internal Monitoring
- 3:30PM Dunseith Policy Council Meeting

3rd - Friday
- 10:00 AM Program Coordinator’s Meeting in Stanley

15th - Wednesday
- 3:45 PM, Bottineau Village Team Meeting, Bottineau Middle School Library

17th - Friday
- 9:00 AM, Crosby Internal Monitoring

22nd - Wednesday
- 9:00 AM, Newburg Internal Monitoring

**FUTURE DATES**

Feb. 6th & 7th – Friday/Saturday
- 2004 ND CEC Conference in Minot.

March 9th & 10th – Tuesday/Wednesday
- 2004 NDDPI Transition Sprint Institute in Bismarck.
WHAT’S HAPPENING:

- Cristine Deaver is a Behavior Analyst for Peace Garden Consortium. She has recently co-authored two articles and authored two other articles published in peer review journals. The articles include: “A Functional Analysis of Finger Sucking in Children,” “Evaluation of an Awareness Enhancement Device for the Treatment of Thumb Sucking in Children,” “Functional Analysis and Treatment of Hair Twirling in a Young Child,” “Long Term Maintenance Following Habit Reversal,” and “Adjunct Treatment for Trichotillomania.” The articles can be found in the Journal of Applied Behavior Analysis, Behavior Modification, and Child & Family Behavior Therapy. She has another article on functional assessment of binge eating, which has been accepted for publication and should be out later in the month.

- We would like to apologize to the St. John site-based team for leaving them out of the September newsletter. We have asked them to share with you some of the exciting things they are doing.

- The Building Level Support Team (BLST) in the St. John School serves not only to assist teachers to meet the needs of students with learning and behavior problems, but to assist families with the education of their children. The team provides support to teachers K-12 with members from all levels serving on it. Family support is a component of the Success For All Reading Program. School-based intervention is the component of the family support for students who are not being successful. Because of this component students who already have an existing IEP may also be brought to the team if there is something in their environment that needs to be addressed in order for them to have success. The team meets weekly to conduct a “care discussion” of referred students.

Parent involvement is highly correlated to student success. It is important for parents to become an active part of the school community. There are several curriculum related areas of parent and family involvement in which the principal, facilitator, and family support coordinator, work together to foster communication. Some examples include:

- Monthly Newsletter
- Back to School Open House
- Second Cup of Coffee (Coffee and Rolls for parents curbside.)
- Parent nights correlated to reading groups.
- Quarterly reading assessment results shared with parents.
- Home visits by Parent Liaison
- Requiring student to read to their parents 20 minutes nightly.
- Offering adults classes through 21st Century.
- Annual Reading Affair – A huge gathering to celebrate reading.
- End of year awards ceremony for grades K-7.

The Peace Garden Consortium is sponsoring a Literacy Initiative beginning in the 2003-2004 Academic Year.

- The three pilot schools, Bottineau, Mohall and Stanley, involved in the Literacy Initiative will receive training on “Early Literacy.” November 4, 2003. Too many children are entering school unprepared for the increasing demands placed on them to become readers and writers. By the time many of these children reach elementary school, they are already failing to meet the academic standards expected at their age. Children who have reading difficulties in the primary grades often had limited early literacy experiences. Evidence gleaned from current research on both brain development and early literacy supports the importance of the first years of life to human development. The research clearly shows that children need quality early childhood experiences throughout the day in their natural environments, including their early care and education programs as well as home environments.

Experts now know that providing developmentally appropriate literacy-rich experiences for young children beginning in early infancy, experiences that occur within the context of nurturing relationships, help children develop into successful readers, writers and communicators. To promote a young child’s delight in talking, listening, reading and
writing, adults need to provide a variety of interesting language experiences. Young children who are exposed to interactive, literacy-rich environments full of opportunities to learn language, reading and writing from adults and older children are much more successful in becoming readers, writers and communicators.

Book sharing and reading aloud promote language development. Storytelling has also been acknowledged as an important tool in both language and early literacy as it encourages listening skills, conveys meaning, supports culture, and teaches about the structure and function of a story.

Successful literacy development happens when young children are exposed to quality socially mediated literary experiences and communicative interactions.

- **Goals for Early Literacy Development**
  - To instill a love of books and stories through nurturing relationships
  - To allow for learning about language, reading and writing through exploration and interaction with providers and literacy materials.
  - To expose children to the rhythms and sounds of language.
  - To develop an awareness that sounds and letters have relationships.
  - To experiment with print materials in order to begin to identify letters, and learn the rules and functions of print.

- Policy Council Grants are again available for the 2003-2004 academic year. Please refer to the Peace Garden Consortium of Student Support Services Policies and Procedures Manual (Tab L) for a copy of the grant forms. Remember that technical assistance is available to come out to your school to help start a Policy Council.

**UPCOMING EVENTS –**

**NOVEMBER 2003**

3rd – Monday
- 10:00 AM NPSE Governing Board Meeting

4th – Tuesday
- 9:30 AM – 2:30 PM Early Literacy Training at Zion Lutheran Church in Mohall
- 3:30 PM – Westhope/Newburg Site-based Team

5th – Wednesday
- 7:30 AM Bottineau Site-based Team

7th - Friday
- 10:00AM Program Coordinator’s Meeting at MSU-Bottineau

12th – Wednesday
- 9:00 AM Peace Garden Governing Board Meeting in Bottineau

13th – Thursday
- 9:00 AM Westhope Internal Monitoring
- 3:30 PM Bottineau Policy Council

18th - Tuesday
- 3:15 PM Burke County Village Team

19th – Wednesday
- 3:15 PM Renville County Village Team in Mohall
- 3:30 PM, Bottineau County Village Team in Bottineau
- 3:30 PM Dunseith Site-based Team meeting

21st - Friday
- 9:00 AM Paraeducator Training: Modules 1 & 4 Bottineau High School Conference Room
- 10:00AM McHenry County Village Team
- 2:00 PM Rolette County Village Team

24th – Thursday
- 6:00 House in Bottineau PM “Dinner” Talk, Norway House

**DECEMBER 2003**

2nd – Tuesday
- 9:00 AM Bottineau High School Internal Monitoring

4th – Thursday
- 9:00 AM Rolette Internal Monitoring

9th – Tuesday
- 9:30- 2:30 Decoding/Encoding Literacy Training at Zion Lutheran Church in Mohall

19th – Friday
- 10:00 AM Program Coordinator’s Meeting in Stanley

**FUTURE DATES**

Feb. 6th & 7th – Friday/Saturday
- 2004 ND CEC Conference in Minot.

March 9th & 10th – Tuesday/Wednesday
- 2004 NDDPI Transition Sprint Institute in Bismarck.

March 15th – Monday
- Region 3 Marketplace for Kids at Lake Region State College in Devils Lake

April 6th - Tuesday
- Region 2 Marketplace for Kids at Minot State University

April 29th – Thursday
- Region 1 Marketplace for Kids at Williston State College
BULLYING BEHAVIOR

By Keith H. Gustafson, Director

Bullying behavior has become a significant problem in our schools. It is interfering with the educational opportunities being provided to a large segment of our student population. One of the fundamental principles underlying an effective instructional program has been identified as the “need for a safe and non-threatening learning environment” in which all children feel welcome and valued members of the learning community. Unless children feel valued, safe, and welcome, they will not benefit from the learning opportunities we provide. And yet, every day of the year, countless children are denied the basic right to a safe learning environment and are thus, not receiving appropriate educational opportunities.

Bullying behavior has become a significant problem in our schools. It is interfering with the educational opportunities being provided to a large segment of our student population. One of the fundamental principles underlying an effective instructional program has been identified as the “need for a safe and non-threatening learning environment” in which all children feel welcome and valued members of the learning community. Unless children feel valued, safe, and welcome, they will not benefit from the learning opportunities we provide. And yet, every day of the year, countless children are denied the basic right to a safe learning environment and are thus, not receiving appropriate educational opportunities.

IS IT REALLY A PROBLEM? We like to think that this could not possibly be happening in our nice, rural schools. And yet it is. We have traveled into the small communities this year and found children hiding in bathrooms at recess. They don’t dare go out on the playground with the other children because they will be “picked on”. Other children have been hit, called horrible names, and “shunned”. Often these behaviors occur in front of teachers and administrators and yet nothing is done. One incident observed this year, forcing food items down a child’s nose, literally constituted child abuse. And yet the incident was not reported to social services. We try to ignore the issue, sweep it under the rug, and hope no one finds out about it. That seems easier than confronting the issue and ending it.

The bullies are not always other children. Teachers have been reported as bullies. It is not unusual to find an entire community of bullies where bullying is the norm. The school board members bully the Superintendent, who then bullies the Principals, who then bully the teachers, who bully the students, and who then bully each other.

HOW BAD IS THE PROBLEM? The group of children who are at risk are those who are being “bullied” by older, more powerful, or more influential students. A study completed by the National Association of School Psychologists found that an estimated 160,000 children miss school each day in the United States because of the fear of being bullied. The victims of the bullying incidents suffer both short-term and long-term side effects that adversely affect their access to the general education curriculum and other educational and extracurricular opportunities. The tragic element in this dilemma is the fact that very few schools have adequately addressed the need to “bully-proof” the learning environment. Dr. Dan Olweus, a scholar at the University in Bergan, Norway, framed the argument as “a question of fundamental democratic rights”. He referred to the bully/victim problems in school as a violation of the basic values and principles of democracy. He maintained that it is a fundamental democratic right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implicit in bullying. No student should be afraid of going to school for fear of being harassed or degraded, and no parent should need to worry about such things happening to his or her child. An excellent, personal account of the impact of the bullying experience is contained in Rhee Gold’s Confessions of a Boy Dancer. Gold describes the loneliness, isolation, fear, and school phobia that resulted from years of being bullied for the crime of “liking to dance”.

ARE WE DOING ANYTHING? Not only are we not doing anything, we are doing things that make the matter worse. Our children are told that they should not “tattle” on other children. Not “tattling” actually serves to disguise the problem or to inadvertently condone the practice. Our school districts need policies that strictly forbid the practice of bullying, that contain the essential elements needed for an effective policy, and that provide proactive strategies for training, enforcement, and sanctions.

WHAT IS BULLYING?

Dr. Dan Olweus first studied bullying in school settings and examined the impact of bullying on the victims. He started studying bullying in the late 1960’s in school districts in Bergen, Norway. His pioneering research continues to be the most cited on the subject. Olweus defines bullying as “a student is being bullied or victimized when he or she is exposed, repeatedly and over time to negative actions on the part of one or more other students. Negative actions can be carried out by physical contact, in words, or in other ways, such as making faces and nasty gestures or by intentional exclusion from a group.” Olweus further clarifies that “In order to use the term bullying, there must be an imbalance in power (an asymmetric power relationship): the student who is exposed to the negative actions has difficulty defending himself or herself.”

Several other researchers have studied bullying and found that “bullying is more than just one person threatening another”. It is a social phenomenon. A Japanese anthropologist examined the social rituals employed to demean people by setting them apart. He found that children often were forced to perform humiliating behaviors in
public, which turned them into what he termed “polluted persons.” They were made to seem less than human, and this status provided permission for others to further abuse the dehumanized individual with little risk to themselves. Many researchers believe that such lessons about dehumanizing others are a necessary prerequisite for those who take part in drive-by shootings, gang rapes, ritualistic killings, and other behaviors in which people are treated as non-human subjects.

**WHO ARE THE STUDENTS THAT ARE BEING BULLIED?**

Olweus classifies the victims of bullying into two groups. He describes one group as the “passive/submissive victim”. Olweus maintains that his research results clearly suggest that personality characteristics and typical reaction patterns, in combination with physical strength or weakness in the case of boys, are very important in the development of these problems in individual students. The behaviors and attitudes of the passive/submissive victims signal to others that they are “insecure and worthless individuals who will not retaliate if they are attacked or insulted”. The victims are characterized by an anxious or submissive reaction pattern combined (in the case of boys) with physical weakness. In-depth interviews with the parents of victims indicated that these boys already had a certain cautiousness and sensitivity at an early age. Boys with these characteristics are likely to have difficulty in asserting themselves in their peer groups and may have been disliked by their age mates. The typical victims are more anxious and insecure than students in general. Further, they often are cautious, sensitive, and quiet. When attacked by other students, they commonly react by crying and withdrawing. Also, victims suffer from low self-esteem. They have a negative view of themselves and their situation. They often look upon themselves as failures and feel stupid, ashamed, and unattractive. The victims feel lonely and abandoned at school. As a rule, they do not have a single good friend in their class. Olweus maintains that the passive/submissive victims are not aggressive or teasing in their behavior. Accordingly, one cannot explain the bullying as a consequence of the victims themselves being provocative to their peers. These children often have a negative attitude toward violence.

The second group described by Olweus is a smaller group of victims referred to as the “provocative victims”. They are characterized by a combination of both anxious and aggressive reaction patterns. These students often have problems with concentration and behave in ways that may cause irritation and tension around them. Some of these students are described as hyperactive. It is not uncommon that their behaviors provoke many students in the class. The dynamics of bully/victim problems in a class with provocative victims differ from those in a class with passive victims.

A disconcerting finding in all of the literature reviewed is the chronic nature of victimization over time. The same and different bullies bully the same victims year after year. Researchers have reported that victimization is highly stable over the school years and is associated with a wide variety of negative outcomes for the child, including depression, low self-esteem, anxiety, and dislike and avoidance of school. Other researchers have presented the results of their fascinating research on chronicity and instability of children’s peer victimization experiences. They attempted to predict children’s loneliness and social satisfaction growth curves from changes in their peer victimization status. They tested several hypotheses regarding the nature of victimized children’s growth curves. Consistent with the Onset Hypothesis, the trajectories that emerged for children who moved from non-victim to victim classification showed increasing levels of loneliness and decreasing social satisfaction. In contrast, findings for the Cessation Hypothesis were mixed, which suggested that children moving from victim to non-victim status do not necessarily evidence significant improvements in loneliness or social satisfaction. So it appears that the victimization status directly induces the feelings of loneliness and social dissatisfaction, and that the impacts have a lasting effect. The impacts do not appear to disappear after the student is placed in a position of no longer being victimized.

Subsequent monthly issues of the FEET Newsletter will address other issues relative to Bullying.

**PRESCHOOL CLASSES OFFERED:**

Graduate level course work will again be made available Spring Semester in area schools. Marlys Albright will be teaching the Western Cluster in Mohall and Keith Gustafson the Eastern Cluster in Rolla and Rolette. The course, offered through Minot State University, includes Methods and Materials in Teaching the Preschool Handicapped Child. Anyone interested in registering for the courses should contact Keith Gustafson or Marlys Albright.

**WHAT’S HAPPENING WITH OUR POLICY COUNCILS?**

The Policy Councils sponsored by the member school districts have some wonderful activities planned for the 2003-2004 academic year. Some examples consist of:

- The St. John Policy Council is installing amplification systems in all of their elementary classrooms.
- The Rolla Policy Council is writing a policy on Open Enrollment, establishing a local curriculum committee using two curriculum coordinators, and addressing Literacy Skills in the Kindergarten classroom.
- The Rolette Policy Council is working on developing a policy on “grading” that can be used for the school district.
- The Bottineau Policy Council is busy working on their Literacy For All project, trying to build an Early Childhood Center building, and expanding parent support services. Other projects include an after-school tutoring program, staff training, and program development in the area of Autism.
The Westhope Policy Council is developing curricular materials for a student with significant communication difficulties, planning Extended School Year programs, experimenting with distance-learning speech and language therapy, and providing extensive staff development.

The Newburg Policy Council is developing an “incentive” program to enhance the motivation of students with disabilities to excel and providing staff development activities.

The Mohall/Sherwood Policy Council is very busy with the Literacy Initiative and working on developing new services in the areas of a “preschool behavior group”, community integration opportunities for students with disabilities, and parent involvement.

The Dunseith Policy Council has been supporting the introduction of the Unified Education System into the school district. Other activities have consisted of trying to fund a school nurse and developing a Site-based Special Education Coordination Team.

**UPCOMING EVENTS –**

**JANUARY 2004**

7th – Wednesday  
- 3:15 PM Renville County Village Team in Mohall

9th – Friday  
- 10:00 AM Program Coordinator’s Meeting at MSU-Bottineau

13th – Tuesday  
- 10:00 AM Visioning Committee Meeting at Bottineau High School  
- 3:30 PM Bottineau Policy Council

14th – Wednesday  
- 3:45 PM Stanley Village Team

16th – Friday  
- 10:00 AM Rolette County Village Team in Belcourt  
- 2:00 PM Mohall Site-Based Team

19th – Monday  
- 10:00 AM Social Support Committee meets in PGSS Office

20th – Tuesday  
- 3:15 PM Westhope/Newburg Site-based teams meets via ITN

21st – Wednesday  
- 3:00 PM Bottineau County Village Team meets

22nd – Thursday  
- 3:30 PM Rolette County Village Team meets

23rd – Friday  
- 8:00 AM Mohall “IEP” Day

26th – Friday  
- 10:00 AM Data Collection Committee meets in PGSS Office  
- Bottineau Policy Council meets at the High School

27th – Tuesday  
- 3:30 PM Burke County Village Team meets in Bowbells

28th – Wednesday  
- 3:00 PM Pierce County Village Team meets at Rugby County Courthouse

30th – Friday  
- 3:00 PM TGU Village Team meets at Towner School

**FEBRUARY 2004**

4th – Wednesday  
- 9:00 AM Rolla Internal Monitoring

5th & 6th – Friday & Saturday  
- CEC Conference in Minot

11th – Wednesday  
- 9:00 AM PGSS Governing Board Meeting in Bottineau

13th – Friday  
- 10:00 AM Program Coordinators Meeting in Bottineau

17th – Friday  
- 9:30 AM Literacy Workshop in Mohall

25th – Wednesday  
- 9:00 AM Stanley Internal Monitoring

**FUTURE DATES**

April 6th – Tuesday  
- Region 2 Marketplace for Kids at Minot State University

April 29th – Thursday  
- Region 1 Marketplace for Kids at Williston State College

**PEACE GARDEN SPECIAL SERVICES**

309 2nd St E  
Bottineau, ND 58318-1104

701-228-3743  1-800-932-8923
Olweus’s findings relative to social characteristics of the bullies, however.

In another study conducted by the American Psychological Association (A.P.A.), it was found that the typical bully is “likely to be among the most popular kids in school, admired by peers and teachers alike”. In the book Real Boys’ Voices, the author asserts that because of the popularity of bullies within the school setting, intimidation was too often rewarded. “Aggression, homophobia, and violent behavior are looked up to in boys” the author is reported to say. “Being artistic or musical is not”.

A fascinating book by Howard Polasky (1962), Cottage Six, provides a striking account of the negative youth subcultures in residential treatment programs for antisocial students. He describes the culture of “bullying” in a setting in which all of the residents would be defined as “bullies”. Polasky describes how a powerful hidden hierarchy can undermine the treatment process. At the top of the pecking order are those youths most able to intimidate peers, either physically or psychologically. At the bottom are the weak or passive “bushboys” who become targets of the aggression. In the middle are the majority of status-hungry youths who would do almost anything to keep in good graces with the negative leaders. Although adults working in the facility thought they were running a progressive, well-staffed, psychiatric treatment center, in reality, the setting contained a totalitarian society ruled by peer violence and intimidation. Polasky described that when new students entered the group, established members would “rank” them by attributing real or imagined weaknesses. In this culture of pseudo-masculine toughness, those who chose not to fight back were labeled “queer” and confined to permanent scapegoat status. Polasky described scape-goating as “the warp and woof of the social structure”. When scapegoats meekly accepted their roles, few repercussions were felt throughout the program.

Olweus also reported bullying behavior that was perpetuated by girls. He found that with female bullying, there was less physical contact. Girls typically used more subtle and indirect forms of harassment, such as slander, spreading rumors, intentional exclusion from the group, and manipulation of friendship relations. Mary Pipher, a consulting Clinical Psychologist at the University of Nebraska, has studied bullying in girls. She reports
that girls can be merciless with each other. Pipher states “Many girls scapegoat other girls, girls who are overweight, who are good at math, who don’t have the right clothes, or who don’t conform to our cultural ideas about femininity.” Pipher further comments “Scapegoating is the ultimate form of social control for girls who are not sufficiently attentive to social pressures. Scapegoats are shunned, teased, bullied, and harassed”. Such forms of bullying are often more difficult for adults to detect. She found that girls who are smart, assertive, confident, too pretty, or not pretty enough are likely to be scapegoated. Pipher interprets this pattern to result from the fact that girls do not learn to express anger directly. Unlike boys, they are not permitted to fight physically with their enemies. They express anger by “cattiness” and teasing. They punish by calling a girl on the phone to say there’s a party, and she’s not invited. They punish by walking up to girls with insults about their clothes or bodies, nicknames, and derogatory labels. They punish by picking a certain girl, usually one who is relatively happy, and making her life miserable.

A related phenomenon discussed by Perry, Williard & Perry is the social risk factor of “peer rejection” that contributes to the victimization. Peer rejection refers to the state of being generally disliked by the entire peer group. Rejection usually is defined in terms of receiving many negative sociometric nominations from classmates. Aggressive classmates may perceive children who are rejected by classmates, even if they possess friends, as fair game. Perry’s findings strongly suggest that peer rejection is a condition that invites, disinhibits, and condones attacks against fringe children. (To be continued in the March Edition)

**WHAT ARE CRITICAL LIFE SKILLS?**

One of the initiatives being sponsored by the Peace Garden Consortium is curriculum development in the area of Critical Life Skills. This initiative grew out of the State Monitoring of the Peace Garden Consortium two years ago. During focus-group interviews in seven communities, parents expressed a concern that our special education services have stressed mainstreaming and inclusion so much that we are forgetting to teach the children the survival skills that they will need to compete successfully in life. An examination of the post-school data confirms this assertion. Many of our students do not succeed after the transition to the adult world from high school because they do not have the social, domestic living, vocational, leisure recreation, and community access skills needed to live independently. Some of the problems they encounter are budgeting their money, keeping a job, finding constructive outlets for free-time, and making new friends.

In an effort to improve our services in this area, a group of teachers has been meeting regularly to design a curriculum that will be used with all students receiving special education services. The curriculum will be ready for field-testing during the 2004-2005 school year. The special education teachers in Bottineau, Rolla, St. John, and Rolette will be piloting the curriculum for one year. It will then be expanded into the other school districts. The curriculum, when completed, will consist of an assessment procedure to determine where each child is currently performing in each of the areas of critical life skills. There will also be sets of lesson plans for teachers to use in teaching the children the skills they are missing.

A training session will be held this summer at Lake Metigoshe. The training session is scheduled for Wednesday, August 11, 2004 and will be taught by Constance Gregor and Lisa McCLOUD of Rolla. Constance and Lisa have been serving as Co-coordinators of the project. We are very excited about the curriculum being developed and would like to thank the special education teachers in the pilot schools for their hard work and dedication. They have even been working on Saturdays to get the curriculum written!

**FEET CAMPSHIPS:**

As you begin planning the ESY programs for students with disabilities, remember that the Policy Council Family Educator Enhancement Teams will again have $50 camperships available to award to students to help pay for registration at summer camps. In addition to providing stimulating learning experiences for our students, summer camps or programs are invaluable in getting students off on the right track for participation in extra-curricular activities. The forms will be sent out to each Policy Council in March.

**GRANT AWARDED!**

The Bottineau Curriculum Consortium, under the direction of the Coordinator, Dr. Deb Syvertson, has been awarded a Title IID grant from the Department of Public Instruction. The grant, in the amount of $136,000.00, will help purchase equipment and provide inservice training for the schools participating in the Unified Education Program. The grant funds will help provide stipends to teachers, provide 4MAT training, and for sponsoring a return visit by Liz Aurbach, the author of the Grady Profile. We are very pleased with the grant award and would like to extend our heart-felt appreciation to Deb and her colleagues for the excellent job they are doing on that project.
UPCOMING EVENTS –

FEBRUARY 2004
4th – Wednesday
• 9:00 AM Rolla Internal Monitoring
5th & 6th – Friday & Saturday
• CEC Conference in Minot
11th – Wednesday
• 9:00 AM PGSS Governing Board Meeting in Bottineau
13th – Friday
• 10:00 AM Program Coordinators Meeting in Bottineau
14th – Saturday
• 8:00 AM-12:00 PM Love and Logic Workshop, TGU
16th – Monday
• 8:00 AM-12:00 PM Love and Logic Workshop, TGU
17th – Tuesday
• 9:30 AM Literacy Workshop in Mohall
18th – Wednesday
• 9:30 AM Literacy Workshop in Mohall
• 3:30 PM Bottineau Village Team
19th – Thursday
• 9:30 AM Literacy Workshop in Mohall
21st – Saturday
• 8:00 AM-12:00 PM Love and Logic Workshop, TGU
24th – Tuesday
• 3:30 PM Rolette Policy Council, Rolette High School
25th – Wednesday
• 9:30 AM Literacy Workshop in Mohall
26th – Tuesday
• 9:00 AM Stanley Internal Monitoring
• 3:30 PM Bottineau Policy Council meets at the High School
29th – Wednesday
• 10:00 AM Case Review Committee, PGSS Office
• 1:00 PM PM Outreach Committee Meeting, PGSS Office

MARCH 2004
2nd – Tuesday
• 10:00 AM Data Collection Committee
3rd – Wednesday
• 7:45 AM Bottineau Site-based Team, Middle School
• 3:30 PM Mohall Village Team, Mohall Elementary
4th – Thursday
• 9:00 AM Sherwood Internal Monitoring
5th – Friday
• 10:00 AM Program Coordinators Meeting in Bottineau
17th – Tuesday
• 9:30 AM Literacy Workshop in Mohall
5th – Friday
• 10:00 AM Program Coordinators Meeting in Bottineau
9th & 10th – Tuesday & Wednesday
• State Transition Conference in Bismarck
12th – Friday
• 9:30 AM Related Services Committee meets in PGSS Office
• 9:00 AM Paraeducator Training, Bottineau Middle School
15th – Monday
• Region 3 Marketplace for Kids at Lake Region

APRIL 2004
1st – Thursday
• 9:00 AM Bowbells Monitoring, Bowbells High School
2nd – Friday
• 10:00 AM Program Coordinator’s Meeting at MSU-Bottineau
6th – Tuesday
• Region 2 Marketplace for Kids at Minot State University
7th – Wednesday
• 3:15 PM Renville County Village Team in Mohall
12th – Monday
• 10:00 AM Case Review Committee, PGSS Office
21st – Wednesday
• 9:00 AM PGSS Governing Board Meeting in Bottineau
• 3:00 PM Bottineau County Village Team meets
• 3:15 PM Westhope/Newburg Site-Based Team, IVN
22nd – Thursday
• 9:00 AM Wolford Monitoring
23rd – Friday
• 9:00 AM Peace Garden Consortium Staff Training, Lake Metigoshe
26th – Tuesday
• 10:00 AM Case Review Committee meets, Norway House
• Bottineau Policy Council meets at the High School
27th – Tuesday
• 10:00 AM Data Collection Committee meets in PGSS Office
• 3:30 PM Burke County Village Team meets in Bowbells
29th – Wednesday
• 9:00 AM Bottineau County Curriculum Consortium Meeting, Bottineau
• 3:00 PM Pierce County Village Team meets at Rugby County Courthouse
29th – Thursday
• 2:00 PM Consortium Policy Council Annual Meeting in Mohall
• Region 1 Marketplace for Kids at Williston State College
30th – Friday
• 3:00 PM TGU Village Team meets at Towner School

MAY 2004
14th – Friday
• 10:00 AM Village Team Conference in Mohall
17th – Tuesday
• 9:30 AM Literacy Workshop in Mohall

AUGUST 2004
11th – Wednesday
• Critical Life Skills Training, Lake Metigoshe

State College in Devils Lake
WHAT IS THE INCIDENCE OF BULLYING?
By Keith Gustafson

The incidence statistics on bullying vary significantly in the research. The incidence varies across countries that have studied bullying behaviors and within countries, across age spans and across sex. A distinction must be made between the “one-time” reporting of bullying, which is far more frequent, and the repeated victimization of the same child, a smaller percentage but the group of children most often studied in the literature. The incidence of bullying being reported by students as having occurred one time, or just a few times, during their entire academic career, ranges from 60% -90% of all school age students. Researchers have reported the incidence at 81% of school-aged males and 72% of school-aged females who reported having been bullied, with younger children, ages 10-13, experiencing greater levels of victimizing behaviors. Other researchers found that 90% of rural middle school students and 66% of rural high school students said they had been bullied during their school careers. In another study of midwestern schools, conducted by a researcher from the University of North Dakota, it was reported that 72% of the females and 81% of the male respondents felt that they had experienced bullying at some point in their student careers.

The incidence of “chronic” bullying, or the same student being victimized repeatedly, has also been studied worldwide. Olweus, the Norwegian researcher, reported on the results of his research of 150,000 Norwegian and Swedish students in grades 1 to 9 and found that the average incidence of students participating in chronic bullying behavior was at 15%. Of the students surveyed, approximately 9% reported themselves as victims and 7% were classified as aggressors. Olweus reported that boys far outnumber girls in terms of being involved in bullying incidents. When girls reported that bullying had occurred, they often reported themselves as victims of bullying perpetuated by boys. The University of North Dakota research team reported that roughly 1 in 6 students (18%) reported that they were seriously traumatized by repeated abuse from their peers. Another article appearing in the Prevention magazine reported the results of a national study of 15,686 students estimated that the incidence on chronic bullying is as high as 30% in grades 6 through 10. This statistic included students who are the repeated targets of bullying or students who repeatedly bully others. The study cited in Prevention estimated that 1.6 million kids in grades 6-10 are bullied at least once a week and that 1.7 million are bullying others.

Researchers in Finland have reported the incidence from their 8-year longitudinal study of 6017 children. They found that at age 8, 15% of boys and 7% of girls had been victimized. The data for the same cohort 8 years later, at age 16, indicated that 12% of the girls and 13% of the boys had been victimized. Another study from Cardiff University found boys used sexually abusive, aggressive language and violence to unsettle and intimidate girls. The research revealed that more than a third (33%) of the pupils had been bullied, mostly by children of the same sex, for not fitting in with the children’s ideas of how boys and girls should behave.

WHAT CAUSES A CHILD TO BECOME A BULLY?

Olweus identified four factors that turned out to be characteristics of the rearing practices and other conditions during childhood that appeared to be conducive to the development of an aggressive reaction pattern.

1. The basic emotional attitude of the primary caretaker, usually the mother, toward the child during the early years. A negative emotional attitude, characterized by lack of warmth and involvement, increases the risk that the child will later become aggressive and hostile toward others.
2. Permissiveness for aggressive behavior by the child. If the primary caretaker is generally permissive without setting clear limits for aggressive behavior toward peers, siblings, and adults, the child’s aggression level is likely to increase.
3. Use of power-assertive child rearing methods, such as physical punishment and violent emotional outburst. Children of parents who make frequent use of these methods are likely to become more aggressive than the average child.
4. The temperament of the child. A child with an active and “hot-headed” temperament is more likely to develop into an aggressive youngster.
than a child with an ordinary or quieter temperament. Other researchers have reported that bullying appears to have little to do with whether families are intact or not. Nor are bullies necessarily poor kids with single parents. The researchers have found bullying just as often in cases where there was a mom and dad with high economic status. The number one variable identified was parental supervision. If kids are unsupervised, they’re more likely to become bullies, or for that matter, to abuse drugs or get involved in all kinds of harmful activities. The researchers have also found evidence, dissimilar to Olweus, that bullies also suffer from depression. The researchers found that 30 to 40 percent of the bullies in their studies report depression. Other characteristics reported consisted of being lonely, trying to hurt themselves, and having trouble eating and sleeping.

The Finnish researchers also examined the child and family factors associated with bullying in their longitudinal study of over 6,000 Finnish children. In statistical analysis, parental education level, socioeconomic status, family composition and change in family composition, during the 8-year follow-up study of victimized children and bullies, were not significantly associated with bullying at age 16.

Other researchers have discussed the results of longitudinal data that found differences in the parenting skills of the parents of two groups of boys. The parents of the very antisocial boys were ineffective and inconsistent in their discipline, ignoring an infraction on one occasion and harshly punishing it on another. They were not involved in their children’s lives as playmate, mentor, role model, or advocate. They didn’t encourage their children and didn’t positively manage or interact with them. Finally, they didn’t have the minimal problem-solving and conflict-resolution skills that are essential to meet the challenges of their daily home and work lives.

**ESY Programs:**

It’s time to start thinking about the Extended School Year (ESY) programs that must be addressed for all students with disabilities. Remember that ESY must be considered for every child and that multiple criteria must be applied in making the determination of need versus not needing an extended school year program. Appendix I of the Peace Garden Consortium of Student Support Services Policies and Procedures Guide (big green book) contains detailed information on the process, the criteria, and the responsibilities.

**Early Entrance Notification**

Every school district in North Dakota is required by state law to advertise the availability of Early Entrance Examinations for students who wish to enroll in kindergarten in the fall of the year but who do not turn age five before midnight on August 31. Parents who are interested in having their child evaluated must contact the school district of residence and request the evaluation. The evaluation must then be completed before the beginning of kindergarten the year in which the parents desire to enroll the child. Since the evaluations must be completed over the summer, it is important that every school district publish the notification in the spring or early summer. Please call the Peace Garden Consortium office if you do not have a copy of a sample news release. You may also obtain copies of the criteria from our office.

**Grants Awarded!**

The Peace Garden Consortium Cooperating Schools have been awarded Policy Council Grants. The discretionary grants were submitted by the school districts with active Policy Councils. The grant awards are designed to provide support to the schools to implement school improvement outcomes, provide extracurricular support and assistive technology services for students with disabilities, and to provide staff development and other support services for teachers, parents, and students. The listing of school districts applying for the grant awards and the total amounts that were approved consisted of:

- Bottineau ($21,000.00)
- Bowbells ($7,500.00)
- Crosby ($10,000.00)
- Dunseith ($15,000.00)
- Lignite ($6,000.00)
- Mohall/Sherwood ($16,250.00)
- Newburg ($1,070.00)
- Powers Lake ($6,000.00)
- Rolla ($15,000.00)
- Stanley ($14,500)
- St. John ($10,305.00)
- TGU ($15,436.00)
- Westhope ($8,300.00)

The school districts are to be commended for the excellent grants that were submitted. The federal funds allocated for the grants will be well used in serving students with disabilities in the least restrictive learning environment.

**Logo Needed:**

The Turtle Power Learning Center is sponsoring a contest for students attending any one of the cooperating school districts. Students are being asked to submit entries for the Logo Competition. The competition involves creating an illustration of a “powerful turtle”, or other symbol or picto-gram that visually depicts the concept of Turtle Power. The work of artist that is selected will be used as the official logo for the Turtle Power Learning Center. The winning entry will be awarded a prize of $100.00. All entries will be displayed in the Peace Garden Consortium Office over the summer months. The deadline for submission is May 15th, 2004 with
the winner being announced by June 1, 2004. Entries must be submitted or delivered to the Peace Garden Office in Bottineau with a cover sheet listing the school district, student’s name, age, and grade, and the sponsoring teacher’s name.

UPCOMING EVENTS –

MARCH 2004

2nd – Tuesday
- 10:00 AM Data Collection Committee
- 3:30 PM Rolla Site-based team meeting

3rd – Wednesday
- 7:45 AM Bottineau Site-based Team, Middle School
- 3:30 PM Mohall Village Team, Mohall Elementary

4th – Thursday
- 9:00 AM Sherwood Internal Monitoring

5th – Friday
- 10:00 AM Program Coordinators Meeting in Bottineau

8th – Monday
- 10:00 AM Case Review Committee meets, PGSS

10th – Wednesday
- 3:45 PM Mountrail Village Team meets in Stanley

9th & 10th – Tuesday & Wednesday
- State Transition Conference in Bismarck

12th – Friday
- 9:30 AM Related Services Committee meets in PGSS Office
- 9:00 AM Paraeducator Training, Bottineau Middle School

15th – Monday
- 3:30 PM Rolette Policy Council meets
- Region 3 Marketplace for Kids at Lake Region State College in Devils Lake

17th – Wednesday
- 10:00 AM Literacy Workgroup meets in Mohall
- 3:30 PM Bottineau Village Team meeting

23rd – Tuesday
- 8:00 AM-12:00 PM Love and Logic Workshop, TGU

25th – Thursday
- 9:00 AM Lignite Internal Monitoring

26th – Friday
- 10:00 AM TGU Village Team meets in Towner
- 1:00 PM Early Intervention Committee in Towner
- 2:30 PM Related Services Committee in Towner

29th – Monday
- 10:00 AM Case Review Committee, PGSS Office
- 1:00 PM Outreach Committee Meeting, PGSS Office
- 4:00 PM TGU Policy Council in Towner

1st – Thursday
- 9:00 AM Bowbells Monitoring, Bowbells High School

APRIL 2004

11th – Wednesday
- Critical Life Skills Training, Lake Metigoshe
WHAT ARE SOME OF THE CONTROVERSIAL ISSUES INVOLVING BULLYING?
by Keith Gustafson

Researchers have examined “bullying” as a social construct operative within the context of school climate. It has been determined that there is a social structure in schools that rewards bullying. The bully can “fit in” and “be cool”. The researchers have expressed the concern that we don’t teach students the skills they need “to tolerate differences”. So when the children see people who are different, they lash out and make fun of them. A common reaction of adults is to ignore bullying and to treat violence among youth as individual, isolated criminal offenses.

Bullying in our schools is a growing problem because of the inattention of the teachers and administrators. The National Education Association (NEA) has identified the common belief held by many teachers that “bullying is part of life, that it is a rite of passage”. The NEA also identified a common perception held by bullies, and reinforced by teachers and administrators, that “tattling” is an inappropriate behavior. This attitude in effect squelches attempts to report harassment, and directly empowers the perpetuator of the bullying behavior. A school administrator, in Boston, MA, reported the need to encourage students to report incidents of bullying. He stated: “Other pupils should always be encouraged to report bullying, knowing that it will be dealt with properly. Victims should always feel confident that the bullying will stop with no repercussions.” The Education USA reported in the April 15, 2002, edition the results of a study completed by the National Association of Secondary School Principals. Of the students who reported being bullied, 40% said they had told a friend and 17% had told their mother. Just 4% reported that they had told a teacher and 17% reported telling no one. Almost half, 47% said nothing changed after telling someone, and 16% said things got worse. Other researchers have reported similar results including studies completed in Portugal. The researchers found that only about 5% of the victims told teachers about problems because they were afraid of retaliation. Other researchers have conducted studies on the reasons children “do not seek help”. The questions they ask in their research examine a) Which students are most likely to seek help, b) Why students seek help, and c) Why students do not seek help, and what do they do instead? The findings from their research concur with other researchers about the low incidence of children who report bullying or seek help from adults, but expand the concept to examine the social parameters influencing those choices.

Polasky, a researcher who studied “bullying” in a residential setting for bullies, pointed out that even in those cases where bullying was the cultural norm for the incarcerated youths, most staff either were ignorant of the victimization or chose to ignore it. Some adults were actually seduced into the bullying process, tacitly supporting the scape-goating of low-status members and supporting bullies by recognizing them for their leadership. In this culture of intimidation, many poorly trained front-line workers became victims of a kind of reverse behavior modification in which their actions were shaped by the aggressive youth. Many staff tried to show their own toughness with intimidating language and demeanor, thereby modeling bullying behavior.

Bullying is a phenomenon that is on the increase, resulting in an ever more significant social problem. Researchers have attributed this increase in the phenomenon to the fact that families spend less time together, which leaves boys fewer outlets for productive communication. “It’s a national epidemic” one researcher asserts, “both the amount of teasing and the intensity of it have increased over time and the stakes are higher”. “We’re talking AK-47s now, not just a shove”. Although the majority of instances of bullying occurring in our public schools involve verbal aggression and verbal harassment, employees of private schools and residential facilities are concerned
with the growing incidence of violent physical aggression, hazing, and rape and sexual abuse.

The Maine Attorney General's Office has reported a significant increase in the number of hate crimes and bias incidences involving teenagers and younger children that have been reported to police since 1992. The escalation of degrading language and slurs to more focused harassment and threats and then to violence was the pattern in virtually every case of serious hate violence in middle schools, high schools, and colleges in the seven years of the anti-hate crime enforcement effort in Maine. Researchers have found that teachers are more likely to ignore incidents of homophobic bullying, such as boys calling a classmate “gay”, because it raised the issue of sexuality. It is uncertain if their reluctance to intervene in these instances is caused by their own value system, or beliefs about the “rightness” or “wrongness” of a different sexual orientation, or their discomfort level in discussing gender identity issues. The researchers advise that this dichotomy be addressed in school district anti-bullying policies.

It is also important to understand that the researchers are divided in terms of their perceptions of the status of the “bully”. Whereas many of the researchers view bullies as perpetuators, social deviants, or the “bad guys”, an equal number of researchers view the bullies as victims themselves. Conrad Farner, an Assistant Principal at Frank Lloyd Wright Middle School in West Allis, WI, discusses interventions to assure that the “bullies” receive an appropriate education rather than being suspended or expelled from school. He cites the use of excessive suspensions, both in school and out-of-school, with the advent of zero-tolerance policies being adopted by school districts. His program is designed to provide intervention services to students classified as “disruptive” and often associated with the perpetuation of “bullying” behaviors. He describes this group of students as scared, uncertain, bored, and alienated, not just from school but also from their families and society in general. He describes their crime as the simple act of being caught in a situation where “many of their most basic needs have not been met”. They struggle to find ways to cope with the unfamiliar situations and expectations of public schools.

There are many variables that are involved in the confusion surrounding the polarization of attitudes. Should school districts punish the bully, thereby protecting the rights of the victim, or try to teach the bully more appropriate behavior, thereby minimizing the value placed on the role of the victim? In the next issue of the FEET Newsletter, in August, we will be finishing up with our series on “bullying”. Suggestions will be offered to parents and teachers on “what needs to be done”. It is important that everyone get become involved at the school district level and provide the necessary interventions to both the victim and the “bully”, thereby putting a stop to bullying.

CAMPERSHIPS:
There are still funds available to students with disabilities to assist with the cost of tuition for summer camps and extracurricular summer activities. Please submit applications to the PGSS or NPSE offices by June 1, 2004.

ALL SPECIAL EDUCATION STAFF:
Please remember:
• Speech Equipment is due in the PGSS Office by the end of the school year.
• Final Reports from Program Coordinators are due by May 21st, 2004.
• The data from the Efficacy Study on BLST is due by May 21st, 2004.
• Policy Council Summaries of Activities are due with the request for funds by May 28th, 2004.
• ESY program plans must be completed prior to closing your doors for the summer.

SUPERINTENDENTS:
Remember to call either the PGSS or NSPE office if you find yourself in the position of having to employ a new teacher in any of the areas of special education. A teacher will not be eligible for a temporary credential unless the following steps have been taken.
• The teacher must have had a minimum of two years of teaching experience.
• The teacher must be enrolled in a University training program that leads to a degree in the area of special education for which the temporary credential is being requested.
• The teacher must have completed a minimum of 8 semester hours of graduate credit in the major field of study.
• The Director of Special Education must submit the letter of request for the temporary credential.
• Copies of current transcripts and the Program of Study from the University is required with the letter of request.
Please call our office with the names of students who are receiving ESY services. If the students are on a “high-cost student contract”, we will
amend the contracts so that your school district is reimbursed for the costs (assuming you’ve met your liability).

**PlANS FOR NEXT YEAR:**
The FEET Newsletter has been running a series of articles this year on “bullying”. This series will be finished with publication of the August Newsletter. Beginning in September, our featured series of articles will address the role of “grading” students with disabilities. If you as parents or students have any stories that you would like to share about “nightmares” or “success stories” about grading, we’d love to hear from you. We’d also like to remind everyone that we would like to have questions submitted that could be used for “question and answer” articles. We hope everyone has a good summer!

**UpCOMING EVENTS –**

**MAy 2004**

3rd – Monday
- 10:00 AM Case Review Committee, PGSS Office
- 6:00 PM Site-based Coordinators Dinner Talk, Norway House

4th – Tuesday
- 10:00 AM New Definition Workgroup meets at PGSS Office

5th – Wednesday
- 9:00 AM Wolford Internal Monitoring
- 3:45 PM Mountrail County Village Team, Stanley

6th – Wednesday
- 10:00 AM Powers Lake Internal Monitoring
- 7:00 PM TGU Policy Council, Towner School

7th – Thursday
- 10:00 AM McHenry County Village Team, Towner School

11th – Wednesday
- 3:15 PM Westhope/Newburg Site Team, Westhope School

12th – Wednesday
- 9:00 AM NPSE Governing Board Meeting in Stanley

14th – Friday
- 10:00 AM Village Team Symposium in Mohall

18th – Tuesday
- 8:00 AM Renville County Preschool Screening, Nazarene Church in Mohall

19th – Tuesday
- Follow-up Monitoring, Bottineau

26th – Wednesday

- 8:30 to 3:00 PM Earobics Literacy Launch Training in Mohall

27th – Thursday
- Preschool Screening in Lignite

28th – Friday
- 10:00 AM Outreach Committee, PGSS Office

**JuNE 2004**

10th & 11th – Thursday & Friday
- Early Childhood Conference, Fargo

21st – Monday
- 9:00 AM Quality Assurance Team, PGC Office

29th & 30th – Tuesday & Wednesday
- Math Institute, Seven Seas, Mandan

**JuLY 2004**

12th – Monday
- 10:00 AM RICC, North Central Human Service Center, Minot

14th & 15th – Wednesday & Thursday
- Reading Institute, Ramkota, Bismarck

**AuGUST 2004**

2nd & 3rd – Tuesday & Wednesday
- GRAAIN Conference, Alerus Center, Grand Forks, ND

16th – Monday
- Handwriting w/o Tears Workshop, Seven Seas, Mandan

17th – Tuesday
- 10:00 AM Coordinators’ Meeting, Lake Metigoshe

18th – Wednesday
- 9:30 AM Critical Life Skills Training, Christian Center, Lake Metigoshe

26th – Thursday
- 10:00 AM -12:00 PM SORR Training, PGSS Office
- 1:00 – 3:00 PM Right Track Training, PGSS Office

**PeACE GaRDeN SPEcial SERVICES**

309 2nd St E
Bottineau, ND 58318-1104
701-228-3743

**NORTHERN PLAINS SPEcial EDucaTiON**

PO Box 1059
Stanley, ND 58784-1059
701-628-2007