



TEAM NEWS

(Together Everyone Achieves More)

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

February 2009

In this issue...

- **Economic Stimulus Bill Passed!**
- **Survey Reminders**
- **Directors' Reports**
- **Title I Schools Published**
- **New RTI Guidance Posted**
- **Title I Eligibility Process for 2009**
- **Parent Involvement Survey**
- **Monthly Featured Articles**
 - ✦ Title I and Special Education Collaboration Alerts
 - ✦ Mapping Out Your Reading Instruction
 - ✦ Special Education State Performance Plan and Annual Performance Report
 - ✦ Positive Behavior Support Training
 - ✦ Universal Design for Learning
- **Title I Monitoring Concerns for 2008-2009**
- **Assessment Updates**
- **Title I To Do List**
- **Upcoming Events**

Economic Stimulus Bill Passed!

The Economic Stimulus bill passed both the House and Senate. President Obama is expected to sign the Stimulus Bill on February 17, 2009 in Denver. Title I and Special Education will receive additional funding as a result of this bill. A new link has been established on the Title I website to provide updated information as it becomes available. Log on to www.dpi.state.nd.us/title1/Legislative/index.shtm to access key details regarding how this bill will affect education in North Dakota.

Survey Reminders

The state Title I office is currently conducting two surveys to gather input from school and program personnel.

- **21st Century Survey** – This survey asks for information school personnel want included in the guidance for the 21st Century program. This survey also provides school personnel with an opportunity to ask any questions they may have regarding this program. Please take a few moments to complete the survey by logging on to www.surveymonkey.com/s.aspx?sm=V7bGWwvWzTpXDPoJ6QgIXA_3d_3d.
- **Title I/Special Education Personnel Survey** – We are trying to gather information from school personnel on how to strengthen the collaboration between these two programs. To complete this survey, please log on to www.surveymonkey.com/s.aspx?sm=7XQtWlhGurbR94fZB42Cbg_3d_3d. School personnel who receive the survey information or Team News should feel free to forward this newsletter with the survey link to all special education personnel in their buildings.

Please check with your Special Education staff to make sure that they have sent their email addresses to ldodge@nd.gov. The responses from this survey will be used to identify training needs and topics for the joint Title I and Special Education Fall Conference.

Your input is valued, so please take some time to complete these short surveys.

We would like to extend a special “Thank You” to Washington Elementary School in Jamestown for the acronym TEAM in our masthead.

Title I Director's Report

By Laurie Matzke, ND DPI Title I Director

The National Association of State Title I Directors (NASTID) is an organization that facilitates discussions about educational issues between State Title I directors as well as with U.S. Department of Education (USDE) personnel. This organization convenes a National Title I Conference twice a year in January or February and again in the summer. These meetings provide an excellent opportunity for state directors to receive updated information on issues pertaining to Title I and No Child Left Behind (NCLB). I will be attending the National Title Conference in San Antonio, Texas on February 18 – 20, 2009. I anticipate receiving updates on the following issues and will provide further information in the March newsletter:

- Economic Stimulus Bill

Updates on the stimulus bill, when these funds will become available as well as guidance on how these new funds can be used, (if they can be co-mingled with regular Title I allocations or if they have to be tracked separately) hopefully will be provided during this conference.

- Federal Programs Reauthorization

The reauthorization of the federal programs governed by the Elementary and Secondary Education Act is overdue; however, Congress has made some progress on this reauthorization to date. Hopefully, USDE personnel can provide some insight as to the timeline for the reauthorization process now that the new Congress is in session and the Secretary of Education has been confirmed.

- Response to Intervention

There are several sessions pertaining to Response to Intervention (RTI) on the agenda for the National Title I conference. In addition, the topic is on the agenda for our director's meeting with the USDE staff. I am hoping to get updated information on RTI.

- Title I and Title III Coordination

Another item on the agenda will be the joint guidance documents issued by USDE which are intended to increase the collaboration between the Title I and Title III programs.

Why Should Title I and Special Education Collaborate?

By Bob Rutten, ND DPI Director of Special Education

Those of us who work in special education at the Department of Public Instruction (DPI) are excited about the receptiveness of Title I to improving and increasing the collaboration between our two units. For the last several years the DPI Title I and Special Education units have joined forces to sponsor professional development trainings during the *Summer Symposium*. Building on the success of that professional development activity, we've been able to create a new position across our units. Two areas of responsibilities for this position include enhancing the communication between the units and coordinating the professional development opportunities offered to general and special educators. Two results of this collaboration will be the transformation of the Title I newsletter into a joint Title I and Special Education newsletter and this year's annual Title I Fall Conference into a Title I - Special Education Fall Conference.

Which leads to the title of this article: *Why should Title I and Special Education collaborate?*

For many, the No Child Left Behind Act of 2001 (NCLB) represents a general education reform initiative that included students with disabilities in its demands for increased educational accountability and student achievement. During the reauthorization process, Congress began to align the accountability requirements of special education with those in general education in the Individuals with Disabilities Education Act of 2004 (IDEA 04). Many educators and parents view IDEA 04 as "the marriage of NCLB and IDEA." Several very clear connections between these two federal laws support this perception:

1. **Accountability for Results.** Both laws require much greater evidence of measurable performance. NCLB's *Adequate Yearly Progress* provisions require the inclusion of the state assessment results of the students with disabilities subgroup in the school, district and state AYP calculations. The National Center on Educational Outcomes notes that this is intended to "*close the achievement gap between groups of students that historically perform poorly and their higher performing peers.*" IDEA's *Annual Performance Report* also requires states to monitor the participation in and the performance of children with disabilities on the statewide assessments. Both laws require this information to be publicly reported on an annual basis.
2. **Improvement Planning.** NCLB and IDEA both require districts and schools that do not make Adequate Yearly Progress to engage in improvement planning activities. To reduce the need for schools and districts to have a separate set of improvement activities, the Title I and Special Education units felt it would be more beneficial for schools to develop a coordinated set of professional development activities which could benefit a wide range of struggling students. The joint professional development activities offered during the Summer Symposium and at the Fall Conference have been selected to increase the instructional capacity of general and special educators to raise all students' academic achievement throughout the state.
3. **Parent Involvement.** Both NCLB and IDEA place a high value on meaningful parent involvement. Parents play a critical role in their children's school experiences. Providing educators with strategies to develop and nurture healthy partnerships with their students' parents will provide future benefits to all.

From my perspective the most obvious benefit resulting from greater alignment between general education and special education is the increased access to the general education curriculum for students who have IEPs. There is a long history of underestimating the abilities of young people whose unique learning needs result from their disabilities. Expectations rise for children and youth who have disabilities when they are appropriately included in instruction with nondisabled peers. The increased collaboration between Title I and Special Education will normalize the educational experiences provided to students with disabilities, one important step on the path toward improved student outcomes. Future editions of this newsletter will explore other strong connections between these two laws.

Title I Schools List Published

The department just released the official 2008-2009 list of North Dakota Title I and Non-Title I schools. These lists can be found online at www.dpi.state.nd.us/title1/index.shtm. The figures below summarize this information:

- 312 = Total Title I Schools
- 78 = Schoolwide Title I Schools
- 234 = Targeted Assistance Title I Schools
- 167 = Total Non-Title I Schools

New RTI Guidance Posted

The USDE recently released new guidance pertaining to implementing Response to Intervention (RTI) using Title I, Title III, and CEIS funds. Go to www.ed.gov/programs/titleiparta/legislation.html to access this new guidance in PowerPoint format.

Title I Eligibility Process for 2009

In early February of each year, the Department of Public Instruction determines eligibility status for Title I funding for the subsequent school year. Within the next two weeks, the state Title I office will send correspondence to all Title I authorized representatives informing them of the status of their aggregate units. Each district will receive a chart comparing their last year's aggregate units to the current totals. If their aggregate units increase from the prior year, their allocation may increase if we receive more Title I funds as a state. If their aggregate units go down, their allocation will most likely also decrease. If the numbers do not change much, their allocation will most likely remain steady. Please watch for this information in the upcoming weeks.

NDPIRC Parent Involvement Survey

The North Dakota Parent Information Resource Center (NDPIRC) is looking for approximately 20 Title I schools to participate in the second annual Parent/School Collaboration Survey. The purpose of this survey is to assess the current level and type of parent involvement in North Dakota schools. PIRC currently has a set of 23 Title I schools with which it works and would like to have a comparison group of schools for the survey. All materials for the survey are prepared by NDPIRC. Schools are asked to distribute and collect the questionnaires for grades K-6.

All schools that receive Title I funding are required to get parental input on their Title I programming on an annual basis. Most schools meet this requirement by conducting a survey in the spring. Participating in this NDPIRC survey will meet this Title I requirement for the 2008-2009 school year.

As an incentive to participate, schools can earn a cash prize (up to \$300) based on their school's size and response rate. This money can be used for parent involvement activities required by Title I. In addition, each participating school receives a summary of its own survey results as well as the comprehensive state report. If you are interested in participating, please contact Donald Vangsnes, the NDPIRC's external evaluator at (701-757-5127 or dmddv@gra.midco.net). For more information on NDPIRC, call Betty Bostow at 888-763-7277.

Monthly Featured Articles

Title I and Special Education Collaboration Alerts

SAVE THE DATES: June 18-25 for the Summer Symposium. Look for registration forms in mid-April. We have an exciting set of trainings for this summer. Our Reading sessions will include: Literacy Centers, Culturally Responsive Reading Strategies, Using DIBELS to Drive Instruction, Tier 2.5 - what to do with the 6-7 children in our class that don't qualify for special education, the Reading Academies for K-2, Vocabulary Comprehension Strategies, RTI strategies for Tiers 2 and 3.

We are really excited about the two Math trainings we will have during the Summer Symposium. Dr. Anna McTigue from the Education Development Center in Boston, Massachusetts, will offer a session on making mathematics more accessible to a range of upper elementary/middle school students who struggle with mathematics. Teachers will deepen their understanding of the kinds of difficulties students have with this math content and will explore different ways to help them. They will also focus on ways to strengthen collaboration between math teachers and special educators. In this session, teachers will explore multiple approaches to math problems, view classroom videos, examine student work, engage in discussions, and plan accessibility strategies for math lessons. By providing practical suggestions and *Accessibility Planning Tools*, the workshop will enable teachers to apply strategies to their specific situations—their math curricula, their students, and their school contexts. Co-teaching partners and grade level colleagues, math coaches and district coordinators are encouraged to attend.

The second Math session will be presented by Dr. Leo Edwards. His session will focus on the five content standards from the NCTM and the ND Department of Public Instruction. Hands-on, minds-on, manipulatives, and technology will be provided for instruction in number and operations, measurement, geometry, data and probability, and algebraic thinking. Teachers will develop materials and have hand-outs that are grade-level appropriate for instructing students who are learning challenged. Assessment strategies will also be developed.



Mapping Out Your Reading Instruction

It is important that a community agree upon what skills and abilities students should acquire during their school years and what a worthwhile K-12 educational experience should look like in the classroom. The North Dakota State Standards and Benchmarks assist this endeavor by providing guidance in core curriculum areas for districts that are mapping out their curriculum. These State standards were developed by North Dakota educators and are based on academic standards developed nationally by various professional education associations. The State standards define the measure of success we seek to achieve.

Another excellent resource to check out in regards to mapping out your reading instruction in grades K-3 is the BIG IDEAS in Beginning Reading (<http://reading.uoregon.edu/>). The BIG IDEAS describe the five essential components of reading; phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Also on this website is a document titled *Mapping Instruction to Achieve Instructional Priorities in Beginning Reading, Kindergarten – Grade 3*. This document includes curriculum maps developed by the Institute for the Development of Educational Achievement (IDEA), College of Education, University of Oregon and written by Deborah Simmons and Edward J. Kame'enui.

The curriculum maps outline when students should master certain skills. These skills are broken into specific grade levels and specific reading components. For example, in kindergarten under phonemic awareness, the curriculum map indicates that within the first two months of school, the student should be able to tell whether words or sounds are the same or different, identify whether words rhyme, and clap words in sentences. Another example is in second grade under fluency, the curriculum map indicates that at the beginning of second grade a student should be reading at about 40 to 60 words per minute and by the end of second grade the student should be reading at about 90 – 100 words per minute. Somewhere in the middle of second grade the student should be reading in phrases and with expression. For additional resources on this topic go to the NDDPI website for North Dakota Standards and Benchmarks at www.dpi.state.nd.us/standard/index.shtm or BIG IDEAS in Beginning Reading www.reading.uoregon.edu/ (On the left side of the screen, click on “Links and Resources”, and then on the right side of the screen click on “Curriculum Maps”).

Special Education State Performance Plan and Annual Performance Report

In 2005, the North Dakota Department of Public Instruction (NDDPI) special education staff developed the North Dakota Special Education State Performance Plan (SPP). This six-year (2005-2011) plan is North Dakota's plan for improving the educational results for all children with disabilities. There are 20 very specific indicators, each with its own baseline data, measurable and rigorous annual targets, and improvement activities. Annually since 2005, the NDDPI has collected indicator data from each of the school districts as well as from parent surveys, statewide or regional standing committees, and workgroups.

After the annual collection of the data for each of these indicators is complete, the special education staff at NDDPI reviews and verifies the information. The results are then publicly reported in the ND Special Education Annual Performance Report (APR) and submitted to the U. S. Department of Education, Office of Special Education Programs (OSEP) for federal review. More simply put, the SPP describes what we plan to do over the next 6 years and the APR reports how well this plan worked each year.

Once this report is submitted to OSEP, it becomes a living document used to continuously improve activities at both the district and state level. Based on indicator results, school districts that are identified as needing assistance are contacted and given specific improvement activities to complete within a one-year timeframe. Once the school district has completed the improvement activities, NDDPI special education regional coordinators are notified to review and validate the completed actions. Through this process, issues of concern will decrease and positive results for students with disabilities will increase. The APR is publicly posted at www.dpi.state.nd.us/spced/reports.shtm. For additional information, please contact Alison Dollar at adollar@nd.gov or 328-2277.

“You earn reputation by trying to do hard things well.” -- Jeff Bezos, founder and CEO of Amazon.com

Positive Behavior Support Training

Recently the ND Department of Public Instruction sent out electronic invitations to schools and districts to participate in Positive Behavior Support (PBS) training starting in the 2009-2010 school year. This is the fifth year that the department has offered this timely and effective training.

PBS refers to the culturally appropriate application of positive behavioral interventions and systems to achieve socially important behavior changes. PBS is not a new intervention package, nor a new theory of behavior but an application of a behaviorally based systems approach to enhancing the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occur. Attention is focused on creating and sustaining school environments that improve lifestyle results (personal, health, social, family, work, recreation, etc.) for all children and youth by making problem behavior less effective, efficient, and relevant and desired behavior more functional. Research has repeatedly shown that schools which implement PBS with fidelity realize positive student effects which translate into improvement on various school-based performance measures.

Schools implementing PBS have experienced increases in school-wide positive behavior as well as improved academic performance. It must be recognized that these results do not come easily. For PBS to work, a three-year commitment is required along with a financial investment for professional development staff training. Without commitment to the fidelity of PBS implementation, the positive outcomes that schools have experienced will not be realized. If you're not sure about the benefits of PBS to your school, please speak to your administrator. More information about PBS can be obtained by contacting Patrick Moran at pmmoran@nd.gov. When you are ready to make a difference – implement PBS.

Universal Design for Learning

The ND Council for Exceptional Children conference in Fargo offered an introductory workshop on Universal Design for Learning (UDL) presented by Dr. Joy Zabala from the Center for Applied Special Technology (CAST). Dr. Zabala introduced the UDL framework to special education teachers, general education and special education administrators, speech and language pathologists, and technology specialists. UDL provides a framework of instruction that ensures access, participation and progress in the general education curriculum for students with diverse learning needs. The diversity in the classroom encompasses more students than simply those who are on an IEP. UDL emphasizes the use of digital technology and other strategies to support these diverse learning needs. A common misconception about UDL is that it is limited to high technology environments. UDL often requires low tech solutions to increase the accessibility of curriculum and instruction. Incorporating UDL principles into curriculum and instruction from the beginning saves time and money.

Mandates for UDL have been included in IDEA 04 and the Higher Education Opportunity Act passed last August. Textbook publishers must make digital formats for all textbooks and core instructional materials available in order to meet the “timely manner” mandate in IDEA 04. According to the Higher Education Act, pre-service general education teacher prep programs must incorporate “instructional techniques and strategies consistent with the principles of universal design for learning.” Look for some UDL sessions at the Title I-Special Education Fall conference.

Title I Monitoring Concerns for the 2008-2009 School Year

After reviewing several monitoring submissions, two common areas are consistently not meeting the requirements of Title I regulations. We thought we would share them in our newsletter so that school personnel can ensure they are corrected.

- **Time Documentation and Assurances** – Districts that have federally funded personnel must complete an assurance every six months (at a minimum), documenting the time that staff worked in a particular federal program. The individual and their supervisor must both sign the assurance. The mistakes regarding this issue typically fall into one of three categories:
 - ✓ Teachers certifying their own time. A supervisor must also sign the assurance to document that a staff member spent a specific percentage of time on Title I activities.

- ✓ The assurance is completed for the entire school year. Assurances must be completed at least two times a year. It is best to sign one assurance for July 1 – December 31 and a second one for January 1 – June 30.
 - ✓ The supervisor and employee certified time before the dates actually occurred. Assurances must be signed after the time has occurred. Information and sample documentation for this requirement can be found at www.dpi.state.nd.us/title1/time_effort.shtm on the Title I website.
- **District/School Report Cards** – All public school districts must inform parents and community members of the district/school report cards (on the department’s website, it is called the “School Plant Profile”) and provide an opportunity for individuals to review these reports. The mistakes regarding this issue fall into one of two categories:
- ✓ Many submissions included an explanation of the AYP reports for the submission of district/school report cards. There is still confusion regarding the fact that these are two different documents. The report cards are available and posted on the department’s website at www.dpi.state.nd.us. On the left side of the screen, click on “Resources,” then click on “School District Profile.” A sample letter of information to send home to parents can be found on the Title I website at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm. From here, click on “Sample District Level Notification,” scroll down and click on “Sample Letter to Parents – Notification of School District Profile.”
 - ✓ Many submissions documented that they sent home notification to parents on the report cards/profiles in September; however, the new 2007-2008 report cards/profiles were not released on the department’s website until December 2008. School districts need to disseminate this information in December/January so that parents have up-to-date information on their children’s schools.

Assessment Updates

The Department of Public Instruction facilitated a North Dakota Alternate Assessment standard setting meeting on February 9th and 10th in Bismarck. This meeting brought together special and general education content teachers to set the achievement level cut scores for the North Dakota Alternate Assessment-2 in Reading, Mathematics and Science and the North Dakota Alternate Assessment-1 in Science. Grade level reading, mathematics and science groups worked collaboratively to identify the skills and knowledge that determined a student’s level of achievement. Each of the content area groups had approximately 15 special education and general education teachers for each level: elementary (grades 3-5), middle (6-8) and high school (grade 11). Each grade level group then subdivided into smaller groups to deliberate what scores reflected each level of achievement (novice, partially proficient, proficient and advanced) for each grade level.

Individuals within the grade level groups were assigned an individual rater number. The group members received an individual ballot on which they could indicate the scores for entry into each level of achievement. They were instructed to make their selections based upon professional expertise and knowledge of students taking this assessment. The technical consultants for the state assessment program tallied the individual ballots to develop a group profile for each achievement level. The technical consultants provided each group with feedback on how the selected scores would impact the percent of students identified at each achievement level. The group then could decide whether or not to recommend these scores. If they did not want to recommend them, the group could revisit the scores and revote until the group reached a level of comfort with the selections.

As a final phase in the standard setting process, representatives from each grade level within a given subject met to establish a measured, defensible smoothing effect across grade levels. These representatives worked to establish an inter-grade coherence among cut scores while retaining each grade’s unique achievement expectations.

The final task required each group to use the grade level benchmarks and the state content standards to write a set of content descriptors for each level of achievement. The scores for each content area will be submitted to the state assessment program’s technical advisory panel for review and approval before they are submitted to the state Superintendent for final approval.

Principals should be commended for selecting teachers who provided meaningful contributions to the collaborative discussions and decision-making process needed to ensure the integrity of the state assessment program. Teachers who participated in this process should be applauded for asking important questions, providing their expertise and willingness to engage in thoughtful deliberations.

Title I Staff**Laurie Matzke**

Director
Email: lmatzke@nd.gov
Phone: (701) 328-2284

Gail Schauer

Assistant Director
Early Reading First
Reading First Program
Email: gschauer@nd.gov
Phone: (701) 328-2285

Jacki Harasym

Assistant Director
Neglected & Delinquent
Email: jharasym@nd.gov
Phone: (701) 328-1876

Stefanie Two Crow

Assistant Director
Schoolwide Programs
Email: sttwocrow@nd.gov
Phone: (701) 328-2292

Dale Patrick

Assistant Director
Even Start and 21st Century
Learning Communities
Email: dpatrick@nd.gov
Phone: (701) 328-1644

Lynn Dodge

Assistant Director
Title I/Special Education
Email: ldodge@nd.gov
Phone: (701) 328-2488

Sandy Peterson

Program Administrator
Migrant Education and
Title I Credentials
Email: smpeterson@nd.gov
Phone: (701) 328-2170

Tara Bitz

Program Administrator
Homeless Program
Email: tbitz@nd.gov
Phone: (701) 328-4646

Mary Neigum

Fiscal Officer
Email: mneigum@nd.gov
Phone: (701) 328-2281

Missy Schiller

Administrative Assistant
Email: mschiller@nd.gov
Phone: (701) 328-2254

Patty Carmichael

Administrative Assistant
Email: pcarmichael@nd.gov
Phone: (701) 328-3264

Lauri Nord

Administrative Assistant
Email: lnord@nd.gov
Phone: (701) 328-2282

Teresa Glass

Administrative Assistant
Email: teglass@nd.gov
Phone: (701)-328-1640

Office Fax: (701) 328-4770
Toll Free: (888) 605-1951

FEBRUARY TITLE I TO DO LISTAdministrators

- Submit Request for Funds (SFN14660) to the state Title I office to receive reimbursement for Title I expenditures.
- Disseminate information on the school and district report cards (profiles) to parents and community.
- Monitor expenditures and submit a budget revision to allow for changes that arise during the school year.

Teachers

- Communicate with classroom teachers about what supplemental instruction is needed to support classroom instruction.
- Maintain portfolios for all Title I students
- Send parents information on how they can influence their child's education at home and school.
- Report assessment results to parents using Title I Progress Reports.

Upcoming Events**2009 North Dakota Teachers of Mathematics Conference**

- March 27-28, 2009 in Minot, ND

Information is available at

<http://www2.edutech.nodak.edu/ndctm/Logo.htm>

2009 North Dakota Reading Association's Spring Conference

- April 16-18, 2009 in Minot, ND

Information is available at

<http://readingwiththestars.org>

2009 Pathfinder Parent Involvement Conference

- April 16-17, 2009 in Bismarck, ND

Information is available at <http://pathfinder-nd.org>

Program Improvement Workshop

- April 27, 2009 in Mandan, ND

Information will soon be available at

www.dpi.state.nd.us/title1/events.shtm.

2009 IRA Conference

- May 3-7, 2009 in Minneapolis, MN

Information is available at www.reading.org.

2009 Title I and Special Education Summer Symposium

- June 18-25, 2009, in Bismarck, ND

Information will be available in April, 2009 at

www.dpi.state.nd.us/title1/events.shtm.

2009 Title I and Special Education Fall Conference

- October 7-9, 2009 in Bismarck, ND

Information will be available in August, 2009 at

www.dpi.state.nd.us/title1/events.shtm.

Special Education Staff**Bob Rutten**

Director
Email: brutten@nd.gov
Phone: (701) 328-2277

Brenda Oas

Assistant Director
Email: boas@nd.gov
Phone: (701) 328-2277

Dr. Alison Dollar

Special Education
Coordinator
Email: adollar@nd.gov
Phone: (701) 328-2277

Dr. D. Guy McDonald

Special Education
Coordinator
Email: dgmcdonald@nd.gov
Phone: (701) 328-2277

Teresa Monicken

Special Education
Coordinator
Email: tmonicken@nd.gov
Phone: (701) 328-2277

Dr. Patrick Moran

Special Education
Coordinator
Email: pmmoran@nd.gov
Phone: (701) 328-2277

Nancy Skorheim

Special Education
Coordinator
Email: nskorheim@nd.gov
Phone: (701) 328-2277

Gerry Teevens

Special Education
Coordinator
Email: gteevens@nd.gov
Phone: (701) 328-2277

Kathy Smith

IDEA B Grants Manager
Email: kasmith@nd.gov
Phone: (701) 328-2615

Michelle Souther

Office Manager
Email: msouther@nd.gov
Phone: (701) 328-2652

Colleen Schneider

Administrative Assistant
Email: cischneider@nd.gov
Phone: (701) 328-3217

Darla Van Vleet

Administrative Assistant/
Receptionist
Email: dvanvleet@nd.gov
Phone: (701) 328-2277

Office Fax: (701) 328-4149