

TEAM NEWS

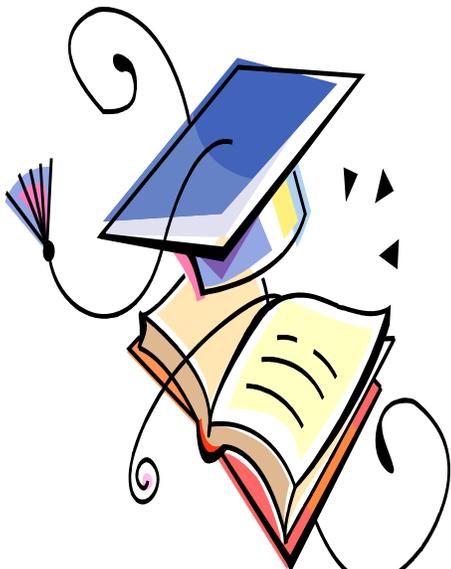
(Together Everyone Achieves More)

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May 2009

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AYP Reports Status

On April 17, 2009, the North Dakota Department of Public Instruction (NDDPI) issued its preliminary Adequate Yearly Progress (AYP) reports for all public schools for the 2008-2009 school year. These preliminary AYP reports are posted on the NDDPI STARS. On Thursday, May 14, 2009, NDDPI posted the preliminary 2008-2009 district AYP reports on the secure STARS for review. The district AYP reports are built on the previously validated data of the schools within the district. The department encourages districts to review these preliminary reports carefully to ensure their accuracy. School and district AYP reports can be accessed at <https://secure.apps.state.nd.us/dpi/stars/Login.aspx>, under "Other". If you do not have authority to access these reports, contact your district administrator.

The department intends to publicly release both the school and district AYP final reports on Wednesday, May 27, 2009. After the school and district AYP information has been posted on the department's website on May 27, 2009, the Title I office will send individual letters to all schools and districts identified for program improvement. This letter informs schools and districts of their status and responsibilities while in program improvement. In addition, schools and districts that have not been identified for program improvement but failed to make AYP for one year will receive a letter. Title I then will issue a statewide news release to inform the public about the program improvement status of schools and districts for the 2009-2010 school year.

Federal law requires all public schools and districts to disseminate AYP information to parents. After the school and district AYP reports have been finalized, districts can decide whether to disseminate the AYP information to parents now or wait until August 2009. Title I law requires schools and districts to disseminate AYP information before the first day of school. **Schools and districts need to wait until after May 27, 2009, when the AYP information will be considered final before disseminating this information to parents.**

If you have any questions on your AYP reports, contact Heidi Bergland at (701) 328-2317 or hbergland@nd.gov.

If you have any questions on program improvement or dissemination issues, contact Laurie Matzke at (701) 328-2284 or lmatzke@nd.gov.

Title I Personnel Report

The Title I Personnel Report (SFN 7357) must be completed and submitted prior to the end of the school year. Title I personnel received a copy of this report in the Title I spring mailing. This report can also be found online at www.dpi.state.nd.us/forms/sfn7357.pdf or www.dpi.state.nd.us/forms/word/sfn7357.doc. This report should reflect cumulative Title I data from the entire 2008-2009 school year. This information is compiled and submitted to the U. S. Department of Education for review. The 2008-2009 school year **cannot be closed out** nor will districts **receive their final Title I payment** until the Personnel Report has been submitted.

Title I Preschool Guidance

The website for the Title I preschool guidance is “under construction”. In order to increase our collaboration with Head Start, we have begun the process of revising our guidance to incorporate some of their suggestions. If schools or districts wish to offer a Title I funded preschool program, it is imperative that this guidance be reviewed prior to implementing a school or district program. The updated guidance will be available within the next two weeks at www.dpi.state.nd.us/title1/earlychild/guidance.shtm on the state Title I website.

Title I Consultants Needed!!

The state Title I office continues to compile a list of consultants who can assist districts and schools with planning and implementing school improvement activities. This group of consultants, known as the Statewide System of Support (SSOS) Consultant Team, has expertise in a variety of program improvement areas and can provide individualized assistance to schools and districts.

After completing the first round of successful proposals, the state Title I office has posted the twelve members of the SSOS team and contact information on the Title I website at www.dpi.state.nd.us/title1/present/050409.pdf. The state Title I office will be generating biographies on each of the team members so schools and districts can better determine which consultant has the necessary expertise to meet their needs. Once this information is available, it will be disseminated statewide.

To further expand our consultant list, a second round of proposals is being solicited. Individuals interested in providing consultative services to North Dakota schools must submit a completed Informal Request for Proposal (IRFP). The IRFP is posted on the State Procurement website at <https://secure.apps.state.nd.us/csd/spo/services/bidder/main.htm>. This hyperlink will open the Bidder Services Menu Page.

Locate “Solicitation” and follow these directions to find the IRFP:

Under “Solicitation”

Click on “Search All Solicitations”,

Under “Search Criteria”

Click on the drop box: “Issuing Agency”

Scroll down to “Public Instruction, Dept. of”

Click on the “Search” button

Click on solicitation number “201-2000505-33”.

Click on “View”.

Those interested in applying should review the proposal on the State Procurement website or contact Candy Tollefson at ctollefson@nd.gov or (701) 328-2272.

Directors' Reports

ARRA Applications

By Laurie Matzke, Title I Director

For my Director's report this month, I would like to highlight pertinent information and reminders pertaining to the ARRA application process.

- The Title I ARRA electronic application is currently open on the STARS for districts to begin entering information. The application can be accessed at <https://secure.apps.state.nd.us/dpi/starsStimulus/Login.aspx>. District and school personnel will use the same user ID and password that you use for the regular consolidation application.
- The state Title I office conducted staff training on the review and approval process for the Title I ARRA applications last week. Staff are ready to start the review process.
- Jerry Coleman, director of School Finance in the department, will be creating separate codes for reporting the expenditures for the Title 1 ARRA funds as well as other federal programs that will be receiving stimulus funds. We will provide school districts with this information as soon as it becomes available.
- A final due date for the Title I ARRA application has not been set. Priority for reviewing these applications will be given to those received in May and June 2009. The month of July will be dedicated to reviewing school improvement applications. During the month of August, we also will need to review the regular consolidated applications. Therefore, the Title I office **highly encourages** districts to complete and submit their Title I ARRA application early.
- The USDE has informed states that guidance related to the ARRA funds is still being developed. Over the summer, USDE will be issuing three guidance documents which include:
 - ✓ Submitting waiver requests
 - ✓ Acceptable uses of ARRA funds
 - ✓ Reporting requirements for ARRA funds.
 As soon as these guidance documents become available, we will inform district and school personnel where to locate this information for their review.
- Prior to submitting the ARRA application for review by Title I staff, the school board must receive a hard copy of the ARRA application. The school board's approval of the ARRA application must be recorded in the school board meeting minutes and the date of the board's approval must be included in the application submitted to the state Title I office.
- The state Title I office created a "Title I-Pre Award Cost Approval Request" to allow districts to obtain approval for pre-award expenditures. For example, districts that have identified materials or software they would like to purchase and have available for a summer school program or summer professional development opportunity can submit this form to request approval for this expenditure. The Title I-Pre Award Cost Approval Request is currently available at the www.dpi.state.nd.us/title1/Legislative/index.shtm on the Title I website. Districts may email, fax or mail the form to the state Title I office to be processed. Districts **must** receive notification from the Title I office that their request for using Title I ARRA funds has been approved **prior** to obligating funds or ordering items to be paid for with ARRA funds.
- When the district application has been completed, please email or call your Title I contact so they can review it.

Do NOT press the submit button until your Title I contact has informed you that your application is ready to be submitted.

AYP's Younger Sibling

By Bob Rutten, Special Education Director

By now every educator in America is familiar with the acronym "AYP." For many people, *Adequate Yearly Progress* has become one of the most distinctive provisions of the No Child Left Behind Act (NCLB). It is perhaps the most broadly discussed accountability tool in public education today. The measurement of academic achievement and the determination of AYP proficiency levels became a requirement for schools and state education agencies with the passage of NCLB in 2001. Even though Title I is considered a general education program, it is important to remember that NCLB also includes the measurement and reporting of the performance of students who have disabilities.

When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, it contained a requirement for school districts and state education agencies related to special education accountability that is similar to AYP. IDEA '04 requires states to make determinations of special education performance and compliance for all school districts. Just like AYP, the Levels of Determination (LoD) process for IDEA must be done annually. The four status levels of the LoD process are:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention.

The determinations are based upon a school district's performance against targets in the IDEA State Performance Plan (SPP). The federal Office of Special Education Programs establishes the indicators, some of which are considered "compliance indicators" and others "results indicators." An example of a special education "compliance indicator" is the percent of a district's children evaluated within a 60-day period after receiving parental consent. An example of a special education "results indicator" is the percentage of youth with IEPs graduating from high school.

School administrators, school board members, and teachers have become increasingly aware of the AYP status of their district and member schools. It is equally important for them to understand the IDEA LoD status for their school district. An additional parallel with the NCLB AYP process is that there are increasing accountability expectations for districts that do not achieve the Meets Requirements level, including the potential directed use of district level funds to correct specific issues.

In order to understand these new federal expectations of our profession, I think that it's helpful to look at the intent of Congress and the U.S. Department of Education. The message that they are jointly expressing appears in the major purposes of the reauthorized IDEA:

To assess and ensure the effectiveness of efforts to educate children with disabilities while ensuring that all children with disabilities have available to them free appropriate public education that is designed to meet their unique needs and prepare them for further education, employment, and independent living. 601 (d)

The IDEA LoD, if viewed constructively, can be a useful tool for educators, parents, and policymakers to make certain that all of us have the necessary information to improve educational results for students who have disabilities and require special education and related services.

"To love what you do and feel that it matters -- how could anything be more fun?"

*--Katharine Graham,
American publisher*

Monthly Featured Articles

Coordinated Title I and Special Education Updates

The Summer Symposium is fast approaching and space is still available. Registration information on the trainings can be found at www.bismarckstate.edu/ceti/summersymposium/. Registration for the trainings ends **June 5, 2009**. **Registration for university credit must be done separately.** The enrollment period for university credit begins **June 4, 2009** and ends **June 17, 2009**.

Planning for the Fall Conference continues. We have secured Dr. Marcus Nelson as our keynote speaker for Wednesday evening and John Perricone for Friday morning. The selection of breakout session presenters and panels will be completed shortly. Breakout sessions include: Technology, Reading, Math, Autism, Response to Intervention, Positive Behavior Supports, Personal Learning Networks, Collaboration between General and Special Education, and the favorite Make It/Take It sessions for Reading and Math.

Two new joint initiatives also in the planning stages are the upcoming Drive In Conference and a Teleconference Series. The first event, the Drive-In Conference, will help school administrators identify practices, technology and other reform activities that can be implemented or purchased with stimulus funds. This conference will be held at the Doublewood Inn in Bismarck, ND on June 4, 2009. The second collaborative activity in the planning stages is a series of monthly Teleconference /Webinar trainings. We hope to offer modules or a series of trainings, on topics like Bullying and Universal Design for Learning, Including Students with Sensory Impairments, and single session options on Reading and Math strategies, Pre-Kindergarten, RTI Guidance, and Autism. We will archive many of the sessions that are not time-sensitive so that new staff or staff that missed the training can access the trainings at a more convenient time. Participants in these monthly trainings may earn credit through the University of Mary.

Drive In Conference “Showcasing Proven Educational Practices”

Planning for the 2009-2010 school year? Need ideas on how to use your ARRA funds or Program Improvement funds? Come to the Title I and Special Education Drive In Conference!

What is a Drive In Conference? According to Brenda Oas, Assistant Director of Special Education, the Drive In Conference format offers short (15-20 minute) presentations that outline best practices, successful programs, and individuals who provide services to schools. Participants will hear 15-20 presentations on services and resources that have been identified as appropriate uses of the ARRA money and many are eligible for Program Improvement funds as well. The presentations will address the anticipated outcomes and logistical issues (training cycle, costs, targeted audience for programs or practices). Presenters will provide information about estimated costs, links to web-based research sites, and contact information for individuals to answer further questions.

The conference presentations have been targeted to elementary and middle school administrators. The conference will be held at the Doublewood Inn in Bismarck on June 4, 2009 from 9 AM-3 PM. Lunch will be provided. Online registration information can be found at <http://www.dpi.state.nd.us/events.shtm>. There is a registration fee of \$20.00 which can be paid at the door. A set of materials describing each of the projects will be provided.

A preliminary list of topics include: Preschool, Head Start, Statewide System of Support (SSOS) Consultant Team, Title I, Math, Response to Intervention, Positive Behavioral Supports (PBS), Reading, Special Education, and Transition to Kindergarten.

Summer Reading

With summer approaching, now is a great time for parents and children to plan for summer activities. It is important to incorporate literacy rich activities into the summer fun. Research shows children can lose anywhere from one to three months of learning during the summer; however, this regression can be prevented. Children who go to the library throughout the summer, read every day (often times with a parent), and engage in a variety of enrichment experiences such as attending museums, concerts, and field trips maintain their learning gains through the summer. Parent support remains a critical factor in preserving learning over the summer. The sites listed below are good resources for parents:

- *Get Ready to Read!* (GRTR) by Pearson Early Learning is a website for parents of preschoolers that includes an on-line screening assessment, on-line games, activities cards, and even a home checklist to determine if a home has a strong literacy environment. www.getreadytoread.org/content/view/95/104/
- *Five Free and Easy Tips for Summer Learning: Research Pointers and What You Can Do* explains how to make sure your child does not lose ground over the summer. www.readingrockets.org/article/3487
- *Read·Write·Think* has a website full of resources to help children and teens explore reading and writing. These activities are broken down into specific age groups, ages 4-8, ages 8-11, ages 11-14, and ages 14-18. www.readwritethink.org/beyondtheclassroom/summer/
- *Selecting Books for Your Child: Finding ‘Just Right’ Books* helps parents find the right level of book for their child. www.readingrockets.org/article/28279
- *10 Weeks of Summer Reading Adventures for You and Your Kids* includes some great summertime activities for parents to do with their child. www.readingrockets.org/article/391
- *Three Ways to Prevent Summer Slide* gives suggestions on how to fit reading into a busy summer schedule. www.readingrockets.org/article/15020
- *When Kids Hate to Read* is an interview with Dr. Marie Carbo, founder and executive director of the National Reading Styles Institute. Dr. Carbo answers questions such as “What should parents not do when reading to their kids?” school.familyeducation.com/reading/teaching-methods/38617.html?detoured=1
- *The Comic Book Project* is a website developed by the Center for Educational Pathways at Columbia University. The goal of the project is to help children forge an alternative pathway to literacy by writing, designing, and publishing original comic books. www.comicbookproject.org/

Accessible Textbooks

The National Instructional Materials Accessibility Standard (NIMAS) is a new provision in IDEA 2004 that was designed to maximize access to the general education curriculum for students who are blind, visually impaired, or who have other print disabilities. A persistent problem for many students with disabilities, particularly those with print disabilities, is that the textbooks for their classes have not been available in accessible formats at the same time that their non-disabled peers receive their textbooks. The NIMAS was developed to facilitate the provision of *accessible K-12 instructional materials* to students with print disabilities in a *timely manner*, which is defined as “at the same time as their non-disabled peers receive their print textbooks.”

The general education curriculum is often limited to a single presentation style (fixed medium), such as printed textbooks, chalkboards, and worksheets. It was for this reason that digital versions of K-12 textbooks and related materials are developed in digital versions for conversion into student ready formats (Braille, Large print, Audio, and

Digital text). Digital “source files” are sent by publishers to a national center called the National Instructional Materials Accessibility Center (NIMAC). Only authorized users may access this center. The ND Vision Services/ School for the Blind (NDVS/SB) serves as the authorized user for North Dakota. Because the NDVS/SB was already doing activities necessary for the provision of accessible specialized materials, their mission was expanded to include students with physical disabilities that prevent them from turning the printed page, and students who have a reading disorder of organic (physical) origin. Therefore, the students who currently qualify for NIMAS materials are those students with blindness, visual impairments, physical limitations, or reading disabilities resulting from a physical or “organic” dysfunction.

When a student needs a textbook or related instructional material in a specialized format, the NDVS/SB will search the NIMAC for the book or material and will assign it to an accessible media producer such as American Printing House (APH) or Recordings for the Blind and Dyslexic (RFB&D) for conversion into a student ready version. In addition to textbooks, eligible students should be provided specialized formats of any core instructional materials. This means anything written and published primarily for use in elementary and secondary school instruction should also be provided in the student’s specialized format; that is, any materials *required* and used to support the curriculum.

Before ordering new curriculum within your school, discuss with your district administrator and/or curriculum director about contractual obligations necessary to comply with the NIMAS. Contractual agreements with publishers should stipulate that the publisher will coordinate with NIMAC, or create its own student-ready version that will be sent to the student. A request to order specialized formats for the fall semester must be submitted to the NDVS/SB (or Bookshare—see explanation below) in the spring of the preceding school year. If it is needed for the second semester, request it early in the fall.

In an attempt to further facilitate the availability of accessible materials for students with print disabilities, the Office of Special Education Programs (OSEP) awarded Bookshare, (www.bookshare.org) a \$32 million grant over five years to open up its collection free of charge to all students with print disabilities. This project, *Books without Barriers*, has exposed literally thousands of students to an Internet library of books, magazines and newspapers in accessible formats. Bookshare offers more than 45,000 digital books, textbooks, periodicals and teacher recommended reading. Student memberships are free for students with print disabilities and it adds over 1,000 new books and textbooks every month. On April 29, 2009, Bookshare announced the new University Partnership Program, which hopes to build on what has been created by the K-12 OSEP funded initiative. The intent is to increase the availability of accessible materials and textbooks on behalf of post-secondary students who have print disabilities.

For additional information on creating accessible textbooks for use in the classroom, which includes strategies for acquiring and using accessible versions of print instructional materials for pre-K–12 students with print disabilities, go to http://nimas.cast.org/about/resources/accessible_textbooks. A Teacher Checklist can be found on the last page of the NIMAS Policy Paper at www.dpi.state.nd.us/speced/guide/policy/NIMAS_policy_paper.pdf.

1. Document the need for accessible formats in the IEP
2. Identify which format(s) will be needed (Braille, Large Print, Audio, Digital Text)
3. Complete the *Verification of Eligibility* form on TIENET
4. Contact the NDVS/SB to search the NIMAC

Or

5. Search for the book through www.bookshare.org
6. NDVS/SB will either download and convert or assign the digital file to an accessible media producer such as RFB&D or Talking Tapes, etc.
7. The student-ready version will be sent to the school
8. Arrange for training on equipment before materials arrive

9. Document the date the specialized format is received and place in the student's file
10. If it is not received in "timely manner", document why and place in file.

Additional Resources:

- NDDPI Website: www.dpi.state.nd.us/speced/index.shtm
- Accessible Technologies: www.dpi.state.nd.us/speced/resource/curriculum/index.shtm

For questions on the NIMAS, please contact the NDDPI Special Education Office at 701-328-2277.

Prairie Public's Summer PBS TeacherLine Courses

PBS TeacherLine offers PreK-12 educators the opportunity to advance their careers and enhance their skills with high-quality, standards- and research-based graduate-level courses. PBS TeacherLine provides a supportive online environment that makes learning flexible and accessible, even for beginners. Take advantage of Prairie Public's local courses and sign up at a reduced local grant rate of \$75.

RDLA125.393 - Children's Authors on the Web: Online Sites that Motivate Students to Write

Dates: June 10, 2009 - July 22, 2009

Facilitator: Leah Tierney

Subject Area: Reading/Language Arts, Instructional Technology, Instructional Strategies

Grade Levels: Kindergarten-6th

Hours: 30 (2 credits)

This course has been approved for North Dakota Title I reading credential renewal when taken for graduate credit through NDSU, Adams State College, or Indiana University.

Discover the power of author studies to motivate students to read and write. This course uses a problem-based approach to teach the techniques of conducting an author study integrating technology and the Internet. Explore author and other websites to collect resources that will introduce your students to many genres while encouraging them to experiment by communicating with others in different forms. You'll create an individual author study you can use as the basis of an ongoing plan to inspire your students to read, write, and use technology effectively.

RDLA220.57 - Teaching Writing in the Content Areas

Dates: June 10, 2009 - July 22, 2009

Facilitator: Leah Tierney

Subject Area: Mathematics, Science, Reading/Language Arts

Grade Levels: 6th-12th

Hours: 30 (2 credits)

This course has been approved for North Dakota Title I math or reading credential renewal when taken for graduate credit through NDSU, Adams State College, or Indiana University.

You can bring writing into your classroom in all content areas with a practical plan developed through your work in this course. Covering the research basis for writing across the curriculum, the course will also help you teach students effective writing processes, including finding the time to write. You'll learn sound techniques for evaluating writing skills and discover proven ways to promote writing to students.

Local graduate credit is available through North Dakota State University Distance and Continuing Education.

To view the course syllabus and to register, visit www.prairiepublic.org/education/educators/teacherline/.

If you have any questions, call or email Beth Schildroth at 701-239-7537 or bschildroth@prairiepublic.org

NDPIRC Survey

The North Dakota Parent Information Resource Center (NDPIRC) sponsored and funded the development of the Title I Parent Involvement Toolkit to provide Title I personnel with ideas for enhancing parent involvement in their schools. This project was funded by ND PIRC. Anyone who has used the toolkit is asked to answer a short survey on the utility and quality of the Toolkit. Schools received a copy of this toolkit either at the 2008 Fall Conference or the 2009 Program Improvement workshop.

Please take a minute to complete this short survey at

www.surveymonkey.com/s.aspx?sm=aUNTnBA9y1bP_2f5_2bUqmIDug_3d_3d. The survey will be available until May 29, 2009. Results from this survey will be included in the NDPIRC Annual Performance report. If you have any questions about the survey, please contact the NDPIRC at 888-763-7277.

Upcoming Events

2009 Title I and Special Education Drive In Conference

- June 4 at the Doublewood in Bismarck, ND
Information will be available next week at www.dpi.state.nd.us/title1/events.shtm

2009 Technology and Teaching Conference

- June 9-10 at the Doublewood in Bismarck, ND
Information is available at www.bismarckstate.edu/ceti/tnt/

2009 North Dakota Curriculum Initiative

- June 10-11 at the Radisson Hotel in Bismarck, ND
Information is available at <http://ndcurriculuminitiative.org>

2009 Title I and Special Education Summer Symposium

- June 18-25 in Bismarck, ND
Information is available at www.dpi.state.nd.us/title1/events.shtm

Instructional Coaches Training

- July 21-22 in Bismarck, ND
Information will soon be available at www.dpi.state.nd.us/title1/events.shtm

2009 Title I and Special Education Fall Conference

- October 7-9 in Bismarck, ND
Information will be available in August 2009 at www.dpi.state.nd.us/title1/events.shtm

May Title I To Do List

Administrators

- Assist Title I teacher to ensure the Title I Personnel Report (SFN 7357) is submitted to state Title I office by June 1, 2009.
- Submit the Pre-Award Cost Approval if needed.
- Submit the Title I Stimulus Application

Teachers

- Notify parents of the results of the Annual Review Meeting.
- Complete and submit the Title I Personnel Report to the state Title I office by June 1, 2009.
- Send home information to parents on how to maintain child's learning over the summer.
- Distribute final Progress Reports to parents.

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