

North Dakota Department of Public Instruction  
Title I and Special Education  
**TEAM NEWS**

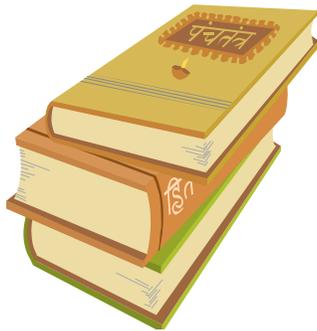
(Together Everyone Achieves More)

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

**September 2009**

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**ARRA (Stimulus) Reporting for Title I**

The American Recovery and Reinvestment Act (ARRA), signed by President Obama in February 2009, provided a significant increase in funding for local school districts. The law requires recipients to publicly report how these funds are used. The public reporting requirements are designed to prevent fraud and abuse, to showcase highly effective uses of ARRA funds, and to accurately measure and track results. Due to the unprecedented scope and importance of this investment, ARRA funds, also known as stimulus funds, are subject to additional and more rigorous reporting requirements than normally applies to other federal grants.

One of the ARRA reporting mandates requires each recipient of ARRA funds to file a quarterly report. **The first quarterly report required by Section 1512 of the ARRA for North Dakota school districts is due on October 2, 2009.** All districts that receive Title I funds are required to submit this quarterly report, including districts that have yet to receive final approval of their ARRA stimulus application.

It is extremely important that all districts report this information in a timely manner. The North Dakota Department of Public Instruction must compile information on the ARRA expenditures for the entire state and report it to [www.federalreporting.gov](http://www.federalreporting.gov) by October 9, 2009. **Any district failing to report its information to the state by October 2, 2009, could result in its having to forfeit its Title I stimulus funds.**

The department has created an online template in which districts can compile and submit their information to meet these quarterly reporting requirements. The template and instructions can be accessed at [www.dpi.state.nd.us/title1/Legislative/index.shtm](http://www.dpi.state.nd.us/title1/Legislative/index.shtm) on the department's website.

Each district has been assigned a Title I program staff member to answer Title I questions and provide assistance. This list is available at [www.dpi.state.nd.us/title1/Legislative/stimulus/conappcontact.pdf](http://www.dpi.state.nd.us/title1/Legislative/stimulus/conappcontact.pdf) on the Title I website. Your contact person's phone number and email address are included on the list. Your completed quarterly report should be emailed to your Title I contact person by October 2, 2009.



## Directors' Reports

### Title I Monitoring Projects for 2009-2010

By: Laurie Matzke, North Dakota director of Title I

The monitoring initiatives listed below will be conducted by the state Title I office during the 2009-2010 school year.

- **Title I Self-Monitoring** – For the 2009-2010 school year, 49 districts have been selected to participate in the self-monitoring process. In addition, three large districts will be monitored by a team of Title I staff members. Each district selected to participate in the self-monitoring process will receive written correspondence on the self-monitoring process from the state Title I office within the next few weeks.

Three changes have been made to our monitoring process for the 2009-2010 school year. Each Title I monitor is required to conduct at least one on-site visit. The monitoring list on the Title I website indicates which districts will receive a on-site visit. After each self-monitoring packet has been reviewed, Title I staff will conduct a conference call with each district to explain any findings. The state Title I office will be temporarily revising the self-monitoring guides for the review of the ARRA Title I funds.

- **Program Improvement** – Districts and schools that have been identified for program improvement must address specific requirements each year. Some monitoring of schools and districts in program improvement will be conducted this year, particularly with regards to the supplemental services process.
- **Aide/Paraprofessional Requirements** – Staff in the state Title I office will be monitoring and reviewing the PER02 report for compliance with the Title I aide/paraprofessional requirements during the 2009-2010 school year.
- **Parents' Right to Know Clause** – Schools will be randomly selected to submit documentation of the information they have disseminated to parents to meet the Parents' Right to Know clause.
- **Adequate Yearly Progress (AYP)** – Schools will be randomly selected to submit any correspondence and supporting documentation for their AYP report disseminated to parents.

### Changing Expectations for Special Education

By: Bob Rutten, North Dakota director of Special Education

Because so many of my interactions involve communication with administrators and special educators, there's often a core understanding about special education, its purposes and requirements. Recently I had the privilege of speaking about special education to an audience comprised of many people who do not work in education. That forced me to revisit the legislative history of special education. In my remarks to this audience, I said that as time has passed, new expectations have emerged. I know that many readers of this Title I – Special Education newsletter are very familiar with those changing expectations. For those readers less familiar with special education here are four fairly distinct periods in the development of special education law that explain our current areas of focus.

Every few years, Congress revisits a law to see if revisions are required based on how needs and conditions have changed. This updating of a law is known as reauthorization. We are anticipating the reauthorization of the Elementary and Secondary Education Act (ESEA). That should be followed by the eventual reauthorization of the Individuals with Disabilities Education Act (IDEA). We are currently operating with the 2004 reauthorization of IDEA.

1. In the 1970's, the focus of the earliest versions of the federal special education law was on *access*. The reasons for this focus are clear and well-documented: prior to the passage of special education legislation, millions of children with disabilities were routinely denied access to their neighborhood schools. Consequently, many

special educators were trained with the challenge of opening school doors to children and youth with disabilities for the first time.

2. As inclusive practices became more broadly understood and practiced, a second focus of special education law emerged: *procedural safeguards*. These are the protections that ensure that parents are adequately informed of actions proposed or refused by a school, and that they know the options for themselves and their children, including refusal to consent to evaluation, placement, or services. There was historically a strong emphasis on monitoring for compliance to verify that the rights of parents were being properly explained and enforced.
3. In the 1990s, as the former Education for All Handicapped Children Act evolved into the Individuals with Disabilities Education Act, another new focus of special education emerged: *accountability*. This was linked to another federal law that placed much greater emphasis on all federal agencies, including the U.S. Department of Education, for careful documentation of performance measurement. This continues to be a primary focus of the IDEA.
4. The reauthorization of the IDEA in 2004 was preceded by a 2001 President's Commission on Excellence in Special Education. This national analysis of special education greatly influenced the 2004 reauthorization of IDEA. One of its primary conclusions was that special education should *focus on results, not process*. This conclusion of the national study found its way into the language of IDEA 04:  
*"The primary focus of Federal and State monitoring activities shall be on improving education results and functional outcomes for all children with disabilities..."*

This "*primary focus*" on results and functional outcomes explains why there is so much emphasis now on performance indicators in special education that measure how well we are helping students with disabilities achieve to high standards. This is evident in the special education State Performance Plan that establishes measurable and rigorous targets for graduation, participation and performance on state assessments, the percent of youth who had IEPs who are no longer in secondary school and have been employed, enrolled in postsecondary school, or both, within one year of leaving high school.

You can see how our current expectations have been shaped by improvements over time. As our society and the education system become increasingly responsive to learners who have unique needs, it will be very interesting to see how our focus will change in the future.

### **Title I ARRA Application**

The American Recovery and Reinvestment Act of 2009 (ARRA) provides significant new funding for programs under Title I Part A of the Elementary and Secondary Education Act.

The North Dakota Department of Public Instruction has created a separate electronic application similar to the existing consolidated application for districts to apply for their Title I ARRA funds. 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 is used for the regular consolidated application.

The grant period for spending these ARRA funds is from the date the application is approved until September 30, 2010. **Please note, school districts may not obligate funds until they receive their approval notice from the state Title I office.**

Each district has been assigned a Title I program staff member to answer Title I questions related to the application. This list is available at [www.dpi.state.nd.us/title1/Legislative/stimulus/conappcontact.pdf](http://www.dpi.state.nd.us/title1/Legislative/stimulus/conappcontact.pdf) on the Title I website.

When the application is completed, email or call the district's Title I contact person responsible to review it for accuracy.

For those districts who have not submitted their Title I ARRA application, **the final due date for submitting Title I ARRA application is October 16, 2009. Any districts who have not submitted by that date will forfeit their Title I ARRA funds.** These funds will then be reallocated to other districts.

## **Monthly Featured Articles:**

### **Accelerated Math + Your Instruction = Success!**

According to Renaissance's Learning.com, *Accelerated Math*, a cost-effective math software for schools, helps teachers create excitement for learning math and makes practice more effective for every student. Renaissance Learning reminds teachers in this time of limited education budgets, every dollar must count. Tens of thousands of schools nationwide have found *Accelerated Math* to be cost effective tool for improving their students' achievements in math. The National Center on Response to Intervention (NCRTI) reviewed *Accelerated Math* and found it to be the only progress monitoring tool that can accurately measure mastery. This unique status places *Accelerated Math* in a class by itself.

*Accelerated Math's* advanced technology enhances any math curricula by providing students with an essential component of math-tailored practice and assignments. This software:

- differentiates math assignments and instruction according to student needs and current level of mastery,
- automatically scores all math practice, including assignments and tests, and
- provides ongoing feedback from daily lessons to students.

*Accelerated Math* represents a cost effective tool that can be used by schools that have adopted Response to Intervention (RTI). *Accelerated Math* provides two critical components of RTI, individualized practice and comprehensive, timely progress monitoring. *Accelerated Math* also:

- uses evidence-based programs to support high-quality instruction,
- targets interventions to assist *struggling students* in developing mastery,
- provides data to revise the delivery of instruction and
- supports *family involvement*.

More information on this topic can be found at <http://www.renlearn.com>.

### **Parental Involvement Master Literacy Bag**

The North Dakota State Parent Information Resource Center (NDPIRC) and the North Dakota Department of Public Instruction are pleased to provide elementary schools with another tool for increasing parent involvement, a free Parent Involvement Literacy Bag.

Literacy is an essential skill for success in school and life. The Title I and Special Education units are proud to sponsor this project in collaboration with NDPIRC.

During the summer of 2009, NDPIRC contracted with five North Dakota educators to create Parental Involvement Literacy Bags for kindergarten through fifth grade. Each grade level bag is filled with numerous activities and ideas for promoting literacy in the home. We would like to acknowledge and commend the five exemplary educators who helped create this resource for North Dakota school personnel.

- ◆ Kristie Ziegler, Devils Lake
- ◆ Melissa Hiltner, Langdon
- ◆ Gayle Cummings, Fargo
- ◆ Judy Gunkelman, Fargo
- ◆ Dawn Johnson, Devils Lake

Every elementary school in the state of North Dakota will be receiving one Parental Involvement Literacy Bag to share among staff. The American Recovery and Reinvestment Act (ARRA), signed by President Obama in February 2009, provided a significant amount of additional funds for local school districts. These funds created an

unprecedented opportunity for educators to implement innovative strategies in schools that improve education for at-risk students and close the achievement gaps. Schools are encouraged to use their Title I and Special Education ARRA funds to make duplicate copies of the literacy bags for each grade K-5. The literacy activities included in the bags are not available electronically.

During the 2009 Title I/Special Education Fall Conference, every elementary school in attendance will receive one Parent Involvement Literacy Bag to share with staff in their building. Therefore, when schools register please designate one person from the school to be responsible for picking up the bag. If your elementary school is not planning on attending the conference, please contact Stefanie Two Crow in the Title I office at [sttwocrow@nd.gov](mailto:sttwocrow@nd.gov) and one will be mailed to your school.

### **IDEA Updates**

This month's IDEA updates will focus on five new FAQs related to: discipline, disproportionality, monitoring, procedural safeguards, and post-secondary transition. The Office of Special Education and Rehabilitative Services (OSERS) created these documents in response to questions and requests for clarification regarding the requirements of IDEA. These documents are posted at [www.dpi.state.nd.us/speced/general/idea/index.shtm](http://www.dpi.state.nd.us/speced/general/idea/index.shtm) on the special education website.

The discipline Q and A supersedes the January 2007 Departmental Guidance on Discipline. The new Q and A clarifies and addresses the topics of safeguards, definitions, interim alternative educational settings, hearings, functional behavioral assessments and behavioral intervention plans, and manifestation determination hearings.

The second Q and A focuses on the reporting requirements for disproportionality and how to account for exceptions for significant disproportionality.

The monitoring Q and A covers the state performance plan and annual performance report, data collection, public reporting, the annual review to determine compliance with the indicators, the required technical assistance, and enforcement action available to the state.

The procedural safeguards Q and A covers state complaint procedures, mediation, due process complaints, the resolution process, and expedited due process hearings.

The final Q and A addresses questions regarding secondary transition in the area of transition activities at the federal level and elements in summary of performance section (SOP) of the transition plan. Questions addressed in the SOP report section include the purpose of the SOP, the required information that must be included in the SOP, exit documents which trigger the development of an SOP, and the SOP role in determining eligibility for VR or accommodations at post-secondary institutions or delivery of transition services by VR to eligible students with disabilities.

### **Testing Accommodations and TieNet Reporting**

#### **TieNet Documentation on Accommodations**

TieNet is the designated source for IEP documentation for the selection of the appropriate North Dakota state assessment and accommodations. The deadline for inputting IEP test selection and accommodations for students taking the NDSA is at 5:00 pm, October 25, 2009. For students taking an alternate assessment, the deadline for inputting IEP accommodations is at 5:00 pm, November 15, 2009. In other words, the accommodations documented in the IEP on the day prior to the start of the testing window will be considered official. The only exception will be the additions of IEP accommodations for new students enrolling in a school after October 25, 2009.

The accommodation information in TieNet will be pulled into the Assessment Report. School personnel will not be allowed to amend the information relative to accommodations in the Assessment Report.

*The following changes result from actions taken by the 2009 State Legislature.*

### ACT and WorkKeys

On April 28, 2010, every junior in the state will be taking either the ACT college readiness assessment, or the WorkKeys career readiness assessment in their respective high school or designated testing site. This test administration is new this school year. A junior needing accommodations on the ACT must submit a Request for Accommodations form to ACT and will be allowed to test with only ACT-approved accommodations. A junior needing accommodations on the WorkKeys assessments may use the accommodations as indicated in the IEP. For a junior taking the WorkKeys assessment on April 28, 2010 accommodations for that assessment must be written in the IEP by February 2, 2010. If the IEP team determines a student should be exempt from taking these tests due to a low level of cognitive ability, the IEP must document this. Exemptions from testing for the ACT and/or WorkKeys assessment may be noted in the Adaptations section of the IEP and must be included in the IEP by February 2, 2010.

### Title I Reallocated Funds

Reallocated Title I funds are available to school districts that would like to add to their Title I program, but need additional funds to accomplish this. To apply for reallocated funds, please complete a budget revision on the STARS and submit it to the Title I office. Budget revisions for reallocated funds are due on Tuesday, October 13, 2009.

If your district is planning to apply for Title I reallocated funds, please note the following important details:

- The funds must supplement your current Title I budget. Any expense that has already been obligated cannot be requested with reallocated funds.
- Districts will need to provide a detailed description of the request.
- You must submit your budget revision via the STARS. No hard copy budget revisions will be accepted.
- In order to be eligible for Title I reallocated funds:
  - ✓ The district must have the Title I portion of their regular consolidated application approved.
  - ✓ The district must have all of their regular Title I funds obligated. If you have unobligated funds, you must use those dollars first before requesting additional Title I funding.
  - ✓ The district must have an approved Title I stimulus application.
  - ✓ The district must have all funds in their stimulus application earmarked for a specific activity.
- We have approximately \$250,000 available for reallocation.
- First priority considerations would be increasing teacher time, adding summer school, adding a before or after school program, and other activities providing direct services to children.
- Second priority considerations would include salary and benefits for aides/paraprofessionals, travel expenses for workshops or conferences, materials, supplies, and equipment.
- Every attempt will be made to fund all applications that meet the first priority criteria. Second priority applications will be approved only if funds are available.
- We hope to have all applications for reallocated funds awarded by the end of October 2009. Activities requested with Title I reallocated funds should begin no earlier than November 2, 2009.
- Reallocated funds are intended for districts with limited Title I funds, not districts that carry over a large amount of Title I funds each year.
- All reallocated funds must be expended during the 2009-2010 school year. If these funds are not expended when you submit your final financial report, they will be deducted from the amount you are allowed to carry over for the 2010-2011 school year.

## New ARRA Resources

The USDE has recently released several new guidance documents:

- ✓ ARRA Programs Page: [www.ed.gov/policy/gen/leg/recovery/programs.html](http://www.ed.gov/policy/gen/leg/recovery/programs.html)
- ✓ ARRA Use of Funds PowerPoint Presentation: [www.ed.gov/policy/gen/leg/recovery/guidance/titlei-idea-useoffunds.ppt](http://www.ed.gov/policy/gen/leg/recovery/guidance/titlei-idea-useoffunds.ppt)
- ✓ ARRA Title I Use of Funds Guidance: [www.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf](http://www.ed.gov/policy/gen/leg/recovery/guidance/titlei-reform.pdf)
- ✓ ARRA IDEA, Part B Use of Funds Guidance: [www.ed.gov/policy/gen/leg/recovery/guidance/idea-b-reform.pdf](http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-b-reform.pdf)
- ✓ ARRA IDEA, Part C Use of Funds Guidance: [www.ed.gov/policy/gen/leg/recovery/guidance/idea-c-reform.pdf](http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-c-reform.pdf)
- ✓ RTI Guidance: [www.ed.gov/programs/titleiparta/rti.html](http://www.ed.gov/programs/titleiparta/rti.html)

## 2009 Title I/Special Education Fall Conference Questions and Answers

Q. *When is the conference and where will it be held?*

A. The 2009 Title I/Special Education Fall Conference has been scheduled for October 7-9, 2009, at the Bismarck Civic Center.

Q. *When are registration forms due?*

A. The registration deadline was September 24, 2009; however, we will still accept registrations.

Q. *Will registrants receive confirmation letters?*

A. Confirmation letters will be sent to the contact person listed on the registration form. It is the responsibility of the contact person to inform all registrants included on their form.

Q. *What are the hours of the conference?*

A. Registration for Wednesday's pre-conference will begin at 5:00 p.m. The keynote speaker will begin at 6:30 p.m. and conclude at 8:30 p.m. Vendor visits will be from 5:00 – 6:30 p.m. and 8:30 p.m. to 9:00 p.m. Thursday's registration begins at 7:15 a.m. Thursday's conference sessions begin at 8:00 a.m. and run through 5:10 p.m. On Friday, conference sessions begin at 8:00 a.m. and conclude at 3:30 p.m.

Q. *Will credit be offered?*

A. Credit will be offered through the University of Mary in Bismarck. The conference can be taken for one graduate or one undergraduate credit. Credit registration and payment will be accepted on the final afternoon of the conference. To receive credit you must attend **ALL THREE DAYS**, with a total of 15 contact hours. The assignment for credit will be available at the pre-conference session, can be turned in Friday, or submitted to the department by November 2, 2009.

Q. *Can registrations be cancelled?*

A. If participants are unable to attend, cancellation must be made with the state Title I office by 12 noon on Friday, October 2, 2009. If this deadline is not met, the registration fee is non-refundable.

Q. *Are there any new developments at this conference?*

A. YES!

- ✓ Special Education has joined the Title I Conference and we are now the Title I/Special Education Fall Conference.
- ✓ Vendors have been added this year. Thirty-five vendor booths will be located in an exhibit hall.
- ✓ We are "going green". During registration, each registered participant will receive a sports bottle. They should feel free to fill their bottle as they desire at the dispensers of water and pop located throughout the conference area.
- ✓ By request, we have lengthened the breakout sessions. This year's breakout sessions are 70 minutes long.
- ✓ There has been a change in the keynote speaker for Wednesday night. DPI is pleased to welcome Lenette Momerak who will present on *Laughter in the Classroom*.

Q. *Whom can we contact for more information?*

A. If you have questions specific to the conference, please contact Jacki Harasym, conference coordinator, at [jharasym@nd.gov](mailto:jharasym@nd.gov) or (701) 328-1876. Information can also be obtained online at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm) on the Title I website.

**Upcoming Events:****2009 Title I/Special Education Fall Conference**

- October 7-9, 2009 in Bismarck, ND  
Information is available at [www.dpi.state.nd.us/title1/events.shtm](http://www.dpi.state.nd.us/title1/events.shtm)

**2009 Annual NDAEYC/NDHSA Conference**

- October 9-10, 2009 in Mandan, ND  
Information is available at [www.dpi.state.nd.us/title1/events/NDAEYCNDHSA2009.pdf](http://www.dpi.state.nd.us/title1/events/NDAEYCNDHSA2009.pdf)

**Response to Intervention Year 1, Day 1 Team Training**

- Western ND – October 16, 2009, 8:30-3:30 (registration starts at 8:00)  
Seven Seas Motel, Mandan, at I-94 and Exit 152. Owen Stockdill, Trainer
- Eastern ND – October 16, 2009, 8:30-3:30 (registration starts at 8:00)  
Grand Forks Education Center (GFEC), 2400 47<sup>th</sup> Ave. S. in Grand Forks. Linda Jenkins, Trainer.  
Contact Darla Van Vleet, DPI, 701-328-2277 or [dvavleet@nd.gov](mailto:dvavleet@nd.gov) for more information.

**2009 Instructional Conference**

- October 21-23, 2009 in Grand Forks, ND  
Information is available at [nd.nea.org/](http://nd.nea.org/)

**Title I To Do List****Administrators**

- Register for the Fall Conference
- Submit Title I ARRA Quarterly Report, due October 2, 2009

**Teachers**

- Register for the Fall Conference
- Determine Caseload, Instructional Practices, Student Eligibility
- Finalize Student Selection
- Conduct Annual Parent Meeting

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