



North Dakota Department of Public Instruction
Title I and Special Education

TEAM NEWS

(Together Everyone Achieves More)

January 2012

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

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ARRA Extension Waiver Approved

In late December, the North Dakota Department of Public Instruction (NDDPI) received approval on our waiver to the U.S. Department of Education (USDE) to request a timeline extension, which will give North Dakota districts with remaining Title I ARRA funds until June 30, 2012 to spend the funding. We are pleased to report that the waiver is retroactive and, therefore, districts can request funds for all allowable activities that occurred past September 30, 2011.

If your district currently has remaining Title I ARRA funds, and you currently have a Budget Revision pending on the STARS, specifically state in an email to Mary Neigum the amount of the Title I ARRA funds remaining as of September 30, 2011 and outline in detail how you plan to utilize these funds between October 1, 2011 and June 30, 2012. If you currently do not have a Title I ARRA Budget Revision pending on the STARS log on to the STARS and create a Budget Revision. In the narrative Section B, state the amount of the Title I ARRA funds remaining as of September 30, 2011, and specifically outline how these funds will be spent between October 1, 2011 and June 30, 2012. Once you have approval on your Budget Revision, you may submit a Request for Funds for any expenditures incurred.

Revised 2011-2012 Title I Allocations

On December 23, 2011, President Obama signed a funding package which included the Title I appropriations for the 2012-2013 school year. As part of this package, Congress also partially reversed the cut in the Title I funding made in October 2011 for this current school year. Unfortunately, as a result of this reversal, the Title I allocations for the 2011-2012 school year will change again. Districts that lost funding should get some of those funds back. Once we receive our revised state allocation, Stephanie Gullickson will rerun the Title I allocations and we will share the new allocation amounts with districts and schools.

Due to this recent development, we are postponing the due date for the Title I Mid-Year Reports. We think it would be better to determine the new Title I allocations and make budget adjustments before we begin to process Mid-Year Reports. Therefore, please do not submit a Title I Mid-Year Financial Report until you receive notification requesting they be submitted. We will continue to process Requests for Funds, so please do not let the revised Mid-Year Report due date postpone your mid-year payment requests.

Director’s Report

Title I Eligibility Process for 2012-2013

By: Laurie Matzke, North Dakota Director of Title I



In early February of each year, the Department of Public Instruction determines eligibility status for Title I funding for the subsequent school year.

Eligibility for a Title I grant requires a district to have a minimum Formula Count of TEN. The Formula Count must exceed 2% of the district’s age 5–17 population. The Formula Count is a weighted unit consisting of 15.5% of the Census Poor Count, 15.5% of the Foster Child Count, 46% of the eligible Free Meal Count, and 23% of the eligible Reduced Meal Count.

The Census Poor Count is the count of children ages 5-17 who were reported below poverty on the updated federal census. The Foster Child Count is a count of children ages 5-17 living in foster homes during October 2011. The Free Meal Count is a count of children eligible for free meals. The Reduced Meal Count is a count of children eligible for reduced meal prices. A child must have an approved free or reduced meal application on file at their school district office in October 2011 to be counted. The department’s Child Nutrition and Food Distribution unit verifies the free and reduced meal counts. If your total weighted unit drops below ten, the district does not meet the eligibility requirement and your subsequent year’s Title I funding would be zero.

Several administrators have questioned the accuracy of the Census Poor Count listed for their district. The state Title I office receives a chart showing the Census Poor Count for every district in the state each January. We have been informed that there is no way to change these numbers. The numbers on the chart are final.

After eligibility has been determined, we can then use each district’s aggregate units for funding purposes.

In February 2012, the state Title I office will send correspondence to all Title I authorized representatives informing them of the status of their district’s aggregate units. Each district will receive a chart comparing last year’s aggregate units to the current totals. If the aggregate units increase from the prior year, the allocation may increase if we receive more Title I funds as a state. If the aggregate units decrease, the allocation will most likely also decrease. If the numbers do not change much, the allocation will most likely remain fairly steady.

District: Sample					
	Census Poor (15.5%)	Free Meals (46%)	Reduced Meals (23%)	Foster Child (15.5%)	Aggregate Units
2010 Data	782	1496	691	64	978.220
2011 Data	933	1724	720	64	1113.175

In the example above, the district may receive an increase as the aggregate units went up. Please watch for this information in the upcoming weeks.



2012 TITLE I, SPECIAL EDUCATION, AND 21ST CCLC FALL CONFERENCE

Wednesday, Thursday, and Friday

October 10, 11, and 12

The purpose of this conference is to highlight evidence-based instructional strategies, provide updates on federal and state issues, as well host a variety of presenters, sessions, and activities designed to meet the needs of a multitude of educators.

SAVE THE DATE

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead
600 East Blvd Ave, Dept 201
Bismarck, ND 58505-0440

Title I Schools List Published

The 2011-2012 list of North Dakota Title I and non-Title I schools has been published on the Title I website.

The figures below summarize this information:

- 306 = Total Title I Schools
- 114 = Schoolwide Title I Schools
- 192 = Targeted Assistance Title I Schools
- 167 = Total Non-Title I Schools

These lists can be found at www.dpi.state.nd.us/title1/index.shtm on the Title I website.



N&D Update

N&D Mid-Year Reports

N&D Mid-Year reports are due in the Title I office by Thursday, January 26, 2012. If you have any questions, please contact Jacki Harasym at jharasym@nd.gov or (701) 857-7770.

Supporting a School-Wide Reading Initiative by Working Within the Structures Of Time: Principals' Daily, Weekly, Monthly, Quarterly, And Annual Tasks That Can Make A Difference In Students' Reading Success

Daily Tasks

- Conduct walkabouts (with informal conversations)
- Make informal classroom visits (with feedback)
- Provide praise, affirmation, encouragement for teachers and students around reading
- Talk with one or more students about reading during daily supervision times

Weekly Tasks

- Read with or to students or listen to them read
- Conduct several reading timings
- Have a brief conversation with a few teachers about how the reading program is going
- Try to learn one new thing about the reading programs being used in your building
- Meet with the building reading coach
- Ask students about what they are reading
- Talk with one or more parents about their child's reading progress and how they can help
- Talk with a staff member other than a classroom teacher about the school's reading programs

Monthly Tasks

- Schedule and participate in grade level meetings
- Incorporate some brief reading professional development in a staff meeting each month
- Review some recent reading data
- Meet with the building reading coach or Title 1 teacher regarding how the reading program is going
- Talk with district administrators to update them about the reading program successes and needs
- Learn one new thing about the formative assessment reports to better use them as tools

Bi-monthly/Quarterly Tasks

- Schedule and participate in building reading leadership team meetings (may be monthly)
- Communicate with district colleagues/supervisors to share ideas and maintain program focus

Annual Tasks

- Staff promote reading in school
- Develop a schedule that supports reading
- Create a "reading friendly" budget
- Review reading data for the year
- Order reading materials based on CSI maps*
- Develop annual professional development plans for reading for your school
- Provide information to parents on reading and how they can help their child succeed
- Visit another school with similar demographics and higher reading scores to learn what you can review/update building reading plan
- Seek available funding for any resources which will expire in the next year

*CSI maps: Grade level plans that specify which core, supplemental, and intervention programs will be taught (and for how many minutes each day) to students at each instructional level.

Dr. Stan Paine, a former Oregon Elementary School Principal-of-the-Year who is now at the Center on Teaching and Learning, College of Education, University of Oregon gave us permission to reprint this document and added, "As a native Minnesota guy, I am happy to provide something that can be of use to educators in the great Upper Midwest!"

IDEA Update

An earlier IDEA update reviewed a *Teaching Exceptional Children* article on evidence-based practice (EBP). The current (January/February) issue of this magazine contains another article on this topic which readers may wish to review. “Facilitating the Effective Implementation of Evidence-Based Practices through Teacher-Parent Collaboration” (Cook, Shepherd, Cook & Cook) emphasizes the use of EBP with students with disabilities “because they represent a tool...most likely to improve school outcomes” (pp.22-3).

This article briefly discusses the critical indicators of high quality research studies: research design, research quality, magnitude of effect, and quantity of supporting research. Of these indicator discussions, the ones related to research design and magnitude of effect offer critically important information for identifying and selecting EBP. Research design is important because it determines how reliable and valid the study’s findings are. The authors created a table that contains a description of three research designs that establish a direct cause-effect relationship between improved student outcomes and the use of a designated instructional practice. “A Word about Effect Sizes” concisely defines effect sizes (“a numerical indicator of how much impact the intervention had, on average, on student outcomes”) (26) and explains their importance in identifying and selecting EBP.

Cook et al. acknowledge that no study is perfect; even studies that include all of the critical elements of high quality special education research. In addition, not every practice designated as an EBP will work for every student. When selecting an EBP, parents and teachers should evaluate the match between the student and the desired outcomes for the student with the characteristics of the study participants and the outcomes achieved by them. The authors encourage parents and teachers to use the What Works Clearinghouse, the National Secondary Transition Technical Assistance Center and the National Autism Center’s National Standards Project to locate EBP and promising research-based practices.



In keeping with the focus of this update on identifying and selecting EBPs, readers may wish to peruse the current issue of the Johns Hopkins University’s monograph, *Better Evidence-based Education*. This monograph reviews current research on EBP and related instructional topics. The current issue reviews research on strategies to helping struggling readers in grades K-12. To access a copy of this informative monograph, visit <http://betterevidence.org/us-edition/>.

Don’t forget: Pedaling 4 Possibilities Bike Race at NDSU Fitness Center, Fargo on February 11, 2012. Visit www.ndipat.org for more information and team packets.

Homeless Mid-Year Reports Due

This is a reminder that it is time to submit your Mid-Year Homeless reports. Mid-Year reports are officially due in the state Title I office by Thursday, **January 26, 2012**. Please use the Final Financial Report form (SFN 7822) located at www.dpi.state.nd.us/forms/sfn7822.pdf for this purpose.

The expenses included on this report should be through December 31, 2011.

If you have any questions regarding the education of homeless children and youths, please contact Jacki Harasym at jharasym@nd.gov or (701) 857-7770.

2012 Title I Sponsored WebEx Trainings

Training Topic	Presenter	Date
Title I and Title III Coordination	Lodee Arnold and Kerri Whipple	January 18, 2012
Targeted Assistance Programs	Ann Ellefson	February 15, 2012
After School Programs	Josh Sharp	February 21, 2012
NDMILE	Stephanie Two Crow	March 14, 2012
Working with Homeless Students	Jacki Harasym	March 20, 2012
Preschool and Title I	Tara Bitz	April 2012 (day TBD)
Federal Updates	Laurie Matzke	May 2012 (day TBD)

The first WebEx training on Title I and Title III Coordination was held on January 18, 2012. A recording of the Title I and Title III Coordination WebEx will be available at www.dpi.state.nd.us/title1/events.shtm on the Title I website shortly for anyone who is interested.

ESEA Flexibility Waiver Status

Since the USDE announced in September 2011 the opportunity for states to apply for a waiver of the current NCLB regulations, the state Title I office has been providing updates in our monthly newsletter. There is also a great deal of information available for review on the department's website at www.dpi.state.nd.us/ESEA/waivers.shtm.

It is still undecided on whether North Dakota will apply for an ESEA Flexibility Waiver. Staff in the NDDPI have been working on completing the waiver application in the event that the state decides to submit an application on February 21, 2012.

The ESEA Flexibility Waiver topic will be addressed at the upcoming NDCEL conference at the end of the month. The NDCEL board will be weighing in on their opinion of whether North Dakota should apply for a waiver.

The advisory group established to review the ESEA Flexibility waiver application will meet again in early February 2012 to make a final recommendation to State Superintendent Dr. Wayne G. Sanstead on whether to apply.

A subcommittee has been established to support North Dakota's work related to establishing teacher/principal evaluation guidelines for the state. Regardless of whether the state applies for a waiver, the work of this group will continue as establishing statewide teacher/principal evaluation guidelines will undoubtedly be a part of any future reauthorization of ESEA Flexibility Waiver.

We will continue to provide updates and information on this critical topic in future issues of our newsletter.

NDMILE Update

In early January, Lois Myran, Project Manager of the NDMILE, retired from the Department of Public Instruction. The department is sad to lose her knowledge and expertise, but wishes Lois the best in her future endeavors.

North Dakota schools and districts can be assured that the NDMILE will continue to be one of the three school improvement processes supported and approved by the NDDPI. The NDMILE has the full and continued support of all department units, unit directors, and management council members. The NDMILE will continue as a strong, research-based option for schools to use in their education improvement, Title I Schoolwide and Title I Program Improvement planning and reporting processes. The department's goal is to support schools in their improvement efforts and continue to offer an option that simplifies and combines reporting requirements and provides a method to help bring focus to a continuous improvement process.

At this time, a new project manager for the NDMILE has not been identified. In the interim Marilyn Orgaard will be the contact person until a final appointment is made. Marilyn's contact information is morgaard@nd.gov or (701) 328-2244. Jane Gratz will continue as her administrative assistant. Jane's contact information is jmgratz@nd.gov or (701) 328-3266.

Monthly Featured Articles

Secondary Special Educators – We Need Your Help!

Each year the NDDPI Special Education office surveys former special education students – high school graduates, recent dropouts, and young adults reaching the maximum age for special education students – to find out whether they have pursued further education or found competitive employment. This information is required by the USDE of Special Education Programs (OSEP) in response to the Individuals with Disabilities Education Act (IDEA 2004). It must be gathered annually between April and September of the year following a student's exit from high school. States must report the results in their Annual Performance Report to the OSEP and to the public. The goal of this initiative is to improve secondary programs so they lead to better employment and postsecondary outcomes for youth with disabilities.

It is very important for youth and families to participate in a short phone interview when contacted. In doing so, they will be helping to shape the future of special education and the development of high quality results-oriented secondary programs.

Participation in state Post-School Outcomes Survey is voluntary. However, youth and their families should know that their participation is important and valued. By giving a small amount of their time, they can make a difference in the development of more effective special education and secondary transition programs for future students with disabilities.

How Can You Help? You can help by providing information to your exiting students regarding the Post-School Outcome Survey so they are aware that they will be contacted one year after leaving school. Soon, the NDDPI will be disbursing flyers to each special education unit. The flyers are titled: "One Year Story Chance". The flyer serves as a notification that the student will be contacted for a telephone interview one year after exiting the school system. The department is requesting that each secondary special education case manager provide a flyer to each 2011-2012 school year exiting student. This flyer may be given to the student and family at the Annual IEP meeting or at the meeting where the Summary of Performance is developed.



You can also help by updating contact information for the exiting students and parents in TIENET before the end of the school year in which the student exits. This can be done on the Summary of Performance, as it may be the latest document you complete with the student and the family. Accurate contact information will positively impact the response rate to the survey.

For questions related to the Post-School Outcomes Survey process, please contact Gerry Teevens at gteevens@nd.gov or at (701) 328-2277. Thank you for your assistance toward improving our response rate to the Post-School Outcomes Survey.

New DPI Grant: Early Childhood Education Environment Grant Now Available

Under provisions of Senate Bill 2013, passed by the 62nd Legislative Assembly, North Dakota public school districts may receive up to a \$5,000 grant award to support, enhance, or establish a new or expanded early childhood learning environment. The application for the Early Childhood Education Environment grant is now available at www.dpi.state.nd.us/forms/sfn60086.pdf on the department's website.



To qualify for the grant, the applicant must complete the Early Childhood Education Environment Grant Application and have either:

1. Created new space for the district's early childhood education services or;
2. Recently expanded the space of the district's early childhood education program.

If deemed eligible, recipients will receive up to a \$5,000 grant award to use from July 1, 2011 through June 30, 2013. The actual amount of expenditures incurred will be reimbursed. Any grant funds remaining will be returned to the Department of Public Instruction. Districts will use the Request for Funds form (SFN 14660) to claim reimbursement.

What are allowable uses of these funds? Allowable uses of the funds include costs incurred to get the physical learning space ready for the early childhood programs. This includes such items as child-sized tables and chairs, low shelving, flooring, lighting, wall and window coverings, and lowering existing or installing new child-sized sinks and toilets. Please keep in mind this list is not inclusive and other items may be considered as allowable if they meet the purpose of the grant.

What are non-allowable uses of these funds? Funds may not be used for staff, technology, daily supplies, or materials for providing the educational program. The funds may only be used to support, enhance, or establish a new or expanded early childhood learning environment. For further information, please contact Tara Bitz at (701) 328-4646 or tbitz@nd.gov.

Ways To Meet NDMILE Indicators

Are you looking for ways to meet NDMILE Indicators? Pathfinder Parent Center can help! Indicator ED2.1 asks the school to provide a Family Resource Library. We can be your resource library. Our library is online and materials can be mailed directly to the families' homes. They can browse online and find items that fit them, all in the privacy of their own home. Simply add a link to our library (www.pathfinder-nd.org/index.php?option=com_content&view=article&id=66&Itemid=61) on your website and let families know about this new opportunity in your newsletter, and you're done? You just provided another parent involvement opportunity!

PreK-12 Education Learning Event

Are you developing a *summer 2012 learning event* for PreK-12 educators from across the state or local region? Would you like to add the incentive of providing a graduate professional development credit for their participation and work? **UND's Professional Development for Educators** will partner with you to help you promote your workshop and provide credit!

Now is the time to begin developing your tentative curriculum plan for your summer events. June events are typically well received. On-site learning events might be offered in a two-day format (7.5 hrs per day), or four half-days (4 hrs per day) for 15 instructional hours, or 1 professional development credit. Blended formats (a combination of face-to-face and online) are encouraged to extend learning and apply new ideas as well.

UND's annual summer mailer goes out to over 12,000 area educators and will list your learning event. *For publication deadline, have your "UND Credit Approval Request" in by Wednesday, February 15, 2012.* To review the requirements for credit approval, and to send in your request, please go to our easy online submission form at: <http://educators.und.edu/creditapproval/creditapprovalrequest.cfm>.

If you don't have a finalized plan, include the **tentative dates, times and location** of the event, so we can plan for what to include in the summer mailer. If there are any changes with the logistics of the event after initial submission, please EMAIL those updates NO LATER than *Friday, March 16* so we can place the corrected information in the mailer.

If you plan to provide your participants with the choice of credit from NDSU, Minot State or UND, please go to our online proposal link. There is no need to submit a separate UND submission form. Click on the "Proposal Form" button at the bottom of the page at the following link: <http://www.dce.ndsu.nodak.edu/DCE/mcgc/mcgc.html>.

Reminder: Hiring Requirements for Title I Teachers

A reminder to all administrators and Title I coordinators regarding requirements for hiring a Title I teacher – before hiring a Title I teacher, please review the Title I requirements (listed below) to make sure that the teacher is highly qualified to teach in a Title I classroom.

The requirements for a teacher to teach Title I reading in grades K-6 are as follows:

1. Hold a valid North Dakota educator's professional license.
2. Have a major or endorsement in elementary education. You cannot teach Title I grades K-6 reading with an early childhood B-3 major.
3. Complete a planned program from an accredited institution, including instruction in:
 - a. Two semester hours in diagnosis and correction of reading disabilities. (Workshops are not acceptable.)
 - b. Two semester hours in clinical or laboratory practicum in reading. (Workshops are not acceptable.)
 - c. Two semester hours in reading in the content areas. (Workshops are acceptable.)
4. Complete a minimum of eight semester hours in no fewer than three courses. The coursework must consist of no more than two classes from each of the following areas:
 - a. Early Childhood.
 - b. Research and the Literature in Reading /Language Arts.
 - c. Exceptional Child.
 - d. Creative Language Activities: Poetry for Children, Storytelling, Writing, Dramatics, etc.
 - e. Curriculum Development

The requirements for a teacher to teach Title I math in grades K-6 are as follows:

1. Hold a valid North Dakota educator's professional license.
2. Have a major or endorsement in elementary education. You cannot teach Title I grades K-6 math with an early childhood B-3 major.
3. Complete a minimum of six semester hours in mathematics.

Upcoming Events

- × **2012 National Title I Conference: Soaring to Excellence**
January 21–24, 2012 in Seattle, WA
 Registration can be found at www.nationaltitleiassociation.org/page/T12Conference
- × **NDRA Spring Reading Conference**
April 19–21, 2012 in Dickinson, ND
 Discovering Literacy on the Western Edge hosted by the Badlands Reading Council
 For more information, go to www.ndreadon.com/
- × **NCTM 2012 Annual Meeting**
April 25–28, 2012 in Philadelphia, PA
 More information will be posted as details are available
- × **2012 Parent Involvement Conference**
April 26–28, 2012 in Fargo, ND
 More information will be posted as details are available
- × **IRA 57th Annual Convention**
April 29–May 3, 2012 in Chicago, IL
 For more information, go to www.reading.org
- × **Title I, Special Education, and 21st CCLC Fall Conference**
October 10–12, 2012 in Bismarck, ND
 More information will be posted as details are available



Title I To Do List

Administrators

- Notify parents of the release of district and school report cards and profiles.

Targeted Assistance Teachers

- Maintain portfolios for Title I students.
- Report assessment results to parents using the Title I Progress Report.
- Send home information on how parents can support their child's education.

Schoolwide Teams

- Continue regularly scheduled team meetings and study group sessions – research and discuss schoolwide reform strategies and effective practices (document agendas/minutes on file or in NDMILE tool).
- Align professional development with goals, objectives, and reform strategies.
- Ensure ongoing documentation and implementation of 10 schoolwide components.
- NDMILE – Review NDMILE WebEx Series available on NDMILE website.
- NDMILE – Work with Capacity Builder and/or Technical Assistance Provider as necessary.
- NDMILE – Assess, Plan, and Monitor School Plan according to "Crosswalk of NCLB Schoolwide Plan Components and NDMILE KEY Indicators".
- NDMILE – Continue to address questions in the Title I Schoolwide Supplemental Report.
- NDMILE – Next submission due date is Jan. 31, 2012.

Title I Staff	Office Fax (701) 328-0203	Toll Free (888) 605-1951
<p>Laurie Matzke, Director Email: lmatzke@nd.gov Phone: (701) 328-2284</p>	<p>Tara Bitz, Assistant Director Early Childhood Education and Early Reading First Email: tbitz@nd.gov Phone: (701) 328-4646</p>	<p>Mary Neigum Fiscal Officer Email: mneigum@nd.gov Phone: (701) 328-2281</p>
<p>Jacki Harasym, Assistant Director Title I, Homeless, Special Education and N&D Program Email: jharasym@nd.gov Phone: (701) 857-7770</p>	<p>Lodee Arnold, Assistant Director Schoolwide Programs Email: laarnold@nd.gov Phone: (701) 328-1876</p>	<p>Ann Ellefson, Assistant Director Private School Programs Email: aellefson@nd.gov Phone: (701) 328-2488</p>
<p>Stefanie Two Crow, Assistant Director Schoolwide Programs Email: sttwocrow@nd.gov Phone: (701) 328-2292</p>	<p>Dale Patrick, Assistant Director Even Start Email: dpatrick@nd.gov Phone: (701) 328-1644</p>	<p>Josh Sharp Program Administrator 21st Century Email: jsharp@nd.gov Phone: (701) 328-2285</p>
<p>Jill Frohlich Administrative Assistant Email: jmfrohlich@nd.gov Phone: (701) 328-2254</p>	<p>Cathy Ebert Administrative Assistant Email: cmebert@nd.gov Phone: (701) 328-2824</p>	<p>Sandy Peterson Program Administrator Migrant Education and Title I Credentials Email: smpeterson@nd.gov Phone: (701) 328-2170</p>
<p>Patty Carmichael Administrative Assistant Email: pcarmichael@nd.gov Phone: (701) 328-3264</p>	<p>Lauri Nord Administrative Staff Officer Email: lnord@nd.gov Phone: (701) 328-2282</p>	

Special Education Staff	Office Fax (701) 328-4149	TDD (701) 328-4920
<p>Dr. Alison Dollar, Director Email: adollar@nd.gov Phone: (701) 328-2277</p>		
<p>Brenda Oas Assistant Director Email: boas@nd.gov Phone: (701) 328-2277</p>	<p>Gerry Teevens Assistant Director Email: gteevens@nd.gov Phone: (701) 328-2277</p>	<p>Dr. D. Guy McDonald Special Education Coordinator Email: dgmcdonald@nd.gov Phone: (701) 328-2277</p>
<p>Dr. Lynn Dodge Special Education Coordinator Email: ldodge@nd.gov Phone: (701) 328-4564</p>	<p>Kathy Smith IDEA B Grants Manager Email: kasmith@nd.gov Phone: (701) 328-2615</p>	<p>Nancy Skorheim Special Education Coordinator Email: nskorheim@nd.gov Phone: (701) 328-2277</p>
<p>Bob Rutten Special Education Coordinator Email: brutten@nd.gov Phone: (701) 328-2277</p>	<p>LaDawn Eisenbeis Administrative Assistant/Receptionist Email: lreisenbeis@nd.gov Phone: (701) 328-2277</p>	<p>Mary McCarvel-O'Connor Special Education Coordinator Email: mocconnor@nd.gov Phone: (701) 328-4560</p>
<p>Michelle Souther Office Manager Email: msouther@nd.gov Phone: (701) 328-2652</p>	<p>Colleen Schneider Administrative Assistant Email: cischneider@nd.gov Phone: (701) 328-3217</p>	