



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

**August 2009**

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**LAST MINUTE REMINDER:**  
**New Title I Teacher Training**

Administrators and representatives have already received this information via email. Due to ARRA funding, many districts are hiring new Title I teachers for the 2009-2010 school year. We realize there are a large number of requirements within Title I, therefore, we are providing a New Title I Teacher Training.

Previously, we have had this training at our annual fall conference. However, the evaluations consistently show that teachers need the training much earlier. Therefore, we are conducting the training at the beginning of the school year.

The training will be held on Thursday, August 27, 2009 from 1:00 p.m. to 4:00 p.m., in the Sakakawea Room at the State Capitol Building in Bismarck.

This session will go over the rules, regulations, policies, forms, etc., pertaining to the Title I program and answer any questions your new teachers might have. Paula Rogers, a Title I teacher from the Langdon Area School District, has graciously agreed to facilitate this session.

There is still time to register a teacher for this training. You can download the registration form at [www.dpi.state.nd.us/news/index.shtm](http://www.dpi.state.nd.us/news/index.shtm). Fax the completed form to (701) 328-4770, attention Title I office. There is no fee to attend this training and travel expenses can be reimbursed using your local Title I funds.

If you would like more information regarding this training, contact Laurie Matzke at [lmatzke@nd.gov](mailto:lmatzke@nd.gov) or (701) 328-2284.

**Funding for Public School Teachers to Help Students at High-Need and Rural High Schools Prepare For College!**

- 1. What's available?** Gates Foundation is providing a grant to match funding to teachers' classroom project request(s) **to prepare students for college**. Last year, 93% of projects that qualified for this Gates match offer were fully funded by donors.
- 2. Who qualifies?** If you are a full-time teacher at a high-need or rural public high school, you are eligible for this funding.
- 3. How do I participate?** First, log in to your teacher account on DonorsChoose.org (if you don't have one, any public school teacher can sign up at [www.donorschoose.org/teacher](http://www.donorschoose.org/teacher) ). Once you're logged in, submit a project requesting materials to **help prepare your students for college**.
- 4. Then what happens?** A few hours after your project is approved, you should see a Bill & Melinda Gates Foundation logo on your project. This means it has qualified for this offer and now has a great chance of being fully funded by the other donors that visit the site.

To see projects recently funded via this offer, visit [www.donorschoose.org/donors/search.html?historical=true&keywords=college&&gradeType=4](http://www.donorschoose.org/donors/search.html?historical=true&keywords=college&&gradeType=4)

To get started with submitting your own college prep project, log in to your account at [www.donorschoose.org/teacher](http://www.donorschoose.org/teacher).

## **Directors' Reports**

### **North Dakota's Waiver Request**

By: Laurie Matzke, North Dakota Director of Title I

The state is six months into implementing the provisions in the American Recovery and Reinvestment Act (ARRA) enacted in February 2009. Three-fourths of the stimulus applications have been approved. The U.S. Department of Education has released several guidance documents outlining the ARRA requirements and is going to allow states to apply for waivers with respect to these funds. The waivers would be granted for a period of two years, reflecting the period of time the Title I ARRA funds are available for schools to obligate and spend. The USDE has also issued guidance regarding the information that must be included in the waiver requests and the process for submission.

North Dakota has compiled our waiver request to the USDE. We are requesting five waivers, including:

- Waive a LEA's obligation to set aside funds for school choice and supplemental education services (SES) on the ARRA application. (Program Improvement Schools)
- Waive a LEA's obligation to set aside funds for the 10% professional development requirement for schools on the ARRA application. (Program Improvement Schools)
- Waive a LEA's obligation to set aside funds for the 10% professional development requirement for districts on the ARRA application. (Program Improvement Districts)
- Waive a LEA's obligation to determine the per-pupil amounts for SES using the ARRA funds. (Program Improvement Schools)
- Waive the provision that prohibits a state from granting to a LEA a waiver of the carryover limitation more than once every three years with regard to the ARRA funds. (all districts)

North Dakota's state waiver application 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.

The USDE requires states to provide all districts in the state with a notice and reasonable opportunity to comment on our request. We are providing this statewide notice by

1. emailing information to all district and school personnel over our distribution lists,
2. posting the notice on the Title I website, and
3. posting this notice in our monthly Title I/Special Education Newsletter.

Copies of all comments will be sent to the USDE, along with our waiver request. If anyone would like to comment on our state application, submit them by September 8, 2009 to:

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 Title I Director  
 Department of Public Instruction  
 600 E. Boulevard Ave., Dept. 201  
 Bismarck, ND 58505-0440  
 Email: [lmatzke@nd.gov](mailto:lmatzke@nd.gov)  
 Fax: 701-328-4770

After the comment period, our waiver request will be sent to the USDE for review. We will notify districts and schools when our request has been approved.

### **Decreasing the Spread of Flu Among Children with Special Needs**

By: Bob Rutten, North Dakota Director of Special Education

There is a concerted effort by the Centers for Disease Control and Prevention to work with the U.S. Department of Education, state public health, and education agencies to respond appropriately in the event of widespread influenza in our nation's schools. Recently North Dakota's State Health Officer, Dr. Terry Dwelle, met with State Superintendent, Dr. Wayne G. Sanstead, and employees of the ND Department of Public Instruction to plan how to help schools and families understand what to do during the upcoming influenza season. There has been growing national attention focused on this subject due to new challenges resulting from the H1N1 influenza.

During the planning meeting with Dr. Dwelle, State Epidemiologist Kirby Kruger, and other employees from the Departments of Health and Public Instruction, I asked if there were any special precautions that need to be considered regarding children and youth with disabilities, and with preschool children in particular. Dr. Dwelle understood that the youngest of our schools' student population may not yet have learned all of the personal hygiene skills that help prevent the spread of coughs, colds, and other illnesses. Whereas preschool personnel are always mindful about infection control in school settings, it will be especially important to protect those children who may be at high risk for influenza complications. If you work with children who have health-related disabilities that may make them more vulnerable to the affects of the H1N1 influenza, it will be even more important to recommend that children and staff wash their hands frequently with soap and water, and especially after coughing or sneezing. "Respiratory etiquette" is a skill that is very important to teach and practice. If a child does develop an influenza-like illness, the Center for Disease Control recommends that the child "*remain at home until at least 24 hours after they are free of fever, or signs of a fever, without the use of fever-reducing medications.*" (CDC Technical Report for State and Local Public Health Officials and School Administrators, 8-7-09). Teachers and parents will need to communicate closely with each other and work collaboratively to ensure that the spread of disease is minimized.

Further communication with school administrators and faculties will soon take place with greater detail about recommended strategies to decrease the spread of flu. I strongly encourage all special educators to access the information that will be disseminated to ensure that children and youth with disabilities in North Dakota schools---and you---will stay as healthy as possible during the upcoming year. As always, thank you for your work on behalf of our state's students who have special needs.

### **Contract Requirements Reminder**

While in the process of reviewing applications, the issue of contracts frequently arises. When North Dakota's Title I program was monitored in 2005, we were cited out of compliance on the contract requirements because the districts that were visited did not have contracts on file to back up purchased services.

Object code 300 in the fiscal accounting process is labeled as Purchased Professional and Technical Services. This code is to be used any time funds will be used to purchase a service. The following are examples of a purchased service:

- ▶ Paying a consultant or speaker to do a presentation for staff development.
- ▶ Paying a company, such as Compass Learning, to receive technical assistance or professional development on their product.
- ▶ Paying a provider, such as Sylvan Learning Center, to provide tutoring services to at-risk students.

If funds are being used to purchase a service and will be listed in the object code 300, the school district must have a contract on file with the vendor. The contract should include, at a minimum:

- Scope of services,
- Duration of the contract,
- Method and amount of payment, and
- Be executed by both parties.

A sample contract template can be found at <http://www.dpi.state.nd.us/title1/resource/sample.pdf> on the department's website. School districts can use or modify this form to fit their needs.

If you are purchasing a service with federal funds, it is crucial to have a contract or agreement which shows exactly how the funds will be used to demonstrate that the services are appropriate for the program. A document that sets forth the specific goods and services being purchased with your federal funds proves to auditors and the U.S. Department of Education your intentions for spending federal funds.

## **AYP Dissemination Requirements**

Under the *No Child Left Behind* (NCLB) Act, all districts and schools are required to send correspondence to the parents of each child enrolled in the district and/or school regarding its Adequate Yearly Progress status. It is imperative that correspondence be included with the AYP reports to explain them to parents.

Federal law mandates that this notification take place in a timely manner. For schools and districts identified for program improvement, this notice must take place prior to the first day of school. For schools that are required to offer school choice, the notice must be sent 14 calendar days before the first day of school. For schools and districts NOT identified for program improvement, this notice must take place at the start of the school year (i.e., as part of welcome back letter or August newsletter). Districts in program improvement must also remember to disseminate the letter from Dr. Sanstead to all parents.

There are various samples of parent notification letters for schools and districts available on our website at [www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm](http://www.dpi.state.nd.us/title1/targeted/general/reauthoriz/notification.shtm). The state Title I office has also created communication toolkits for both schools and districts.

## **Title I Fall Mailing**

Title I personnel and authorized representatives will soon be receiving the annual Title I fall mailing. This mailing will contain a wealth of information on issues concerning Title I. A few items we would like to highlight are listed below.

- Registration information for the Title I/Special Education Fall Conference in October 2009
- Dissemination requirements for Title I
- Process for monitoring Title I programs for the 2009-2010 school year
- Information on the Title I Distinguished Schools Recognition Program

We encourage you to review this information carefully, as it is pertinent to your Title I programming. Once distributed, the fall mailing will also be posted online at [www.dpi.state.nd.us/title1/targeted/mailings/index.shtm](http://www.dpi.state.nd.us/title1/targeted/mailings/index.shtm).

## **Outstanding Title I Educator Nominations**

Also in the upcoming fall mailing, Title I personnel will receive information regarding the 2009-2010 North Dakota Outstanding Title I Educator Award. Please consider nominating an Outstanding Title I Educator in your school or district for this award. This individual can be an authorized representative, coordinator, teacher, paraprofessional, or anyone who works in a Title I program. The individual chosen for this award will receive recognition at the 2009 Title I/Special Education Fall Conference in October 2009. You can find more information regarding the Outstanding Title I Educator online at [www.dpi.state.nd.us/title1/awards/educator.shtm](http://www.dpi.state.nd.us/title1/awards/educator.shtm).

## **Title I Preschool Guidance**

The Title I preschool guidance has been updated and is now posted on the Title I website. For schools or districts planning 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 is available at [www.dpi.state.nd.us/title1/earlychild/guidance.shtm](http://www.dpi.state.nd.us/title1/earlychild/guidance.shtm) on the Title I website.

**Regular Consolidated Applications Due Soon**

School personnel are reminded of the following:

- The STARS consolidated application report is due on **Friday, August 28, 2009**. The report must be completed and submitted by this date. Applications not completed and submitted by this date will forfeit their federal Title funding.
- Districts are reminded that board approval must be documented in board minutes prior to the submission date.
- The state Title I office has assigned a Title I contact person to each school district in the state. This listing is available at [www.dpi.state.nd.us/title1/conapp.shtm](http://www.dpi.state.nd.us/title1/conapp.shtm). Please ensure that your district has communicated with your Title I contact person to conduct a review of the Title I portion of your application.

If you have specific questions regarding the consolidated application process, please contact Juliann Vetter at (701) 328-3265 or Stephanie Gullickson at (701) 328-2176. If you have questions specific to Title I, contact Laurie Matzke at (701) 328-2284 or your assigned Title I contact person.

Once the application is approved, an electronic grant award will be generated. This grant award will display the district's final allocation amount, official carryover amount and the amount available to spend for the 2009-2010 school year.

**Highly Qualified Reminder**

Title I authorized representatives are reminded not to offer a contract to a Title I teacher unless you know they have a valid Title I credential. You cannot use Title I funds to pay for staff who are not highly qualified. If you hire someone who is not highly qualified, the district will need to pay their salary with local funds until the date that the Title I credential is issued.

**Fall Recruitment of Migrant Students**

The North Dakota Department of Public Instruction, Migrant Education office, has hired Rosario Martinez from Grafton, ND, to complete a required form on all migrant students that your school will be entering on the State Automated Reporting System (STARS). The Office of Migrant Education in Washington, DC is mandating this form be completed. Rosario will be contacting your school after she has been notified by the state Title I office that your school has completed entering all migrant students on the STARS. If you have any questions, please contact Sandy Peterson (701) 328-2170.

**Monthly Featured Articles****Timely and Accurate Special Education Data**

By D. Guy McDonald, Ed. D., Special Education Coordinator

As many of you are aware, the special education office has been working with our software vendor this summer to make some improvements to the ND TIENET Case Management System (on-line IEP system). Many of these changes address the increasing need to collect timely and accurate student data that must be reported to the Office of Special Education Programs in Washington. Last year, the on-line IEP provided the source of data for multiple reports, including Child Count, Educational Environment, Exiting, and data specific to many of our Annual Performance Report indicators. Thus, the on-line IEP provides North Dakota with a source of student data that aggregates up from the site of origin.

This year, for the first time, the Department of Public Instruction will also use the on-line IEP system to track yearly assessment data for students identified with a disability for AYP purposes. Federal and state laws require that all students participate in the State Testing System. In North Dakota, students will participate under one of the following five general options:

- *North Dakota State Assessment (NDSA)*
- *North Dakota State Assessment (NDSA) with accommodations*
- *North Dakota Alternate Assessment 1 (NDAA1)*
- *North Dakota Alternate Assessment 2 (NDAA2)*
- *Combination of the NDSA and the NDAA1 and NDAA2*

The decision about the assessment option that the student will participate in is made annually by the student's individualized education program (IEP) team. This decision must be documented in the student's annual on-line IEP. It must be noted that the decision determining which assessment option is selected by the IEP team is based on the student's curriculum, present levels of academic achievement and functional performance, as well as the student's various skills and learning characteristics.

Finally, as there are increasing consequences relating to either the timeliness or accuracy of the data collected, it is of particular concern that changes relating to any given student's IEP should be updated sooner rather than later. Notification to the field will be provided prior to each reporting period requesting that data updates specific to the data report requirements be completed where necessary.

### **Struggling Reader Interventions**

By Ann Ellefson, Title I Assistant Director

Finding the right program to help struggling readers is a daunting task. The *Best Evidence Encyclopedia* summarizes evidence on various programs that have been proven as effective interventions for struggling readers. Five of the eight programs have been highlighted below.

- Success for All – This program requires extensive staff training and materials focused on cooperative learning and phonics through rapid paced instruction. A tutoring component is also provided for struggling readers. More information can be found online at [www.successforall.org](http://www.successforall.org).
- Direct Instruction-Corrective Reading – This intervention provides a highly structured, phonetic approach to reading instruction that emphasizes phonics, a step-by-step instructional approach, and direct teaching of comprehension skills, as well as extensive professional development and follow-up. More information can be found online at [www.nifdi.org](http://www.nifdi.org).
- Peer Assisted Learning Strategies (PALS) – PALS is a technique in which children work in pairs, taking turns as teacher and learner, to learn a structured sequence of literacy skills, such as phonemic awareness, phonics, sound blending, passage reading, and story retelling. More information can be found online at [kc.vanderbilt.edu/pals](http://kc.vanderbilt.edu/pals).
- Reading Recovery – This program targets the lowest achieving readers in first grade with supplemental tutoring in addition to their regular reading classes. More information can be found online at [www.readingrecovery.org](http://www.readingrecovery.org).
- Quick Reads – This supplementary program is designed to increase fluency, build vocabulary and background knowledge, and improve comprehension. More information can be found online at [www.quickreads.org](http://www.quickreads.org).

This information has been adapted from <http://www.bestevidence.org/reading/strug/top.htm>

### **North Dakota Dual Sensory Project**

By Sherri Nelson, Project Coordinator

The ND Dual Sensory Project is a NDDPI grant funded by the United States Department of Education, Office of Special Education. The purpose of the ND Dual Sensory Project is to promote academic achievement and to improve results for children with disabilities by providing technical assistance (TA), supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.

This project is the sole statewide entity in ND that has been funded to build state and local capacity to serve children who are Deaf-Blind and their families.

The priority of the ND Dual Sensory Project is to create and strengthen collaborative partnerships among the families, Local Education Agencies (LEAs), and state and private agencies, to enhance these services and improve the outcomes for all children and youth who are Deaf-Blind. This project will assist these agencies to ensure that the children served under Part C of IDEA who are Deaf-Blind, receive services to the maximum extent appropriate, in their natural environments and that children served under Part B of IDEA who are Deaf-Blind, will have access to, are included in, and make progress in, the general education curriculum in their least restrictive environment.

The goals of the ND Dual Sensory Project are to: 1) Facilitate collaborative partnerships between family members of children who are Deaf-Blind, early interventionists, special and regular educators, related services personnel, LEAs, and state and private agencies to develop and implement supports that improve children's outcomes and educational achievement, 2) Provide information and TA, including distance learning activities and ongoing professional development opportunities in combination with on-site coaching to families of children who are Deaf-Blind, and all involved staff, 3) Communicate and collaborate with the National Consortium on Deaf-Blindness (NCDB) and other OSEP-related projects that are sources of expertise on Deaf-Blindness, 4) Work with the families, LEAs, state, and private agencies to develop a shared understanding among stake holder groups of how to support children who are Deaf-Blind within their local systems and communities, 5) Employ the system of identification for children who are Deaf-Blind, and 6) Communicate state-wide on an ongoing basis through the use of multi-media including website, email, TA meetings and events, Advisory Board meetings, workshops, or webinars as a way to support collaboration throughout the state.

The ND Dual Sensory Project demonstrates a model that provides goals, activities, and outcomes for the next five years, with implementation and evaluation to ensure the high quality of services for children who are Deaf-Blind in the state of ND. The project provides this low incidence population and diverse group of learners with access to the visual and auditory information by using individualized supports. Personnel with specialized training, experience, and skills will provide the appropriate education for these children. Consequently, students who are Deaf-Blind will attain age-appropriate milestones and ultimately seek independent employment and living opportunities in their future.

The ND School for the Deaf in Devils Lake is the fiscal agent for the project and the project director and coordinator are both housed at ND Vision Services/School for the Blind in Grand Forks. Sustainability of services and statewide capacity building are ensured by embedding this project within these established state entities.

For addition information relating to the ND Dual Sensory Project, please contact:

Sherri Nelson, Project Coordinator  
ND Dual Sensory Project  
500 Stanford Rd  
Grand Forks, ND 58203  
Phone: 701-795-2730 or 1-800-421-1181  
Fax: 701-795-2727

### **IDEA Updates**

By Lynn Dodge, Special Education Coordinator

This will be a new monthly column in TEAM News. This column is intended to summarize or highlight important changes in the guidance and regulations issued by the United States Department of Education pertaining to the implementation of IDEA, and/or state guidance and procedures. It will provide readers with hyperlinks to documents discussed in this column. In some cases, these documents will be posted to our website so that families and school personnel can have easy access to them and can more fully review them.

This month, we want to alert readers to the form changes on TIENET and the related trainings that have been posted at [www.dpi.state.nd.us/speced/](http://www.dpi.state.nd.us/speced/) on the Special Education website:

- A “Quick Reference Guide to the Form Changes in the ND TIENET Special Education Case Management System /summer of 2009”;
- a three part Webinar: “ND Department of Public Instruction/Office of Special Education Form Changes in the ND TIENET Special Education Case Management System”; and
- a Power Point to accompany the Webinar.

We hope these resources will be helpful to readers as they begin accessing the TIENET system for the 2009-10 school year. Please contact Michelle Souther at [msouther@nd.gov](mailto:msouther@nd.gov) or Gerry Teevens at [gteevens@nd.gov](mailto:gteevens@nd.gov) or 701-328-2277 if you have any questions or concerns related to these documents and trainings.

### **Upcoming Events: Special Education**

#### **Special Education IDEA Advisory Panel**

- September 9, 2009 at the Comfort Inn in Bismarck, ND

#### **North Dakota Secondary Transition Community of Practice Advisory Council: Quarterly Meeting**

- September 16, 2009 at the Heritage Center in Bismarck, ND

#### **North Dakota Special Education Directors’ Leadership Conference**

- September 17-18, 2009 at the Doublewood Inn in Bismarck, ND

#### **Positive Behavioral Supports (PBS)**

- September 15-16, 2009 at the Comfort Inn in Bismarck, ND  
\*Year 1 Training, Western ND
- September 22-23, 2009 at the Grand Forks Education Center in Grand Forks, ND  
\*Year 1 Training, Eastern ND
- September 17-18, 2009 at the Comfort Inn in Bismarck, ND  
\*Year 2 Training, Western ND

\*Contact: Darla VanVleet at [dvandvleet@nd.gov](mailto:dvandvleet@nd.gov) or 701-328-2277 for more information on these trainings.

### **Upcoming Events: Title I**

#### **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](http://www.dpi.state.nd.us/title1/events.shtm)

### **Title I To Do List**

#### Administrators

- Submit consolidated application – DUE August 28, 2009
- Disseminate AYP Reports and correspondence
- Disseminate Parents’ Right to Know and Dispute Resolution information

#### Teachers

- Determine caseload, instructional practices and student eligibility

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