



IDEA Advisory Meeting

MINUTES

APRIL 4, 2023

9:00 AM – 1:05 P.M.

VIRTUAL MEETING

MEETING CALLED BY	Mary McCarvel-O'Connor
TYPE OF MEETING	IDEA Advisory Meeting
FACILITATOR	Mary McCarvel-O'Connor
NOTE TAKER	Michelle Souther
ATTENDEES	Mary McCarvel-O'Connor, Michelle Souther, Lucy Fredericks, Tina Degree, Jacqueline Adusumilli, Brenda Ruehl, Colette Fleck, Jennifer Withers, Michelle Woodcock, Tracy Zaun, Dean Sturn, Tracy Klein, Michael Neztloff, Debbe Poitra, Allison Miller, Barb Burghart, Jodi Webb, Stan Schauer, Kara Welk, Nicki Kehr, Chris Larson, Roxane Romanick, Michelle Pfaff, Alyssa Kramer, Jodi Webb

Agenda topics

EXECUTIVE COMMITTEE VOLUNTEERS

MARY MCCARVEL-O'CONNOR

DISCUSSION	<p>Executive Committee volunteers -Dr. Patty Mahar will reach out to the committee for volunteers. A concern was raised at the last meeting about parent voices not being heard. We will be looking at creating subgroups to get more committee members involved.</p> <p>Jodi and Brenda think that the subgroup committee is a good idea and would be interested in volunteering.</p> <p>IDEA Advisory Subgroups – we are looking for volunteers who would look at our website and suggest how we could make our website more parent-friendly. Also, what does the committee think of the new IDEA Advisory Committee website public comment section?</p> <p>IDEA Advisory Brochure – we would like to have volunteers review this brochure and give suggestions on how to make it more parent-friendly.</p> <p>Update related to Public Comment – We have updated the process for submitting public comments. We also updated our position statement to be more parent-friendly, and it explains that we meet three times a year and how to provide public comment.</p> <p>ND IDEA Advisory Committee</p>
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SPECIALLY DESIGNED SERVICES OFFICE UPDATES

MARY MCCARVEL-O'CONNOR & TEAM

DISCUSSION	<p>Visual Impairment Informational Paper - Visual Impairment Document (nd.gov)</p> <p>More extensive information on considerations and evaluation information</p> <ul style="list-style-type: none"> As a child's visual acuity score doesn't speak to how they use accommodations and supports This includes information on Neurologic Visual Impairments (NVI) which is a brain-based impairment (ex: TBI or cortical visual impairment) Additional information was added about a Functional Visual Assessment Then, it walks through areas of the IEP where considerations should be made for a student with a visual impairment <p>Deaf and Hard of Hearing Informational Paper – Lacey Long and stakeholders groups have started working on updating this paper.</p> <p>IDEA-B Application - Annual State Application Under Part B of the Individuals With Disabilities Act As Amended in 2004 For Federal Fiscal Year 2020 (PDF)</p>
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Upcoming Conferences

ND Autism Spectrum Disorder In-Person Conference April 18-19th in Bismarck [North Dakota Autism Spectrum Disorders Conference \(annecarlson.org\)](http://annecarlson.org)

ND Applied Behavior Analysis Conference April 17-18th in Bismarck [Conference – North Dakota Association for Behavior Analysis \(ND ABA\) \(northdakotaaba.org\)](http://northdakotaaba.org)

Ignite ND Conference June 7-9th in Bismarck [IgniteND Conference](http://igniteND.com)

4th Annual Northern Cass Personalized Learning Institute June 14-15th at Northern Cass Public School [Northern Cass Personalized Learning Institute Registration \(whova.com\)](http://whova.com)

North Dakota Indian Education Summit July 6-7th in Bismarck [Indian Education North Dakota Professional Development « \(northdakotapd.com\)](http://indianeducation.org)

Legislative Session

Passed Senate and House

HB 1043-Related to licensure of a psychiatric residential treatment facility for children and admission criteria.

HB 1304-Relating to a special education teaching authorization; and to declare an emergency.

SB 2052-Relating to the operation of the life skills and transition center and life skills and transition center's superintendent's employment, roles, and duties.

In Conference Committee

HB 1418-Relating to the membership of the brain injury advisory council.

Returned to Senate

SB 2284-Relating to definition of dangerous weapon, and tutoring.

Rereferred to appropriations

HB 1530-Relating to covered services for medical assistance.

SB 2032-Relating to provide funding for the para to teacher program.

SB 2033-Relation to teacher shortage loan forgiveness.

Rereferred to Human Services

SB 2335-Relating to training for fetal alcohol spectrum disorder, creating a cross-disability advisory council, and FASD awareness day.

Waiting for floor vote

HCR 3021-Study to look at gaps in programming and treatment options for individuals with brain injury.

Filed with Secretary of State

SCR 4004-Study to look at accessible transportation in the state for older adults and individuals with disabilities.

HB 1048-Relating to administration of programs for individuals with developmental disabilities by the Department of Health and human services.

Defeated

HB 2351 Requires public schools to file monthly reports on incidents of classroom clearing and hallway clearing to the Department of Human Services and the Department of Public Instruction.

DISCUSSION

Educator Pathway

- Opportunity for High School students interested in entering the teaching field after graduation.
- Consists of five courses students can choose to take to help prepare them for a teaching degree by completing dual credits while still in high school.
 - Teaching Professional, Educational Methodology, Education Workplace Experience, Educating Exceptional Students, Special Education Field Experience
- Program is available to any school district in ND that would like to include college-level classes on education/teaching in their high school curriculum.
- Using ESSER Funds, NDDPI Office of Specially Designed Services will provide payment for college application fees, dual credit fees, and books/materials
- The university system will turn in an expense claim for coursework to NDDPI Office of Specially Designed Services
- If a school district is interested in including these courses in their curriculum, a teacher in their system can teach the coursework or reach out to the universities for assistance. Universities currently a part of the Educator Pathway Program includes:
 - Valley City State University, Mayville State University, Minot State University, Dickinson State University, and University of Jamestown
- In the Fall of 2022, there was a total of 46 students taking courses through the Educator Pathway Program, and we expect many more for the Spring semester.
- [TEACHING ND - Education Pathway Project](#)

Special Education Technician

- Special Education Technicians are allowed to conduct academic and behavioral screenings, document student progress, assist with regulatory paperwork, participate in multidisciplinary team meetings, prepare materials, and assist with scheduling and maintaining space and equipment under the supervision of a special education teacher.
- Complete forty semester hours of college education in the area of special education and have a two-credit transcribable minimum of one hundred clock hours of fieldwork experience.
 - For more information on coursework completion, contact: Minot State University (701-858-3050) or Certification Central (701-322-4429)
- Submit a completed application form and transcripts to the Office of Specially Designed Services at NDDPI.
 - Application: [APPLICATION FOR THE SPECIAL EDUCATION TECHNICIAN \(nd.gov\)](#)
- Currently, there are four Special Education Technicians in ND and at least 44 more college students in the process of earning their credits within the next few semesters.

Para to Teacher Program

- The Para to Teacher Program seeks to attract special education paraprofessionals by transitioning them into licensed special education teachers.
- Ideal candidates need to:
 - be currently working as a special education para with at least one year of experience,
 - have an associate degree or some college completed*, and
 - have the support of their school administrators and special education teacher.
- Candidates will continue working in their para-professional position while completing the program.
 - Courses will be offered through accessible distance technology. (no on-campus classes)
- [Letter of Support Form](#)
Letters of support are required from 1) your building administrator (principal), 2) your special education unit coordinator or director, and 3) the special education teacher under whom you work (cooperating teacher).
- For more information, contact Holly Pedersen at Minot State University holly.pedersen@minotstateu.edu or visit MSU's Para to Teacher website at [MSU - Paraprofessional to Teacher Pathway \(PTP\) \(minotstateu.edu\)](#)

Resident Teacher Program

- Special Education Resident Teacher Program consists of a one-year experience in which a first-year teacher has full responsibility for a caseload, is mentored by a master-level teacher, and is enrolled in seven to nine graduate credits a semester at UND.
- The school district pays the salary of the mentor teacher and the stipend of the resident teacher
- This may include a contract that requires the resident teacher to work for the district/special education unit for a certain number of years.
- For more information on the Resident Teacher Program, ideal candidates, cost and implementation requirements, and resident mentors and incentives, go to: <https://education.und.edu/academics/tlpp/rtp-special-ed.html>

Traineeship Scholarship

- The Traineeship Scholarship offers a scholarship for coursework to retrain current educators in special education endorsement areas.
- Applicants need to receive a recommendation from a special education unit that includes a description of the need for the scholarship and benefits if it were awarded.
- Based on credit hours of coursework a semester.
 - \$1,000 Part-Time, four credits or less
 - \$2,000 Full-Time, five credits or more
- Once accepted, the applicant may be funded for a maximum of three years or until endorsement is completed.
- Applicants are accepted three times a year.
- For more information on the Traineeship Scholarship and application, data, and deadlines, go to: [Traineeship Scholarship Program \(nd.gov\)](#)

The North Dakota Educational Employment System

- Website consisting of all current job openings in North Dakota, along with
 - Information on NDDPI Certification
 - Teacher Licensure
 - Funding Opportunities
 - Professional Development
 - The Educator Pathway Project
- For more information, visit: [TEACHING ND](#)

ND Educational Hub

- The Educational Hub will be used to provide PD opportunities for graduate credit. To view the different PD opportunities, you will have to first create an account in the Educational Hub and can do so by following this link: [ND Educational Hub: Log in to the site.](#)
- Once an account has been created: click on the: Statewide PD and Trainings Tile and then the Specially Designed Services Tile. Once you click on the Specially Designed Service Tile, you will see two tiles called Individual PD and Shared Interest Groups.
- Individual PD Tile: This is where you will find a variety of PD offerings for both general and special education teachers, administrators, and paraprofessionals. Information about how to register for credit is available when you enroll in one of the courses.
- Shared Interest Group Tile: includes different virtual meetings made up of professionals with similar interests who meet throughout the year. Participants will have the opportunity to ask questions of each other, share resources, and problem-solve together. Continuing Education Units (CEUs) are available for attending Shared Interest Groups; however, these hours will not go towards the hours needed for college credit at this time.
- If you have any questions, please reach out to me at almiller@nd.gov

SLP Pathway

- Lake Region has worked out a pathway with Minot State. Now if a person has an associate's degree from Lake Region, they can take a "bridging class" and then enter the Bachelor's program for SLP without re-taking other classes.

SLPP Administrative Rule

Creating Levels:

- Level 1 – Associate's Degree or ASHA's SLPA
- Level 2 – Bachelor's Degree or ND State Board SLP-LA

Speech-Language Pathology Loan Forgiveness

- 10 Awards are given out to students in the SLP Master's program. (3 to each Minot State, University of Mary, and University of North Dakota and one award to Moorhead State).
- Awards are for two years
- After graduation, they sign and fulfill a contract with a special education unit. Each year when they meet their contract requirements the special education director signs off on their paperwork, and they are paid \$10,000 (minus taxes).
- They must work in a public school both years

UND Paraeducator to Teacher Pathway - Accelerated Bachelor of General Studies and Master of Education in Special Education

- 7-11 semesters to complete both BGS and MEd in Special Education
- More semesters are required for those WITHOUT any previously completed coursework
- Fewer semesters are required for those WITH previously completed coursework

Brenda Ruehl had a comment about paraprofessionals. One of the most comments shared by paraprofessionals is that they are responsible for a lot, but they are not allowed to talk to parents and are not able to participate in IEP meetings. They feel like they are not part of the IEP team. It is a tricky balancing act not putting them in a situation where they aren't qualified to answer questions.

DISCUSSION	<p>SSIP (6-year) Graduation Rates of Students with ED</p> <p>Technical Assistance</p> <ul style="list-style-type: none"> Evidence-Based Practices for Students with ED <ul style="list-style-type: none"> Administrators Conference (77 attended) Special Education Directors (33 attended & recorded) Parent Support Agency Events (25 attended & recorded) ND Educational Hub (6 completed training/6 currently enrolled) Breaking Down Behavior (how to match form/function of behavior with an appropriate replacement behavior) <ul style="list-style-type: none"> Parent Support Agency Events (24 attended & recorded) NDDPI Collaborative Work in Behavioral Health <ul style="list-style-type: none"> Jen Withers, Assistant Director, Educational Improvement and Supports National Center for Homeless Education Conference (96 attended) <p>Why use Evidence-Based or Promising Practices? The use of Evidence Based & Promising Practices is listed in:</p> <ul style="list-style-type: none"> Individuals with Disabilities Education Act (IDEA) Every Student Succeeds Act (ESSA) Council for Exceptional Children Standards <p>How is this defined?</p> <ul style="list-style-type: none"> The special education and related services and supplementary aids and services must be based on "peer-reviewed research." Peer-reviewed research is "research that is reviewed by qualified and independent reviewers to ensure that the quality of the information meets the standards of the field before the research is published." 71 Fed. Reg. 46,664 (2006). <p>Evidence-Based & Promising Practices selected by NDDPI</p> <ul style="list-style-type: none"> Check in, Check Out Behavior Specific Praise Opportunities to Respond (Teacher Directed) <p><i>Riden, B. S., Kumm, S., & Maggin, D. M. (2021). Evidence-Based Behavior Management Strategies for Students With or At Risk of EBD: A Mega Review of the Literature. Remedial and Special Education, 07419325211047947.</i></p> <p>Evidence-Based Program</p> <ul style="list-style-type: none"> Check and Connect <p>Sinclair et al. (2005). Promoting School Completion of Urban Secondary Youth with Emotional or Behavioral Disabilities. Council for Exceptional Children, Vol. 71 (No. 4), pp. 465-482.</p> <p>Forms of Behavior</p> <p>Externalizing Behaviors:</p> <ul style="list-style-type: none"> Hitting Biting Tantrums Self-injurious behavior Throwing items Inappropriate language <p>Internalizing Behaviors:</p> <ul style="list-style-type: none"> Isolation from peers Avoidance Withdrawal Preoccupation with certain interests <p>4 Functions of Behavior</p> <ul style="list-style-type: none"> Sensory Escape Attention Tangibles <p>Resource Allocation</p> <ul style="list-style-type: none"> Early Warning Intervention & Monitoring Systems (EWIMS) work with the American Institute for Research (AIR)
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	<ul style="list-style-type: none"> Graduation Improvement Projects <ul style="list-style-type: none"> Grand Forks – Summer School Workforce Readiness Class West Fargo – Practical Assessment Exploration System (PAES) Labs <p>Relationship Building</p> <ul style="list-style-type: none"> Behavioral Health Collaboration Community of Practice for Social-Emotional-Behavioral Disorders Transition Community of Practice New Connections <ul style="list-style-type: none"> Monarch Project System of Care Grant
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ND A+

MICHELLE WOODCOCK AND STAN
SCHAUER

DISCUSSION	<p>ND A+</p> <ul style="list-style-type: none"> Connected Assessment system Interim to standards, interim to summative, summative to standards <p>Two large scale processes have been significant:</p> <ul style="list-style-type: none"> Interime Assessment Study – full study available to be shared if interested Updating of Math and ELA State Content Standards <p>What is ND A+:</p> <ul style="list-style-type: none"> Connected System <ul style="list-style-type: none"> Both connected to each other and state content standards Both online and computer adaptive Assessment Literacy ND A+ interims starting in school year 2023-2024 ND A+ summative administered beginning Spring 2025 <p>ND A+ one pager</p> <p>Pearson was selected as the vendor to assist us with ND A+. NDDPI has decided not to pursue the ability to use ACT as HS academic achievement assessment.</p>
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OSEP MONITORING – ROLE OF THE IDEA
ADVISORY COMMITTEE

MARY MCCARVEL-O'CONNOR

DISCUSSION	<p>DMS Protocols and Resources, including the monitoring schedule and monitoring reports, can be found on the IDEA website under Resources for Grantees, DMS Reports/DMS 2.0</p> <p><u>Resources for Grantees - Individuals with Disabilities Education Act</u></p> <ul style="list-style-type: none"> Phase 1 will occur during the five months prior to the visit (one month for document request, 4 months for protocol interviews) Phase 2 will occur from the onsite/virtual visit through the issuance of the monitoring report (120 days after visit) Phase 3 will occur up to one year after the issuance of the monitoring report <p>DMS Phases</p> <p>DMS monitoring will occur in three (3) phases:</p> <ul style="list-style-type: none"> Discovery (5 months prior to engagement) <ul style="list-style-type: none"> Document Request: State will upload documents to an external SharePoint State Overview Call Stakeholder engagement Local Component Engagement (1 month (visit) through issuance of the DMS Monitoring Report) <ul style="list-style-type: none"> Onsite and Virtual monitoring interview calls Issuance of the DMS Monitoring Report Close-Out (up to one year after the issuance of the DMS monitoring report) <ul style="list-style-type: none"> Review of evidence of correction Technical Assistance <p>Jodi Webb – said OSEP would reach out to the parent’s groups, and they would create a report and give it back to OSEP.</p>
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SUGGESTIONS SUMMARY		
Issues and Concerns in our State: Jacqueline Adusumilli said that Part C Application is on their website and available for Public Comment. https://www.hhs.nd.gov/events/public-notice-ffy-2023-part-c-application-public-comment-period		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<p>The committee approved the December minutes. Chris Larson motioned to accept the minutes, and Jacqueline Adusumilli seconded the motion. The committee voted and approved the minutes.</p> <p>The meeting adjourned at 1:05 p.m. Jodi Webb made the motion, and Chris Larson seconded the motion to adjourn.</p> <p>Mary suggested that we move Public Comment up to 10:00 a.m. for future meetings since the meetings haven't been going all day meetings. The committee agreed.</p> <p>Public Comment: No Public Comment.</p> <p>The September meeting is scheduled for September 14, 2023. The meeting will be virtual.</p> <p>Agenda Items for the September meeting:</p> <ul style="list-style-type: none"> • New Committee Member Training with TAESE 		