IDEA Advisory Meeting

MINUTES
DECEMBER 13, 2022 9:00 AM – 2:00 P.M. VIRTUAL MEETING

MEETING CALLED BY Dr. Patti Mahar, Chairperson

TYPE OF MEETING IDEA Advisory Meeting

FACILITATOR Mary McCarvel-O’Connor

NOTE TAKER Michelle Souther

ATTENDEES Mary McCarvel-O’Connor, Michelle Souther, Lucy Fredericks, Dr. Patti Mahar, Alyssa Kramer, Tina Degree, Jacqueline Adsumili, Brenda Ruehl, Victoria Johnson, Rachel Tabler, Lea Kugel, Colette Fleck, Jennifer Withers, Michelle Woodcock, Tracy Zaun, Dean Sturn, Tracy Klein, Michael Neztloff, Debbie Poitra, Rebecca Gustofson, Morgan Edmundson, Allison Miller, Lacey Long, Barb Burghart, Jodi Webb, Angela McSweyn

Agenda topics

SPP/APR DATA

Students with IEP’s – 17,054 (13%) and total enrollment was 116,694 for the school year 2021-22.

Indicator 11: Percentage of children evaluated within 60 days of parental consent
  • State Rate was 99.30% and the target is 100%

Indicator 12: Percentage of children found Part B eligible with IEP implemented by 3rd birthday
  • State Rate is 99.85%, and the target is 100%.

Indicator 5: Educational Environments

Discussion

Indicator 6: Preschool Environments
  • Percentage of children with IEP’s ages 3, 4, and 5 who are enrolled in a preschool program (6a): Receiving the majority of special education and related services in regular early childhood program
    o State rate – 21.65% - Target – 21.61%
  • Percentage of children with IEP’s ages 3,4 and 5 who are enrolled in a preschool program (6b): Attending separate special education class, separate school or residential facility
    o State rate – 39.60% - Target 40.76%
  • Percentage of children with IEP’s ages 3, 4, and 5 who are enrolled in a preschool program (6c): Receiving special education and related services in the home
    o State rate – 1.03% - Target -1.34%

Indicator 7: Preschool Outcomes
  • 7A Positive Social-emotional skills
    • A1: Of those students who entered or exited below grade level expectations and who substantially increased their rate of growth by the time they turned 6
    • A2: Percentage of students who were functioning within age expectations by the time they turned 6
      o A1 State Rate – 86.25% - Target – 86.13%
      o A2 State Rate – 58.85 – Target 59.84%
  • Percentage of children with IEP’s ages 3, 4, and 5 with improved (7b): Acquisition and use of knowledge and skills
    • B1: Of those students who entered or exited below grade level expectations and who substantially increased their rate of growth by the time they turned 6
      o State Rate B1 – 91.49% - Target – 89.22%
      o State Rate B2 – 48.39% - Target – 48.22%
  • Percentage of children with IEP’s ages 3, 4, and 5 with improved (7c): Use of appropriate behaviors to meet their needs
    • C1: Of those students who entered or exited below grade level expectations and who substantially increased their rate of growth by the time they turned 6
      o State Rate C1 – 85.69% - Target - 85.97%
      o State Rate C2 – 65.04% - Target – 65.95%

Indicator 5: Educational Environments
• Percentage of children with IEP’s, age 5 and enrolled in kindergarten and ages 6-21, served (5A): Inside regular class 80% or more of the day
  • State Rate 73.16% - Target – 73.24%
• Percentage of children with IEP’s, age 5 and enrolled in kindergarten and ages 6-21, served (5B): Inside regular class less than 40% of the day
  o State Rate 6.62% - Target – 6.42%
• Percentage of children with IEP’s, age 5 and enrolled in kindergarten and ages 6-21, served (5C): In separate schools, residential facilities, or homebound/hospital placements
  • State Rate – 1.65% - Target – 1.58%

Indicator 3: Assessment
• (3A): Participation rates for children with IEP’s (Reading)
  o Target – 95%
• (3A): Participation rates for children with IEP’s (Math)
  o Target – 95%
• (3B): Proficiency rate for children with IEP’s against grade-level academic achievement standards (Reading) – We met the target for 4th grade and high school
• (3B): Proficiency rate for children with IEP’s against grade-level academic achievement standards (Math) – We did not meet any of the targets this year for grade 4, 9, HS
• (3C): Proficiency rate for children with IEP’s against alternate academic achievement standards (Reading) – We exceed the target for 4 and 8th grade. We did not meet the target for HS.
• (3C): Proficiency rate for children with IEP’s against alternate academic achievement standards (Math) – We exceed our target for 4 and HS. We did not meet the target for 8th grade.
• (3D): Gap in proficiency rates for children with IEP’s and all students against grade-level academic achievement standards (Reading)
• (3D): Gap in proficiency rates for children with IEP’s and all students against grade-level academic achievement standards (Math)

Indicator 8: Parent Involvement
• Percentage of parents who report that the school facilitated parent involvement
  o State Rate – 65.86% - Target – 67.73%
  o We received 22% of the surveys back last year.
  o We have been providing the materials to the special education unit to distribute the materials themselves, and their percentages increased greatly. The electronic survey gets a better response rate.
  o We have to do a comparison that we are getting responses that match our demographics and we did meet a lot of those requirements based on race.
  o The more parents we hear from the better improvements we can make based on their feedback.

Indicator 13: Secondary Transition
• Percentage of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services and courses
  o State Rate – 78.08% - Target – 100%

Indicator 2: Dropout
• Percentage of youth with IEP’s dropping out
  o State Rate – 20.39% - Target – 18.38%
  o How many students went home school? Home school is not considered a dropout but how many students that went homeschool dropped out.

Indicator 1: Graduation
• Percentage of with IEP’s graduating with a regular diploma
  o State Rate – 76.45% - Target – 76.12%

Who are the students exiting from our high schools?
• White – graduation decreased and their drop out rate increased
• Reached Maximum age – is only used if the student is 21 and they do not have the credits to graduate
• ED – 49% dropped out
• Autism – 16% dropped out
• Female dropped out rate increased

Indicator 14: Post School Outcomes
• Percentage of youth with IEP’s no longer in school (14A): enrolled in higher education, within one year of leaving high school
  o State Rate – 28.90% - Target – 20.20%
• Percentage of youth with IEP’s no longer in school (14B): enrolled in higher education or competitively employed, within one year of leaving high school
  o State Rate – 68.50% - Target – 59.27%
### Indicator 4: Suspension/Expulsion
- Percentage of LEA's with (4A) significant discrepancy and (4B) significant discrepancy by race/ethnicity

### Indicator 9: Disproportionate Representation
- Percentage of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification
- Should be at zero percent

### Indicator 10: Disproportionate Representation in Specific Disability Category
- Percentage of districts with disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification

### Indicator 15: Resolution Sessions
- Percentage of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements
- Due to North Dakota having an N size of less than 10, ND is not required to report this information on the SPP/APR
- Dispute Resolution Report: ND Department of Public Instruction

### Indicator 16: Mediation
- Percentage of mediations held resulting in mediation agreements
- Due to North Dakota having an N size of less than 10, ND is not required to report this information on the SPP/APR

New guidelines on school discipline, if you are interested:

**New Guidance Helps Schools Support Students with Disabilities and Avoid Discriminatory Use of Discipline | U.S. Department of Education**

Pathfinders have created a Youth Group (YPOV). Could they have a member attend these meetings? Mary asked Jodi to send a name to add to the IDEA Advisory Committee.


**ESSER Projects**

**Educator Pathways Program:**
- Opportunity for ND high school students interested in entering the teaching field after graduation.
- Over 60% of teachers in the US work in school districts located within 20 miles of where they attended high school themselves.
- The program includes five classes students can choose to take to help prepare them to earn a degree in teaching by completing dual credit courses while still in high school.
- The 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.
- NDDPI Office of Specially Designed Services will use ESSER funds to increase the number of students entering the education field.
- Over the next two consecutive years (2022-2024) NDDPI will provide payment for college application fees, dual credit fees, and books/materials for any student taking the dual credit coursework through the Educator Pathway Program.
- These universities are participating: Mayville, Dickinson, Minot, Jamestown and Valley City.
- The first semester had a total of 44 students enrolled in courses through the Educator Pathway Program
- [https://www.teachingnd.com/pathways.html](https://www.teachingnd.com/pathways.html)

**Para to Teacher Pathway- (Minot State University)**
- The PTP seeks to attract special education paraprofessionals and supports them in transitioning to licensed special education teachers.
- Spring 2022 - 10 graduated and are employed in the following districts – Minot (3), Fargo, Max, West Fargo, Valley City, Belcourt, Glenburn and Williston
- Spring 2023 – 17 will graduate
The funding is ending after Spring 2023.
https://www.minotstateu.edu/sped/paraeducator.shtml

**EWIMS:**
- Launched Cohort 3 this year. The districts involved are Grand Forks and West Fargo.
- Full day of training was completed in person in September and another day of training will take place in February.
- The American Institute for Research (AIR) trained a cadre of 6 coaches that are assigned to specific high schools in those cities and meet monthly with the school teams.
- Schools from Cohort 2 are getting coaching from AIR based on their own established wants and needs. These schools include:

**Graduation Improvement:**
- Additional funds were given to both Grand Forks and West Fargo to use for projects to increase graduation rates.
- Grand Forks is using their funds to create a summer school workforce readiness class. The focus of the class is building positive peer relations, managing transitions successfully, learning effective study skills, and organizing oneself to be successful in high school. The funds will help to purchase curriculum, create a mentorship program (teacher-student) and staff training.
- West Fargo is using the funds to purchase two Practical Assessment Exploration Systems (PAES) labs. These labs provide exposure to hands-on life and work skills at their level with approximately 300 jobs in five career areas.

**INDICATOR 17 SSIP**

**SSIP changes for 2022-2023**
- Focus on Grand Forks and West Fargo – doing this through the EWIMS work, graduation improvement, and focus on Evidence-Based Practices (EBPs).
- State promoting 4 EBPs: Check In, Check Out; Behavior Specific Praise; Opportunities to Respond (teacher directed), and Check and Connect.
  - Training provided on this and a training will be posted online for all school staff to access on demand
- Potential Impact – Graduation Option 2 (GED)
- What could help our current rate?
- What may be impacting student graduation right now?

**Community of Practice for Social-Emotional-Behavioral Disorders**
- Met October 27th, first time in person (members include: university staff, special ed unit staff, special ed teachers, juvenile justice, NDHHS, NDDPI).
- 10 out of 21 active members attended, plus 6 NDDPI staff
- Topics covered: strengths & needs assessment, conferences to attend and share information, SSIP review and feedback, and areas or training next time (1915i, CHINS)

**Professional Development Given:**
- Evidence-Based Practices Presentation – Cognia Conference
- Updates from OCR & OSEP on School Discipline – Administrators Conference

Some of the programs that Michelle Woodcock discussed can be found on the following website.

Behavioral Health has a new website https://www.hhs.nd.gov/behavioral-health

Jodi Webb said parents could be overwhelmed when we discuss indicator data. Maybe creating a one-page resource could be beneficial. If we have a target and we aren’t meeting it, what are some things that we could do to help achieve those targets? What are some resources we can create that is user-friendly for parents and community members that would help people understand? Breaking it down into a language parents understand. Youth POV group is about helping peers.

Pathfinder is having their Parent Conference on April 1, 2023. Peer support might be a good topic for the conference.
We are not in compliance with a couple of areas of the bylaws.

We don’t have an Executive Committee. The committee would consist of five total team members to include the chairperson, the vice-chairperson and three additional members chosen by the chairperson for the purpose of advising the department on time-sensitive issues. Do we have any volunteers for this committee? Jodi Webb would be interested. We will add this to the March agenda to ask for additional volunteers. Mary will reach out and confirm that we have to have an executive committee. We could call the whole committee together to address issues versus having an executive committee. Jodi thinks we should rewrite it. How would the committee like it reword? When needed appoint, an Executive Committee should be added to the bylaws.

Barb Burghart made a motion to rewrite, and Jodi Webb seconded the motion.

Executive Committee consisting of five total members (to include the chairperson and/or vice chairperson and at least three additional team members for the purpose of advising the department on time sensitive issues as needed.

The IDEA Advisory Committee voted and approved the wording change for Section J. of the bylaws.

Section 3B – Parents of individuals with disabilities ages birth through 26. We aren’t sure we have enough committee members for this section. (Note: The combined membership in Items A & B must be a majority of the total members.) Maybe create a one-pager asking for members and explaining what the committee does. Post to the webpage/social media and send out to parent organizations.

Victoria feels like parents don’t have a voice when they are on the committees and boards, which is why it is hard to get parents to volunteer.

Do you have suggestions on how we can run meetings differently and how your voice would be heard better? Victoria said to make them feel like they have a voice for the parents on this board/committee. It would be beneficial to have time on the agenda for concerns/issues that are going on, and it could be added to the agenda. Barb suggested that Victoria ask parents what would make them feel more included.

Pathfinders said parents could send topics to them, and they would compile issues/concerns and bring them to the committee in case parents aren’t comfortable bringing issues to the committee themselves.

Public Comment – Send the information to Brenda, and the Bismarck office will post it. Lucy said there is a Facebook page, and we could post it there too. Angela brought up that ICC has family sharing for their meetings, which is an opportunity for parents to have a voice at the meeting.

https://osepideasthatwork.org/find-a-resource/11-16-22-laws-best-practices

### SUGGESTIONS SUMMARY

**Issues and Concerns in our State**: No issues.

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<th>ACTION ITEMS</th>
<th>PERSON RESPONSIBLE</th>
<th>DEADLINE</th>
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<tr>
<td>The committee approved the September minutes. Jackie Adusumilli made the</td>
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<td>motion to accept the minutes and Victoria Johnson seconded the motion. The</td>
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<td>committee voted and approved the minutes.</td>
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<td>The meeting adjourned at 1:47 p.m. Brenda Ruehl made the motion, and Jodi</td>
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<td>Webb seconded the motion to adjourn.</td>
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<td><strong>Public Comment</strong>: No Public Comment</td>
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<td>The April meeting is scheduled for April 4, 2023. The meeting will be virtual.</td>
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<td>Agenda Items for the April meeting:</td>
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<tr>
<td>• Executive Committee Volunteers</td>
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<td>• Update related to public comment</td>
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<td>• Creative ideas we are working with schools on addressing staff shortages</td>
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<td>• Youth Empowering Social Status (YESS) Presentation</td>
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<td>• OSEP State Monitoring – role of the IDEA Advisory Committee</td>
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