

# Summary Report

September 14, 2023

## North Dakota IDEA Advisory Committee



Kirsten Baesler, Superintendent of Public Instruction  
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600 East Boulevard Ave. Dept. 201  
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### **North Dakota IDEA Advisory Committee Position Statement on a Unified System of Education**

North Dakota shall have a seamless education system that is responsive to the needs of all children, adolescents, and young adults, and their families. Parents and students must be given the opportunity to participate as full partners in all educational endeavors. We must build the capacity in general education for all children, while supporting each individual student's rights and the gains made since the passage of federal legislation in special education. In such a system, all children reap the benefits of a free appropriate public education through effective, research based, instructional programs and practices based on equitable standards with accountability and high expectations for all.

*Approved by the ND IDEA Advisory Committee on September 21, 2001.*

## **ABOUT THE ADVISORY COMMITTEE**

The purpose of the North Dakota Individuals with Disabilities Education Act (IDEA) Advisory Committee is to provide advice and guidance to the Department of Public Instruction with respect to special education and related services for children and youth with disabilities as required by the Individual with Disabilities Education Act (IDEA). The committee provides a forum for issues regarding potential unmet needs of students with disabilities. The advisory committee members are viewed as key agents in their efforts to improve educational opportunities for children with disabilities in North Dakota. One of the most significant contributions each member brings to the committee is his or her representation of a constituency.

The functions of the North Dakota IDEA Advisory Committee are to:

- Advise the Department of Public Instruction of unmet needs within the State in the education of individuals with disabilities;
- Comment publicly on the rules and regulations proposed by the Department of Public Instruction regarding the education of children and youth with disabilities;
- Advise the Department of Public Instruction in developing evaluations and reporting on data to the Secretary of Education under Section 618;
- Advise the Department of Public Instruction in developing a state performance plan and annual performance reports under Part B of the Act;
- Advise the Department of Public Instruction in developing and implementing policies relating to the coordination of services for children with disabilities; and
- Advise the Department of Public Instruction regarding the education of eligible students with disabilities in adult prisons, children with disabilities who are homeless, and children with disabilities participating in child welfare services.

## **MEMBERSHIP**

The North Dakota IDEA Advisory Committee is formed of a broad representation of individuals with knowledge and expertise on needs of children with disabilities. Appointments to the committee are made by the North Dakota Superintendent of Public Instruction for a three-year term. In accordance with the regulations governing the implementation of the IDEA, the majority of members of the committee are parents of children with disabilities or individuals with disabilities. The remaining members of the committee represent a variety of stakeholders concerned with, and involved in, improving results for children with disabilities attending public schools in North Dakota, state supported educational programs, private schools, juvenile and adult correctional facilities, state human service agencies, and higher education representatives.

# STATE ADVISORY COMMITTEE ON THE EDUCATION OF CHILDREN WITH DISABILITIES

2022-2023

CHAIR: Dr. Patti Mahar

VICE CHAIR: Jessica Howlingwolf

## CONSUMERS (2)

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**STATE AGENCY REPRESENTATIVES (2)**

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**SPECIAL EDUCATION ADMINISTRATIVE REPRESENTATIVE (2)**

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**HIGHER EDUCATION REPRESENTATIVE (1)**

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**MEMBERS AT LARGE (1)**  
**CONSUMER/ADVOCATE GROUPS**

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**EDUCATORS/RELATED SERVICES (2)**

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### **NON-PUBLIC SCHOOLS (1)**

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### **STATE JUVENILE AND ADULT CORRECTIONS AGENCIES (1)**

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### **BUREAU OF INDIAN AFFAIRS REPRESENTATIVE (1)**

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### **STATE CHILD WELFARE/FOSTER CARE (1)**

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### **STATE/LEA OFFICIAL HOMELESS ASSISTANCE (1)**

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\*Also a parent representative.

## **COLLABORATIVE EFFORTS**

In North Dakota, the lead agency responsible for services for children with disabilities from birth through age 2 (IDEA, Part C) is the Department of Human Services. The lead agency responsible for services for children with disabilities from age 3 through 21 (IDEA, Part B) is the Department of Public Instruction. Since September 2002, the ND Interagency Coordinating Council (IDEA, Part C) and the ND IDEA Advisory Committee (IDEA, Part B) have recurrently held joint meetings.

## **YEAR IN REVIEW**

The IDEA Advisory Committee held regular quarterly meetings throughout the year. Complete minutes are available on the Department's website.

### **Meeting Summary: September 13, 2022**

TAESE held new IDEA Advisory member training.

### **IDEA Annual Report Approval – Dr. Patti Mahar**

The IDEA Advisory Committee approved the annual report. Jacqueline Adusumilli made the motion to approve, and Tracy Klein seconded the motion.

### **Special Education Updates – Mary McCarvel-O'Connor**

We have three new staff members in the special education office Lacey Long, Morgan Edmundson, and Allison Miller.

New Superintendent of ND School for the Deaf: Donna Sorensen will begin September 6

- Washington School for the Deaf: teacher, a distance learning coordinator, and assistant principal
- Montana School for the Deaf and Blind: outreach director
- Mississippi School for the Deaf and Blind: Superintendent

### **Conferences:**

- Northern Plains Law Conference
  - October 5-7, 2022 at the Bismarck Event Center. Topics include Dyslexia, Admin roles in IEPs, FBA/BIPs, Progress, Early Childhood, Education Alternatives, LRE
- ND Secondary Transition Interagency Conference – November 2-3, 2022 at the Baymont Inn and Suites, Mandan, ND
  - <https://www.eventbrite.com/e/nd-secondary-transition-interagency-conference-tickets-295492274347>
- 2022 ND School Based OT & PT Symposium – November 3-4, 2022 at the DoubleTree by Hilton, West Fargo
  - [SEEC - 2022 ND School-Based OT & PT Symposium Registration](#)
- ND Autism Spectrum Disorders Conference Virtual & In-Person Seminars – November 8-9, 2022 & April 18-19, 2023. Presented by Anne Carlsen.

### **Resilient Early Intervention Leaders (REIL) Grant - Jackie Adusumilli**

#### **Discussion**

Jacqueline received an email saying they got funding for a third year of the grant. Recruiting for the second cohort just closed. There were 25 applicants, and that doesn't include the people that applied last year.

### **Impact Of Covid on Outcomes Of Children- Jacqueline Adusumilli And Mary McCarvel-O'Connor**

#### **Discussion**

NDAA and NDAA-ELA

Novice scores went up in 2020-21 to 64.39%, 2021-22 63.89%

Indicator 11 -2021-2022 preliminary data shows 3,751 children for whom parental consent was received compared to 2020-21 - 3,268.

Indicator 12 – 2021-22 preliminary data shows 681 children who have been served in Part C and referred to Part B for Part B Eligibility compared to 2020-21 - 590. In 2019-20 we had 713 students.

Part C – because our exiting data is a three-year process. We take information when the student enters and when they exit for the child outcomes. We don't have any great data to show the impact of Covid. We did see a decrease in referrals during COVID, but referrals are coming back up.

## **OSEP Levels of Determination Part B & C - Mary McCarvel-O'Connor and Jacqueline Adusumilli**

### **Discussion**

Annually, the Secretary reviews the State's performance based on the information provided by the State in the State's annual performance report, information obtained through monitoring visits, and any other public information made available; the Secretary determines the State's Level of Determination.

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

#### **IDEA-Part C Level of Determination**

- North Dakota Meets Requirements on the February 2020 submitted SPP/APR for Part C. The year before we were in need of assistance. We made changes to our child outcomes tool. In the last two years, we have had a complete cohort of students entering and exiting with the outcomes tool. We are required to provide Levels of determination to our early intervention providers.

#### **IDEA-Part B Level of Determination**

- North Dakota Needs Assistance on the February 2021 submitted SPP/APR for Part B. We had been meets requirements for a long time. The determination is based on results and compliance, and they give up points based on our scores. Our percentage was 76.25%, and the results were 62.5%; compliance was 90%.

#### **Areas under Results that ND lost points:**

- NAEP -They looked at students with disabilities at basic or above in reading and math for 4<sup>th</sup> and 8<sup>th</sup> grade.
- Drop out graduation.

#### **Areas under Compliance that ND lost points:**

- Secondary transition
- Timely and accurate state-reported data

Since ND is in Need Assistance, we have been in contact with our OSEP contact. OSEP wants to ensure that ND has implemented the changes needed to increase its scores. NDDPI has provided training and has numerous resources on our website regarding Indicator 13. NDDPI identifies the districts that are out of compliance, and Letters of Determination are issued to each of the districts. NDDPI reviews over 300 files to review Indicator 13. We have created a student notice of meeting in Tienet, which helps ensure students are invited. Indicator 13 is a compliance indicator.



## **OSEP Differentiated Monitoring & Support (DMS) North Dakota – Mary McCarvel-O’Connor and Jacqueline Adusumilli**

### **Discussion**

Part B and Part C are both being monitored by OSEP starting in October. OSEP will be looking at our fiscal, data, and general supervision. Year 2 is an on-site visit by OSEP. There are components of stakeholders being involved in this process. ND is in cohort two.

Dispute Resolution – has been updated into categories for easier finding documents.

[Special Education \(nd.gov\)](https://www.nd.gov/special-education)

### **Allowable Expenditures for IDEA Consolidated-Entitlement Grant**

- *Year I: Pre-site work:* In the year prior to the scheduled monitoring visit, the OSEP State Lead, in consultation with team members, will begin working with the State to prepare for the visit. October 2022
- *Year II: On-Site work:* Based on information developed through the pre-site work OSEP will develop an agenda for the on-site visit focusing on the issues that require further exploration, deeper looks or additional discussions.
- *Year III: Follow-up:* In the year following the on-site visit, the OSEP State Lead will work with the State to ensure correction of any remaining outstanding findings, provide technical assistance and support, and discuss progress in improving identified results areas.

### **Annual Dispute Resolution Report – Mary McCarvel-O’Connor**

#### **Discussion**

Dispute Resolution 21-22

- Facilitations Completed 8 (7)
- Mediations 6 (1)
- Written State Complaints 8 (4)
- Due Process 2\* (1)

20-21

- Facilitations 4 (3\*)
- Mediations 3 (2)
- Written State Complaints 8 (6)
- Due Process 2(0)

Dispute Resolution Update – 7/1/22 – 9/10/22

- Facilitated IEPs – 1 withdrawn because the issue was resolved in mediation
- Written State Complaints – 2 continued
- Due Process Complaint – 1 new

Written State Complaints

May find:

- No violation
- Violation, with corrective action plan

Due Process 1 – 8 issues. Order student was provided a FAPE. Ruling in favor of school.

Due Process 2 – 13 issues. The ruling was in favor of school.

### **SPP/APR Changes -Alyssa Kramer**

SPP/APR Target Setting Updates

Indicator 3A Math and Reading – target has to be 95%

Indicator 5 Educational Environments – Target A – 73.45%, Target B - 6.42%, Target C - 1.58%

Indicator 6 Preschool Environments – 20.43%

Indicator 14 – post-school outcomes – target 21.13%

## **SUGGESTIONS SUMMARY**

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

### **Action Items:**

The committee approved the March minutes. Jacqueline Adusumilli motioned to accept the minutes, and Jacey Enget seconded the motion.

The meeting adjourned at 1:340 p.m. Jacey Enget made the motion, and Brenda Ruehl seconded the motion to adjourn.

**Public Comment:** No Public Comment

December meeting is scheduled for: December 15, 2022.

Agenda Items for December meeting:

- YESS Presentation – 45 minutes
- SPP/APR – indicator data
- Indicator 17 SSIP

**Meeting Summary: December 13, 2022 – Meeting was held virtually.**

### **SPP/APR Data – Alyssa Kramer**

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 3<sup>rd</sup> birthday**

- State Rate is 99.85%, and the target is 100%.

### **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
  - 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
  - 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
  - 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
  - A1 State Rate – 86.25% - Target – 86.13%

- 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
  - State Rate B1 – 91.49% - Target – 89.22%
  - 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
  - State Rate C1 – 85.69% - Target - 85.97%
  - 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
  - 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)**
  - Target – 95%
- **(3A)**: Participation rates for children with IEP's **(Math)**
  - Target – 95%
- **(3B)**: Proficiency rate for children with IEP's against grade-level academic achievement standards **(Reading)** – We met the target for 4<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> grade.
- **(3D)**: Gap in proficiency rates for children with IEPs 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.
  - State Rate – 65.86% - Target – 67.73%
  - We received 22% of the surveys back last year.
  - 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.
  - 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.
  - 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
  - State Rate – 78.08% - Target – 100%

**Indicator 2: Dropout**

- Percentage of youth with IEP's dropping out
  - State Rate – 20.39% - Target – 18.38%
  - 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
  - State Rate – 76.45% - Target – 76.12%

**Who are the students exiting from our high schools?**

- White – graduation decreased and their dropout 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
  - 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
  - State Rate – 68.50% - Target – 59.27%
- Percentage of youth with IEP's no longer in school **(14C)**: enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment within one year of leaving high school
  - State Rate – 83.53% - Target – 81.13%

**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.

<http://pathfinder-nd.org/news.php?a=24>

## **Special Education Office Updates – Mary McCarvel-O’Connor 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>

### **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 its 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 – Michelle Woodcock**  
**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 27<sup>th</sup>, 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.

**BYLAWS – Dr. Patti Mahar**

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 reworded? When needed appoint, an Executive Committee should be added to the bylaws.

Barb Burghart motioned 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>

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

**Action Items:**

The committee approved the September minutes. Jackie Adusumilli motioned to accept the minutes, and Victoria Johnson seconded the motion. The committee voted and approved the minutes.

The meeting adjourned at 1:47 p.m. Brenda Ruehl made the motion, and Jodi Webb seconded the motion to adjourn.

**Public Comment:** No Public Comment

April meeting is scheduled for April 4, 2023.

Agenda Items for the April meeting:

- Executive Committee Volunteers
- Update related to public comment

- Creative ideas we are working with schools on addressing staff shortages
- Youth Empowering Social Status (YESS) Presentation

## **Meeting Summary – April 4, 2023**

### **Executive Committee Volunteers – Mary McCarvel-O’Connor**

**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.

Jodi and Brenda think that the subgroup committee is a good idea and would be interested in volunteering.

**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?

**IDEA Advisory Brochure** – we would like to have volunteers review this brochure and give suggestions on how to make it more parent-friendly.

**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.

### [ND IDEA Advisory Committee](#)

### **Specially Designed Services Office Updates – Mary McCarvel-O’Connor and Team**

### **Visual Impairment Informational Paper - [Visual Impairment Document \(nd.gov\)](#)**

More extensive information on considerations and evaluation information

- 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

**Deaf and Hard of Hearing Informational Paper** – Lacey Long and stakeholders groups have started working on updating this paper.

### **IDEA-B Application - [Annual State Application Under Part B of the Individuals With Disabilities Act As Amended in 2004 For Federal Fiscal Year 2020 \(PDF\)](#)**

### **Upcoming Conferences**

ND Autism Spectrum Disorder In-Person Conference April 18-19<sup>th</sup> in Bismarck [North Dakota Autism Spectrum Disorders Conference \(annecarlsen.org\)](#)

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

Ignite ND Conference June 7-9<sup>th</sup> in Bismarck [IgniteND Conference](#)



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

North Dakota Indian Education Summit July 6-7<sup>th</sup> in Bismarck [Indian Education](#)  
[North Dakota Professional Development « \(northdakotapd.com\)](#)

## **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.  
Other category – more comments on living couch to couch, living on the curb, with boyfriend or girlfriends parents.

## Grow your own Programs in Special Education – Michelle Woodcock, Allison Miller, and Amy Jacobsen

### 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](mailto: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 [almliller@nd.gov](mailto:almliller@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.

### **Indicator 17 (SSIP) Increase Graduation Rate for Students with Emotional Disturbance – Michelle Woodcock**

#### **SSIP (6-year) Graduation Rates of Students with ED**

#### **Technical Assistance**

- Evidence-Based Practices for Students with ED
  - 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 the form/function of behavior with an appropriate replacement behavior)**
  - Parent Support Agency Events (24 attended & recorded)
- **NDDPI Collaborative Work in Behavioral Health**
  - Jen Withers, Assistant Director, Educational Improvement and Supports
  - National Center for Homeless Education Conference (96 attended)

## **Why use Evidence-Based or Promising Practices?**

The use of Evidence-Based & Promising Practices is listed in:

- Individuals with Disabilities Education Act (IDEA)
- Every Student Succeeds Act (ESSA)
- Council for Exceptional Children Standards

## **How is this defined?**

- 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).

## **Evidence-Based & Promising Practices selected by NDDPI**

- Check in, Check Out
- Behavior Specific Praise
- Opportunities to Respond (Teacher Directed)

*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.*

## **Evidence-Based Program**

- Check and Connect

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.

## **Forms of Behavior**

### **Externalizing Behaviors:**

- Hitting
- Biting
- Tantrums
- Self-injurious behavior
- Throwing items
- Inappropriate language

### **Internalizing Behaviors:**

- Isolation from peers
- Avoidance
- Withdrawal
- Preoccupation with certain interests

## **4 Functions of Behavior**

- Sensory
- Escape
- Attention
- Tangibles

## **Resource Allocation**

- Early Warning Intervention & Monitoring Systems (EWIMS) work with the American Institute for Research (AIR)
- Graduation Improvement Projects
  - Grand Forks – Summer School Workforce Readiness Class
  - West Fargo – Practical Assessment Exploration System (PAES) Labs

## **Relationship Building**

- Behavioral Health Collaboration
- Community of Practice for Social-Emotional-Behavioral Disorders
- Transition Community of Practice
- New Connections
  - Monarch Project
  - System of Care Grant

## **ND A+ – Michelle Woodcock, Kara Welk and Stan Schauer**

### **ND A+**

- Connected Assessment system
- Interim to standards, interim to summative, summative to standards

Two large-scale processes have been significant:

- Interim Assessment Study – full study available to be shared if interested
- Updating of Math and ELA State Content Standards

What is ND A+:

- Connected System
  - Both are 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

### **[ND A+ one pager](#)**

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.

## **OSEP Monitoring – Role of the IDEA Advisory Committee – Mary McCarvel-O’Connor**

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

### **Resources for Grantees - Individuals with Disabilities Education Act**

- 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

### **DMS Phases**

DMS monitoring will occur in three (3) phases:

- Discovery (5 months prior to engagement)
  - 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)
  - 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)
  - Review of evidence of correction
  - Technical Assistance

Jodi Webb – said OSEP would reach out to the parent’s groups, and they would create a report and give it back to OSEP.

**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>

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.

The meeting adjourned at 1:05 p.m. Jodi Webb made the motion, and Chris Larson seconded the motion to adjourn.

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.

September meeting is scheduled for September 14, 2023. The meeting will be virtual.

Agenda Items for the September meeting:

- New Committee Member Training in the morning with TAESE.

There was no June 2023 meeting.