



IDEA Advisory Meeting

MINUTES

MARCH 21, 2022
9:00 AM – 11:55 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, Jodi Webb, Renee Wetzsteon, Haley Lang, Angela McSweyn, Tina Degree, Jacqueline Adusumilli, Brenda Ruehl, Amanda Meier, Nicki Kehr, Victoria Johnson, Melissa Casteel, Rachel Tabler, Lea Kugel, Colette Fleck, Jennifer Withers, Michelle Woodcock, Karla Philip, Tracy Zaun, Dean Sturn, Penny Breuer, Penny Hetletved, Tracy Klein, Michael Neztloff, Rachel Sinness, Debbe Poitra

Agenda topics

DISCUSSION ON THE NUMBER OF MEETINGS PER YEAR

The bylaws say that we need two meetings per year. We are currently scheduling four meetings a year. How does the committee feel about the June meeting? This meeting seems to have the least amount of participation. Brenda and Jacqueline recommended three meetings a year since the IDEA/ICC advisory joint training is one of the meetings. The committee recommended eliminating the June meeting since participation is always low. How does the committee feel about the meetings being virtual? Tracy Klein suggested a hybrid option for people that are close that could attend the meeting in person. Renee said the heritage center has a room that works well with the hybrid option. The committee agreed that virtual should always be offered. We will try the blended option in September, and the committee will decide after that meeting regarding future meetings.

DR. MAHAR AND ADVISORY COMMITTEE

OFFICE OF SPECIAL EDUCATION UPDATES

- NCD Guidelines Training
- IDEA-B Application & Federal Allocations
- February 1st Submission of the APR – Alyssa Kramer
- December 1 Child Count Submission- Alyssa Kramer
- Administrative Rules – Lea Kugel

CONCLUSIONS

Special Education Webinar Series

- 21-22 School Year
 - 9 Live Webinars
 - 15 Recorded pieces of training
 - 332 People Registered
- Last webinar April 12th topic: Progress Monitoring

Some ECSE modules and DLM modules that could be taken for credit. The OT, PT, SLP boards all approved these as continuing education sources.

Conferences:

- Northern Plains Law Conference-October 5-7, Bismarck. This is a collaboration with SD and Montana.
- [Pathway to Partnerships - 2022 Conference Tickets, Sat, Apr 9, 2022 at 9:00 AM | Eventbrite](http://pathfinder-nd.org/conf2022.php)
<http://pathfinder-nd.org/conf2022.php> - Parents can attend for free and can qualify for a \$100 stipend to go towards travel/child care/hotel. There are also vendor booths available.
- [Literacy Conference EventNorth Dakota Professional Development \(northdakotapd.com\)](http://northdakotapd.com) July 11-13-Bismarck
- Indian Education Summit – July 7 & 8, 2022 in Brynhild Haugland Room at the ND State Capitol, Bismarck

IDEA-B Application and Allocations – Mary McCarvel-O'Connor

- [Annual State Application Under Part B of the Individuals With Disabilities Act As Amended in 2004 For Federal Fiscal Year 2020 \(MS Word\)](#)
- Public Comment is March 25th

NCD Guidelines Training

- NDDPI extends A special thanks to those members of the NCD stakeholders work group, who assisted in the development of the document and were led by our facilitator, Frank Podobnik from the National Technical Assistance Center.

- Here are the categories of Disabilities under ND Century Code. IDEA allows states to also use the category of Developmental Delay but in North Dakota, it is referred to as Non-Categorical Delay. ND Century Code lists NCD as a delay, which is why it is not listed under the disability categories. NCD can be used when it is difficult to determine the precise nature of the disability for students between the ages of three and nine.

Significant changes and updates

- Detailed process of eligibility determination
- Outlines the two-pronged approach to eligibility
- Eligibility Criteria- ND No longer uses percentage of delay. We require a standard deviation or percentile score
- Outlines the role of the MDT and the component of professional judgment when determining eligibility

[NCD Guidelines \(nd.gov\)](#)

<https://www.youtube.com/watch?v=9iIC4jTAVYE>

Child Count – Alyssa Kramer

Alyssa gave an overview of the December 1 child count data.

SPR/APR Submission – Alyssa Kramer

The SPP/APR was submitted on February 1, 2022.

Indicator 1: Graduation

% of youth with IEP's graduating with a regular diploma
Target is 76.12% and State Rate is 76.12%.

Indicator 2: Drop Out

% of youth with IEP's dropping out
Target is 18.38% and State Rate is 18.38%.

Indicator 3: Assessment

Indicator 3 was updated by OSEP this year. Before this year, we were submitting all grades and now we only report Grade 4, Grade 8, and HS.

3A: Participation rate for children with IEP's

3B: Proficiency rate for children with IEP's against grade level academic standards

3C: Proficiency rate for children with IEP's against alternate academic achievement standards

3D: Gap in proficiency rates for children with IEP's and all students against grade-level academic achievement standards

Indicator 4: Suspension/Expulsion

4a: % of LEA's with Significant Discrepancy

4b: % of LEA's with Significant Discrepancy by race/ethnicity

Target is 0.00%

Indicator 5: Educational Environment (School Age)

% of children with IEP's, age 5, enrolled in kindergarten and ages 6-21 served:

5A: Inside the regular class 80% or more of the day

Target is 73.23% and State Rate is 73.23%.

5B: Inside the regular class less than 40% of the day

Target is 6.42% and State Rate is 6.42%.

5C: In separate schools, residential facilities, or homebound/hospital placements

Target is 1.57% and State Rate is 1.57%.

Indicator 6: Preschool Environments

% of children with IEP's, ages 3, 4 and 5 who are enrolled in a preschool program

6A: Receiving majority of special education and related services in regular early childhood program

Target is 73.23% and State Rate is 73.23%.

6B: Attending separate special education class, separate school or residential facility

Target is 40.76% and State Rate is 40.97%.

6C: Receiving special education and related services in the home (this is new to indicator 6)

Target is 1.35% and State Rate is 1.35%.

Indicator 7: Preschool Outcomes

% of children with IEP's, ages 3, 4 and 5 with improved

7A: Positive social-emotional skills

A1: Of those students who entered or exited below grade level expectations in Outcome A who substantially increased their rate of growth by the time they turned 6

A2: % of students who were functioning within age expectations in Outcome A by the time they turned 6

7B: Acquisition and use of knowledge and skills

B1: Of those students who entered or exited below grade level expectations in Outcome B who substantially increased their rate of growth by the time they turned 6

B2: % of students who were functioning within age expectations in Outcome B by the time they turned 6

7C: Use of appropriate behaviors to meet their needs

C1: Of those students who entered or exited below grade level expectations in Outcome C who substantially increased their rate of growth by the time they turned 6

C2: % of students who were functioning within age expectations in Outcome C by the time they turned 6

Indicator 8: Parental Involvement

% of parents who report that the school facilitated parent involvement

Target is 67.73% and State Rate is 67.84%.

Indicator 9: Disproportionate Representation

% of districts with disproportionate representation of racial/ethnic groups due to inappropriate identification

Indicator 10: Disproportionate Representation in Specific Disability Categories

% of districts with disproportionate representation of racial/ethnic groups in specific disability categories due to inappropriate identification

Indicator 11: Child Find

% of children evaluated within 60 days of parental consent

Target is 100% - State Rate was 98.81%

Indicator 12: Early Childhood Transition

% of children found Part B eligible with IEP implemented by 3rd birthday

Target is 100% - State Rate was 99.75%

Indicator 13: Secondary Transition

% of youth ages 16+ with measurable, annually updated IEP goals and appropriate transition assessment, services and courses

Target is 100% - State Rate was 72.39%

The drop in percentage was because we were reporting data after the units were given an opportunity to fix the data.

Indicator 14: Post School Outcomes

% of youth with IEP's no longer in school and are

14A: Enrolled in higher education

14B: Enrolled in higher education or competitively employed

14C: Enrolled in higher education, other postsecondary education or training program, competitively employed, or in other employment

*Within one year of leaving high school

14A - Target is 21.13% - State Rate was 21.22%

14B - Target is 59.27% - State Rate was 59.27%

14C - Target is 81.13% - State Rate was 81.13%

Do you feel you were prepared for life after high school? Yes – 63% No – 37%

Post-School Outcomes Measurement – Total Respondents – 302

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

Indicator 14 – Big Picture

- 109 participants
- 715 students with disabilities who graduated, dropped out, or aged out in 2019-20 who were eligible to be called
- 302 of exiters (42.24%) who were interviewed
- 115 interviewed exiters (38.08%) who pursued some type of education
- 245 interviewed exiters (81.13%) who were employed in some type of job

Majority of students with disabilities that responded to the survey are attending a 2-year college (11.3%). Some are taking a Voc-tech program (6.3%). Employment setting – most of our students are working a competitively integrated setting (69.5%).

Indicator 15: Resolution Session

% of hearing requests resolved through resolution session settlement agreements

Indicator 16: Mediation

% of mediations held resulting in mediation agreements

Due to North Dakota having an N size of less than 10 for both indicators, ND is not required to report this information on the SPP/APR.

ND Secondary Transition Interagency Conference is scheduled for November 2-3, 2022 at the Baymont Inn & Suites, Mandan ND. This will be a face-to-face conference no virtual option.

ND Administrative Rules – Lea Kugel

April 1, 2022

- Post-Secondary Transition Program
 - SB 2269
- Credential for Specialist in Dyslexia
 - HB 1131
- Science of Reading
 - HB 1388

Postsecondary Transitional Grant Programs. Allows post-secondary transitional programs at an institution of higher education to receive integrated formula payments for students with a documented intellectual or developmental disability that have graduated from high school in North Dakota and are under the age of 22. The rules provide a description of these programs and describes the parameters under which post-secondary transition programs may receive integrated formula payments. To be eligible for reimbursement under the proposed rules, post-secondary transitional programs must: provide individual advising, curriculum structure, supports, and services based on the individual needs of the student; provide a focus on the same academic and social opportunities available to students without disabilities; integrate work experiences and career skills into the program; offer a meaningful credential for students with disabilities upon completion of the program; and show evidence of results proving success for students with intellectual and developmental disabilities.

Credential for Specialists Trained in Dyslexia would be issued to an individual that has completed prescribed coursework (Intro, Assessment, Interventions and Practicum) from a state-approved institution of higher education. Individuals can become certified for the credential by completing certification by the International Dyslexia Association or the Center for Effective Reading Instruction. In either case, the individual is required to complete a practicum experience of a minimum of three semester hours of forty-five clock hours that is related to dyslexia assessment and interventions. While it is not required that schools employ a person with this credential, individuals with the credential will have demonstrated a higher level of knowledge and experience related to dyslexia than teachers that do not have the credential. Schools are also free to employ or contract with a dyslexia specialist from outside of the school system if they so choose. Individuals must renew the credential every five years by completing two semester hours of continuing education related to language-based reading disorders or dyslexia

Reading curriculum and educator professional development: Beginning with the 2022-2023 school year, the portion of a school’s curriculum related to reading must be scientifically based, evidence based, research based, and focused on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Schools must also use systematic direct instruction for students in grades kindergarten through three to ensure that all students obtain necessary early reading skills. The statute also states that, prior to the start of the 2022-2023 school year, each teacher or principal that works with students in grades kindergarten through three complete training or demonstrate mastery of the reading curriculum components that I described earlier. Schools will report information such as curriculum used, professional development attended, and assessment instruments used to diagnose reading development and comprehension to the department annually. Schools that have submitted satisfactory information may be awarded an exemption of the reporting requirement for a period of up to three years. Satisfactory information may include reading outcome proficiency data using an assessment instrument, such as a screening measure.

ESSER INITIATIVES UPDATE -LEA KUGEL

- Discussion Specially Designed Instruction-\$100,000
 - Progress Center –Tessie Baley, David Bateman
 - Draft Document
 - SDI, Interventions and Monitoring Progress
- Education Pathway-\$100,000
 - Educating Exceptional Students
 - Special Education Field Experience
- EWIMS Cadre -\$200,000
 - American Institutes for Research-David Blumenthal, Erin Clancy
 - Early Warning Systems-Currently 5 districts
 - Eight cadre members
 - Data, individual vs. group supports, interventions

SSIP UPDATE - HALEY LANG

Dropping out is a Process, Not an Event: All student shave Hopes and Dreams

- Focus of Six Year Graduation Rates for Students with an Emotional Disturbance
- Leveraging Students Hopes and Dreams to Improve Graduation Rates
- Moving our work forward:
 - Working with the National Center for Systemic Improvement (NCSI)
 - Working with an External Evaluator
 - American Institutes of Research on EWIMS
- Updating the submission template for Special Education Units
 - Qualitative and Quantitative Data

SUGGESTIONS SUMMARY

Issues and Concerns in our State: No issues.

The committee approved the December minutes. Jodi Webb made the motion to accept the minutes and Jacqueline Adusumilli seconded the motion.

The meeting adjourned at 11:56 p.m. Jodi Webb made the motion and Barb Burghart seconded the motion to adjourn.

Public Comment: No Public Comment

September meeting is scheduled for: September 13, 2022

Agenda Items for September meeting:

- IDEA/ICC Advisory Training in the morning with TAESE
- REEL Grant - Jacqueline Adusumilli
- Data regarding the impact of COVID