



IDEA Advisory Meeting

MINUTES

MARCH 10, 2021
9:00 AM – 3:00 P.M.

VIRTUAL MEETING

MEETING CALLED BY

Dr. Patti Mahar, Chairperson

TYPE OF MEETING

IDEA Advisory Meeting

FACILITATOR

Gerry Teevens

NOTE TAKER

Michelle Souther

ATTENDEES

Gerry Teevens, Michelle Souther, Lucy Fredericks, Susan Gerenz, Barb Burghart, Dr. Patti Mahar, Emmanuel Mensah, Jodi Webb, Renee Wetzsteon, Mark Ehrmantraut, Lea Kugel, Angela McSweyn, Tina Degree, Jacqueline Adusumilli, Rachel Tabler, Michelle Woodcock, Penny Breuer, Karyn Chiapella, Jessica Howlingwolf, Brenda Ruehl, Amanda Meier, Barb Burghart, Tracey Zaun, Debbe Poitra, Michael Netzloff, Patty Cummings, Jacey Enget, Nicki Kehr, Nicole Lang, Victoria Johnson, Penny Veit-Hetletved, Brenda Ruehl, Mary McCarvel-O'Connor, Michelle Pfaff, Mary McCarvel-O'Connor, Colette Fleck, Lucy Fredericks

Agenda topics

OFFICE OF SPECIAL EDUCATION UPDATES

GERRY TEEVENS & TEAM

DISCUSSION

COVID (Gerry)

- Assistance to schools during the COVID-19 Pandemic is available on this website on DPI
[COVID Resources: https://www.nd.gov/dpi/familiescommunity/nddpi-updates-and-guidance-covid-19](https://www.nd.gov/dpi/familiescommunity/nddpi-updates-and-guidance-covid-19)

COVID19 Funding

- EANS Funding
 - Emergency Assistance for Non-Public Schools
- ESSER I Funding
 - March 13, 2020 – September 30, 2022
- GEER Funding
 - March 13, 2020 - June 30, 2021
- EDUCATION CORPS FUNDING
 - July 1, 2020 – June 30, 2021
- Broadband Assistance Funding
 - July 1, 2020 – June 30, 2021
- Resiliency Grant Funding
 - July 1, 2020 – June 30, 2021
- ESSER II Funding
 - March 13, 2020 – September 30, 2023

ESSER Funds Supporting Special Education

- Invitation to Special Education Units to complete application for \$11,500. for COVID related special education programming needs.
- Para to Practice Scholarships Minot State University.

Legislative Update: Gerry Teevens

- HB 1131 – Dyslexia Credential relating to credentials for specialists trained in dyslexia.
- HB 1188 – Special Education Technicians relating to services provided by special education technicians; and to amend and reenact section 15.1-02-16 of the North Dakota Century Code, relating to a certificate of completion for special education technicians.
- HB 1089 – Removes the Autism Voucher Program – this looks like a do not pass bill.
- HB 1091 – Relating to shelter care services, foster care for children, foster care. Expand another level of shelter care. Allow up to 7 days when there is crisis.
- HB 1416 – Brings 0-5 programs under one roof. Transfer of full-time equivalent positions (includes 619 coordinator). It would transfer our Early Learning Office to Dept of Human Services. It passed the House and is being heard in the Senate this morning. There will need to be an MOU created between DPI and DHS.
- HB 1466 – Establishes four-year old program grants. Grants for 4-year-old programs.
- S2039 – Membership on the Brain Injury Advisory Council. This bill allowing up to 5 members that would be survivors of Brain Injury or a family member of someone with a brain injury.

- SB 2256- Legislative management study of the state’s community- based services waiver for individuals with ID and DD.
- SB 2269- Transitional program payments for eligible students enrolled in a postsecondary transitional program within the state. These dollars could go with the student even though they have a signed diploma.
- SB 2332 –Out-of-state alternative certification program. Special Education was removed from this bill. This bill is going to the Senate now so special education could be added back in.
- SB 2147 – If a school district’s board approves it, parts of the GED assessment, when passed, may be used to help fulfill graduation requirements. This bill has passed in the Senate is now in the House.

FFY 21 IDEA Application Due May 21, 2021

- Public Comment: March 16, 2021
- Application posted on the NDDPI Website: Special Education/Compliance and Reports: [Annual State Application Under Part B of the Individuals With Disabilities Act As Amended in 2004 For Federal Fiscal Year 2020 \(MS Word\)](#)

• IDEA B Total Allocation	FFY20	\$34,006,119
• Allocations to Units		\$30,084,753
• State Administration:		\$ 1,112,729
• State Set aside		\$ 2,807,636
• Preschool 619 Total Allocation		858,335
• Allocation to Units		814,396
• Administration		43,939
•		

Final allocations for the fiscal year 20-21 are posted on the NDDPI Website

2021 APR Submission & New Cycle– Emmanuel Mensah

Updates on the FFY 2019 SPP/APR

- ND successfully submitted the FFY 2019 SPP/APR for indicators 1-16 (by the Feb 1 due date).
- The team is working on finalizing the SSIP report.
- Local special education teams are reviewing their respective private report cards.
- Following the completion of the review process, the public version of the report will be made available on the dashboard.
- OSEP has released new measurement table for the FFY 2020-25 SPP/APR.
- States are required to:
 - Set new targets for all results indicators
 - Establish baseline for new components
 - Involve stakeholder groups in the process of target setting and establishment of baseline.
- FFY 2020 SPP/APR submission (due Feb. 1, 2022) will include targets and baseline data for the FFY 2020-25 SPP/APR.

Indicator 1: States must use the data reported under Section 618 of IDEA.

Indicator 2: States must use the data reported under Section 618 of IDEA.

Indicator 3: Participation and proficiency rates are to be reported separately for grades 4 and 8 and high school. Data reported separately in reading and math categories.

Indicator 5: The only change is percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served.

Indicator 6: An additional is 6C receiving special education and related services in the home.

Indicator 13: Secondary Transition - **Indicator language revised**

...if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Indicator 17: State Systemic Improvement Plan (SSIP) - Beginning with the FFY 2020 SPP/APR due February 1, 2022, States will be required to report Indicator B17 within the SPP/APR reporting tool.

OSEP’s Expectations for SPP/APR FFY 2020-25 Targets

- Must be rigorous yet achievable
- Must show improvement over baseline
- Must be set with the advice of stakeholders

Update on Dispute Resolutions: (Mark Ehrmantraut)

Facilitations – 3
 Mediations – 1 (1)
 Investigations – 7 (5i) (3 ca)
 Due Process – 1

IEP: June/August – 2 in scheduling
 Mediation: Successful

Investigations: 7 filed; 5 investigated; 3 violations resulting in Corrective Actions

20-21 Dispute Resolution Themes to Date

- Provision of Services – 9 (COVID related and more)
- Failure to Implement
 - Number of Minutes
 - Type of Service Delivery
 - Overall IEP
- Communication - Multiple
- Lack of Progress - 5
- Assistive Technology - 3
- Behavior - 3
- Evaluation
- Related Services

Corrective Action Plans (CAP)

CAP must address

- Individual Issue(s)
- Ensure the violation isn't part of a larger systemic issue

3 Main Areas to get Correction

- Professional Development
- Compensatory Education
- File Review

If student not making progress – 4 R's

- Reconvene
- Review
- Restrategize
- Revise

Jacey asked if you think the behavior issues you saw last year were more because of COVID instead of a person's diagnosis? Every day was different and changed. Student's on IEPs like predictable and this year there hasn't been a lot of predictable. It is not only change for the student but parents and school staff which brings stress to everyone. The bigger concern was student's mental health issue. There is a bill in the legislative that would allow virtual learning to continue for some students. Some students thrived in distance learning versus in person schooling. Brenda said they received many calls from parents needing behavior intervention help while students were distance learning. The struggle we are having is getting the student back to school 5 days a week. What did we learn and how do we use it to be better now? Distance learning helped some parents understand how difficult it can be to teach students and have more understanding for the teachers. Teachers liked distance learning because they had fewer students and it helped teachers be able to help students more individually. Classroom being smaller created the entire environment of the school – hallways, entering the school, regular ed and special education to be calmer.

Federal Grants Proposals – Mary McCarvel-O'Connor & Lea Kugel

EXCEL Project

February 9, 2021

- Personnel Development to Improve Services and Results for Children with Disabilities--Improving Retention of Special Education Teachers and Early Intervention Personnel (CFDA 84.325P)
 - **Goal 1:** Recruit high school students to obtain a degree in a special education field
 - **Goal 2:** Increase retention rates of special education teachers
 - **Goal 3:** Collect and analyze data to evaluate recruitment and retention in special education field

High school students would be able to take college courses and have a mentor at the college level.

March 9, 2021

- State Personnel Development Grant (SPDG) (CFDA 84.323A)

Goal 1: Teachers select activities that meet individual needs to improve results for students with disabilities.

- SDI and MTSS
- CBE and SDI for MTSS
- Virtual platform

Goal 2: Pilot, implement, and scale-up PD activities reflecting SDI and MTSS

- REAs Train the trainer
- PD for general education and special education through pilot program
- Share SDI content and training materials with teacher preparation colleges

The last SPDG grant was 2012-2017 which focused on the RTI process to create MTSS statewide.

Community of Practice for Students with Social-Emotional Behavioral Disorders: Michelle Woodcock

- Mission: To support students who have social-emotional-behavioral challenges through a community of educators, administrators, families and community partners by collaborating with each other in the use of evidence-based, research-based, and promising practices, with a goal to create a community that can support students learning in their least restrictive environment and enable them to graduate choice ready.
- Currently at 50 members
 - Educators
 - Administrators (equal mix of general education & special education)
 - Families
 - Community Partners (including prior students, behavioral health, university staff, juvenile justice, and more)

SRCL-“On the 5’s” Resource Guide -Susan Gerenz

Hardcopies are available through the REAs, human service centers and local special education units.

www.nd.gov/dpi/special_education/resources

Improving Literacy through Self-Regulation: On the 5's: a Practical Guide for Caregivers

Special Education Webinar Series – Michelle Woodcock

- 443 People Registered
- 80-125 attend monthly
- 13 Completed Webinars
- Live attendance = 1,131
- Remaining Topics:
 - Section 504 & the IDEA
 - Fading Adult Assistance for Students
 - Explicit Instruction
- Plans for next year
 - Summer Institute 2022
 - Once a month online webinar
 - Additional trainings/webinars on topics of interest
 - Café credit offered
 -

The webinars focus is aimed at professionals, but anyone can attend. Pathfinders has parent friendly resources available on their website. Brenda had some parents attend the special education webinars and they raved about them.

Family Engagement – Angela McSweyn

Key Accomplishments

- Superintendent’s Family Cabinet
- Collaboration with schools as they seek to engage families in education
- Continued professional development
- Outreach and sharing of statewide opportunities

What’s Going Well

- Innovative strategies are being created.
- Many families and educators are connecting in ways they never have before.
- Many families have a greater understanding of what students are learning.
- Greater respect for both families and educators.
- Pockets of excellence.
- Greater understanding of Social Emotional Learning
- Greater awareness for equity issues.

Struggles

- COVID and Distance Learning Fatigue
- Attendance Concerns
- Ensuring continuity of special education services
- Teacher and staff burn out
- Increased need for mental health supports
- Learning recovery
- Adapting to face to face and virtual learning and putting health and safety measures in place.

Weekly Town Hall Meetings

- ND Healthy Return to Learning town halls’ goal is to provide K-12 schools timely and relevant resources, processes, clarification, and strategies as the situation with COVID-19 evolves. These virtual Town Hall meetings take place every other Tuesday, 12:00 p.m. through 12:45 p.m., through the end of the school year.
- Town halls are hosted by the **North Dakota Healthy Return to Learning Team** (Dr. Fran Rodenburg, Keith Johnson and Dr. Guy Tangedahl) along with key collaborating state agency partners from NDDPI, NDDoH, and NDDHS.
- Q&A from our audience (K-12 teachers and administrators) or panelists

IDEA ADVISORY COMMITTEE PRIORITY – DROP OUT PREVENTION & CLOSING THE ACHIEVEMENT GAP- MARK EHRMANTRAUT

DISCUSSION

Dropping out is a Process, not an Event.

Across ages – PK-grade 12

Ultimately outcome – ALL students graduating Choice Ready

Effective early childhood education must a difference

Early Literacy – if a student isn't reading proficiently by third grade, they are on the path to dropout,

December Child Count

As of December 1, 2020...

- The number of students (ages 3–21) who were receiving special education & related services under the IDEA was 16486.
- Representing over 14% of public-school students.

Mostly likely to dropout

- Emotional Disturbance: 30.56%
- Speech/Language Impairments: 28.13%
- American Indian or Alaskan Native: 24.68%

Brenda was wondering what the numbers look like for students with ED. How many students with ED are in a more restrictive environment compared to other disabilities? Emmanuel ran a three-year trend educational environment compared ED to state average. Students with ED in Resource Room setting – 64%, state average 73%. Students with ED in a more restrictive environment separate school 7%.

Michelle Woodcock said that Community of Practice is looking into this topic and see how culture may play into this.

\$300,000 - \$500,000 impact – 1 Dropout

For every 1% of Graduation Cohort who Drops Out ~ \$25,000,000

(76 * \$400,000 = \$25,000,000 conservatively)

- Reduced Earning Power
- Reduced Spending Power
- Increased interaction with Community Systems

ND's 4 Year Graduation Rate = 88%

- Missing too Many Days
- Think Easier to get GED
- Poor Grades / Failing School
- Don't like School
- Can't Keep Up with School Work
- Pregnant
- Work
- Not Get Along / Don't Feel Like I Belong
- Etc.

What do we do about it? We CAN move the needle!

Communities of Practice

Transition Community of Practice – Established and ongoing Social / Emotional / Behavioral Community of Practice – New – one organizational gathering statewide

Discretionary Funds

(Focused on Improvement in Graduating Choice Ready)

'Regular' Discretionary Awards – Up to \$15,000

Transition Discretionary Awards – Up to \$10,000

Alignment Efforts (Time, Energy, Money, People, Partnerships, etc.) – Leverage for progress and transformation

NDDPI Special Education / VR / CTE / Job Service

Focused Monitoring / TSI

Across NDDPI Departments – Internal SSIP Leadership Team

Additional Partnerships

Family Engagement (2nd most predictive)

Striving Readers Funding

On the 5's

Closing the Achievement Gap

REAs

FBA/BIP Work

NDMTSS
Early Warning Indicators

Webinar Series

Spurring Innovation and/or Best Practice Engagement

Data Tables for individual schools

Early Childhood (Data Quality, Early Literacy, Community Wraparound, Family Engagement)

Pilot Projects

New Tools

National Technical Assistance Centers

NDPC, NTA:CT, IDC, TA:ESE, etc.

Legislation

Example: SB 2147

These are a list of some examples

CONCLUSIONS

Pathfinders will be holding a Drop Out Prevention webinar: Collaborations & Connections March 25th 7:00 – 8:00 pm

will hold all three of the Drop Out Prevention webinars in April: Triggers & Cues, Organization is Key and Collaborations & Connections

<https://www.facebook.com/PathfinderParentCenter/> or you can get on our constant list by emailing: info@pathfinder-nd.org

Parent Early Intervention Process training will be March 15 at 12:00 p.m.

<https://psnd.co/event.php?e=360>

SSIP FINAL VERSION SUBMISSION

MARK EHRMANTRAUT

DISCUSSION

State Systemic Improvement Plan (SSIP)

- US Department of Education – Individuals with Disabilities Education Act (IDEA)(Federal Special Education Law)
- Every State MUST have a SSIP
- Continuous Improvement Process – Improve Results for Students with Disabilities
- Started 8 Years Ago
 - Stakeholders across ND – Determine ND's Focus (SiMR)
 - Report Quarterly to this stakeholder group (IDEA Advisory Council)

ND's SSIP Goal

State Identified Measurable Result (SiMR)

Improve 6 Year Graduation Rates for Students identified as having an Emotional Disturbance

2020-21 Message:

Dropping Out is Process, not an event

2021-22:

All students have
hope and dreams

How do we leverage this, to support students in making progress on the pathway to graduating from High School Choice Ready? Brenda wonders about the correlation with ED students and when they enter a more restrictive environment.

Are you seeing more success in BPS with the peer to peer program and how can we get a program like this into other schools around ND?

There is a consortium of special education units – check and connect that is an evidence-based practice a student has an intentional adult that they check in with.

Building and Leveraging Partnerships

- Partnerships Across the State
 - Public/Private partnerships
 - Public/Public partnerships
- Alignment Examples - (Time, Effort, Funding, Messaging, etc.)
 - Families
 - Agencies
 - Schools
 - All Stakeholder groups

There is a pilot program going on with three high schools. Early warning and early invention system.

Early Warning Systems

- Attendance (missing 20 days of school or 10% or more of instructional time)
- Behavior (1-2 infractions)
- Course Completion

Why Do Students Drop Out?

- Missing too Many Days (A)
- Think Easier to get GED (C)
- Poor Grades / Failing School (C)
- Don't like School (B)
- Can't Keep Up with School Work (C)
- Pregnant
- Work
- Not Get Along / Don't Feel Like I Belong (B)

Effect Sizes on Dropout Rate

- Career Development/Job Training - .81
- Family Engagement - .67
- Mentoring - .63
- Behavior Intervention - .46
- Literacy Development - .42

Evidence-Based Practice Findings

- Check and Connect
- Envision IT Curriculum
- Parent Training
- Project Search
- Self-Advocacy Strategy
- Self-Determination Learning Model of Instruction (SDLMI)
- Self-Directed IEP
- Take Charge Curriculum
- Video Modeling

Check and connect <https://checkandconnect.umn.edu/>

Web-Based Document

PIERs Tool

Over Time, Intentional, Sustainable Efforts:

- Planning
- Implementing
- Evaluating
- Reporting

UNIT FOCUSED MONITORING PROCESS THIS YEAR - RESIDENTIAL FACILITY MONITORING - MARY MCCARVEL-O'CONNOR & SUSAN GERENZ

Discussion

This year we team up with Office of Education, Equity, and Support to identify districts in the second year of targeted support because of the subgroup population of students with disabilities. The monitoring will be completed this week and reports will be going out soon after.

Monitoring has been conducted virtually this year. We started using an IEP rubric that was created by a resource center out of Connecticut. This rubric helps to measure the quality of IEP development in the present level of performance, levels of support, IEP goals and objectives and types of support and placement. Through utilization of this rubric we are hoping it will help change outcomes for students with disabilities.

Annually, we also monitored Residential Facilities that have schools. This year Dakota Memorial School (Bismarck, Fargo and Minot) was monitored. The team is in the process of finalizing the report.

SSIP REPORT SUBMISSION

MARK EHRMANTRAUT

Discussion

SSIP Report Submission

- Indicator 17
 - The comprehensive, multi-year plan to improve results for students with disabilities.

- ND – Focused on Improving 6 year extended graduation rates for students with ED.
- Phase III, Year 6
- Due April 1st, 2021

Overview and Historically – Now new template

- Previously Structured SSIP reports
- Last year's – Tell the story – Continue to build it
 - Past
 - Present
 - Future
- New OSEP Template

NEW OSEP Template

- 3 Main Areas
 - Section A: Data Analysis
 - Section B: Implementation, Analysis, and Evaluation
 - Section C: Stakeholder Engagement
- Template
 - Designed for 508 Compliance
 - Only Characters
 - Character Limited

Section A: Data Analysis

- SiMR
 - North Dakota's State Systemic Improvement Plan (SSIP) State identified Measurable Result (SiMR) is focused on improving the extended six-year graduation rate for students identified as having an emotional disturbance.
 - FFY2019: SiMR = 56.4%
 - INCREASE from 53.1% last year
- ND has not changed the SiMR
 - FFY2019: SiMR = 56.4%
 - INCREASE from 53.1% last year
- Progress Toward the SiMR
 - Return to positive trend line (Extended 6 Year Grad Rates)
 - Not meet Target (66.72%)
 - 4-year grad trends positive until COVID (43.3%, 52.1%, 56.5%, 53%)

Patty asked why is our target at such a high rate? Our baseline for ED students was in the 60s and so we gradually increased that target. We can't set the target lower than we were before.

Next Steps

- Strengthen Alignment Efforts / Leverage Partnerships
- Expand 2019-20 Efforts
 - Messaging (Dropping Out is a Process to All students have hopes and dreams)
 - Alignment (Further Gap Analysis Work / Work to Close the Achievement Gap)
 - EWS (5-8 more high schools)
 - Middle/High Practices (NDPC and NTACTION) (next page)
 - PIER Tool (Planning, Implementing, Evaluating, Reporting)
- Structure a targeted Graduation Improvement Project?

Stakeholder Engagement

- IDEA Advisory – Primary Stakeholder Group
- Special Education Leadership
- Family Support Leadership
- Communities of Practice
- NDDPI Across Office Personnel
- REA's
- Anyone interested in visiting about Graduation/Dropout/Improving Outcomes

Biggest Concern – COVID Impact?

- Impact of Distance Learning
- Student Engagement
- Mental Health Questions
- Slowed or Interfered with new launches and/or scale ups

How do we all support the teachers? COVID fatigue for all stakeholders. Counselors, social workers, teachers, and everybody in those school settings that were trying to reach out and help families.

SUGGESTIONS SUMMARY

Issues and Concerns in our State:

Victoria Johnson asked how other school districts are providing the online services. They are receiving calls from parents regarding online distance learning and the school is not providing para support for students. Principals are saying they don't need para support online. There is no IEP meeting being scheduled to discuss the option.

Parents should request an IEP meeting and if the school says they don't need one the parent should contact the special education director in their district.

Jodi Webb has received calls from parents also and it is case by case scenario. It is a matter of talking to the school and seeing what accommodations can be made.

Jacey Enget asked about the kids that are having issues with online. Is tutoring services available for these students?

Renee Wetzsteon said that the students are not considered homebound, so tutoring services are not available, and the parent doesn't want someone from the outside in their home due to COVID.

Are you asking if the school is providing a tutor or if the parent is getting a tutor on their own for their child? Every school district is going to be different and it would be based on an individual basis.

Homebound services and choosing virtual are very different. The district is only required to provide services in the home if the child qualifies under IDEA for homebound.

The committee approved the December minutes Victoria Johnson made the motion to accept the minutes and Jodi Webb seconded the motion.

Brenda Ruehl motioned, and Jodi Webb seconded the meeting adjournment at 3:00 p.m.

Public Comment: No Public Comment

June meeting is scheduled for: June, 2021. Office of Special Education will send out a survey to find best date for the June meeting.

Agenda Items for June meeting:

- Continue discussion on COVID and the rest of the school year goes
- Federal Allocations and ESSER funds
- Legislative Session Updates
- ED graduation rates and are they over-represented
- Early Learning Office Legislative Update
- IDEA Advisory Committee Annual Report September Joint Meeting with ICC