



IDEA Advisory Meeting

MINUTES

SEPTEMBER 15, 2021
9:00 AM – 3:15 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, Barb Burghart, Dr. Patti Mahar, Jodi Webb, Renee Wetzsteon, Mark Ehrmantraut, Angela McSweyn, Tina Degree, Jacqueline Adusumilli, Brenda Ruehl, Debbe Poitra, Michael Netzloff, Nicki Kehr, Melissa Casteel, Rachel Tabler, Colette Fleck, Missi Baranko, Amanda Peterson, Haley Lang, Tracey Zaun, John Copenhaver, Jen Withers, Carolyn Kueber, Carsen Grave, Penny Hetletved, Mariah Hill, Shannon Grave, Louise Greff, Kimberly Hruby, Michelle Ragan, Shantelle Petroff, Brandy Pyle, Michelle Ragan, Jill Staudinger, Amy Casavant, Jacey Enget, Janakate Walker, Louise Greff, Nicole Lang, Tina Bay, Kelli Ulberg, Karri Volk, Lisa Piche, Colette Perkins

Agenda topics

IDEA COMMITTEE TRAINING

JOHN COPENHAVER

DISCUSSION

TAESE held new IDEA Advisory member training.

IDEA ANNUAL REPORT APPROVAL

DR. PATTI MAHAR

DISCUSSION

The IDEA Advisory Committee approved the annual report. Jacey Enget made the motion to approve and Jodi Webb second the motion.

DHS EARLY CHILDHOOD DIVISION SPECIAL EDUCATION OFFICE UPDATE

JACKIE ADUSUMILLI AND MARY MCCARVEL-O'CONNOR

DISCUSSION

DHS Early Childhood Division was created in the Department of Human Services and was created in the last legislative session. Enhanced collaboration with childcare, CFS, and Part C. It was meant to bring everyone under one roof.

Exciting initiatives are:

- Best in Class – 23 programs and 32 total
- Waterford Upstart – serves 1200 four-year-old. It is an online program – more of family engagement preparing them for kindergarten. It is 15 minutes a day for 5 days a week. If families enroll and complete the program, they get a laptop to keep. www.waterfordupstart.org/register
- Inclusion grant – <https://www.nd.gov/dhs/services/childcare/inclusion.html>

Mary was a teacher of deaf and hard of hearing. She worked in Iowa and Wisconsin. She has worked for the department for 11 years. She was the assistant director for 7 years and worked under Gerry Teevens.

Special Education Office Updates – we currently have three open positions.

New Projects:

- Specially Designed Instruction
- Early Warning Systems
- Educator Pathway – grow dual credit in education for junior and seniors in ND
- Graduation Improvement Project – project help build capacity within our state to help with graduation and target bigger districts that make up our SSIP indicator 17
- Research Grants-IREEED – Lea and Mary are working IREEED project which comes out of UND. Starting a partnership to research recruitment and retention and dyslexia in North Dakota.
- NCD Training
- Early Childhood Outcomes Training

Continued Projects:

- Professional Development Series – 2nd Tuesday of every month
- Community of Practice (2 times)

OSEP LEVELS OF DETERMINATION PART B & PART C OSEP DIFFERENTIATED MONITORING & SUPPORT (DMS) NORTH DAKOTA - Jackie Adusumilli and Mary McCarvel-O'Connor

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.

IDEA-Part C – meets requirements on the February 2020 submitted SPP/APR for Part C. This is the second year in a row that they met requirements.

IDEA-Part B - meets requirements on the February 2020 submitted SPP/APR for Part B.

Differentiated Monitoring and Support 2.0

Beginning in Federal fiscal year (FFY) 2021, Part B and Part C programs in States were monitored by OSEP in a five-year cycle. North Dakota was in cohort 2 which was set to begin October 2021. Because of COVID monitoring effort were placed on hold and moved back a year. North Dakota will now begin the monitoring process October 2022. OSEP will monitor all States on their general supervision systems. OSEP will continue to provide support and technical assistance that is differentiated based on each State's unique strengths, challenges, and needs. It is a three-year process.

Overview of FFY 2020-25 SPP/APR Requirements

SPP/APR requirements – OSEP has released new measurement table for the FFY 2020-25 SPP/APR.

- States are required to:
 - I. Set new targets for all results indicators
 - II. Establish baseline for new components or revise existing baseline where there are changes
 - III. Involve stakeholder groups in the new baseline and target-setting process
- FFY 2020 SPP/APR submission (due Feb. 1, 2022) will include targets and baseline data for the FFY 2020-25 SPP/APR.

Stakeholder Meeting Participants – November 2, 2021. We will bring three targets for each indicator and the group will help determine the target for our indicators. It is half a day in the morning.

Stakeholder Meeting Participants

- Parents/family members
- Local special education directors or administrators
- Other state agency personnel
- Business/community representatives
- Advocacy groups
- Students or former students

Stakeholder Group One Meeting

- Early Childhood – Indicators 6 & 7, (Indicator 12)
- Equity for All – Indicators 4, 5, and 8 (Indicators 4b, 9, 10)
- Secondary Transition – Indicator 1, 2, 17 and 14
- Assessment – Indicator 3

We need volunteers to be on these groups. Janakate Walker – janakate05w@gmail.com volunteered. Renee Wetzsteon would be interested in volunteering.

Kimberly Hruby was wondering if you are looking for parent volunteers or agency partners for these stakeholder groups? Her Division of Special Health Services is interested in transition and are a part of the Transition Community of Practice but would also be interested in a subgroup.

Jodi Webb will put the word out for volunteers.

IDEA B SETTING TARGETS-STAKEHOLDERS GROUP FAMILY ENGAGEMENT ON THE 5S - Mary McCarvel-O'Connor and Angela McSweyn

Family Engagement – Angela McSweyn

- Superintendent Baesler's Family Cabinet
 - Goal Setting Process
- Indian Education Summit – Grafton Family Engagement Coordinator & Social Worker Team
- Family Engagement Resources:

[ND Family Engagement \(padlet.com\)](#)

Beyond Bedtime stories and No More Mumbo Jumbo. These two books are excellent reads.

Acronyms – ELA, IEP, NWEA, ESSA, ISS, RTIB, FERPA – would you know all these acronyms?

Upcoming Events – 2021 National Family Engagement Summit - NAFSCE [National Family Engagement Summit - National Family Engagement Summit \(nfesummit.com\)](#)

[Family Resource Toolkit | North Dakota Department of Public Instruction \(nd.gov\)](#)

Great resources for engaging families and children who are English Language Learners [LiNK Family Engagement CoP - Resources \(padlet.com\)](#)

What are some highlights of Family Engagement in your schools and or community? Missi thanked Angela for her energy and passion for connecting with parents.

Please join our North Dakota Family Engagement Facebook Group.

<https://www.facebook.com/groups/855606714955377>

On the 5's Resource – awarded grant through CLSD. Provide easy user-friendly resources for families that have kids who are struggling. We have disseminated 39,000 copies throughout the state.

https://www.nd.gov/dpi/sites/www/files/documents/SpEd/Final%20ND DPI_OnThe5s_pdf.pdf

Jodi Webb has parent resource guide available at info@pathfinder-nd.org

RESILIENT EARLY INTERVENTION LEADERS (REIL) GRANT - Jackie Adusumilli

Part C Developmental Disabilities received \$200,000.00 grant to grow leadership in early intervention. It is a 14 webinars provided for no cost. Devereux Center is providing the training. It begins in October. It is the first Tuesday of every month. There are 100 spots available. Application is <https://www.surveymonkey.com/r/RELCApp>

UND early intervention graduate leadership certificate. Grant Funding Application <https://www.surveymonkey.com/r/EILeadCert1>

UND Info: <https://und.edu/programs/early-intervention-leadership-graduate-certificate/index.html>

Cohort 1:

- Complete Grant Funding Application Survey by October 1
- Notified by October 15 if funded by grant
- Complete UND Application (\$35 fee) by November 1 with all documents/transcripts submitted

PART B STATE SYSTEMIC IMPROVEMENT PLAN -Mark Ehrmantraut

Discussion SSIP 2020-21 to 2021-22 School Years

ND's SSIP Goal – (SiMR) - Improve 6-year graduation rates for students identified as having an Emotional Disturbance

In 2020-21: SSIP Messaging – Dropping Out is a Process, NOT an Event

This implies... and rightly so... that there are numerous points to intervene all along the pathway toward graduation High school

Middle... elementary...

Students moving between setting...

As you're well aware

Transitions are critical

Transition to school

Transition to reading

Transition from Middle to High School – Critical

Attendance – first 10 days

Floundering and failing, but if enter 9th grade and earn credits... moving back onto graduation pathway

This is all part of the process

When you recognize what students are good at, school becomes more meaningful to them, and they are more likely to show up. Relationships matter and engaging hopes and dreams matter.

Leverage ESSER Funds

Develop a Cadre of ND expert trainers and coaches in EWIMS

- University Personnel

- Regional Education Personnel
- ETC
 - 3-year process
 - Build upon our work with the American Institute of Research
 - Train and coach schools

There is a difference between random acts of family engagement and seeing that family engagement is a strategy toward whole school improvement.

If you want to be trusted, do trustworthy things - Dr. Karen Mapp

Workforce Ready – career awareness, occupational courses, career technical education and career employment/work experience.

Sense of Belonging – engage in meaningful life work experiences. Relationships matter.

IMPACT OF COVID ON OUTCOMES FOR CHILDREN - OPEN DISCUSSION

Graduation rates of students with ED went up over COVID. Sometimes the peer pressure of going to school sometimes takes over the ability to learn. Being at home some kids succeeded more. Some kids don't like school and being at home they do better academically. Students with Social-Emotional mental health can benefit from supports in those areas. Some students can do better at distance learning format. Reduced class size and transitions were reduced. There are more students suffering from anxiety. Lessons are still being learned since we are still dealing with COVID. Increase of mental health issues. It isn't just students; staff are dealing with anxiety too. I've seen the impact of COVID with our youth group once we were able to be together again, the kids I've seen are much happier. Parents are concerned about what if schools shut down again? How do we keep the good things we learned from the pandemic? How does anxiety effect attendance? Anxiety doesn't fall within a disability category – how does that fit in? Renee has several families that are having problems getting their kids to school. How do we deal with the long-term implications of COVID? It will be interesting to see the data. We may see a lower number of referrals due to COVID so our denominator may be smaller. We could see the impact over the next several years.

I wonder about the impact on development about some of those kids born into COVID. It is going to be better because they were home with their families.

Trauma within the pandemic – political field having some significant impact on this. Kids are calling students that are choosing to wear masks liberals. The labels are hurtful and how do you teach empathy during this time.

SAP/SICC September 2021 Webinar Lessons Learned during COVID Pandemic on Stakeholder Engagement on September 28, 2:00 – 3:30 (ET) <https://collab.osepideastthatwork.org/SAP-SICC>

ANNUAL DISPUTE RESOLUTION REPORT

MARK EHRMANTRAUT

Discussion IEP Facilitation – (2 Successful; 1 meeting in August, 2021; 1 Withdrawal) (1 in August, 2020 - filed 2019-20)

Mediations – 2 Successful

Complaints – 8 Filed (6 Investigated; 3 Corrective Action Plans; 2 Systemic)

*(1 NDDPI initiated General Supervision Review started, completed in August, 2021)

Due Process – 1 Hearing Complete; 1 continuing

Dispute Resolution Update through 9/10/21 –

- Facilitated IEPs – 3 filed, three completed (1 continued, 1 just filed)
- Mediations – 2
- Written State Complaints - 1
- Due Process Complaints – 1 new; 1 continued
 - Corrective Action Plans in process

Written State Complaints

Investigations

- Individual Complaints – If violations identified – Required to determine a systemic concern isn't the cause of the violation
- May find:
 - No violation
 - No violation with recommendation(s)
 - No violation, but corrective action plan under General Supervision requirements
 - Procedural violation, not resulting in denial of FAPE
 - Violation, requiring corrective action plan

General Supervision

- Over the course of an investigation, if substantial violations noted outside of the allegations, the SEA must address it (34 C.F.R. 300.151(b))
- Must also address "appropriate future provision of services for all children with disabilities"

2019-20 Prepandemic

1. IEP Issues
2. Behavior
3. Evaluation, Placement, AT
4. Other

2020-21 Pandemic/COVID

1. Failure to Implement
 - a. Service Minutes Dropped
 - b. Contingency Plans – SDI
 - c. Individualization
2. Parent Participation

5 Concepts

- Communication
- Individual Decisions
- Good Faith Efforts
- Prior Written Notices – Communication
- Reconvening if Necessary

SUGGESTIONS SUMMARY

Issues and Concerns in our State: Nicole Lang is no longer in her position at North Central Human Service Center and she talked to Cory about adding someone new to serve on the committee.

The committee approved the June minutes. Penny Hetletved made the motion to accept the minutes and Brenda Ruehl seconded the motion.

The meeting adjourned at 3:15 p.m.

Public Comment: No Public Comment

December meeting is scheduled for: December 15, 2021. The IDEA Advisory Committee wants the meeting to be held virtually.

Agenda Items for December meeting:

- Update on the REL Grant – Jackie Adusumilli
- SPP/APR Data