



# IDEA Advisory Meeting

## MINUTES

SEPTEMBER 12, 2024 9:00 AM – 3:07 P.M.

VIRTUAL MEETING

<b>MEETING CALLED BY</b>	Dr. Patti Mahar
<b>TYPE OF MEETING</b>	IDEA Advisory Meeting
<b>FACILITATOR</b>	Dr. Patti Mahar
<b>NOTE TAKER</b>	Michelle Souther
<b>ATTENDEES</b>	Michelle Souther, Tina Degree, Chris Larson, Colette Fleck, Katy Barnum, Dr. Patti Mahar, Dr. Nicole Reybok, Brenda Ruehl, Kayla Stastny, Michelle Pfaff, Jessica HowlingWolf, Michael Netzloff, Kristina Heinle, Jordan Anderson, Mary McCarvel-O'Connor, John Copenhaver (TAESE), Jessica Dargis, Lindsey Buck, Jacqueline Adusmilli, Rachel Tabler, Angela McSweyn, Grace Hudson, Janakate Walker, Andrea Johnson, Holden Bouilly, Misti Bouilly, Carolyn Kueber, Lea Kugel, Jen Withers, Cassandra Bartelson

### Agenda topics

ICC/IDEA COMMITTEE MEMBER TRAINING

JOHN COPENHAVER, TAESE

<b>DISCUSSION</b>	TAESE conducted new member training for ICC/IDEA Advisory Members.
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PART C AND PART B UPDATES

MARY MCCARVEL-O'CONNOR & JACKIE ADUSUMILLI

<b>DISCUSSION</b>	<p>Part C—Meet the requirements on the SPP/APR submitted in February 2023. Part C has met these requirements for the last five years and is currently going through its DMS monitoring, too.</p> <p>Part B – Needs Assistance on the SPP/APR submitted February 2023. North Dakota Part B has been in Needs Assistance for two or more consecutive years. This is North Dakota’s third year for Needs Assistance.</p> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>• Participation and scoring Basic or above on the National Assessment of Educational Progress</li> <li>• Dropping Out</li> <li>• Graduating with a High School Diploma</li> </ul> <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>• Secondary Transition – changes have been made in Tienet (online system) to help prevent noncompliance in this area.</li> </ul>
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TRANSITION FROM C TO B

ANGELA MCSWEYN & JORDAN ANDERSON

<b>DISCUSSION</b>	<p>Part C and Part B have been working to revise the Understanding Early Childhood Transition: A Guide for Families and Professionals. There is a parent and professional guide combined. Based on the transition workgroup’s feedback, the parent guide is going to be more parent-friendly with checklists and additional resources for when children are not eligible for Part B services. The workgroup includes Part C, Part B, parents, Pathfinder Services, and an Experienced Parent. The professional guidance will not change much. It will be more to the point, including timeline requirements and processes. NDHHS is finalizing the draft and will submit to leadership for review as well as graphic design. Missi Baranko, Uspire ND, suggests: Add examples of people who can be invited to the IEP meeting, including child care providers or others. If ICC/IDEA members are interested in reviewing the draft, please reach out to Jordan, Jackie or Angela.</p>
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IDEA ANNUAL REPORT AND DISPUTE  
RESOLUTION

DR. PATTI MAHAR

<b>DISCUSSION</b>	<p>The IDEA Advisory Committee approved the IDEA Advisory Annual Report. Brenda Ruehl made a motion, and Chris Larson seconded the motion.</p> <p><b>Dispute Resolution Report – Lea Kugel</b></p> <p>2023-24 school year:              18 state complaints submitted              13 state complaint investigations                  As of 7/1/24, 13 complaints were investigated, 1 is currently being investigated              24 issues identified                  As of 7/1/24, 23 issues were investigated, and 1 is currently being investigated          8 violations against the school district as of 7/1/24.          1 more violation could be identified, but it will roll over to next year's data.</p> <p>"The Department's goal with this investigation and report is to build capacity among all participants in the special education process and to provide opportunities for professional growth to educators. The department views the complaint process as an opportunity for participants in the IEP process to learn about special education, identify points for improvement, and tap available resources, ultimately for enhanced outcomes for students."</p> <p>Parent call logs:          IEP Questions, concerns, not following          Assessment          Accommodations          Homeschool          Bullying</p> <p>Are some of the issues with the complaints due to staffing shortages? Or are people employed but don't have the appropriate training? A lot of the complaints were not due to staff shortages or staff. We have had calls regarding staff issues, but no complaints have been filed over it.</p>
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OFFICER ELECTIONS – VICE CHAIRPERSON  
(VACANCY)

DR. PATTI MAHAR

<b>DISCUSSION</b>	<p>Patti Mahar's Chairperson position is up. Chris Larson will move into the Chairperson position. Nicole Reybok volunteered to be Vice Chairperson. Andrea Johnson motioned, and Brenda Ruehl seconded the motion. The committee voted, and Nicole Reybok was nominated.</p>
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PART B PRIORITY SETTING

MARY MCCARVEL-O'CONNOR & TEAM

<b>DISCUSSION</b>	<p>By-laws should have priority settings listed in there.</p> <p>Are there any committee priorities that need to continue?          Current National – Hot Topics in Special Education          State – Special Education Priorities          IDEA Committee Members – suggestions for priorities          The goal is 3 to 4 priorities. Every goal should relate to a function under IDEA.</p> <p>Current National Issues:</p> <ul style="list-style-type: none"> <li>• Safety in Public Schools</li> <li>• Children and Youth Experiencing Homelessness</li> <li>• Special Education General Supervision – Part C and Part B</li> <li>• OSEP Differentiated Monitoring Support (DMS)</li> <li>• Leadership in Special Education</li> <li>• Recruitment and Retention of Qualified Education Staff</li> <li>• Mental Health Challenges</li> <li>• IDEA Reauthorization</li> <li>• Advisory Panel/ICC/Collaboration</li> <li>• Section 504 Reauthorization – Civil Rights</li> </ul> <p><b>Suggested Priorities:</b></p> <p><b>Meaningful Inclusion</b> – students in the regular classroom 80% of the day. North Dakota is higher than the national. 40% or less than day in a regular classroom – North Dakota is at 7% and national is 12.54%. Maggie Williams is working with a task force to create a meaningful inclusion document.</p>
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## Graduation

This is the six-year graduation rates for all students, students with disabilities, and students with an emotional disturbance over the past 3 years (this is not cohort data, so it will not directly align to the SSIP numbers). Because we follow students for 6 years, the students counted in this group were originally scheduled to graduate in 2020-2021 (but were given until spring of 2023 to graduate). You can see the blue line which is the graduation rate for all students. Data starts on the left for those scheduled to graduate in 2018/2019 and continues to the right to those graduating in 2021. The yellow line highlights graduation rates for students with disabilities (or those on an IEP). Both of these groups have had graduation rates that have remained fairly stable over the last three years. Lastly, we have students identified with an emotional disturbance. These students had a dip in the 19/20 school year but have had the most significant growth since. It is projected that we will see some additional growth this coming year. This is a group that the Office of Specially Designed Services has been specifically focused on.

Not only do we want kids to graduate, but we also want them to be choice-ready. One year after students with disabilities graduate, a state team of volunteers calls them and interviews them about their life since graduation.

Here is the data on what students were doing a year after graduation. Keep in mind, that around 50% of students did not answer or return calls (5 attempts are made). The data from those students, may change what we see here.

The first column is for students with disabilities (on an IEP), the right column is those students called that were identified with ED. What you will see is that students with ED was less likely to go onto higher education but were more likely to be employed.

The other area of concern is the data in the last row, the students who are not employed or engaged in any vocational or educational program.

### Early Warning Systems:

- For the last 4 years we have selected 2 districts to work with on implementing Early Warning Intervention & Monitoring Systems (EWIMS). This work asks schools to frequently review data and set a threshold of when a student is at risk, then provide intervention and supports. These areas of focus are:
  - Attendance – students who miss more than 10% of their time at school (only 2 days per month) are at higher risk of dropping out and less likely to be proficient academically.
  - Behavior – how often a student is referred to the office or removed from class can be a warning sign. Each school is encouraged to set a threshold based on their population
  - Academics – how a student is performing in classes can be a warning sign, especially as the student gets to middle and high school
- What have we done to support this work:
  - Getting out to present to school staff, administrators and families. Presentations happened at events hosted by several Family Support agencies, Supt. Baesler's Family & student engagement cabinets.
  - Training again has been offered in Understanding Behavior, School Discipline policies. This year trainings have been recorded and given to administrators to use at staff meetings as appropriate. These trainings are also all posted on the ND Educational Hub.
  - Academics – teams are encouraged to review the implementation of their Multi-Tiered System of Supports system. They need to ensure they are frequently reviewing student data and implementing interventions with fidelity.

### Evidence Based Practices:

- For the last 2 years, the state has shared 4 evidence-based practices that have been researched with students with ED specifically in the sample. Training has been shared on these practices with school staff, families, and administrators.
- Not all districts know how to measure implementation fidelity.

### What work still needs to be done:

- School staff training
- Increase fidelity of implementation
- Family engagement
- Cross-system alignment

**Recruitment and Retention**

The Educator Pathway program is an opportunity for high school students interested in entering the teaching field after graduation. The Educator Pathway 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.

Currently, there are three participating universities that offer courses through the Educator Pathway Program.

**What are the qualifications to receive a certification of completion to become a special education technician?**

As stated in the administrative rule, the special education technician must submit a completed application form and have completed:

Forty semester hours of college education or an equivalent under Century Code 15.1-13-10 in the area of special education that aligns with the Council for Exceptional Children preparation standards for paraeducators, including; learner development and individual differences, legal/ethical practices, behavior management, curricular content knowledge, assessment, instructional planning and strategies, and collaboration; and A two-credit transcribable practicum minimum of one hundred clock-hours of fieldwork experience which is supervised by a licensed special education teacher.

**ND Education and Employment System**

**Job Stats Summary** 9-1-2023 through 6-27-2024

- Total Number of Jobs Approved: **3,408**
- Total Number of Jobs Filled: **1,969**
- Total Number of Unique Schools or Districts Participating 9-1-2023 through 6-27-2024: **102**
- New Resumes Uploaded: **1,175**
- NDEES mailing list members: **15,138**
- Site Visitors to the NDEES Sept 1, 2023 to June 27, 2024 – **1,033,402**

**DMS Process**

- Virtual visit – January 6-10, 2025
- Discovery Phase – August 2024
- Engagement – January 2025
- Closeout

The monitoring is around the eight components of general supervision.

**Meaningful Inclusion** – Brenda Ruehl made a motion, and Andrea Johnson seconded it. The committee voted and approved this priority.

**Increased Graduation** – Chris Larson made a motion, and Cassandra Bartelson seconded it. The committee voted and approved this priority.

**Recruitment and Retention** – Jessica Dargis made a motion, and Chris Larson seconded it. The committee voted and approved this priority.

**DMS Process** – Chris Larson made a motion, and Nicole Reybok seconded it. The committee voted and approved this priority.

SUGGESTIONS SUMMARY		
<b>Issues and Concerns in our State:</b> No issues.		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
The March meeting minutes were approved. Chris Larson made the motion, and Nicole Reybok seconded.		
The meeting was adjourned at 3:07 p.m. Brenda Ruehl made the motion to adjourn, and Patti Mahar seconded it.		
<b>Public Comment:</b> No Public Comment.		
The September meeting is scheduled for December 5, 2024.		

Agenda Items for the December meeting:

- Increase in Title 9 in really young children with severe disabilities. They are being charged with Title 9.
- Behavior/Mental Health Support Services/ Training for Staff/ Access and Barriers to Supports
- OCR complaints – lots of Title 9 complaints
- The appropriateness of using Title 9
- Legislative Topics that affect students
- Katherine Terras