

# IDEA Advisory Meeting

## MINUTES

SEPTEMBER 15, 2016 9:00 – 12:00 P.M.

COMFORT INN, BISMARCK

MEETING CALLED BY	Shannon Grave, Chairperson
TYPE OF MEETING	IDEA Advisory Meeting
FACILITATOR	Gerry Teevens
NOTE TAKER	Colleen Schneider
ATTENDEES	Gerry Teevens, Colette Fleck, Mathew McCleary, Patti Redding, Valerie Bakken, Kevin McDonough, Anthony Fladeland, Brenda Ruehl, Melissa Deckert, Patty Cummings, Shannon Grave, Ed Boger, Susan Gerenz, Dr. Patty Mahar, Nancy Jo Burke, Penny Breuer, Lea Kugel, Vicki Peterson, Renee Wetzsteon, Penny Veit-Hetletved, Beth Larson-Steckler

### Agenda topics

ESSA UPDATE, SSIP, AND SYSTEMIC COMPLAINT

GERRY TEEVENS & STAFF

	<p>Special Education Updates:</p> <ul style="list-style-type: none"> <li>• Trainings this summer:             <ul style="list-style-type: none"> <li>○ Prevent Teach Reinforce (PTR) June 20-21 (Bismarck) &amp; June 23-24 (West Fargo) – 149 trained.</li> <li>○ TEACCH training August 1-2 and 3-4 (Bismarck) - 96 trained.</li> <li>○ Supervision for the School-Based SLP training August 1-2 (Bismarck) – 28 trained.</li> </ul> </li> <li>• Guidelines for Identification and Programming of Students with Emotional Disabilities.</li> <li>• Systemic Complaint Training Resources</li> <li>• Home Education Informational Paper</li> <li>• SLD Guidelines Workgroup forming</li> <li>• Web-site accessibility changes</li> <li>• Extended School Year Services – An Educator’s Guide</li> </ul> <p>Upcoming Events for Professional Development:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Northern Plains Law Conference on Students with Disabilities, October 4-5, 2016 (Bismarck, Events Center) - ND Special Education Office, Co-Sponsor and Planner (South Dakota, Montana, and TAESE).</li> <li>• NDDPI Fall Conference “Equity and Excellence in Education”, October 12-14, 2016 (Bismarck, Events Center).</li> <li>• State Autism Conference, October 26-28, 2016 (Minot).</li> <li>• ED Guidelines Training, November.</li> <li>• Advanced PTR Training (pre-requisite: 2-day PTR New Participant Training) April 4, 2017 – 13 Master Coaches now in the state, 50 Unit Facilitators.</li> </ul> <p>Every Student Succeeds Act Updates:</p> <ul style="list-style-type: none"> <li>• Planning Committee - Sub-Committees:             <ul style="list-style-type: none"> <li>○ Continuous Improvement</li> <li>○ Teacher/Leader Effectiveness</li> <li>○ Standards, Assessment, Accountability, &amp; Reporting</li> </ul> </li> <li>• NCLB for another year – ESSA goes into effect July 1, 2017.</li> <li>• Special Education needs to be involved in all planning for ESSA at LEA &amp; SEA level.</li> <li>• LEAs must spend 1% of Title funds for outreach and communication to parents.</li> <li>• Make sure IEP focus on access to the general curriculum.</li> </ul> <p>Special Education is represented on each committee:</p> <ul style="list-style-type: none"> <li>• Every Student Succeeds Act (ESSA) Planning Committee</li> <li>• Standards Writing: First draft has been released of state academic content standards in English/Language arts/literacy &amp; mathematics. The comment period extends through October 14, 2016.</li> </ul> <p>State Determinations under IDEA &amp; Results Driven Accountability (handouts of the following were available for Committee members):</p> <ul style="list-style-type: none"> <li>• ND 2016 Part B Results-Driven Accountability Matrix</li> </ul>
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- Part B Data Display: ND (Publication Year, 2016)
- How the Department Made Determinations

Components of Results Driven Accountability:

- State Performance Plan/Annual Performance Report (SPP/APR) measures results & compliance
- Determinations reflect State performance on results, as well as compliance
  - Results & Compliance Matrix
- Differentiated monitoring & technical assistance supports improvement in all States but especially low performing States.

Differentiated Monitoring and Support:

- Focus on systemic improvement:
- Targeted TA based on determinations and SSIP
- Low performing States will get more intensive support

ND Will Receive "Universal Support" from OSEP:

- Support offered by OSEP to all States
- Support from National TA Centers
- Designated State Contact

State Determinations:

- Meets the requirements (24 states), increase of 5 states from last year.
- Remaining 26 states were in categories of "needs assistance" or "needs intervention". Each category comes with some level of increased help or oversight by the Department.
- No states in the lowest category, "Needs substantial intervention" in implementing the requirements of IDEA.

North Dakota's Determination:

- Based on the APR submitted in February, 2016
- Data set is from FFY 2014 (2014-2015 school year) except lag indicators which are FFY 2013 (2013-2014 school year)
- ND received:
  - 18 out of 18 points for Compliance for a score 100%
  - 16 out of 24 points for Results for a score of 66.67%
- The scores are then averaged to yield the final percent and determination of:
  - 83.34% - Meets requirements (80% and above meets requirements)
- ND met requirements

APR Compliance Indicators:

- Indicator 4B: Suspension/Expulsion by Race/Ethnicity
- Indicator 9: Disproportionate Representations
- Indicator 10: Disproportionate Representations in Specific Eligibility Categories
- Indicator 11: Child Find
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 15: Timely State Complaint Decisions
- Indicator 16: Timely Due Process Hearing Decisions

APR Results Indicators:

- Indicator 1: Graduation
- Indicator 2: Dropout
- Indicator 3: Statewide Assessment
- Indicator 4A: Suspension/Expulsion
- Indicator 5: Educational Environments
- Indicator 6: Preschool Environments
- Indicator 7: Preschool Outcomes
- Indicator 8: Parent Involvement
- Indicator 14: Post-School Outcomes

2016 Part B Results Matrix reflects the following data:

- Statewide and NAEP assessment in reading and math at 4<sup>th</sup> and 8<sup>th</sup> grade calculated separately:
  - The percentage of SWD participating in regular Statewide assessment
  - The percentage of SWD scoring at basic or above on the NAEP
  - The percentage of SWD included in NAEP testing
  - The percentage of SWD exiting school by dropping out, and
  - The percentage of SWD exiting school by graduation with a regular high school diploma.
  - OSEP's results driven accountability framework brings into focus the educational results & functional outcomes for children with disabilities while balancing those results with the compliance requirements of IDEA.

- o The ultimate goal of the department, according to Melody Musgrove, previous Director of Special Education, OSEP, is to use assessment data to measure growth over time.

**NDDPI 2016-2017 SSIP REQUIREMENTS – IMPLEMENTATION OF PROGRAMS/PRACTICES**

KEVIN MCDONOUGH

**ND and the NCTAT Partnership Project:**

- National Center for Technical Assistance on Transition (NCTAT) awarded ND a technical assistant grant - ND Leadership Team/NCTAT TA Team.
- Focus: To assist ND schools & NDVR to effectively implement five EBPPS that improve Secondary Transition services & result in Positive Post-School Outcomes for Students with Disabilities.
- First practice analyzes data the school collects in seven different core areas we know are important to address with students & lead to positive post-school outcomes: job exploration activities, post-secondary training exploration activities, work place readiness training, self-advocacy, work-based learning opportunities, attendance, & academic achievement.
- Second & third practices improve work place readiness skills. The soft skills that students need. A curriculum will be developed and implemented using a co-instructional model with educators and VR counselors involved.
- Fourth practice is the development & implementation of a competency based job coaching curriculum.
- Fifth practice is using general education peers to provide job coaching to students with disabilities.

**State Systemic Improvement Plan:**

- Schools have completed all the activities required for school approval for this year.
- During 2017, schools will develop & implement an evaluation plan that measures the progress on their efforts to implement evidence based programs that increase the classroom engagement of students with behavioral, social/emotional, social communication, & mental health needs.
- One measure will be of fidelity & the other will measure system performance using surveys and/or file checks.
- To meet the school approval requirement for next year, each special education unit will need to submit a summary of the measurement results.
- In the summary, units will list any updates to their plan that result from analysis of the data collected.
- The NDDPI office will deliver TA and PD in the 2016-2017 school year on: Self-regulation & executive instructional goals, functional behavioral assessment leading to quality behavioral planning using the PTR model, using a social/emotional assessment to assist an intervention team to design appropriate interventions for students, discretionary grant monies to assist the units with the costs of implementation, coaching models, technical assistance regarding fidelity & system performance, & the surveys needed to measure fidelity & system performance.
- NDDPI will set up a new leadership team composed of a larger number of participants that represent a greater variety of stakeholders.
- NDDPI will seek feedback about intervening earlier than annually with those special education units who are not progressing well with their implementation.

**CONCLUSIONS**

**ACTION ITEMS**

**PERSON RESPONSIBLE**

**DEADLINE**

**ED GUIDELINES UPDATE, PTR TRAINING**

VALERIE BAKKEN

**DISCUSSION**

Valerie reported our new ED Guidelines will be on our website the first week of October. Anyone interested in receiving a draft copy of the guidelines, should contact Valerie. The NDDPI Special Education office held "New Participant" PTR training this summer, 149 professionals were trained. With the assistance of the Master Coach CADRE, we have 13 trained master coaches, & 50 Unit Facilitators

who will receive support/mentoring in the PTR process to directly apply the PTR model in their schools. The PTR link is <a href="https://www.nd.gov/dpi/SchoolStaff/SpecialEd/PreventTeachReinforcePTRTraining/">https://www.nd.gov/dpi/SchoolStaff/SpecialEd/PreventTeachReinforcePTRTraining/</a> .		
<b>CONCLUSIONS</b>		
<b>ACTION ITEMS</b>	<b>PERSON RESPONSIBLE</b>	<b>DEADLINE</b>

UPDATE ON SPDG & NDMTSS-YR 5

NNACY BURKE & LEA KUGEL

<b>DISCUSSION</b>	<p>ND Regional Education Cooperatives Proving Implementation Guidance, Support, &amp; Professional Development for ND MTSS:</p> <ul style="list-style-type: none"> <li>• SEEC 2011-Present – South East Education Cooperative, Fargo</li> <li>• MDEC 2012-Prsent – Mid Dakota Education Cooperative, Minot</li> <li>• MREC 2015-Present – Missouri River Education Cooperative, Mandan</li> </ul> <p>NDMTSS Middle School Cohort 1 – SEEC REA</p> <ul style="list-style-type: none"> <li>• Finley-Sharon, Finley-Sharon PS, 7-12 (grade), 9.15 (number of teachers), 63 (number of students).</li> <li>• Hatton Eielson, Hatton Eielson PS, 7-12 (grade), 9.85 (number of teachers), 73 (number of students).</li> <li>• Grand Forks, Schroeder Middle School, 6-7 (grade), 47.33 (number of teachers), 324 (number of students).</li> <li>• May-Port CG, May-Port CG Middle School 7-12 (grade), 15.51 (number of teachers), 221 (number of students).</li> <li>• Valley City, Valley City Jr-Sr High School, 7-12 (grade), 36.27 (number of teachers), 525 (number of students).</li> <li>• Wahpeton, Wahpeton Middle School, 6-8 (grade), 15.02 (number of teachers), 179 (number of students).</li> <li>• West Fargo, Cheney Middle School, 6-8 (grade), 56.42 (number of teachers), 742 (number of students).</li> <li>• West Fargo, Liberty Middle School, 6-8 (grade), 43.00 (number of teachers), 541 (numbers of students).</li> <li>• Total – 232.52 (number of teachers), 2,668 (number of students).</li> </ul> <p>NDMTSS Small and Rural Schools Cohort 2 – MDEC REA:</p> <ul style="list-style-type: none"> <li>• Hebron, Hebron PS, 7-12 (grade), 10.6 (number of teachers), 74 (number of students).</li> <li>• Des-Lacs, Burlington, United School District, 7-12 (grade), 15.44 (number of teachers), 163 (number of students).</li> <li>• Berthold, Berthold PS, 7-12 (grade), 15 (number of teachers), 120 (number of students).</li> <li>• Wilton, Wilton PS, 7-12 (grade), 9.57 (number of teachers), 104 (number of students).</li> <li>• Lignite, Burke Central School, 7-12 (grade), 8 (number of teachers), 59 (number of students).</li> <li>• Total – 58.6 (number of teachers), 520 (number of students).</li> </ul> <p>NDMTSS Large School District Cohort 3 – MREC REA:</p> <ul style="list-style-type: none"> <li>• Bismarck, Horizon MS, 6-8 (grades), 51 (number of teachers), 934 (number of students).</li> <li>• Bismarck, Simle MS, 6-8 (grades), 42 (number of teachers), 947 (number of students).</li> <li>• Bismarck, Wachter MS, 6-8 (grade) 42 (number of teachers), 871 (number of students).</li> <li>• Bismarck, Bismarck HS, 9-12 (grade) 53 (number of teachers), 1351 (number of students).</li> <li>• Bismarck, Century HS, 9-12 (grade) 53 (number of teachers), 1336 (number of students).</li> <li>• Bismarck, Legacy HS, 9-11 (grade) 39 (number of teachers), 807 (number of students).</li> </ul> <p>Demonstration Sites &amp; Pilot Schools:</p> <ul style="list-style-type: none"> <li>• West Fargo School District – Demonstration sites &amp; pilot schools</li> <li>• Grand Forks School District – Ben Franklin Elementary demonstration site</li> <li>• Grand Forks School District – Pilot schools (HS)</li> <li>• Grand Forks School District – District-wide initiative</li> <li>• Other schools/districts have opened their school doors for visitors to see their program.</li> </ul>
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ND Special Education Units:

- West Fargo, Grand Forks, Upper Valley, GST, Bismarck, Jamestown, Fargo, James River, South Valley, Rural Cass, Wahpeton, & Sheyenne Valley.

Statewide Coaches & Trainers:

- Linda Jenkins, Retired SE Director, PBIS
- Brigitte Johnson, Bismarck, PBIS
- Julie Kost, Bismarck, PBIS
- Molly Olson, MREC, REA, PBIS & Academic
- Kayla Vandal, MREC, REA, PBIS & Academic
- Annette Niemann, Retired, MTSS School Coordinator, PBIS
- Jackie Migler, MDEC & NCEC REAS, PBIS, & Academic
- Chris Deaver, UND, PBIS
- Teresa Forseth, GST, PBIS, & Academic
- Andrea Seibel, Bismarck, Academic
- Tricia Lee, Grand Forks, Academic
- Sadie Lech, Jamestown, PBIS

RTI Districts and Schools:

- There are districts & schools in ND which have been implementing RTI but not listed. The State Leadership Team & Working Group will be updating & developing a current list of all districts/schools implementing & scaling up their current systems.

Guiding SPDG Work & Implementation:

- ND MTSS State Leadership Team
  - ND MTSS Statewide Work Group
- SEEC, MDEC, & MREC REAs
- School Districts
- Special Education Units
- Implementation Science Consultant
- Outside Evaluator
- Federal Project Manager

SPDG Work -Year 5:

- Alignment with State, Regional, Local School Initiatives as well as Agency Alignment Working with other DPI Units.
- Foundation:
  - What is ND MTSS & What ND MTSS is Not
  - ND MTSS Essential Components defined
- ND MTSS Implementation Guidance:
  - Professional Development Matrix Year 1,2,3,4, & 5
  - Statewide Professional Development Calendar
  - Practice profiles
  - Fidelity Rubric & Worksheet
  - Benchmarks of Quality
- Demonstration Sites:
  - List of schools/districts to visit
- Pilot Program
- University Pre-service Teacher & Master's Level Placement in ND MTSS schools

Coaching at all Levels is a Key Component to Implementation:

- REA leadership & REA implementation support team
- District leadership team & implementation team
- Building leadership team
- Building team
- Students

NDMTSS Goal – A System for all Students:

- Designing School-Wide System for Student Success:
  - The social climate of school matters
  - A continuum of supports that begins with the whole school & extends to intensive, wraparound support for individual students and their families
  - Effective practices with the system needed for high fidelity & sustainability
  - Multiple tiers of intensity
- Universal Instruction:
  - High quality supportive environments nurturing & responsive relationships
  - Enhancing emotional literacy
  - Controlling & recognizing impulses
  - Problem solving

	<ul style="list-style-type: none"> <li>○ Developing friendships</li> <li>○ Behavior expectations &amp; classroom rules</li> <li>○ Giving Directions &amp; Feedback</li> <li>○ Relationships</li> <li>• Prevention/Strategic Instruction: <ul style="list-style-type: none"> <li>○ Targeted social emotional supports</li> <li>○ Systemic and focused instruction in social skills &amp; emotional</li> <li>○ Regulation with progress monitoring</li> </ul> </li> <li>• Intensive Instruction: <ul style="list-style-type: none"> <li>○ Intensive interventions</li> <li>○ Intensive behavior supports</li> <li>○ Functional behavior analysis</li> <li>○ Behavior support plans with progress monitoring</li> </ul> </li> </ul> <p>ND MTSS – SPDG link is: <a href="https://www.nd.gov/dpi/SchoolStaff/SpecialEd/mtss/">https://www.nd.gov/dpi/SchoolStaff/SpecialEd/mtss/</a></p>
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<b>CONCLUSIONS</b>	

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

**ANNUAL REPORT**

**ADVISORY COMMITTEE**

<b>DISCUSSION</b>	<p>The Annual Report for IDEA Advisory Committee has been completed.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.nd.gov/dpi/uploads/6/IDEACommitteeAnnualReport2016.pdf">https://www.nd.gov/dpi/uploads/6/IDEACommitteeAnnualReport2016.pdf</a></li> <li>• A big thank you to Michelle Souther for her excellent work in assisting with the completion of the Annual Report.</li> </ul>

<b>CONCLUSIONS</b>	The IDEA Advisory Committee approved the Annual Report as written. Patti Mohr made the motion. Brenda Ruehl seconded the motion.

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
NDDPI will finalize the document and post on the IDEA Advisory Committee website.	Michelle Souther	

**SELF-CONTAINED CLASSROOM PROCESSES –  
LENGTH OF DAY**

**GERRY TEEVENS**

<b>DISCUSSION</b>	The State IDEA Committee discussed at length the self-contained classroom process (length of day). The Committee recommended Melissa Deckert share the discussion from the committee with the directors at their next Study Council Meeting. Melissa will report back to the Committee the director's recommendations. Beth Steckler-Larson motioned and Patti Mahar seconded the motion.

<b>CONCLUSIONS</b>	

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

SUGGESTIONS SUMMARY		
<p><b>Issues and Concerns in our State:</b> No Issues were brought forward to the committee.</p>		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
<p>The committee approved the September minutes. Shannon Grave made the motion to accept the minutes and Ed Boger seconded the motion.</p> <p>Public Comment: There was no public comment.</p> <p>The upcoming IDEA Advisory Meetings are scheduled for:</p> <ul style="list-style-type: none"> <li>• December 15, 2016</li> <li>• March 23, 2017</li> <li>• June 8, 2017</li> </ul> <p>Agenda items for the December meeting:</p> <ul style="list-style-type: none"> <li>• Susan Wagner will attend the December meeting to share State Performance data.</li> <li>• APR Submission discussion: Emmanuel Mensah</li> <li>• Follow-up on self-contained classroom process (length of day)</li> <li>• Reports of Fall trainings</li> <li>• Systemic Complaint Report and Annual Dispute Resolution Report: Robin Tschider</li> </ul> <p>Norm Ames, TAESE was present &amp; held new member training following the September IDEA morning meeting. Norm held a joint training for both ICC and IDEA new members.</p>		