
Special Education Leadership Conference

September 13-14, 2016



NDDPI Special Education Team

Valerie Bakken: Early childhood Coordinator/
ED Portfolio

Nancy Burke: SPDG Coordinator

Susan Gerenz: Autism/Student Contracts
review

Lea Kugel: SPDG Director/ SLD

Tammy Mayer: Alternate Assessment/AT

Mary McCarvel-O'Connor: Assistant Director
Monitoring

Kevin McDonough: SSIP Lead/TBI

Emmanuel Mensah: Data Coordinator

Michelle Souther: Office Manager/TIENET Tech
Support

Robin Tschider: Dispute Resolution/504

LaDawn Eisenbeis: Receptionist/Admin Asst.

Heather Kitzan: IDEA Grants Manager

Colleen Schneider: Administrative Assistant

Kim Vega: Student Contracts

Special Education Updates

- ❖ Trainings conducted this past summer:
 - Prevent Teach Reinforce (PTR) June 20-21 (Bismarck) and June 23-24 (West Fargo) **149 trained**
 - TEACCH training August 1-2 and 3-4, 2016 (Bismarck) **96 trained**
 - Supervision for the School-Based SLP training August 1-2 (Bismarck) **28 trained**

- ❖ Guidelines for Identification & Programming of students with Emotional Disabilities.
- ❖ Systemic Complaint Training Resources
- ❖ Home Education Informational Paper
- ❖ SLD Guidelines Workgroup forming
- ❖ Web-site Accessibility Changes–
- ❖ Extended School Year Services – An Educator’s Guide



Upcoming Events for PD

- ❖ 2nd “Northern Plains Law Conference on Students with Disabilities”
 - ND Special Education Office Co-Sponsor and Planner (South Dakota, Montana, and TAESE)
October 4-5, 2016 Events Center, Bismarck
- ❖ NDDPI Fall Conference “Equity and Excellence in Education” October 12-14, 2016 Event Center Bismarck
- ❖ Scaling up of Multi-Tiered Systems of Support through the SPDG continues to expand implementation
- ❖ Advanced PTR training (prerequisite: 2 day PTR New Participant training)
April 4, 2017 **13 Master Coaches now in the state 50 Unit Facilitators**
- ❖ PTR New Participant Training April 5-6, 2017



US Department of Education Office of Civil Rights

July 26, 2016 Dear Colleague Letter and Resource Guide

Clarifies and provides guidance on the Federal obligations of school districts to students with ADHD under Section 504

Significant Guidance:

- 2011-2015 OCR received more than 16,000 complaints alleging discrimination on the basis of disability in elementary and secondary education programs.
- About 2,000 (1 in 9) involved allegations of discrimination against a student with ADHD.



US Department of Education Office of Civil Rights

- ❖ OCR found many teachers and administrators take appropriate action to ensure students with ADHD receive the protection they are entitled to under federal law, however;
- ❖ OCR also found many other teachers and administrators are not familiar with ADHD and how it could impact a student's equal access to a school district's program.
- ❖ Section 504 obligations apply to all SWD and are discussed in the guidance as pertains to students with ADHD.



Clarifies and provides guidance on the Federal obligations of school districts to students with ADHD under Section 504

- ❖ OCR investigations revealed that students with ADHD could be denied FAPE because of problems districts have in identifying and evaluating students who need special education and related services because of ADHD.
- ❖ Information in the Resource Guide is meant to assist a district in ensuring that they are properly evaluating and providing timely and appropriate services for student with ADHD.
- ❖ Excellent Resource Guide www.ed.gov



US. Department of Health and Human Services and U.S. Department of Education

Policy Statement on Supporting the Development of Children Who are Dual Language Learners in early Childhood Settings.

- Recommendations that promote the development and learning of young children, birth to age five who are dual language learners. It also provides support to tribal communities in their language revitalization efforts within tribal early childhood programs
- Dual Language Learner Toolkit: provides resources that can be used to support young children who are learning their home languages and English. It is divided into three sections: administrators and managers; teachers, caregivers, and family services staff; and families.
- [www.ed.gov/.../fact sheet](http://www.ed.gov/.../fact_sheet)
- <https://www.acf.hhs.gov/.../dll>



US Department of Education Office of Special Education and Rehabilitation Services

August 1, 2016 Dear Colleague Letter on Disciplinary Removals

- ❖ Letter provides alternatives to disciplinary removal which schools can apply instead of exclusionary disciplinary measures.



Aug. 1, 2016 Dear Colleague Letter on Disciplinary Removals

- IDEA's procedural requirements regarding evaluations, eligibility determinations, IEPs, and behavioral supports;
- IDEA's IEP content requirements related to behavioral supports;
- Circumstances that may indicate potential denials of FAPE or of placement in the LRE;
- Implications for short-term disciplinary removals and other exclusionary disciplinary measures;
- Conclusion, including additional information for parents and stakeholders.

▪ www.ed.gov



Office of Special Education Programs and Rehabilitative Services (OSERS)

August 5, 2016 Dear Colleague Letter clarifying some of the critical requirements in Part B of IDEA that apply to Virtual Schools and Students with Disabilities

www.ed.gov



U.S. Department of Education

Education for Homeless Children and Youths Program

July 27, 2016 Non-Regulatory Guidance

Title VII-B of the McKinney-Vento Homeless Assistance Act,
as amended by the Every Student Succeeds Act

www.ed.gov



ND and the NCTAT Partnership Project

National Center for Technical Assistance on Transition (NCTAT)
awarded ND a technical assistance grant

N.D. Leadership Team/NCTAT TA Team

Focus: To assist ND Schools and NDVR to effectively implement five EBPPS that improve Sec. Transition services and result in Positive Post-School Outcomes for Students with Disabilities.



TA Focus- To assist ND Schools and NDVR to effectively implement five EBPPs that improve sec. transition services and result in Positive Post-School Outcomes for Students with Disabilities

Core Area- Workplace Readiness Training- EBPPs- (1) Standard Soft Skills Curriculum- (Critical Components, Scope and Sequence, Fidelity Elements, suggested Resources) Addresses the teaching & acquisition of Work Based Readiness Skills that include engagement. Deliver instruction using **(2) Co-Instruction Model** (Educ./VR).

Core Area- Work Based Learning- EBPPs- (3) Standard Competency-based Job Coach Training Curriculum- (Critical Components, Scope and Sequence, Fidelity Elements, suggested Resources) Addresses successful application of above skills (including engagement) to Work Based Learning Opportunities. **(4) Peer-to-Peer Job Coach Training Curriculum**

Additional EBPP- (5) using data from all 7 Core areas to adjust and modify transition services provided in the school setting.

Section 511(Subminimum Wage)

Section 511 of Title IV of the Workforce Innovation and Opportunity Act (WIOA)

Effective July 22, 2016, pre-employment transition services that were made available to a youth with disabilities must be documented before completion of school and/or before starting employment at less than minimum wage.



Section 511(Subminimum Wage)

What will this documentation entail?

Documentation of Transition services:

- Job exploration counseling
- Work Based Learning experiences
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
- Workplace readiness training to develop social skills and independent living
- Instruction in self advocacy
- How and when VR contacted

Section 511 Documentation continued..

- Has received or been offered pre-employment transition services;
- Has been served or been determined ineligible by VR;
- Has been provided career counseling and information/referrals to other public programs that allow the experience of competitive, integrated employment.



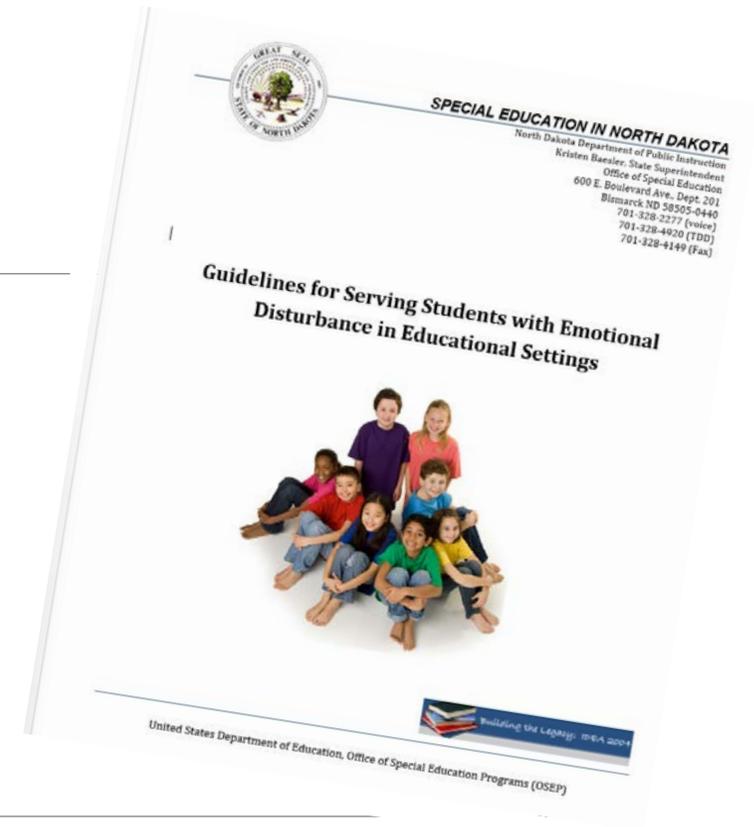
Dispute Resolution Annual Report

Systemic Complaint Follow-Up

Gallery Walk



NDDPI ED Guidelines



JOLENE SCHUE, FARGO SPECIAL EDUCATION UNIT PROGRAMS COORDINATOR

LISA GOLDADE, PEMBINA SPECIAL EDUCATION UNIT DIRECTOR

VALERIE BAKKEN, NDDPI SPECIAL EDUCATION REGIONAL COORDINATOR

ED Guidelines workgroup:

Stacey Dailey

Tim Eissinger

Dr. Lori Garnes

Lisa Goldade

Joan Heckaman

Deb Keller

Jesse Krieger

Tricia Lang

Marcia Martin

Vicki Peterson

Jolene Schue

Tamara Waters-Wheeler

DHS Behavioral Health

Anne Carlsen Center

Minot State University

Pembina Special Education Director

Senator – retired teacher

Social Worker

Oliver-Mercer Special Education Director

Programs Coordinator

School Psychologist

Family Voices

Programs Coordinator

School Psychologist

Workgroup's purpose:

Develop educational guidelines for serving students with emotional disturbances (ED).

These guidelines will provide direction to educators and facilitate improved outcomes for students.

Content Headings:

- I. Introduction and Purpose for the Guidelines
- II. What is an Emotional Disturbance?
- III. Screening and Early Intervention
- IV. Assessment, Identification, and Eligibility for Children, ages 3-21
- V. IEP Development and Educational Programming
- VI. Placement in the Least Restrictive Environment
- VII. Evidence-Based Prevention and Intervention Strategies
- VIII. Resources for Educators, Administrators, & Families
- IX. Appendices
- X. References

What is an Emotional Disturbance?

[IDEA: Sec. 300.8 Child with a disability](#)

[\(4\)](#)

- (i) Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - (C) Inappropriate types of behavior or feelings under normal circumstances.
 - (D) A general pervasive mood of unhappiness or depression.
 - (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
- (ii) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (c)(4)(i) of this section.

Screening and Early Intervention

- Early intervention is critical before behaviors and mental health issues become more complex as the student ages.
- Schools must be sensitive to both internal and external behaviors and their impacts on learning. Given that most students attend school, schools become the most efficient place for students to receive mental health services.
- Qualified service providers must collaborate to generate comprehensive, culturally competent, and effective behavioral and mental health services in school settings. Prevention, early intervention, and intensive therapeutic interventions are possible for students with behavioral and mental health concerns

Assessment, Identification, and Eligibility for Children, ages 3-21

- Making the determination of eligibility under the category of emotional disturbance is one of the more complex and challenging tasks faced by MDTs. MDTs should make every effort to ensure parents' understanding of the eligibility determination throughout the process. Once an eligibility decision has been reached, the MDT should ensure that the needs identified in the evaluation process are documented in the IWAR and are addressed in the student's IEP.

IEP Development & Educational Programming

- The IEP development process is a communication vehicle for parents and school staff to come together to tell the unique “story” of a student with an emotional disturbance. The IEP team should strive to tell that story as completely as possible and with as much detail as is necessary in order to demonstrate that the IEP is “reasonably calculated” to result in a student making progress in the general education curriculum.

Placement in the Least Restrictive Environment

- Each school district or public agency must ensure that
 - To the maximum extent appropriate, students with disabilities—including students in public or private institutions or other care facilities—are educated with students who are nondisabled; and
 - Special classes, separate schooling, or other removal of students with disabilities from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- In addition, **34 CFR§300.115** requires that each school district or public agency provide a continuum of alternative placements to meet the needs of students with disabilities. LRE becomes the most inclusive point on the continuum where a student's IEP can be satisfactorily implemented with the provision of supplementary aids and services.

Evidence-Based Prevention & Intervention Strategies

- This section presents some basic information on behavior management strategies to assist IEP teams with addressing these needs for students with emotional disturbance. The strategies contained in this document are applicable across settings and ages for students.
- Oftentimes, the most effective way to meet the needs of students with emotional disturbance is a collaborative approach of school and agency staff who create wraparound services in the school, home, and community.

Resources for Educating Student with Emotional Disturbance

- This section of the guidelines identifies both state/local and national resources for IEP teams to consider in their efforts to provide supports for a student with an emotional disturbance.

Appendices

Systematic Screening Tools for Early Intervention

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

The Functional Assessment Checklist for Teachers and Staff (FACTS): Instructions

Functional Behavioral Assessment Interview Form

Problem Behavior Questionnaire

Functional Behavioral Assessment Interview Form

AB Data Collection Sheet

Scatter Plot Assessment Tool

Functional Behavioral Assessment Behavior Support Plan (F-BSP) Protocol

Behavior Support Plan: Competing Behavior Pathway

Student Risk Screening Scale (SRSS) & Student Internalizing Behavior Screening Scale (SIBSS)

Standardized Assessments of Behavior

Determination of Eligibility: Emotional Disturbance

Supporting and Responding to Behavior

Marzano's (Nine) High-Yield Instructional Strategies

Mark Your Calendars...

ED Professional Development Day

NDDPI will be hosting a professional development day for:

ED Teachers ~ Strategists ~ School Psychologists

Social Workers ~ School Counselors

November 15, 2016 (Heritage Center Auditorium, Bismarck)

November 17, 2016 (Baymont Inn & Suites, Fargo)

Professionals will get an in depth look at the **NEW**

NDDPI Educational Guidelines for Serving Students with Emotional Disturbances as well as training on functional behavioral assessments and behavior intervention plans.

Registration information will be available soon. If you have any questions, feel free to contact Valerie Bakken, NDDPI Special Education Regional Coordinator at vbakken@nd.gov or 701-328-2720.

Any questions?



Behavioral Health Panel



Thank You!

Have a Good Evening



Special Education Leadership Conference

September 14, 2016



NDDPI Updates



❖ Every Student Succeeds Act Planning Committee

❖ Sub-Committees:

- ❖ Continuous Improvement
- ❖ Teacher/Leader Effectiveness
- ❖ Standards, Assessment, Accountability, and Reporting

❖ Standards Writing: First draft has been released of state academic content standards in English/Language arts/literacy and mathematics. Comment period extends through Oct. 14, 2016

❖ Special Education is represented on each committee



State Determinations under IDEA and Results Driven Accountability



Components of Results Driven Accountability (RDA)

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

Differentiated Monitoring and Support

Focus on systemic improvement

- One comprehensive improvement plan focused on analyzing current system and redesigning as necessary to improve results

Targeted TA based on determinations and SSIP

Low performing States will get more intensive support

Reorganization within OSEP

- State Self Assessments of:
 - Dispute Resolution
 - Correctional Education

North Dakota Meets Requirements



North Dakota 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

State Special Education Ratings, 2016



● Meets Requirements ● Needs Assistance ● Needs Intervention

North Dakota's Determination

Based on the APR submitted in February 2016

Data set is from FFY 14 (14-15 school year) except lag indicators which are FFY 13 (13-14 school year)

- North Dakota 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)

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

2016 Part B Compliance Matrix

Scoring for indicators 4B, 9, 10, 11,12,and 13

- Two points: State's FFY 2013 data were valid and reliable and reflect at least 95% compliance (for Indicators 4B, 9, 10 no greater than 5%); State's FFY 2013 data for the indicator were valid and reliable and reflect at least 90% compliance (for Indicators 4B, 9, 10 no greater than 10%)
- One point: State's FFFY 2013 data were valid and reliable and reflect at least 75% compliance (for Indicators 4B, 9, 10 no greater than 25%)
- Zero point: State's FFY 2013 data reflect less than 75% compliance (for Indicators 4B, 9, 10 reflect greater than 25%); data were not valid and reliable; state did not report FFY 2013 data for the indicator

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

The Results Matrix reflects the following data:

- Statewide and NAEP assessment in reading and math at 4th and 8th grade calculated separately:
 - The percentage of SWD participating in regular Statewide assessments;
 - 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 graduating with a regular high school diploma.

Wrap Up

OSEPs results driven accountability framework brings into focus the educational results and functional outcomes for children with disabilities while balancing those results with the compliance requirements of IDEA.

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.

◦ Secondary Transition Requirements



2015-16 Preliminary Indicator-13 File Review Data

Indicator 13 Checklist	Total # IEPs	# Yes response	% Yes response
1. Are there appropriate measurable post-secondary goal or goals that cover education or training, employment, and, as needed, independent living?	383	355	92.69%
2. Are the postsecondary goals updated annually?	383	377	98.43%
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?	383	354	92.43%
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	383	346	90.34%
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	383	374	97.65%
6. Are there annual IEP goal(s) related to the student's transition services needs?	383	358	93.47%
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	383	325	84.86%
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority?	383	378	98.69%
IEPs that meet all transition requirements for Indicator 13	383	263	68.67%

2009-2011 Indicator 13 Trend Data

Indicator 13 Checklist	2010-11 % with Yes Response	2011-12 % with Yes Response	2012-13 % with Yes Response	2013-14 % With Yes Response	2014-15 % With Yes Response
1. Are there appropriate measurable post-secondary goal or goals that cover education or training, employment, and, as needed, independent living?	99	95	95	99	99
2. Are the postsecondary goals updated annually?	99	96	96	99	100
3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?	84	89	89	98	98
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	97	93	93	99	99
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?	95	99	99	99	100
6. Are there annual IEP goal(s) related to the student's transition services needs?	97	95	95	99	99
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	99	97	97	99	99
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority?	99	97	97	100	99
IEPs that meet all transition requirements for Indicator 13	82.3% (284)	83.2% (298)	83.2% (298)	98.38% (371)	98.36% (365)

2016 Indicator 13 Monitoring Process

Data Sent to Each Special Education Unit

- Comment sheets per Case manager for student file reviewed/scoring reflected
- Data tables per district
- Memo regarding enclosed data and timelines for corrections.

Next Steps

Unit review of monitoring results and reporting to Gerry or your Unit's Regional Coordinator discrepancies and/or missing information prior to October 1, 2012

Correction of non-compliance at student level

- Amendment to the IEP versus unfinalization of the document.

Corrections must be reported to DPI for verification of correction prior to November 1, 2016. Non-compliance will then be documented as corrected. Any file not verified as corrected prior to November 1 will remain as non-compliant for annual determinations.

Ongoing Resources Available to improve compliance to Indicator 13

“Tips For Compliance to Indicator 13”

2014 ND Secondary Transition Requirements Training Modules on NDDPI/Secondary Transition Website.

Transition Assessment Matrix

On-site trainings

Website Resources <https://www.nd.gov/dpi/Educators/SpecialEducation/SecondaryTransition/>

National Center for Technical Assistance on Transition (NCTAT)

State and local State Performance Plan Indicator Data Updates

Susan Wagner



State Assessment Updates

Tammy Mayer and Rob Bauer

NDSA-NDAA ELA/MATH Science

NDSA: Science

October 17, - November 4, 2016

- Paper Pencil only

NDSA: ELA/Math

- Online Opening: March 14, 2017
- Paper Pencil

March 20 – April 21



NDAA: Science

- November 7- December 16, 2016
- On-Line
- Updated Testing Materials on NDDPI Web Site Available

NDAA: ELA/Math

- **Instructionally Embedded Window**
- September 21, 2016-February 28, 2017
- **Spring Window**
- March 15-June 3, 2017



TIENET Accommodations

[Save, Done Editing](#) [Save, Continue Editing](#)

Describe the student's participation in North Dakota State Assessment. When completing this section consider the next scheduled NDSA testing window.

- Student's current grade does not participate.
- Student will participate in North Dakota **State Assessment** without accommodations.
- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area. *(Math and English Language Arts/Literacy)*

In the following subject areas: English Language Arts/Literacy Math

Universal Tools: Needed Not Needed

- Embedded**
- Highlighter
 - Math tools
 - Writing tools
 - Calculator (for calculator items only grades 6-8 and 11)
 - English glossary
 - Breaks
 - Thesaurus (for ELA-performance task full writes)
- Non Embedded**
- Keyboard navigation
 - Spell check
 - Zoom
 - Digital notepad
 - Expandable passages
 - English Dictionary (for ELA-performance task full writes)
 - Mark for review
 - Strikethrough
 - Break
 - English Dictionary
 - Global notes (for ELA performance tasks)
 - Scratch paper

Designed Supports: Needed Not Needed

- Embedded**
- Color Contrast (none)
 - Masking
 - Text-to-speech (for Math stimuli items and ELA items, not for reading passages)
 - Translated test directions (for math items)
 - Translations (glossaries) (for math items)
 - Translations (stacked) (for math items)
 - Turn off any universal tools
- Non Embedded**
- Bilingual dictionary (for ELA-performance task full writes)
 - Color Contrast
 - Color Overlay
 - Magnification (none)
 - Read aloud (for math items and ELA items, not for reading passages)
 - Scribe (for ELA non-writing items and math items)
 - Separate Setting
 - Translations (glossaries) (for math items)
 - Translated Test Directions
 - Noise Buffers

Accommodations: Needed Not Needed

- Embedded**
- American Sign Language (ELA listening items and Math)
 - Streamline
 - Braille
 - Closed Captioning (for English-Language Arts listening items)
 - Text to speech (available for ELA reading passages, all grades)
- Non Embedded**
- 100s Number Table
 - Abacus
 - Alternate Response Options
 - Print on demand
 - Read aloud
 - Scribe
 - Multiplication Table (grade 4-8 and 11 math items)
 - Speech-to-text
 - Calculator (for calculator items only grades 6-8 and 11)

- Student will participate in North Dakota **State Assessment** with approved accommodations specified in Adaption of Education Services area. *(Science (grades 4, 8, 11))*

In the following subject areas: Science

- Accommodations- (Science Only)**
- Alternate Response Options
 - Braille
 - American Sign Language
 - Read aloud test item and answer choices
 - Simplified test directions

- Student will participate in the North Dakota **Alternate Assessment**.

Describe the student's participation in district-wide assessments.

The team has discussed and considered the student's participation in regular district-wide assessment. If the student will not participate in the regular district-wide assessment, describe why the child cannot participate and why the particular alternate assessment selected is appropriate.



Parents don't want their student taking the NDSA or NDAA,

How do you document in their IEP?

- **Mark the assessment that the IEP team recommends the student takes.**

What about further opt out documentation?

- **Follow the school districts policies and procedures for opt out**

Common error:

- **TieNet is marked that the student's grade is not tested when the students grade DOES actually test and opt out is requested by parents.**

What's New on NDSA in Spring 2017?

Not much is changing in TIDE system.

NDDPI will upload TIDE with all students from STARS enrollment records and all student accommodations and designated supports from TieNet in December 2016.

Districts/Schools can edit and update student test settings (designated supports and accommodations) up until the time of testing.

Districts/Schools can add students new to the district/school.

New this year in TIDE

After the initial student upload in December 2016, NDDPI will make periodic (e.g., monthly) uploads of student records from the STARS enrollment.

- *These uploads will not include IEP information from TieNet.*
- *The accommodations and designated supports for students whose records were previously entered in TIDE will not be overwritten.*

No students can be deleted from TIDE.

- All enrolled students must be included in TIDE, whether they take the NDSA or not.
- All NDSA untested students must be coded with a “Special Code” for nonparticipation in NDSA, indicating the reason for nonparticipation.

NDSA Special Codes for Nonparticipation

Participation Information	ELA	Math	Restrict from Testing
New Non-English Proficient	✓		
Refusal-Parent	✓	✓	Yes
Refusal-Student	✓	✓	
Alternate Assessment	✓	✓	Yes
Absent: Transferred out of district before test administration	✓	✓	
Absent: Significant medical condition or emergency	✓	✓	
Non-participant: Other	✓	✓	

Overview – Vision Services and Learning Media Assessments

Paul Olson



State Systemic Improvement Plan

Kevin McDonough



2016-17 SSIP Activities

✓ School Approval Requirement Met

➤ Conduct Continuous Improvement Planning

- Leadership Team-
 - Review Goal(s)- Program Implementation- Supports Needed?
 - Develop 1st Year's Evaluation Plan

Evaluation Plan

➤ Two Formative Measures



1. Fidelity Measure

❖ One Element

Methodologies, Frequency, Duration,
Group Size, Setting, Sequence of
Activities, Materials, Progress
Monitoring/Feedback

❖ Self-Report or Observation, 2X or 3X

Evaluation Plan

2. System Performance

❖ **One Element-** from initial needs assessment
**Writing Self-Reg. Goals, Conducting
FBA-BIP, Improving EWS/MTSS,
Implementing Engagement Strategies**

❖ **Survey or File Check, 1X- End of Year**



❖ Before end of August, 2017 School Approval Requirement

- Conduct Evaluations during School Year & Summarize Results
- Send Summary to All Schools
- Submit Summary and Any Other Updates to NDDPI



Celebrate Your Success



NDDPI Technical Assistance

Robin, Tammy, Kevin

- Focus- Continuous Improv. Planning
 - 2016-17- Formative Evaluation
 - Implementation Fidelity
 - System Performance

NDDPI Professional Development

Val, Susan, Lea, Nancy

- Self-Regulation, Exec. Functioning Goals
- FBA-BIP- Prevent Teach Reinforce
- EWS/MTSS- Soc/Emotion Measures
- Local Peer Coaching

Multi-Tiered Systems of Support (MTSS) Implementation Update

Nancy Burke and Lea Kugel

Seclusion & Restraint Discussion

Peg Wagner



Remember to Keep
the “Main Thing, The Main Thing”



Have a Great Year!

