



IDEA/ICC Joint Advisory Meeting

MINUTES

SEPTEMBER 11, 2025 9:00 AM – 1:40 P.M.

VIRTUAL MEETING

MEETING CALLED BY	Christopher Larson
TYPE OF MEETING	IDEA Advisory Meeting
FACILITATOR	Christopher Larson
NOTE TAKER	Michelle Souther
ATTENDEES	Michelle Souther, Mary McCarvel-O'Connor, Nicole Reybok, Christopher Larson, Colette Fleck, Lucy Fredericks, Grace Larsen, Brooke Tayer, Michelle Pfaff, Jennifer Withers, Katy Barnum, Michelle Woodcock, Jacqueline Adusmilli, Danielle Sloan, Tina Degree, Andrea Johnson, Lea Kugel, Annie Skiba, Jordan Anderson, Michelle Griffin, Jeff Anderson, Mistie Bouly, Tammie O'Toole, Nicole Maddock, Sara Voight, Carolyn Kueber, Danielle Westerhausen, Beth Marschner, Shannon Grave, Holden Bouly, Danielle Sloan, Matthew McCleary, Louise Greff, Jodi Hulm, Louise Greff, Nicole Maddock, Colette Perkins, Stephanie Bouche, Jill Staudinger, Michelle Ragan,

Agenda topics

ICC/IDEA NEW COMMITTEE MEMBER TRAINING MARY MCCARVEL-O'CONNOR AND JACKIE ADUSUMILLI

DISCUSSION	Jackie and Mary conducted new member training for ICC/IDEA Advisory Members.
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PART C AND B UPDATES AND LEVELS OF DETERMINATION MARY MCCARVEL-O'CONNOR AND JACKIE ADUSUMILLI

DISCUSSION	North Dakota Meets Requirements on the Feb 2024 submitted SPP/APR for Part B and Part C. Part B SPP/APR Report - 2025 SPP/APR and State Determination Letters, Part B Part C SPP/ APR Report - https://www.hhs.nd.gov/sites/www/files/documents/Developmental%20Disabilities/nd-apr-ffy-2023.pdf
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UPDATE TRANSITION C TO B JORDAN ANDERSON AND ANNE SKIBA

DISCUSSION	Parent Transition Guide and Professionals Transition Guide are completed. The parent guide is completed with a final look from the workgroup and the admin guide is nearly completed and needs final approval and a final look from the workgroup. Both will then be made available to the public and distributed.
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SPDG – GRAD 701 MICHELLE WOODCOCK

DISCUSSION	GRAD 701 goal is to increase graduation rates for students with disabilities through professional development and technical assistance on implementing Early Warning Systems and Evidence-Based Practices to teachers, administrators/principals, families, and pre-service teachers. Attendance & Achievement – • Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read on grade level by the third grade. • Students who cannot read at grade level by the third grade are four times more likely to drop out of high school • By high school, regular attendance is a better dropout indicator than test scores
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- A student who is chronically absent in any year between the eighth and twelfth grade is seven times more likely to drop out

[Students with Disabilities and Chronic Absenteeism \(umn.edu\)](https://www.umn.edu/students-with-disabilities-and-chronic-absenteeism)

GRAD 701 works to provide three things:

- 1) Professional Development to selected Cohort Schools
- 2) Universal Training is open to any and all educators, administrators, and families in North Dakota
- 3) Training pre-service teachers on EWIMS and EBPs at selected universities in North Dakota

SSIP Theory of Action – Students with emotional disturbance will receive improved instruction and improved supports that will result in improved performance as reflected in their extended six-year graduation rates.

Does the IDEA/ICC Advisory Committee approve and accept the new logic model? Are you okay with us switching to it? Are you okay with us adopting the new Theory of Action?

PIER Infographic - [https://www.nd.gov/dpi/sites/www/files/documents/SpEd/SSIP/PIER Tool Infographic.pdf](https://www.nd.gov/dpi/sites/www/files/documents/SpEd/SSIP/PIER%20Tool%20Infographic.pdf)

Behavioral Response – Where are you operating?

- Prevention
- Intervention
- Crisis

Skills needed for self-regulation

- Cognitive flexibility
- Working memory
- Inhibitory control
- Self Regulation – thoughts, emotions, behaviors

Executive Function (EF) - A set of cognitive processes and mental skills that help an individual plan, monitor, and successfully execute their goals.

EF Development

- Children are not born with these skills, they are born with the potential to develop them
- Adults play a critical role in supporting the development of EF skills through play, first by helping them complete challenging tasks, and then by gradually stepping back to let them manage the process independently and learn from their mistakes

Technoference - The findings showed that even low or seemingly "normal" amounts of technoference were associated with more behavioral problems in participants' children. However, the study didn't prove a cause-and-effect relationship, just that an association existed. — *Maureen Salamon, UPI (upi.com), 15 June 2017*

Role Models

- 95% of parents say their tech use interferes with daily opportunities for talking, playing and interacting with their child (Common Sense Media, 2020)
- Adults check their smartphones an average of 96 times a day, every 10 minutes, for an average of 5 hours and 24 minutes per day (Flynn, 2023)

Reflexive Questioning

- Increases awareness
- Meets the child where they are
- Creates a positive environment

Verbal Working Memory – Self-talk, Inner Voice, Phonology

Supports:

- Simplify the amount of oral language used
- Chunk oral directions or information into smaller amounts
- Use cognitive anchors

Non-verbal Working Memory

	• Mental Representations • Imagination • Mind's Eye Ask • What do you see yourself doing? • Ask them to think about their senses • Practice creating images in our mind Balancing Executive Function Drains • Transitions • Inhibitory control • Learning new concepts Increases • Physical movement • Rest • Engaging Learning Activities "A hallmark of executive function deficit is inconsistency in performance." <i>Tera Sumpter, CCC-SLP</i> Following Directions Did you find the root cause? • Perception – Do they understand the directions? • Attention – Were they attending when given? • Verbal Working Memory – Could they hold and retain the directions? • Nonverbal Working Memory – Could they picture the end goal? • Initiation – Do they know where to start? • Inhibition – Can they avoid distractions? • Execution – Can they complete the steps? • Self-Monitoring – Can they evaluate how they did and what to improve? 7 ways to support EF 1. Stop giving timers & planners to students struggling 2. Put hard classes earlier in the day 3. DO NOT take away recess 4. Remove distractions and temptations 5. Support the development of foresight and hindsight 6. Bring goals closer to the present moment 7. Use input and output for teaching
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OVERVIEW OF DMS

MARY MCCARVEL-O'CONNOR AND JACKIE
ADUSUMILLI

DISCUSSION	OSEP monitored Part B and Part C in January 2025. On July 17, we received our monitoring reports back. We wanted to share our corrective actions. • North Dakota Part B DMS Monitoring Report of July 17, 2025 • North Dakota Part C DMS Monitoring Report of July 17, 2025 Summary of Monitoring Priorities and Outcomes for Part B.
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	Monitoring and Improvement 1.1 OSEP finds that the State does not have a general supervision system that is reasonably designed to identify noncompliance with all IDEA Part B requirements in a timely manner, as required by 34 CFR 300.149, 300.600 through 300.602, and 303.606 and through 300.608. 2.1 OSEP finds that the State does not have a general supervision system that is reasonably designed to identify noncompliance with all IDEA Part B requirements in a timely manner, as required by 34 CFR 300.149, 300.600 through 300.602, and 303.604 and 2 CFR 200.332(a)(1)(v) and (vi). Fiscal Management: Subrecipient Monitoring 2.2 OSEP finds that the State's GANs do not include the required information consistent with the requirements in 2 CFR 200.332(a)(1)(v) and (vi). Part C Monitoring Findings: 1.1 LA Responsibility for General Supervision 1.2 Identification of Noncompliance 2.1 Single Line of Responsibility 3.1 Dispute Resolution Written Procedures OSEP will post when Part B and Part C have completed their corrective actions. https://www.ed.gov/laws-and-policy/civil-rights-laws/disability-discrimination/differentiated-monit...
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IDEA ADVISORY COMMITTEE ANNUAL REPORT

MICHELLE SOUTHER

DISCUSSION	The IDEA Advisory Committee approved the IDEA Advisory Annual Report. Beth Marschner made a motion, and Jeff Anderson seconded it.
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IDEA DISPUTE RESOLUTION

LEA KUGEL

DISCUSSION	Our staff at the Office of Specially Designed Services fields many calls from parents, guardians, advocates, and educational personnel every year. Any parent call that we receive that could be tied to any of the issues listed above that might lead to a possible dispute is logged. From June 1, 2024, through June 30, 2025, we documented 129 calls from parents/guardians (July 1, 2024-June 30, 2025). Thirty-three percent of those were related to the evaluation process, bullying or behavior. All of the state complaints that I will review later relate to one of those three areas. Dispute Resolution options in ND are: - IEP Facilitation - Mediation - State Complaint - Due Process Hearing Through the IDEA, states have the option of including IEP Facilitation as one of the dispute resolution options. ND has opted to include it as one of the four options that parent and public entities can select. Go through the four options and field any questions. The four dispute options can be thought of as a continuum, with IEP facilitation being the most informal and due process hearing being the most formal. 2024-24 Dispute Resolution Activity 7 Facilitated IEP requests 7 mediation requests 15 State complaint requests 0 Due process hearing requests The requests may be withdrawn for various reasons or may not be admitted for review due to a lack of required information. ND is a state that has very low litigation for special education. Many people state they want to work things out with each other or locally before asking the state to intervene.
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DMS CORRECTIVE ACTION

MARY MCCARVEL-O'CONNOR

DISCUSSION	IDEA regulations say that the IDEA Advisory Committee will help write the corrective action plan. North Dakota's Corrective Action Plan - osers-north-dakota-part-b-dms-monitoring-report-july-2025-110428.pdf
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	Policies and Procedures— the State must submit to OSEP by Oct. 15, 2025: - Updated written policies and procedures which provide a description of the State’s programmatic monitoring under IDEA Part B that demonstrate compliance with the monitoring and enforcement requirements in 34 C.F.R. §§ 300.149, 300.600 through 300.602, and 300.606 through 300.608, including monitoring all LEAs within a reasonable period of time and at least once within a six-year period. The State must submit to OSEP by Oct. 15, 2025: - Final policies and procedures for subrecipient monitoring of the IDEA Part B and the OMB Uniform Guidance requirements, consistent with 34 C.F.R. §§ 300.149, 300.600 through 300.602, and 300.604, and - C.F.R. §§ 200.332, and 200.303. The following requirements are examples of topics that could be included in fiscal monitoring policies and procedures: - Allowable costs consistent with 2 C.F.R. § 200.403(a) and (g); - Time and Effort charges for personnel duties consistent with 2 C.F.R. § 200.430(b); - Prior written approval process under 2 C.F.R. § 200.407; - Records and Information management to ensure fiscal records are maintained in compliance with 2 C.F.R. §§ 200.303(e), 200.333, and 200.336(a); - Equipment and inventory of items purchased using Federal IDEA Part B funds consistent with 2 C.F.R. §§ 200.313 and 200.314; and - The activities carried out in implementing coordinated early intervening services under 34 C.F.R. § 300.226. Evidence of Implementation—as soon as possible, but no later than July 17, 2026, the State must submit to OSEP: 1. Examples of IDEA Part B GANs provided to LEAs for FFY 2025 that include the required information in 2 C.F.R. § 200.332(a)(1) (v) and (vi). The IDEA Advisory Committee had no suggestions or questions on these corrective actions.
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SUGGESTIONS SUMMARY		
Issues and Concerns in our State: No issues.		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
The March meeting minutes were approved. Jeff Anderson made the motion, and Jackie Adusumilli seconded it. The meeting was adjourned at 1:40 pm. Beth Marschner made the motion to adjourn, and Jeff Anderson seconded it. Chris said listening tours will start up again soon. They will be virtual. Information will be sent soon via email. Public Comment: No Public Comment. The December meeting is scheduled for December 18, 2025. Agenda Items for the December meeting: - Set/change targets for SPP/APR –Assessment - Changes in Special Education related to funding and regulations		