

SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

WEDNESDAY, OCTOBER 19, 2022 – 1:00 P.M. TO 4:00 P.M.

Public Meeting at:

Zoom Meeting

<https://us06web.zoom.us/j/87403400325?pwd=Zk4xemJJckU2WVFLdURrdjl0SjB0Zz09>

Meeting ID : 874 0340 0325

Passcode : 2022

1. INTRODUCTION. The regular meeting of the Special Education Advisory Committee (SEAC) was called to order. Roll call was taken, and quorum was determined:

Present: Melissa Bart-Plange, Janet Belcove-Shalin, Anna Marie Binder, Barbara Bidell, Ivy Burns, MaryAnn Demchak, Penni Echols, Kaci Fleetwood, Connor Fogal, Lisa Hunt, Doralee Martinez, Ellen Marquez, Travis Mills, Mathew Montgomery, Derild Parsons, Jami Pavicic, Shanda Roderick, Amanda Shipp, Shelly Speck, Jennifer Strobel, Karen Taycher, Sarah Thomas, Diane Thorkildson, Jennifer Van Tress, and Laurel Winchester

Absent: Leah Edge, Sara Jorgensen, Joseph Morgan, Melina Proffitt, Jackie Sheppard, and Rosalie Woods.

Staff: Julie Bowers and Jessica Boles

Presenters: C.J. Fields and Austin Olson

Public: Jeremy Anderson, Katherine Fuselier, and Ashley Price

2. PUBLIC COMMENT #1

Anna – Conner not on today but a member, he has legislation bill. Drop into the chat a link for

3. ELECTION OF OFFICERS

Motion: Karen Taycher moved to appoint Mathew Montgomery as Chair of SEAC. Travis Mills seconded the motion. The vote was called, and the motion carried without objection.

Motion: Anna Marie Binder moved to appoint herself, Anna Marie Binder as Vice-Chair of SEAC. Shanda Rodrick seconded the motion. The vote was called, and the motion carried without objection.

4. APPROVAL OF FLEXIBLE AGENDA

Motion: Anna Marie Binder moved to approve the flexible agenda. Jennifer Van Tress seconded the motion. The vote was called, and the motion carried without objection.

5. APPROVAL OF MINUTES

The minutes of the February 16, 2022, meeting was reviewed and discussed. There were no other changes or corrections offered at this time.

Motion: Ellen Marquez moved to approve the minutes. Travis Mills seconded the motion. The vote was called, and the motion carried without objection.

6. APPROVAL OF SPECIAL EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

A report of SEAC activities from 2021-2022. Possible action may be revisions to the report before submission to the State Board of Education.

Motion: Anna Marie Binder moved to approve the report. Ivy Burns seconded the motion. The vote was called, and the motion carried without objection.

7. NEW COMMITTEE MEMBERS – OVERVIEW OF ROLE OF SPECIAL EDUCATION ADVISORY MEMBERS

The Director of the Office of Inclusive Education from the Nevada Department of Education provided information about the roles and responsibilities of the SEAC members. Discussion ensued:

- SEAC consists of members appointed by the Governor or any other official authorized under State law to make appointments
- The majority of the members of the committee must be individuals with disabilities or parents of children with disabilities
- Members must serve 3 years
- Members are Representatives:
 - Parents of Children with disabilities ages birth through 26
 - Individuals with Disabilities
 - Teachers
 - Representatives of institutions of higher education
 - State and local education officials
 - Administrators of programs from children with disabilities
 - State Representatives from Child Welfare responsible for foster care
 - Parent Training Information Center (NV PEP)

- Office of Protection & Advocacy (NDALC)
- Representatives of other State agencies
- Representatives of private schools and public charter schools
- At least one representative of a vocational, community, or business organization concerned with the provisions of transition services to children with disabilities
- Representatives from the State juvenile and adult corrections agencies
- State and local officials that represent homeless children
- Purpose of SEAC- an advisory committee that provides guidance on policies, procedures, regulations for special education and related services for children and youth with disabilities ages 3-21.
- Advocacy is to: take sides, support a position, plead a case or a cause, sometimes argue
- To advise is to: give advice, inform, recommend, suggest, guide
- SEAC Function:
 - 1. Advise the SEA of unmet needs within the State in the education of children with disabilities
 - Identifying Systemic Issues
 - Needs Assessment
 - Inquiry Process (Root Cause Analysis)
 - Selective Evidence Based Solutions
 - Implement Solutions & Monitor Implementation
 - Evaluate Outcomes
 - 2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities.
 - Nevada Administrative Code (NAC)
 - Special Education -Chapter 388
 - Teacher Licensure- Chapter 391
 - 3. Advise the State in developing evaluations and reporting on data to the Secretary under Section 618 of the Act.
 - State Performance Plan (SPP)
 - A six-year plan to improve programs and services for children with disabilities
 - 18 Indicators on compliance & performance
 - State Systemic Improvement Plan (SSIP)
 - Results Driven Accountability (RDA)
 - Annual Performance Report (APR)
 - A report of how we're doing relative to each indicator
 - SEAC members need to:
 - Understand the relationship between APR & SPP
 - Provide guidance to the State in developing measurable and rigorous targets for indicators
 - Participate in discussions on SPP, SSIP, and APR at least annually (the APR is sent to OSEP each February)

- Use the SPP/APR data to help understand needs and work with the partners to improve outcomes
- Know what Levels of Determination are about
 - Made for each State by OSEP
 - Made for each district by the State
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention
- 4. Advise the State in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Act.
 - Verification Visits (monitoring) by OSEP
- 5. Advise the State in developing and implementing policies relating to the coordination of services for children with disabilities.
 - Transition Services
 - Part C to Part B; School to Post-School
 - Wrap Around Services
 - Juvenile Justice
- 6. The SEA, after deleting personally identifiable information must
 - Provide the SEAC with the Due Process Hearing decisions, and
 - Make decisions available to the public
 - In Nevada, we also choose to make complaint reports available to SEAC and to the public
 - Posted online at http://www.doe.nv.gov/Special_Education_Complaint_Reports/
- Meeting Process:
 - One chair and one vice chair-
 - Elected annually from the membership
 - Chair runs meeting in collaboration with NDE
 - Agenda developed by NDE and Chair
 - Follow Robert's Rule of Order
 - Conduct of meetings (motions, turn-taking, etc.)
 - Adhere to Open Meeting Law
 - Agenda posted; visitors welcome
 - Standing agenda items for committee and visitor input

8. SPECIAL EDUCATION INITIATIVES

None at this time

9. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPOTLIGHT

I. Due Process, Complaint and Mediation Report

Report of data regarding state complaints filed in the 2021-2022 school year including information of due process, complains, and mediations. Possible action may include advisement to the NDE. Discussion ensued:

- Everyone received a handout of the Due Process/Complaint/Mediation Report
- Dispute Resolution Options in Nevada
- Opportunities for Conflict
 - Approximately 62,000 students with disabilities in Nevada
 - Every eligible student has an IEP
 - Each student has at least one IEP meeting per year
 - Numerous topics for potential disagreement
- Associated Costs
 - Tangible
 - Monetary- attorneys, expert witnesses, transcripts, substitutes
 - Time- staff preparation, depositions, and defense
 - Intangible
 - Delayed Service delivery to students
 - Delayed student progress, achievement
 - Tenuous school-parent relationships
 - Trust
 - Parent Involvement
 - Credibility
- Policy and Practice Trends
 - Before pursuing a due process hearing, a public agency should attempt to engage parents in mediation or other informal dispute resolution procedures, as appropriate.
- Dispute Resolution and Schools
 - We encourage parents and school districts to work together to resolve disagreements about a student's special education program. However, we understand there are times when additional support is needed to resolve a disagreement.
 - There are dispute resolution options available under the Individuals with Disabilities Education Act. These options can address concerns about the identification, evaluation, educational placement, and provision of a Free Appropriate Public Education to a student (ages 3-21).
- IDEA 2004 Regulations-Dispute
 - Sec. 300.506- Mediation
 - Sec. 300.507- Filing a due process complaint
 - Sec. 300.508- Due process complaint
 - Sec. 300.509- Model Forms
 - Sec. 300.510- Resolution process
 - Sec. 300.511- Impartial due process hearing
 - Sec. 300.512- Hearing rights

- Sec. 300.513- Hearing decisions
- Sec. 300.514- Finality of decision; appeal; impartial review
- Sec. 300.515- Timelines and convenience of hearings and review
- Sec. 300.516- Civil action
- Sec. 300.517- Attorneys' fees
- Sec. 300.518- Child's status during proceedings
- Dispute Resolution Options
 - In accordance with IDEA, the OIE ensures establishment, maintenance, and evaluation of a state mediation and state complaint investigation system including evaluation surveys from system users.
 - Each resolution option is offered in adherence to requirements and timelines established in the IDEA.
 - Along with mediation and state complaint options, the OIE offers a continuum of dispute resolution options available to parents and LEA's
- Technical Assistance
 - OIE offers technical assistance materials to the public and parents through the NDE website (including model forms and procedural safeguards)
 - OIE offers technical assistance training to LEAs, parents, advocates, and others regarding due process hearing procedures as well as all other dispute resolution options
 - OIE provides ongoing training of hearing and review officers, IEP facilitators and mediators
 - OIE tracks and analyzes issues to identify training and technical assistance needs for LEAs
- IEP Facilitation
 - Not Requires under IDEA
 - An optional resolution process that is initiated by a parent or school district where an impartial facilitator assists the IEP team with communication and problem solving with the final outcome of developing an IEP that is supported by all team members that benefits the student
 - Must be agreed upon by both parties
 - Provided at public expense
- IEP Facilitation Benefits
 - Builds and improves relationships among the IEP team members and between parents and schools.
 - Serves as a more cost-efficient mechanism for resolving disputes than more formal proceedings such as due process hearings. Average cost to state \$500-\$1000 with no cost to district or parent.
 - NDE provides the trained facilitator, and that facilitator works with parent and district to arrange meetings.
 - Is typically a less stressful mechanism for resolving disputes.
 - Provides opportunities for IEP team members to resolve conflicts if they arise.

- Supports all parties in participating fully.
- Mediation
 - Initiated by parent or school district and must be agreed upon by both parties.
 - A voluntary process that brings parties together with a mediator.
 - Mediator helps communication between parties to resolve disagreements. The final outcome of mediation is a signed legally enforceable written agreement.
 - Provided at public expense.
- Role of Mediator
 - A mediator who is trained in effective mediation techniques
 - Facilitates open communication between mediation participants.
 - Creates a safe environment.
 - Encourages participants to be respectful and understand other points of view.
 - Clarifies points of disagreement, may help identify options, and assists with writing down any agreement
- Benefits of Mediation
 - Mediation can help everyone better understand differing points of view.
 - Participants work on solutions together and are in control of the outcome, rather than someone who doesn't know the child making a decision.
 - Parties tend to be more satisfied and follow through with the terms of mediated agreements because they are developed together.
 - Disagreements may be resolved more quickly than other dispute resolution options.
- State Complaint
 - This process is used to communicate that a public agency has not followed the IDEA, and to request an investigation. This is the only dispute resolution process that can be initiated by anyone.
 - The outcome of the State Complaint is written decision that includes findings and conclusions listing reasons for the final decision. The final decision might include corrective actions that are student specific and/or system-wide issues.
 - Timeline: A written decision must be issued no later than 60 calendar days after the complaint was received unless the timeline is extended.
 - Filed within 1 year of the date when the individual knew or should have known of the problem.
 - Provided at public expense.
- Due Process
 - Initiated by a parent or school district.
 - This process is used to resolve a formal complaint regarding disagreements relating to the identification, evaluation, educational

- placement, or provision of a free appropriate public education to a child who needs or is suspected of needing special education and related services. The outcome of Due Process is a written decision with findings of fact and conclusions of law that is legally binding.
- Timeline:
 - A resolution meeting must take place within 15 calendar days of the filing of a due process complaint. Can have up to 30 calendar days to work on a resolution prior to the hearing timeline.
 - A written decision must be issued within 45 calendar days from the end of the resolution period unless a hearing officer grants a specific extension of the timeline at the request of both parties.
 - Must be filed within 2 years of the date when a party knew of or should have known of the problem.
 - The LEA is responsible for all expenses related to the due process hearing, including the hearing officer, interpreter, verbatim record. (NAC 388.310(14))
 - Each party pays its own expenses to put on its case.
 - The decision can be appealed:
 - 1.) To the Superintendent for an impartial review by a State review Officer
 - 2.) The State Review Officer's decision can be appealed through State or Federal Court
 - Expedited Due Process Hearing
 - An expedited due process hearing is a very special type of due process hearing that may be requested only in certain situations that relate to discipline.
 - An expedited request may be filed when:
 - Parents disagree with a school district's decision about placement for disciplinary removals
 - Parents disagree with a school district's decision about whether a child's behavior is related to the disability. This decision is called a manifestation determination.
 - Constituent Concern Inspection (CCI)
 - A process in effect as of July 1, 2017, that is an addition to the existing alternative dispute resolution process, under IDEA, including due process hearings and the state complaint process.
 - Can be initiated by the Superintendent at his/her own initiative or by a person, including an organization, or government agency filing a request for the superintendent to inspect the believed non-compliant provider.
 - A Constituent can file a CCI Request concerning compliance with special education laws and regulations regarding an individual child with a disability or systemic compliance with special education laws

- and regulations regarding multiple or all children with disabilities in the school.
- The NDE must conclude the inspection of the Provider within 30 days of the determination of good cause.
 - Within 30 days of the completion of the inspection and finding of noncompliance, the NDE will meet with the Provider of special education to determine the most efficient and expeditious manner to bring the Provider into compliance with the identified law or regulation; and will request the board of trustees of the school district or the governing board of the charter school, as applicable, establish a plan of corrective action to ensure compliance with the law or regulation.
- Nevada Dispute Data
 - Reporting Period FY22 (July 1, 2021-June 30, 2022):
 - Total Number of Students Enrolled in Nevada Schools- 492,338
 - October 1, 2021, Special Education Child Count- 61,639
 - Requests for Due Process Received: 81
 - Hearings Conducted: 6
 - Reviews: 1
 - Reporting Period FY23 (July 1, 2022-September 16, 2023):
 - Requests for Due Process Received: 21
 - Hearings Conducted: 0
 - Reviews: 0
 - Summary of Complaint/Mediation Activity
 - Complaint requests received:
 - Reporting Period FY22- 10
 - Reporting Period FY23- 3
 - Mediation requests received:
 - Reporting Period FY22- 9
 - Reporting Period FY23- 2
 - Facilitation requests received:
 - Reporting Period FY22- 13
 - Reporting Period FY23- 1
 - Trends to Date for Reporting Period FY22:
 - State Complaints:
 - IEP Implementation
 - Parent Participation
 - Placement
 - Due Process:
 - Placement
 - Evaluation
 - IEP Implementation
 - Mediation:
 - IEP Implementation

- IEP Accommodations/Service
- Department of Education Website to review copies of complete Due Process reports, please go to:
http://www.doe.nv.gov/Inclusive_Education/Dispute_Resolution/
- Future of Dispute Resolution- ACCESS System
 - Will allow parties to file all complaints online
 - Be the point of access for all parties
 - Will track timelines and send out reminders to all parties
 - All data will be stored in one place
 - Ease of reporting
 - Transparency

II. Annual Report on the Use of Physical Restraints, Mechanical Restraints, and Aversive Interventions on Students with Disabilities

Review of the 2021-2022 reporting of violations by school districts and current procedures for reporting. Discussion ensued:

- AB280- Assembly Bill 280 was passed by the Nevada State Legislature in 1999 in response to concerns about the use of aversive interventions and physical or mechanical restraints with students with disabilities.
 - According to the legislative history, “the legislation was intended to promote the use of positive behavioral supports and to prohibit the use of aversive or deprivation techniques, especially when those techniques were used because of a disability.”
 - The provisions of AB280 are now contained in Nevada Revised Statutes at 388.471-388.521 (previously NRS 388.521-388-5315), they apply specifically to students with disabilities eligible for special education services under the provisions of Nevada Administrative Code Chapter 388.
- Aversive Intervention- means any aversive action used to punish a pupil with a disability or to eliminate, reduce or discourage maladaptive behavior of a pupil with a disability.
- No Exceptions
 - Use of noxious odors and tastes;
 - The use of water and other mists or sprays;
 - The use of blasts of air;
 - The use of corporal punishment;
 - The use of verbal and mental abuse;
 - The use of electric shock;
 - The administration of chemical restraint to a person;
 - The placement of a person alone in a room where release from the room is prohibited by a mechanism, including, without limitation, a lock, device, or object positioned to hold the door closed or otherwise prevent the person from leaving the room;
 - Requiring a person to perform exercise under forced conditions if the:

- Person is required to perform the exercise because he or she exhibited a behavior that is related to his or her disability;
- Exercise is harmful to the health of the person because of his or her disability; or
- Nature of the person's disability prevents him or her from engaging in the exercise; or
- The deprivation of necessities needed to sustain the health of a person, regardless of the length of the deprivation, including, without limitation, the denial or unreasonable delay in the provision of:
 - Food or liquid at a time when it is customarily served; or
 - Medication
- Physical Restraint- means the use of physical contact to limit a person's movement or hold a person immobile.
- Conditions under which physical restraint may be used
 - A physical restraint may be used on a pupil with a disability only if:
 - An emergency exists that necessitates the use of physical restraint;
 - The physical restraint is used only for the period that is necessary to contain the behavior of the pupil so that the pupil is no longer an immediate threat of causing physical injury to the pupil or to others or causing severe property damage; and
 - The use of force in the application of physical restraint does not exceed the force that is reasonable and necessary under the circumstances precipitating the use of physical restraint.
 - Physical restraint may be used on a pupil with a disability if the physical restraint is used to:
 - Assist the pupil in completing a task or response if the pupil does not resist the application of physical restraint or if the pupil's resistance is minimal in intensity and duration;
 - Escort or carry the pupil to safety if the pupil is in danger in his or her present location; or
 - Conduct medical examinations or treatments on the pupil that are necessary.
- Mechanical Restraint- means the use of devices, including, without limitation, mittens, straps, and restraint chairs to limit a person's movement or hold a person immobile.
- Conditions under which mechanical restraints may be used
 - Except as otherwise provided in subsection 2, mechanical restraint may be used on a pupil with a disability only if:
 - An emergency exists that necessitates the use of mechanical restraint;
 - A medical order authorizing the use of mechanical restraint from the pupil's treating physician or advanced practice registered nurse is included in the pupil's individualized

- education program before the application of the mechanical restraint;
- The physician or advanced practice registered nurse who signed the order required pursuant to paragraph 9B) or the attending physician or attending advanced practice registered nurse examines the pupil as soon as practicable after the application of the mechanical restraint;
 - The mechanical restraint is applied by a member of the staff of the school who is trained and qualified to apply mechanical restraint;
 - The pupil is given the opportunity to move and exercise the parts or his or her body that are restrained at least 10 minutes per every 60 minutes of restraint, unless otherwise prescribed by the physician or advanced practice registered nurse who signed the order;
 - A member of the staff of the school lessens or discontinues the restrain every 15 minutes to determine whether the pupil will stop injury to himself or herself without the use of the restraint;
 - The record of the pupil contains a notation that includes the time of day that the restraint was lessened or discontinued pursuant to paragraph (f), the response of the pupil and the response of the member of the staff of the school who applied the mechanical restraint;
 - A member of the staff of the school continuously monitors the pupil during the time that mechanical restraint is used on the pupil; and
 - The mechanical restraint is used only for the period tat is necessary to contain the behavior o the pupil so that the pupil is no longer an immediate threat of causing physical injury to himself or herself.
- Reporting Requirements
 - Districts track, compile, and submit an annual report to NDE. This report includes aversive interventions, mechanical restraints (permissible and non-permissible), and physical restraints (permissible and non-permissible).
 - Non-permissible restraints, seclusions, and aversive interventions requires a corrective action procedure with oversight and approval from NDE.
 - Emergency Use/Permissible restraints and seclusions are tracked and monitored within each district.
 - Parents, IEP teams, and the Board or Designee must be notified and provided a copy of the report.
 - Denial or rights determination must be made by the Board or Designee.

- ACCESS NV
 - Portal for all districts to report violations, with system generated responses and reminders.
 - Annual reporting will be done via the portal for all districts, and private schools.
 - NDE system interface with Infinite Campus or other systems districts use to eliminate duplication of entry.
 - Ability to look at data from different entry points and generate reports.
- Trends in the data
 - School Year 2018-2019
 - Number of Instances of Physical Restraint: 4000
 - Number of Instances of Mechanical Restraint: 24
 - Non-Permissible Physical Restraint: 51
 - Non-Permissible Mechanical Restraint: 11
 - Aversive Intervention: 30
 - School Year 2020-2021
 - Number of Instances of Physical Restraint: 597
 - Number of Instances of Mechanical Restraint: 3
 - Non-Permissible Physical Restraint: 18
 - Non-Permissible Mechanical Restraint: 3
 - Aversive Intervention: 5
 - School Year 2021-2022
 - Number of Instances of Physical Restraint: 2615
 - Number of Instances of Mechanical Restraint: 12
 - Non-Permissible Physical Restraint: 53
 - Non-Permissible Mechanical Restraint: 12
 - Aversive Intervention: 23

10. NEVADA DEPARTMENT OF EDUCATION UPDATES

The Director of the Office of Inclusive Education provided updates from the Nevada Department of Education. Discussion ensued:

- Legislative/Regulation Updates
 - SB203- Language Development for Children Who Are Deaf, Hard of Hearing, Blind or Visually Impaired
 - Drafting regulation language to then open workshop
 - Draft resource guides to go out to stakeholders for review
 - Change of Transition Age
 - Draft regulation language compete-workshop is the next step
 - SB210/SB485
 - SB210 required contents of a request for reimbursement of costs incurred by a hospital or other facility for providing educational services to a child to which the hospital or facility provides residential treatment

- SB485 requirements for governing the enrolment o certain children who are admitted to a mental health facility in public schools
- Draft Regulation going to State Board in October (10/25/2022)
- State Performance Plan-Target Setting
 - Thank you to all who participated in the Target Setting Process
 - All Targets submitted have been accepted by OSEP
 - Review data and targets internally and externally to determine improvement strategies
- NDE District Monitoring
 - Districts in 2022/2023 Cycle
 - Elko
 - White Pine
 - Humboldt
 - Lander
 - Eureka
 - Nevada Youth Training Center
- Office of Special Education Program (OSEP) Differentiated Monitoring System Update
 - Reviewing OSEP Protocols and gathering documents
 - Reviewing and updating documents as needed
 - Revising and updating website with most current documents
 - Working with OSEP and other National Partners to prepare for in person visit November of 2023
 - This committee will be part of the monitoring, waiting to hear more specifics on the expectations
- Data Processes and Results System
Collaboratively building a new comprehensive special education data management system that will service both functions of accountability and reporting in support of outcome improvements for students with disabilities.
 - Phase 1: June 2019-March 2023
 - Interoperability with other NDE data systems
 - System name, logo, and design
 - Early Childhood Outcome Module
 - Post-Secondary Transition Module
 - Due Process Module
 - Restraint and Seclusion State Reporting Module
 - Phase 2: June 2024
 - SPP Indicator Data Collection and Reporting
 - LEA APR Determination Reports and Dashboards
 - Comprehensive Monitoring Module (Performance Monitoring and Compliance Monitoring)
 - Future Work
 - Professional Learning and Technical Assistance Module
 - Parent Engagement Module

- State Personnel development Grant-Assess, Plan, Teach- APT
 - Effects of COVID19- Slowed progress
 - Reviewed and revised list of school for Implementation- 25 Total Schools
 - Cohort 1-17 schools
 - Cohort 2- 8 schools
 - 4 dedicated coaches to provide in person and virtual coaching to teachers and administrators to support implementation of APT
 - Increased collaboration with CCSD Parent Engagement and NVPEP
 - All teachers participate in the 5-day CORE Reading Academy to learn literacy framework and are provided with ReadWell curriculum to implement
 - Support training is offered on a monthly basis to expand knowledge of use of curriculum and revisit the practices/strategies learned in the CORE Ready Academy
 - A Welcome to APT meeting will be held with all administrators in the project
- State Personnel Development Grant Project Achieve
 - Carson City School District is expanding implementation to two middle schools and one more elementary school, bringing total number of schools implementing to four. Last year Carson City shared an instructional coach with Lyon County but this year that will be implementing with their own coach.
 - Lyon County School District is expanding implementation to three elementary schools and two middle schools, bringing total number of schools implementing to seven.
 - Dr. Pam Mims and Dr. Bree Jimenez provided in-person on boarding training to new project staff in July and are currently developing 24 onboarding training modules that cover evidence-based practices in teaching grade-aligned ELA, mathematics, and science to students with disabilities with moderate to high support needs. These modules will be available on the NDE's Canvas platform when completed.
 - Dr. Robert Pennington will be developing similar onboarding training modules for the Autism and Low-Incidence Classroom Observation Tool (ALCOT) and will be working with the NDE as a consultant to crosswalk with ALCOT with the Nevada Educator Performance Framework and to create a new tool that aligns the two observation tools.
 - Free monthly statewide webinars will be offered from November through May on evidence-based practices in teaching grade-aligned ELA, mathematics, and science to students with disabilities with moderate to high support needs. Nevada PEP has partnered with the NDE in promoting these webinars. Dr. Pam Mims and Dr. Bree Jimenez will lead these webinars.

- CTE Paraprofessional Project
 - To increase* equitable access to CTE for students in the most severely impacted subpopulations.
 - To increase* successful outcomes from CTE for students in the most severely impacted subpopulations by closing opportunity gaps for students who have been traditionally underserved, preparing students to be both college and career ready, providing a variety of work-based learning experiences, teaching employability and leadership skills, preparing students for high-demand, high-skill, high-wage occupations, and improving Standard Diploma and College and Career Ready Diploma graduation rates.
 - Using ARP ESSER III funds, 30 9-month paraprofessional positions (15 each year) were awarded through a competitive grant process for the 2022-2023 and the 2023-2024 school years to support Nevada Districts and schools in ensuring equitable access to and successful outcomes from career and Technical Education (CTE) programs or students in the most severely impacted special populations during the ongoing response to and recovery from COVID-19.
 - Professional learning modules for the paraprofessionals have been created and will be published by the end of October through the Nevada Department of Education Canvas Learning Management System.
 - Baseline data will be established and targets for increase set at the state level in collaboration with LEAs beginning in November.
- Office of Inclusive Education Resources
 - Updating of website to include more information about programs and services
 - Increased use of NDE Canvas Learning Management System to provide professional learning options for all stakeholders
 - Training on Nevada ACCESS will be happening June of 2023 to roll out use of new modules

11. UPDATE OF ACTION ITEMS FROM FEBRUARY MEETING

No Updates at this time

12. FUTURE SEAC MEETINGS

- Past two years meetings have been virtually. Before our virtual COVID format we had in person meetings in Reno.
- While we were not ready to go back to a completely in person forum, we were wondering if the committee would be open to having the January meeting in person in Reno.
- The whole group would be together in the same location and be able to have an all-day meeting.

- We pay all expenses, planning for mid-January in Reno, fly in the night before, so we could have a full day of meeting. Make it a day to go deeper into the suggested agenda items and in-depth items that the NDE would like to present.
- Working with TAESE out of University of Utah and they work with states on their special education advisory committees and want to look at this committee like we never have before and have a vision of what the committee will do, review the bylaws needing to be updated.
- Work with the TA center to redefine the vision and purpose of this group and how it operates and move us in the direction we need to go at the SEA. More information to come regarding the next steps including the things they will need the committee to do regarding that change.

13. FUTURE AGENDA ITEMS

- Behavior and Discipline (departments intention to support school district) – Karen Taycher
- Guidance for students to “Walk” with adjusted diploma – Karen Taycher
- Break down indicator data by disability category
- Local enrollment trajectories over the past 5 years- Joseph Morgan
- Update regarding definition of visually impaired- Lisa Hunt review updated changes in August. See what was changed and now what is it statute.
- Cameras in the classroom, BDR- Anna Marie Binder
- Update and policy changes in CCSD regarding discipline and behavior legislation/data- Anna Marie Binder
- APT overview participation /projection and expansion, data - Anna Marie Binder
- BDR Updates

Program Spotlight

- Rural Regional Resource Centers –being part of transition, equity from rural to urban, consistency statewide
- NDALC
- Focus Program – UNLV
- NCED information and news/events- Travis Mills

Special Education Initiatives

- Data on inclusion of young students with disabilities

IDEA Spotlight – Legal Requirements/Evidence Based Practice

- Linkage to IEP
- Case Law
- MOE
- Transition
- Behavioral entitlements of students with disabilities, risk assessment
- Suspension/Expulsion
- Physical Restraints

14. PUBLIC COMMENT #2

Shelly Speck- The Interim Finance Committee at the state legislature will be meeting tomorrow at 9am to allocate funding for Early Intervention services and support of the EI workforce. Public comment will be crucial in ensuring this funding. Items: D45, D46, D89, D90.

15. ADJOURNMENT

The next regular SEAC meeting is January 19, 2023, in person meeting, Reno.