

**SPECIAL EDUCATION ADVISORY COMMITTEE  
MEETING MINUTES**

THURSDAY, FEBRUARY 11, 2021 – 1:00 P.M. TO 4:00 P.M.

*Public Meeting at:*

Zoom Meeting

<https://us02web.zoom.us/j/87336647124?pwd=RUpJY2pPT0VORTBRaURmNVF3TWxzQT09>

Meeting ID: 873 3664 7124

Passcode: 2021

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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: Josh Baker, Brian Brill, Ivy Burns, Mariana Delgiudice, MaryAnn Demchak, Jessica Dunn, Penni Echols, Candace Emerson, Danielle Fredenburg, Travis Mills, Mathew Montgomery, Diana Padua, Melina Proffitt, Jodee Prudente, Ellen Richardson Adams, Jesse Rojas-Espinoza, Lisa Rosas, Karen Taycher, Aliceandrea Untalan, and Jennifer Van Tress

Absent: Diana Cannon, Marva Cleven, Connor Fogal, Shirley Gaw, Roy Harvey, Sara Jorgensen, Kati Layosa, Ellen Marquez, and Rosalie Woods

Staff: Will Jensen, Jessica Boles, and Katherine Fuselier

Presenters: CJ Fields, Julie Bowers, and Liz Isaacs

Public: Franchesca Soriano

2. PUBLIC COMMENT #1

No public comments at this time.

3. APPROVAL OF FLEXIBLE AGENDA

**Motion:** Brian Brill moved to approve the flexible agenda. Jessica Dunn seconded the motion. The vote was called, and the motion carried without objection.

4. APPROVAL OF MINUTES

The minutes of the December 9, 2020 meeting were reviewed and discussed. There were no other changes or corrections offered at this time.

**Motion:** Ellen Richardson Adams moved to approve the minutes. Jennifer VanTress seconded the motion. The vote was called, and the motion carried without objection.

## 5. FEDERAL GUIDANCE REGARDING COVID-19 AND THE OFFICE OF SPECIAL EDUCATION (OSEP)

The director of the Office of Inclusive Education at the Nevada Department of Education provided information on federal guidance regarding Covid-19 and OSEP. Discussion ensued:

- Standing item on the agenda but no new updates to report at this time.

## 6. SPECIAL EDUCATION INITIATIVES

### I. Legislative Orientation

The director of the Office of Inclusive Education at the Nevada Department of Education provided an orientation on the Nevada Electronic Legislative Information System (NELIS). Discussion ensued:

- Instructions will be sent out after the meeting so committee members can create their own NELIS account.
- Bill draft requests- every school district gets one and the department gets a few. But they have to be picked up by Legislators.
- Sometimes Bills come that are troubling to us and they get killed with silence, revisions happen, agreements being meet.
- Assembly and a Senate- two house system. Each household committees. Assembly Bill- AB, Senate Bill- SB. Once approved it has to go to the other side to be moved forward. And then to the floor for a full vote.
- Some of the education bills might hold fiscal impact, important to set up parameters and values for what you want to see.
- Open to revisions, by simply having a conversation with the legislator(s).
- Steps to create a NELIS Account:
  - Go to the State Legislature Website: <https://www.leg.state.nv.us/>
  - Or go directly to NELIS Website (add to bookmarks):  
<https://www.leg.state.nv.us/App/NELIS/REL/81st2021>
  - Register for a NELIS Account
  - Once you have an account you can filter for the types of bills you want information about
- Be able to track Bill revisions when happening in NELIS.
- Also, it will be able to build our capacity as a SEAC in order for the committee to come back with Bills they want information on.

## II. Legislative Update

The director of the Office of Inclusive Education at the Nevada Department of Education provided an update on information of special education bills being brought forward at the Legislative Session. Possible Action may include a letter of support or opposition to a bill. Discussion ensued:

- Information on 5 Bills today: SB36, SB91, SB102, AB67
- Senate Bill 36- Bill the Department of Education sent to the Governor and was picked up. An ACT related to education; requiring a development committee for a school district or charter school that develops a plan for responding to a crisis, emergency or suicide to include at least one representative of the county or district board of health; requiring the Department of Education to include information regarding an epidemic in its model plan for the management of crises, emergencies and suicides; and providing other matters properly relating thereto.
  - Penni recommended this Bill to be talked about. It caught her eye; it is asking for emergency/crisis teams to consider epidemics and that it doesn't include representation of special education or disability access and rights. We should ask for that to be included. The population represented is vulnerable to crisis and epidemics.
- Senate Bill 91- An ACT relating to education; requiring the State Board of Education to select at least two college and career readiness assessments for administration to pupils enrolled in grade 11 in public high schools; and providing other matters properly relating thereto.
  - Flagged for SEAC because it has a good chance of going through because it represents flexibility for students. Making sure they keep language in there about students participating in the Nevada alternate assessment may or may not take this. Not a condition of graduation.
- Senate Bill 102- An ACT relating to education; changing the date by which a child must be at least a certain age to be admitted to certain grades of school; and providing other matters properly relating thereto.
  - Questions/Concerns around Bill- Aging out of PreK services? Disconnect in services? What is the intent of this Bill, what is it hoping to solve? This creates more time that our kids won't be getting any education, more behind, delayed in getting school. Will we be increasing PreK opportunities in the state?
- Assembly Bill 67- An ACT relating to education; revising provisions relating to the suspension, expulsion or permanent expulsion of a pupil from a public school, charter school or university school for profoundly gifted pupils in certain circumstances; providing that certain hearings and proceedings relating to suspending, expelling or permanently expelling a pupil are not subject to the Open Meeting Law; and providing other matters properly relating thereto.
  - Behalf of the DOE, language could have significant impact if not revised. AB168 issues of disciplining students, result the department had to write guidance, this is a clean-up Bill.

- Suspension vs expulsion vs permanent expulsion. Simply defined these disciplinary actions. Suspension- discipline area of removal up to one school day but less than one semester. Expulsion- disciplinary area of removal with possibility to return. Permanent expulsion- disciplinary area of removal with no possibility to return to any school in the district.
- Clarifies when a designee may fulfill the decision making of certain disciplinary events on behalf of the board.
- Clarifies that only suspensions of 3 or more days can be used to determine whether or not a student has a record of habitual disciplinary problems.
- Clarifies that a range of disciplinary options are available now that some of the mandatory has been removed.
- Clarifies that any student removed from 1 semester or more must seek educational services.
- Clarifies allows for exceptions to open meeting law when a school board of trustees are required or considering discipline of an individual student.
- Want to look at is the limitations that it puts on removal of young children from Nevada schools.

**Motion:** Jennifer VanTress motions that the SEAC committee writes a letter to the Superintendent of Public Instruction for the State of Nevada, to support the Special Education representation on said committee for SB36. Danielle Fredenburg seconded the motion. The vote was called, and the motion carried without objection. Ellen Richardson Adams abstained.

### **III. State Personnel Development Grant (SPDG) Project**

The committee received an update on information from the Office of Inclusive Education on two projects funded by the SPDG grant: Project Achieve and Assess Plan Teach (APT). Discussion ensued:

- The State Personnel Development program provides grants to help state educational agencies reform and improve their systems for personnel preparation and professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities.
- In 2015 Nevada was awarded the grant for 3.75 million dollars this SPDG ended in September 2020.
- Goals:
  1. To increase the academic performance of students with IEPs who are in the general education classroom at least 80% of the day, through Instructional Consultation, Assessment, and Teaming, using embedded professional development strategies.
  2. The NDE will support improved performance of third grade students with disabilities on statewide assessments of reading/language arts through building to strengthen the skills of

special education teachers in assessment, instructional planning and teaching.

- Grant Objectives:
  1. Select school districts and PD providers with the capacity and expectations necessary to implement ICAT/APT
  2. Enhance the capacity of district school personnel to implement, replicate, and sustain ICAT/APT through evidence-based training strategies
  3. Enhance the capacity of district personnel to implement, replicate, and sustain ICAT/APT through evidence-based coaching strategies
  4. Increase the use of implementation, intervention, and outcome data to support decision making related to ICAT/APT at the school, district and state level
  5. Ensure administrators were trained to support their staff to develop and sustain ICAT/APT
- Instructional Consultation Assessment and Teaming (ICAT): A way for schools to organize and deliver services to support students and teachers. By restructuring and refocusing resources, students achieve academic and behavioral success within the general education environment; teachers assume the primary role of planning and accounting for student performance, and schools allocate resources through accountable decision-making procedures.
- District Participation- Objective 1.1: To select school and professional learning providers with the capacity and expectations necessary to implement ICAT.
- ICAT Implementation- Objective 2: To enhance the capacity of district and school personnel to implement, replicate, and sustain ICAT through evidence-based training strategies.
- Coaching- Objective 3: To enhance the capacity of district and school personnel to implement, replicate, and sustain ICAT through evidence-based coaching strategies.
- Data Based Decisions- Objective 4: To increase the use of implementation, intervention, and outcome data to support decision making related to ICAT at the school, LEA, and state level.
- Administrative Support- Objective 5: To ensure administrators are trained to support their staff and initiatives to develop and sustain ICAT.
- ICAT Success: Met or exceeded 8/11 performance measures. Growth of ICAT to 1 new district. Expansion of schools across districts. Increase of cases requested. Growth in ICAT trainers across districts. Sustainment of 80% or higher LOI ratings. Increased participation and capacity of district leadership in sustaining ICAT Process. Continued development of professional learning opportunities to support growth.

- Assess Plan Teach (APT): The APT model incorporates a structured, data-based consultation model and training on research-based, explicit, systematic instruction and lesson plan development for literacy.
- School and Staff Selection: To select school and professional learning providers with the capacity and expectations necessary to implement APT.
- APT Implementation- Objective 2: To enhance the capacity of district and school personnel to implement, replicate, and sustain ICAT through evidence-based training strategies.
- APT Success: Met or exceed 9/10 Performance measures. Exceed Goal of 25 schools. Increase in student performance. Increase in teacher confidence and retention. Established a solid foothold in district with a reputation for success.
- Coaching: To enhance the capacity of district and school personnel to implement, replicate, and sustain APT through evidence-based coaching strategies.
- Data Based Decisions- Objective 4: To increase the use of implementation, intervention, and outcome data to support decision making related to APT at the school, LEA, and state level.
- Administrative Support- Objective 5: To ensure administrators are trained to support their staff and initiatives to develop and sustain APT.
- COVID-19 Impact: Both continued to provide student level intervention. Professional learning was shifted from in person to synchronous and asynchronous opportunities. Coaching continued using virtual platforms. Leadership teams reviewed data sources and re-established expectations so that data continued to be collected.
- Moving Forward: Aug 2020: ICAT & APT continued their work in districts to complete the grant cycle in Sept 2020. NDE submitted a proposal for a new SPDG Award 2020-2025. Sept 2020- NDE was awarded SPDG Grant total of 3.7 million over the next 5 years with APT and Project Achieve as primary projects.

## 7. PROGRAM SPOTLIGHT

### **I. Nevada Special Education Technology Assistance Project**

The committee received information from Liz Isaacs on the Nevada Special Education Technology Assistance Project (NSETAP). Discussion ensued:

- Project started back in 1986, 2 years before any legislation came into play for Assistive Technology. Had the vision to start in 1988 knowing technology would take off.
- Increasing the capacity of school districts to provide assistive technology devices and services.
- What are assistive technology (AT) devices?
  - Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to

increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.

- AT Devices may be needed for?
  - Seating/Positioning and Mobility
  - Communication
  - Computer Access
  - Academics
  - Recreation and Leisure
  - Vision
  - Hearing
  - Daily Living Skills
- What are assistive technology services?
  - Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The services may include as assistive technology evaluation in the child's customary environment. It may also include acquiring or purchasing a device and customizing the device for the child's needs, as well as, coordinating the use of the device and providing training to the student, family and staff working with the child.
  - Evaluate
  - Provide
  - Design
  - Coordinate
  - TA for Child and Family
  - TA for Staff
- What you should know:
  - AT consideration at least annually at the IEP
  - If AT is needed, document in the IEP
  - Devices and training are provided at no cost to the family
  - Involve the student in decision making
  - AT can be taken home- IEP decision
- Nevada Assistive Technology Consortium- enhancing the capacity of school districts in Nevada to provide Assistive Technology devices and services for our children.
- Free Project Services:
  - Consideration of Assistive Technology Needs
  - Assistive Technology Assessment
  - Equipment Load
  - Consultation and Technical Assistance
  - Training
- Top reasons to be involved with the project:
  - Free and Cost Effective
  - Collaborative Process
  - Outreach Program
  - Builds Capacity

- Educational Basis
- Statewide Consistency
- The plan forward:
  - Continue project activities next year and on a year-to-year basis, as it has been in the past.
  - New project coordinator next school year.
  - Project supports/collaborations will continue to be available to teams and agencies for our children's AT needs.

## 8. SUB-COMMITTEE UPDATES

### I. SB203 Update

The committee received an update of activity from the SB203 subcommittee regarding the Board meeting. Discussion ensued:

- Last time presented the document of language and literacy milestones. Approved by the SEAC
- Next step met with the State Board at the end of January and pulled out portion that was applicable and need for approval.
- Report that the Board was impressed and approved all 6 recommendations so the next steps can take place.
- SB203 subcommittee members will need to meet to provide feedback and suggestions for the future parts.
- SB203 committee created a report, hard fought word for word. Solid representation for the committee. How it will interact with the rest of the Bill. For the board only had the part of the report that has to deal with the parent component. Board members asked about the rest of the components. Now the 6 recommendations were approved, now moving on other elements of the work regarding regulations. Regulations will be based on the SB203 report and the regulatory process, multiple workshops and public hearing.
- NDE is responsible for training, parents, teachers, school and other agencies.
- Write a manual about how all of this works. Written in language that everyone can grasp. More interested on access than on shininess.
- All these activities need to be completed in the next coming school year.

## 9. 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
- Legislative Outcomes – Fall
- Use of cameras in classrooms



- Accessibility for documents, watermarks aren't read on screen readers- Ellen Marquez
- Technology for students/kids- Brian Brill
- Proposed bills for upcoming- Sara (keep item on until session is over)
- Relevant OSEP guidance- Karen (standing item)
- ESY recap with covid and distance learning- Penni. Dept will describe what is in federal and state statute. Districts talk about implementation.

#### **Program Spotlight**

- Rural Regional Resource Centers –being part of transition, equity from rural to urban, consistency statewide
- NDALC
- Focus Program – UNLV
- Self-Advocacy Program – Jesse
- Supported Decision Making- Homa Woodrum
- Circle of Friends/Support- Cheryl Catsmark

#### **Special Education Initiatives**

- Data on inclusion of young students with disabilities
- SPDG Grant- Julie Bowers & CJ Fields
- Ideas of changes to the NV Alt Assessment- NDE
- Exploring changes regarding transition services with students with disabilities- NDE

#### **IDEA Spotlight – Legal Requirements/Evidence Based Practice**

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

#### 10. PUBLIC COMMENT #2

None at this time

#### 11. ADJOURNMENT

The next regular SEAC meeting is April 8, 2021. NEW LOCATION: Zoom Meeting Platform

March Subcommittee meeting for Legislation to address the Bills