

SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

THURSDAY, MAY 29, 2024 – 1:00 P.M.

Public Meeting at:

<https://ndezoom.zoom.us/j/88350525734?pwd=Rjk2ucabmSRReoSSa6Cwzxs51oJR8W.1>

Meeting ID: 883 5052 5734

Passcode: 2024

1. INTRODUCTIONS. 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, MaryAnn Demchak, Penni Echols, Kaci Fleetwood, Alison Greathouse, Christine Lenox, Doralee Martinez, Travis Mills, Mathew Montgomery, Joseph Morgan, Jami Pavicic, Melina Proffitt, Christiane Schau, Amanda Shipp, Shelly Speck, Jennifer Strobel, Karen Taycher, Sarah Thomas, Diane Thorkildson, Laurel Winchester, Shannon Urquhart, and Rosalie Woods

Absent: Ivy Burns, Leah Edge, Lisa Hunt, Sara Jorgensen, Ellen Marquez, and Jackie Sheppard

Staff: Julie Bowers and Jessica Boles

Presenters: Katherine Fuselier, Office of Inclusive Education
MaryAnn Demchak, University of Nevada, Reno
Christine Lenox, Carson City School District
Kenneth MacAleese, Advanced Behavioral Solutions

Public: Sasha Raydon
Sarah Santos

2. PUBLIC COMMENT #1

No public comment

3. APPROVAL OF FLEXIBLE AGENDA

Motion: MaryAnn Demchak moved to approve the flexible agenda. Anna Marie Binder seconded the motion. The vote was called, and the motion was carried out without objection.

- 24/24 Votes: Approval

4. APPROVAL OF MINUTES

The minutes of the November 29th meeting were reviewed and discussed.

Motion: Rosalie Woods moved to approve the minutes. Christiane Schau seconded the motion. The vote was called, and the motion was carried out without objection.

- 23/24 Votes: Approval
- 1 Abstention- Diane Thorkildson

5. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPOTLIGHT

I. State Performance Plan and Annual Performance Report (SPP/APR)

- The SPP/APR evaluates Nevada’s efforts to implement the requirements and purposes of Part B of the Individuals with Disabilities Act (IDEA) and reports annually to the secretary of Education on its performance under Part B.
- Specifically, in the SPP/APR, Nevada reports on our progress in meeting the measurable and rigorous targets we established.
- The SPP/APR is due in February of every year for the previous year’s performance (the FFY 2023 APR is due in February 2025 and reports the school year 2023-24 performance).
- Nevada SPP/APR can be found at the website:
<https://doe.nv.gov/offices/inclusive-education/spp-and-apr/>
- Details of the SPP/APR Requirements and Instructions can be found at this website: <https://sites.ed.gov/idea/grantees/#SPP-APR>
- Change #1- Indicator 4 Methodology for Determining Significant Discrepancy
 - 4A Results Indicator:
 - Percent of local education agencies (LEA) have a significant discrepancy, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs.
 - Nevada’s target: 0%
 - 4B Compliance Indicator:
 - Percent of LEAs that have: (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the

use of positive behavioral interventions and supports, and procedural safeguards.

- Nevada's Target: 0%
- Indicator 4- Current Methodology
 - Beginning with Nevada's FFY 2010 APR, Nevada has determined whether an LEA has a significant discrepancy in its rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs by calculating a "statewide bar" and then measuring each LEA's rate against that statewide bar.
 - If the LEA's rate exceeded the statewide bar, the LEA had significant discrepancy.
 - The statewide bar is calculated by adding 5 percentage points to the statewide average of suspensions and expulsions of greater than 10 days in a school year of students with IEPs.
 - For example, Statewide average is 1%. Add 5%. Statewide bar becomes 6%.
 - If the LEA's rate exceeds 6%, the LEA had significant discrepancy.
- Indicator 4- Proposed Methodology
 - During Nevada's Monitoring visit with OSEP in November 2023, NDE staff had an opportunity to review Nevada's long-standing methodology and evaluate the methodology against the "median of thresholds used by all States."
 - OSEP advised that the median used by all States was approximately 3 times the statewide average.
 - In any given year, Nevada's methodology of adding 5 percentage points may or may not produce a threshold that is above 3 times the statewide average.
 - For example, Statewide average is 1%. Multiply times 3. Statewide bar becomes 3%.
 - If the LEA's rate exceeds 3%, the LEA had significant discrepancy.
- Indicator 4- Comparing Methodology
 - OSEP has determined that Nevada's methodology to determine significant discrepancy by simply adding an arbitrary number of percentage points was not necessarily producing consistent findings. In some years, the methodology will result in a much higher than 3 times the median threshold. And in some years, it will establish a much lower than 3 times the median threshold.
- Indicator 4- Proposed Changes in the Methodology
 - In the FFY 2023 SPP/APR to be submitted in February 2025:
 - Nevada proposed to change our methodology in how we determine significant discrepancy by identifying the statewide rate, and multiply it by 3, rather than simply adding an arbitrary number of percentage points which could produce inconsistent results.

- Nevada proposes to keep the targets for Indicator 4A and 4B at 0%.
- Change #2- New Indicator 18- General Supervision
 - Indicator 18: This SPP/APR indicator focuses on the State's exercise of its general supervision responsibility to monitor its local educational agencies (LEAs) for requirements under Part B of the Individuals with Disabilities Education Act (IDEA) through the State's reporting on timely correction of noncompliance (20 U.S.C. 1412(a)(11) and 1416(a); and C.F.R §§ 300.149, 300.600).
 - In reporting on findings under this indicator, the State must include findings from data collected through all components of the State's general supervision system that are used to identify noncompliance. This includes, but is not limited to, information collected through State monitoring State database/data system, dispute resolution, and fiscal management systems as well as other mechanisms through which noncompliance is identified by the State.
 - This SPP/APR indicator requires the reporting on the percent of findings of noncompliance corrected within one year of identification.
 - Targets: Targets must be 100%.
- Background Information on Indicator 18
 - In response to a 2009 OSEP Memo announcing that all noncompliance that was identified by the State needed to be corrected by LEAs within one year of its identification, OSEP created Indicator 15.
 - In response to Indicator 15, Nevada created a matrix identifying all areas in which a finding of noncompliance could be issued through any of our General Supervision systems. Nevada then tracked the item on noncompliance and whether it was corrected within one year.
 - About 10 years ago, OSEP removed this Indicator 15 from the SPP/APR.
- Indicator 18- Implementation
 - Nevada will review the pre-developed matrix that identifies all areas in which a finding of non-compliance could be issued through any of our General Supervision systems and as necessary make adjustments.
 - Nevada already tracks all items of non-compliance and whether it was corrected within one year, but for efficiency, Nevada will create a central hub to track this information across all areas of our General Supervision System.
 - OSEP will phase in what it asks to be reported in Indicator 18.
 - Starting with the FFY 2023 SPP/APR, States will be required to report on the correction of noncompliance related to compliance indicators 4B, 9, 10, 11, 12, and 13 based on findings issues in FFY 2022. Under each compliance indicator, States report on the correction of noncompliance for that specific indicator. However, in this general supervision Indicator 19, States report on both those findings as well as any

additional findings that the State issued related to that compliance indicator.

- In future years (e.g., with the FFY 2026 SPP/APR), States may be required to further disaggregate findings by results indicators (1, 2, 3, 4A, 5, 6, 7, 8, 14, 15, 16, and 17), fiscal and other areas.

6. PROGRAM SPOTLIGHT

I. State Personnel Development Grant

- The purpose of SPDGs is to assist State education agencies (SEAs) in reforming and improving their systems for personnel preparation and professional development in early intervention, educational, and transition services in order to improve results for children with disabilities.
- Background Information
 - www.signetwork.org
 - Began in 1998
 - Five-year grants issued to State Education Agencies by the Office of Special Education Programs (OSEP) at the U.S. Department of Education.
 - States identify professional learning needs through a needs assessment process.
 - Emphasis on stakeholder engagement, particularly engagement with families.
 - Emphasis on fidelity of implementation and student outcomes.
- Funding and Reporting Information
 - Funding contingent on demonstrating progress through and Annual Performance Report (APR).
 - Full funding is contingent on the amount of funds spent/drawn down each year.
 - Annual Performance Report- Due late April/Early May each year
 - Reporting Period: March 1- February 28
- Nevada SPDG
 - Goal 1 (APT)- To increase the percentage of Nevada's third grade students with disabilities who score proficient on the statewide reading assessment.
 - Goal 2 (Project Achieve)- To increase the percentage of students with low incidence disabilities who score proficient on the reading, math, and science sections of the NAA.
- Project Achieve 2023/2024 Annual Performance Review
 - State Personnel Development Grants
 - Increase teacher capacity and confidence in use of evidence-based practices through coaching
 - Improve student outcomes
- What is Project Achieve?
 - Attainment Company- <https://www.attainmentcompany.com/>

- 2022-23 Project Achieve Training Provided
 - 3/23/2022- ALCOT Training
 - 7/25/2022- ELA, Systematic Instruction, and Data Based Decision Making
 - 7/26/2022- Embedded Instruction, Peer Supports, Math and Science
 - 7/27/2022- Project Achieve Coaching Training: Planning for Sustainability and Generalization
 - 10/5/2022- Project Achieve Coaches Fidelity Training
- Participant Feedback on Impact of Project Achieve Professional Learning on Student Outcomes
 - In the last three years, we have seen a 5th grade student non reader and now reading at a fourth grade level. Other students have been able to increase their vocabulary by 30%. All students have been improving their math skills by 50 percent and can use it with any gen ed testing.
 - I feel this training and coaching has helped me with guiding my students progress towards grade level standards. My students have grown in their IEP goal progress and been able to engage better in their general education with peers.
 - Students are noticeably more engaged in these content areas, and the methods of instruction being used allow students to understand and retain information more consistently.
 - Project Achieve makes it more interesting for students. They love adaptive books; they are proud to answer questions by providing appropriate manipulatives.
- New in 2023-2024
 - Additional classrooms in both Lyon and Carson City
 - On demand training modules on Canvas for teachers and paraprofessionals on evidence-based practices instructional practices in ELA, Math, and Science
 - On demand training for teachers, administrators, and coaches on using the Autism and Low Incidence Classroom Observational Tool (ALCOT)
 - Development of online data collection tool for curriculum-based activities- task analysis and prompt Hierarchy
 - Addition of state level coach to assist other districts in implementation of training modules
 - Moving the use training modules and materials statewide in combination with Access to the Curriculum Project and UNLV
- Statewide Expansion
 - OIE initiated the first meeting for identified partners to discuss how to move this project statewide
 - Start with implementation of Statewide Coach in 24/25 SY
 - Create professional learning communities to participate in modules, virtual meetings and discussions
 - Reinstate the Summer Institute
- Help from the Committee?

- How can further promote this project and UNLV project so that information gets to professionals and parents?
- Who else needs to hear this information?
- What additional supports can we provide districts to implement Project Achieve?
- What additional information/data would you like to know about this project?
- Push professional development directly to teachers, the people who need them.
- What is Assess-Plan-Teach?
 - Framework for Literacy Development based on CORE Reading Academy
 - Professional Learning for Teachers and Paraprofessionals
 - 33 schools in Clark County School District
 - Support over 125 teachers, 280 paraprofessionals and 1600 students
 - 4 full time instructional coaches
 - Dedicated Project C
 - Curriculum Resources for all classrooms
- APT Goals:
 - Improve the implementation of APT through new and innovative communication, feedback loops, professional learning, and coaching.
 - In collaboration with Nevada PEP, the APT project will integrate literacy learning opportunities for parents and students through community, multimedia, and school events.
 - Develop APT Guide for district-and school-level implementation.
- New in 2023/2024
 - CCSD is implementing new literacy curriculum for all classroom
 - APT- focused on enhancements to this curriculum
 - New Professional Learning options
 - Science of Reading Snapshots
 - Expansion of Leadership team to include Principal from each region
 - Analyzing level of Implementation for tiered levels of support to each school- with one page improvement plans
- Student Impact
 - Core Phonics Survey
 - MAPS Testing
 - SBAC
- 2022-23 Core Phonics Survey Data
 - 29 schools submitted data
 - 111 teachers/classrooms submitted data
 - 1,551 students were listed in the APT data files
 - 985 students completed fall and spring assessments
 - Cohort Sites- 917 completed fall and spring assessments and had correct grade assignments
- MAP Data
 - 31 schools submitted data

- 109 teachers/classrooms submitted data
- 1,489 students were listed in the APT data files
- 925 students had fall and spring RIT data
- 908 students had fall and spring percentile data
- Cohort Sites- 917 completed fall and spring assessments and had correct grade assignments
- Results of 2023 APT Teacher Survey
 - The purpose of the survey was to gather data to assess the impact of APT professional learning on:
 - Teachers' perceptions on the quality of training and coaching provided
 - Teachers' perceptions of their knowledge and skills to assess, plan, and teach early literacy practices
 - Teachers' perceptions of the capacity of APT Instructional Interventionists to implement, and CCSD to sustain APT
 - 2023 Survey
 - 142 invitations were sent to participating APT teachers in May 2023
 - 90 responses were received, 63% response rate
 - 2022 Survey
 - 130 invitations were sent to participating APT teachers in May 2022
 - 68 responses were received, 52% response rate
- Results of 2023 APT Administrator Survey
 - The purpose of the survey was to gather data to assess the impact of APT professional learning on:
 - The capacity of principals to support APT implementation
 - Their perceptions on the impact on APT teachers
 - Their perceptions of the capacity of APT Instructional Interventionists to implement, and CCSD to sustain, the APT initiative
 - 87 invitations were sent to participating APT principals and assistant principals in May 2023
 - 19 responses were received
 - 22% response rate
- Thoughts on Support These Goals?
 - Goal: Improve the implementation of APT through new and innovative communication, feedback loops, professional learning, and coaching
 - Goal: In collaboration with Nevada PEP, the APT project will integrate literacy learning opportunities for parents and students through community, multimedia, and school events
 - Goal: Develop APT Guide for district- and school- level implementation
- 2024/2025 Last Year of SPDG
 - OIE needs to determine if they will apply for new SPDG.

- Review data and seek input on focus of new SPDG- keep current goals, expand on current goals, or move in another direction

II. Nevada Dual Sensory Impairment Project

- Purpose of the Nevada Dual Sensory Impairment Project (NDSIP) is to enhance the educational services provided to children and youth, birth through 21 years, with vision and hearing impairments. The project provides statewide technical assistance to support parents, service providers, and other service agencies in meeting the educational needs of children who have dual sensory impairments.
- Federally funded by US Department of Education, Office of Special Education Programs (IDEA-Part D Funds)
- Technical Assistance Project
- Free of charge to families and service
- Statewide project
- Who is eligible for NDSIP?
 - Vision and hearing impairments
 - Can also have other disabilities:
 - Intellectual/ cognitive disabilities
 - Orthopedic/ physical impairments
 - Other health impairments/ complex health care needs
 - Communication/ speech/ language impairments
 - Emotional/ behavioral disorders
 - Most of the time have other disabilities in addition to impairments in both vision and hearing.
- Approximately 88% of children who are deafblind have additional impairments (National Center for Deafblindness, 2023) most commonly intellectual disability, orthopedic impairments, speech and language impairments and complex healthcare needs.
- On the annual child count, the student is often reported as multiply impaired.
- Children with Deafblindness in Nevada
 - The child is likely to have one sense more impaired than the other.
 - One sense is relative strength in comparison to the other
 - Vision Loss:
 - Hearing Loss:
- Referral of a child: (1) Contact us for referral packet, (2) Call to complete referral over phone, (3) Secure referral via project website
- What happens after referral submitted?
 - Referral packet reviewed
 - Potential follow-up for clarification on some questions/answers
 - Resource binders given to parent and teacher:
 - Project info, all tip sheets, other project briefs & more
 - Introductory virtual or in-school visit coordinated with teacher
 - Introductory virtual or in-person visit coordinated with parent(s)
 - Someone must request subsequent school or home visits

- Provide with a TA request forms that can serve as menu of possible areas of assistance (but not limited to our list)
- Importance of Addressing Vision and Hearing Concerns
 - Vision and hearing are the two primary senses by which we learn
 - Appropriate identification of sensory impairments can assist educational professionals in appropriately planning to meet the children's educational needs
 - Specially designed instruction might be needed
 - Adapted material might be needed
 - Assistive technology might be needed
 - Corrective lenses and/or hearing aids might be needed
 - Related/ supplemental services might be needed (e.g., orientation & mobility vision support services, hearing support services)
- General Services and Resources Available
 - Child-Specific Consultations- virtual or in-person; home or school
 - Collaboration with child's educational team
 - Professional Development: District/Agency, Team, Service Provider, and Family Trainings
 - Project "briefs:" Tips for Home and School, Etiologies
 - Resource Searches
 - Website
 - Facebook Page
 - Lending Library
- Why Refer to the Project
 - Continuity-we follow children across transitions to new schools and teachers anywhere in the state
 - Collaboration across team members (e.g., parents often want related services such as PT, OT to use appropriate hearing, vision, and communication strategies)
 - Collaboration with community service providers (e.g., speech, OT, PT) as requested by families
 - Targeted technical assistance (TA)/ child-specific consultation in a wide variety of areas
 - Most frequent areas of requested assistance/focus of our activities are highlighted
 - Eligibility
 - Communication
 - Instructional Strategies
 - Literacy
 - Adaptations (i.e., vision, hearing, physical, setting/ environment)
 - Curriculum
 - Positive Behavior Supports
 - Transitions
 - Collaborative Planning
 - Coping and Stress Management

- Effects on Families
- Community Resources
- Recreation & Leisure
- Other areas as requested
- Print Resources
 - Posters related to vision and hearing
 - Usher syndrome booklet
 - Transition planning booklet (planning for moves to new teachers/schools)
- Project Base: Behavior Analysts in Special Education
 - Funded by OSEP
 - Funding for Master's in Special Education
 - Emphasis on Applied Behavior Analysis
 - Eligible on degree completion (and supervised hours) to sit for national BCBA exam
 - Three slots available for paraprofessionals who hold a bachelor's degree

III. Behavioral Learning and Social Skills Teaching (BLASST Program)

- Advanced Behavioral Solutions- Dr. Kenneth MacAleese
- Pilot program within Carson City School District
- The Problem
 - 2022-2023 a group of elementary students were exhibiting behavior problems that were frequent, intense, and unsafe.
 - Behaviors were challenging for staff because:
 - Teachers/administrators often lacked the required time, competencies, or systems to engage in the necessarily high effort behavioral interventions with fidelity over time
 - Often difficult to arrange the educational environment to support and sustain appropriate alternative behaviors for students with severe behavioral needs.
 - The combination of factors led to instances of staff/student injury, slow academic and behavioral progress, and difficulty retaining teachers and support staff.
 - The BLASST service delivery model was designed to increase the likelihood that these students could remain enrolled in their home schools through a set of services that could be sufficiently intense to be effective, but that intimately involved the students' teachers and administrators.
- What is BLASST?
 - A partnership between Carson City School District and Advanced Child Behavior Solutions.
 - A package of evidence-based behavioral, social, and educational approaches offered to CCSD students in grades K-2 with significant behavioral challenges who spend the majority of their time in the general education setting.

- The service is consistent with the integrated MTSS framework and serves students who have failed to make progress via traditional Tier 3 approaches to behavior change within school setting.
- BLASST is different from traditional exclusionary placements in that students remain in the general education setting as they receive individualized services and supports to establish and refine the emotional, behavioral, and social skills they need to be successful.
- BLASST services supplement, not supplant MTSS Tier 1, 2, and 3 behavioral interventions provided by school staff.
- Philosophy
 - BLASST team believes every student can acquire the skills needed to be productive members of their schools and communities.
 - If a student is struggling to meet expectations, we assume that these students do not have an environment that supports their needs or can sustain their positive behaviors effectively.
 - In addition to the consistent implementation of evidence-based, behaviorally oriented services and supports, BLASST believes that meaningful behavior change requires a culture of love, support, patience, and collaboration.
 - Embraces short-term difficulty and temporary “mess” as we work to create long-term behavior change for students.
- Students
 - Students access the BLASST service delivery model through an intensive entry process aligned with MTSS. It is open to students with or without IEPs, although all current BLASST students are receiving special education services.
 - Currently ten students enrolled in grades K-2 are receiving BLASST services.
- Curriculum, Services, and Supports
 - BLASST staff provide individualized 1:1 and small group curriculum, services, and supports throughout each student’s school day.
 - Some service minutes are specified in the child’s IEP as Specially Designed Instruction (SDI) or related services.
 - Service type, frequency, and intensity are modified frequently by the student’s team based on each student’s changing needs.
 - Direct Services (i.e., SDI, Related Services)
 - Breakfast Club/Mood Induction
 - 1:1/small group social skills instruction
 - Mindfulness-based curriculum
 - Learn-to-Learn/Academic Readiness
 - Peer play support during recess
 - Push-in prompting during academic instruction
 - Behavior Intervention Plan Implementation
 - Progress monitoring of academic and behavioral progress
 - Additional Supports, as Needed
 - Lunch “reset”

- Behavioral skills training for replacement behaviors
- BLASST taken economy/store
- On-Call crisis management support
 - BLASST students
 - School-wide
- Behavior Intervention Plan revision
- In-class differentiated instruction
- Real time modeling and coaching for teachers and staff
- Fall 2023 Data
 - Data collected on challenging behavior during the Fall 2023 suggest that all students enrolled in BLASST have made meaningful progress toward their social, emotional, and behavioral goals.
 - These behaviors included aggression toward staff and peers, self-injury, eloping, property destruction, climbing on classroom objects, and tantrums.
- Importance of School Climate and Culture
 - Profound and positive impact on the school community.
 - Opened access to valuable resources for the staff to deepen the understanding of problem behaviors and develop effective responses and interventions.
 - Team growth fostered a sense of unity and cohesion among staff, forced to work together and rely on each other.
 - Teachers, paraprofessionals, and administrators are able to receive frequent in-vivo training in the middle of a situation which has resulted in immediate improvement .
 - Embracing the belief that all students can learn, the BLASST program has not only transformed the approach to behavioral issues by has positively influences the entire school climate, creating a space where professionals work together to solve a collective problem for the betterment of students.

7. NEVADA DEPARTMENT OF EDUCATION UPDATES

I. Office of Inclusive Education Updates

- Federal Updates
 - Federal Allocations were announced
 - DMS continues they are now in Cohort 2
 - Federal Project Directors meeting August 2024 in Washington D.C
- NDE Updates
 - Preparing budgets for 24/25 fiscal year
 - OIE presented to State School Board on Eligibility Age for Developmental Disability
 - Preparing for next legislative session
- OIE- General Supervision Updates
 - DMS 2.0
 - Still waiting on final report

- Working on changes OIE identified prior to visit
 - Once report is received will bring plan of action to SEAC for review
 - SPP/APR
 - State Determination will be issued late June 2024
 - Review at SEAC Fall of 2024
 - New Methodology will be used for submission 2025
 - Data Systems
 - ACCESS Nevada will roll out modules to districts this summer
 - Restraint and Seclusion-AB56 data collection
 - One Year Out Survey-Transition
 - Early Childhood Outcomes Data
 - Dispute Resolution-Late Fall
 - Fiscal
 - OIE is working toward the goal of more fiscal transparency in use of Part B Discretionary Funds
 - Received Nevada Federal Allocations- \$97,171,184
 - Calculate set aside and create grant opportunities
 - Worked with SEDA to get feedback on Part B Application and budgeting of Part B discretionary funds
 - Met with LEAs 1:1 to talk about needs
 - Nevada Submitted Part B application
 - Reported to NASS about Special Education funding and use of discretionary funds.
 - OIE staff participated in the Fiscal Forum from Center for IDEA Fiscal Reporting (CIFR) to learn more about what other states are doing.
- Retention and Recruitment Grants
 - All districts who applied were funded at least 100% or more
 - Districts were given bumps to PIPs when appropriate through the year
 - Churchill
 - Clark
 - Douglas
 - Esmeralda
 - Eureka
 - Humboldt
 - Lander
 - Lyon
 - Mineral
 - Nye
 - Pershing
 - SPCSA
 - Washoe
 - White Pine

- Success
 - Investing in effective teacher retention activities yielded a powerful return. These programs not only kept valuable educators on staff, but also empowered them with the tools and resources they needed to excel. Reduced workloads and a more positive environment fostered increased productivity, creating a win-win situation for both teachers and students.
 - Utilizing funds to cover the costs of additional or new licensure programs for existing teachers proved to be a strategic approach to addressing teacher shortages. This not only retained experienced educators but also expanded their skillset to fill critical gaps within districts.
 - Small changes in hourly rates or the use of stipends did help to fill hard-to-fill positions. Leading to some districts being at full capacity in areas that had not been before.
- Part B Extra Funds
 - Roughly 2 million dollars available
 - Met with each district to discuss possible needs
 - Districts decided needs and all requests were met
 - Funds were added to current Local Plan Budgets
- On the Horizon- 24/25 Priority Improvement Project (PIP) Grants
 - Retention and Recruitment
 - Funds to assist LEAs in addressing personnel shortages.
 - Innovative Strategies
 - Funds to support capacity building activities and improve the delivery of services by LEAs to improve results for children with disabilities.
 - Funding will be allocated at the same time as Part B Funding, July 1, 2024-June 30, 2025
- Dispute Resolution
 - Increase in the use of dispute options
 - Increase in facilitation and mediation requests
 - Marked increase in the number of State Complaints received
 - 50% are not complaints and not investigated
 - Increase in request for dispute information
- Integrated Monitoring/Sustaining Compliance
 - District Monitoring Completed
 - Carson City
 - Douglas County
 - Mineral County
 - Nye County
 - Washoe County
 - Sustaining Compliance and Improvement
 - District Report Cards released this week

- Technical Assistance and Professional Development
 - Development of new TA and PL for various audiences across all areas of General Supervision
 - Mountain Madness- Special Education Directors and Administrators from all districts will meet at Lake Tahoe 6/25-6/28.
- Directors Academy
 - New, or existing Directors or Special Ed Administrators
 - Online and in Person learning
 - Coaching/Mentoring
 - Designed to support district administration in all aspects of the implementation of special education programs
 - Aspiring Special Education or General Ed Administrators
 - Online learning
 - Virtual PLCs to connect and ask questions
 - Designed to provide a broad overview of IDEA and State requirements of Special Education
- Policies and Procedures/TA and PD
 - New Documents released
 - Dyslexia
 - SB203 Documents-Resources for parents
 - Roll out of revised documents
 - NAA Guidance
 - Early Childhood Inclusion

8. UPDATE OF ACTION ITEMS FROM THE NOVEMBER MEETING

No updates

9. FUTURE SEAC MEETINGS

June 12, 2024, via Zoom 1:00 PM

10. AGENDA ITEMS

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

- SEAC committee having Student Spotlights – Anna Marie Binder
- Committee Priority Areas and data for these priorities- Joe Morgan
- NDE Website, family support and family-friendly- Shelly Speck
- Dropout Gap- Shanda Roderick
- Stakeholder Survey for dispute resolution flowchart- Shelly Speck
- Indicator 8 parent involvement surveys- Sara Jorgensen
- Data and Success for the PIP Retention and Recruitment Grant

Program Spotlight

- Rural Regional Resource Centers –being part of the transition, equity from rural to urban, consistency statewide.
- NDALC
- Focus Program – UNLV
- NCED information and news/events- Travis Mills
- VR Services Update – Anna Marie Binder

Special Education Initiatives

- Data on the inclusion of young students with disabilities

IDEA Spotlight – Legal Requirements/Evidence-Based Practice

- Linkage to IEP
- Case Law
- MOE
- Transition Services – Shanda Roderick
- Behavioral entitlements of students with disabilities, risk assessment
- Suspension/Expulsion
- Standing Reports-Restraint and Seclusion and dispute resolution, SPDG & Transition Grant
- Charter school/SPSCA dispute resolution – Janet Belcove-Shalin

11. PUBLIC COMMENT #2

Anna Marie Binder- Connor Fogal, has completed a mural and is having a big celebration Friday.

12. ADJOURNMENT

Motion: Anna Marie Binder moved to adjourn the meeting. Christy Lenox seconded the motion. The vote was called, and the motion was carried out without objection.