SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

THURSDAY, MAY 08, 2025 – 1:00 P.M.

Public Meeting at:

Zoom Link

Meeting ID: 882 7374 8253
Passcode: 2025

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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: Joshua Baker , Melissa Bart-Plange, Janet Belcove-Shalin, Barbara Bidell, MaryAnn Demchak, Kaci Fleetwood, Yesenia Gonzales, Alison Greathouse, Sara Jorgensen, Christine Lenox, Travis Mills, Jami Pavicic, Melina Proffitt, Shanda Roderick, Christiane Schau, Jennifer Strobel, Karen Taycher, Sarah Thomas, and Diane Thorkildson

   Absent: Penni Echols, Jason Dietrich, Megan Freeman, Kyle Jensen, Doralee Martinez, Ellen Marquez, Lexi McEwen, Matthew Montgomery, Amanda Shipp, Shelly Speck, Shannon Urquhart, Laurel Winchester and Rosalie Woods

   Staff: Julie Bowers
   Jessica Boles

   Presenters: Katherine Fuselier

   Public: John Etzell, Boys Town (did not attend the whole meeting)

   Motion: Karen Taycher moved to nominate MaryAnn Demchak as acting chair for this meeting. Christiane Schau seconded the motion. The vote was called, and the motion was carried out without objection.

2. PUBLIC COMMENT #1

3. APPROVAL OF FLEXIBLE AGENDA

Motion: Diane Thorkildson moved to approve the flexible agenda. Shanda Roderick seconded the motion. The vote was called, and the motion was carried out without objection.

4. APPROVAL OF MINUTES

The minutes of the November 14, 2024, meeting were reviewed and discussed. There were no other changes or corrections offered at this time.

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

5. INDIVIDUALS WITH DISABILITIES EDUCAITON ACT (IDEA) SPOTLIGHT

Members will receive information regarding the various elements of IDEA.

IDEA Significant Disproportionality in Nevada

- What is significant disproportionality?
    - Disproportionality is the overrepresentation of a racial or ethnic group in a particular category
    - It is measured by a risk ratio that asks: How likely is one group of students to have "x" occur compared to all other groups of students?
    - Disproportionality becomes significant when the overrepresentation meets or exceeds a defined risk ratio threshold for a certain period of time.
- Regulations
    - Purpose of IDEA regulations: All children who require special education services should be appropriately identified and supported. At the same time, no child should be inappropriately identified for special education services, segregated from his/her peers, or disciplined more frequently or harshly simply because they are a student of color with a disability. These regulations will help ensure that the promise of IDEA is fulfilled without regard to race or ethnicity.- U.S. DOE, 2016
    - Content
        - Require 14 categories of measurement/analysis
        - Require that all states use the same mathematical methods to identify inequity (applied with some flexibility)
        - Require that LEAs identify and address factors contributing to significant disproportionality
            - This includes a mandatory set-aside of 15% of federal IDEA funds
        - Clarify requirements for reviewing and revising local policies, procedures and practices as contributing factors

- Data Sources
  - IDEA Child Count: ages 3-21
    - School Age (EDFacts File 002)
    - Early Childhood (EDFacts File 089)
  - IDEA Discipline Data:
    - Total Disciplinary Removals (EDFacts File 143)
    - Total Suspensions/Expulsions (EDFacts File 006)
  - State Total Enrollment: ages 3-21
    - Membership (EDFacts File 056)
- The NDE conducts 98 separate analyses of potential significant disproportionality
  - 7 race/ethnic groups x 14 categories of analysis
  - Identification as a child with a disability
  - Identification within 6 disability categories (AU, ED, ID, OHI, SLD, SL)
  - Two placement categories
  - Five categories of disciplinary removals
- Additional Detail for Categories of Analysis
  - 1- Identification as a child with a disability
  - 2-7- Identification as a child with a disability in 6 categories (AU, ED, ID, OHI, SLD, SL)
  - 8- Students placed inside a regular classroom less than 40% of the school day
  - 9- Students placed inside separate schools and residential facilities
  - 10- Total disciplinary removals
  - 11- Out-of-school suspensions for 10 days or less
  - 12- Out-of-school suspensions for more than 10 days
  - 13- In-school suspensions for 10 days or less
  - 14- In-school suspensions for more than 10 days
- Calculating Significant Disproportionality
  - A simple example: The risk of being identified as a student with a disability.
  - Step One: What percentage of students from a specific race/ethnic group in the LEA are identified as students with disabilities:
    - Group Risk: $\frac{\text{Asian students with disabilities}=40}{\text{All Asian students}= 180}$
    - 40/180 = 0.222- so 22.2% of Asian students in LEA are identified as students with disabilities. Risk equals about 1 in 5.
  - Step Two: What percentage of students from all other race/ethnic groups in the LEA are identified as students with disabilities:
    - Group Risk: $\frac{\text{Non-Asian students with disabilities} = 336}{\text{All Non-Asian Students}= 2250}$
    - 336/2250= 0.149- so 14.9% of Non-Asian students in LEA are identified as students with disabilities. The risk is about 3 in 20.

    - Step Three: What is the risk for Asian students in the LEA to be identified as students with disabilities, compared to the risk for all other students
        - Risk for Asian students= 0.222
          Risk for Non-Asian students= 0.149
        - 0.222/0.149= 0.1489- so Asian students in the LEA are 1.49 times as likely as all other students to be identified as students with disabilities. 1.49 is the RISK RATIO.
- Minimum Cell & N Sizes/Counts
    - Having minimum cell and n-sizes allows the state…
        - To avoid calculating risk for very small groups of students in the numerator, and
        - Prevents comparison to the state risk unless the LEA is extremely homogenous in its special education population
        - There are alternate calculations for these situations
    - "Cell size" refers to the numerator in the risk calculation
    - "n size" refers to the denominator in the risk calculation
    - In Nevada:
      Cell size= 10 students
      N size= 30 students
    - These sizes are "presumptively reasonable" according to OSEP
    - Why minimum cell/n sizes matter
        - If cell size (risk numerator) is less than 10 on the top, no calculation is made.
        - If n-size (risk denominator) is less than 30 on the top, no calculation is made.
        - If cell size is less than 10 on the bottom, or n-size is less than 30 on the bottom, COMPARISON TO THE STATE IS REQUIRED via the alternate risk calculation.
- Nevada Calculations- identifies an LEA as having significant disproportionality in any of the 98 analysis categories if:
    - The LEA has a risk-ratio that meets or exceeds 3.0 for three consecutive years.
- IDEA regulations also permit an LEA to demonstrate "reasonable progress" to be excused from mandator set-aside and other requirements.
    - An LEA demonstrates "reasonable progress" if the LEA has a year-to-year decline in risk ratio of at least 10% in each year of two previous years.
- Nevada Reports
    - IDEA section 618(d) requires states to collect and examine data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the local educational agencies (LEAs) of the state with respect to:
        - The identification of children as children with disabilities, including the identification of children as children with disabilities in accordance with a particular impairment;

        - The placement in particular educational settings of such children; and
        - The incidence, duration, and type of disciplinary actions, including suspensions and expulsions.
    - For more information, please review the OCSS Significant Disproportionality Technical Assistance Manual.
    - Nevada identifies LEAs as having significant disproportionality when a risk ration is 3.00 or greater for three consecutive years within the same race and analysis category.
- When LEA has significant disproportionality in one or more of the analyzed categories, the LEA must:
    - Reserve 15% of its IDEA Part B 611 and 619 allocations to be used for Comprehensive Coordinated Early Intervening Services (CCEIS).
    - Develop and submit a CCEIS Action Plan
    - Identify the CCEIS set aside within Local Plan budget within ePAGE
    - Conduct a root cause analysis to determine the reason why significant disproportionality exists.
    - Address any policy, practice or procedure identified by the root cause analysis resulting in disproportionality.
    - Provide professional development and educational and behavioral evaluations, support and services to address the root cause.
    - Submit annual CCEIS Report by December 31 to OCSS that addresses the CCEIS Activities/Programs/Interventions conducted; CCEIS Review of Policies, Practices, and Procedures; CCEIS Data Management; CCEIS Budget and Expenditures
    - Report the number of students with and without disabilities who received CCEIS.
    - OCSS reports these numbers to OSEP in the annual MOE/CCEIS Report.
- CCEIS Set-Aside Funds- may be used for students with and without disabilities but cannot be used exclusively for students with disabilities.
- CCEIS Set-Aside Funds may be used for:
    - Analyzing root causes/contributing factors
    - Revising policies, practices and procedures
    - Training and professional development
    - Educational and behavioral interventions, services and supports
    - May include salaries, indirect costs, technology, etc.
- Funds may be used only to the extent that they address the contributing factors.
- Districts Identified under Significant Disproportionality
    - 2021-2022
        - Lincoln (white/speech or language impairment identification)
        - Washoe (native/emotional disturbance identification)
    - 2022-2023
        - Washoe (native/emotional disturbance identification)
    - 2023-2024

        - Washoe (native/emotional disturbance identification)
        - Humboldt (white/emotional disturbance identification)
    - 2024-2025
        - TBD
- Significant Disproportionality Resources
    - The Data Center for Addressing Significant Disproportionality (DCASD)(DEE KAS-DEE)
    - Dedicated to working with state and local education agencies to help build their capacity to identify and address significant disproportionality by more accurately collecting, reporting, analyzing, and using their IDEA data.
    - The Data Center for Addressing Significant Disproportionality

Motion: Karen Taycher motions to support the Nevada Department of Education to provide the Significant Disproportionality Reports publicly on their website. Diane Thorkildson seconded the motion. The vote was called, and the motion was carried out without objection.

Least Restrictive Environment Data

- Educational Environment of Early Childhood Children with Disabilities (ages 3-5 in Prekindergarten)
- Placement category determined by the IEP teams
- SPP/APR: Indicator 6A- Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- SPP/APR: Indicator 6B- Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a separate special education class, separate school, or residential facility.
- SPP/APR: Indicator 5A- Percent of children with IEPs aged 5 in Kindergarten through 21 inside the regular class less than 80% or more of the day
- SPP/APR: Indicator 5B- Percent of children with IEPs aged 5 in Kindergarten through 21 inside the regular class less than 40% of the day
- SPP/APR: Indicator 5C- Percent of children with IEPs aged 5 in Kindergarten through 21 inside separate schools, residential facilities, or homebound/hospital placements

Motion: ***No Motion was Made***

6. PROGRAM SPOTLIGHT

Members will receive information regarding a specific program that is happening in Nevada.

Nevada PEP- Parent Training and Information Center

- PEP is a Family-Driven Organization- dedicated staff and board, are families of, or are individuals with disabilities and/or mental health needs.
- Mission: to increase the opportunities for home, community, and school success for children with disabilities, their families and their service providers, through education, encouragement and empowerment activities.
- Over 100 parent centers across the county with the same vision and mission, but all separate non-profit organizations.
- PEP has collaborated with the NDE over the years, bringing the family voice to committees and joint material development.
- OSEP highly recommends a strong partnership between the Department of Education Special Education programs and the Parent Training Information Center
- Required to attend the OSEP Project Directors Conference each year.
- In 1991, PEP began with a few moms around the kitchen table.
- In 1995, PEP became Nevada's Parent Training and Information Center.
- Now, PEP provides individual support for over 1,000 families a month and also over 20,000 individuals receive their E-newsletters.
- PEP Services are Free to Families and Professionals- birth-26 years old
    - Information and Referral
    - Family Peer Support
    - Individual Assistance
    - Family Mentoring
    - Youth-Led Engagement
    - Resource Library
    - Monthly E-Newsletters
    - Up-to-date Website
    - Social Media Engagement
    - Podcasts
    - Training Workshops
    - On-Demand Webinars
    - Volunteer Opportunities
    - Public Awareness
    - Community Outreach
    - Family Engagement
    - Systems Advocacy
- PEP Serves Families Statewide
    - Services Provided Statewide
        - Clark- 78%
        - Washoe- 15%
        - Rural- 7%
    - Ethnicities of People Contacting PEP
        - American Indian/Native American/Alaskan- 1%
        - Caucasian/White- 29%
        - Hispanic/Latino- 28%

        - African American/Black- 15%
        - Asian- 4%
        - Native Hawaiian/Pacific Islander- 1%
        - Two or More Races- 4%
        - Undisclosed- 18%
- Families learn about PEP from
- When a parent contacts PEP
- Top Reasons for Families Contacting PEP for Assistance
    - Discipline and Behavior
    - Accommodations
    - Eligibility
    - Evaluation
    - Frequency of Services
    - Location of Services
    - Placement
    - Present Levels
    - Transportation
- School Meetings Attended with Families- August 2024- February 2025
    - IEP- 540
    - Facilitated IEP- 9
    - Manifestation- 23
    - Mediation- 3
    - Resolution- 3
    - Section 504- 82
- Disabilities of all Children Served
    - Emotional- 32%
    - Autism- 20%
    - ADD/ADHD- 16%
    - Undiagnosed- 9%
    - Learning Disability- 8%
    - Health/Medical- 4%
    - Intellectual Disability- 3%
    - Developmental Delay- 2%
    - Speech/Language- 2%
    - Multiple- 1%
    - Visual/Blind- 1%
    - Non-Disabled- 1%
    - Hearing/Deaf- 1%
- Ages of Children Helped
    - Birth-2 years old- 1%
    - 3-5 years old- 6%
    - 6-11 years old- 36%
    - 12-13 years old- 16%
    - 14-18 years old- 34%
    - 19-21 years old- 5%
    - 22-26 years old- 2%

- OSEP expects parent centers to partner with schools, encourage partnership.
- Toll Free Phone: 800-216-5188
- NV PEP Website
- NV PEP Email

7. NEVADA DEPARTMENT OF EDUCATION INFORMATION

Legislative Information

- Meeting Reminders:
  - Assembly Committee on Education meets Tuesdays and Thursdays at 1:30
    - Education Overview
  - Senate Committee on Education meets Monday, Wednesday and Friday at 1:30
    - Education Overview
    - Next Friday is the deadline for a bill to make it through both sides of the house
- Bills of Interest- Special Education
  - SB174- would require changes in services to pupils with Autism- Outside providers in classroom, specific language around provision of Braille instruction
  - SB396- makes various changes relating to Education- required dyslexia training for all staff, changes in dispute process, ABA therapist in classrooms with Autism, Emotional Disturbance and DD, required para ratios for classrooms
  - AB494 & SB368- this bill would require that IDEA be implemented at the state level if repealed at the federal level
  - SB400- Provide more support for students with disabilities in music programs
- Other Education Bills
  - AB539- Career Readiness
  - AB531- Accountability
  - AB533- School Attendance

Other Office of Comprehensive Student Services Information

- Office of Inclusive Education is now Office of Comprehensive Student Services
- Steve Canavero-Interim Superintendent
- Ann Marie Dickson, NDE Deputy Superintendent, will stay at the Department until there is a new Superintendent
- Federal Allocations
  - Still waiting… but not late yet. No further information.
  - No State Personnel Development Grant Review
  - Differentiated Monitoring 2.0- no response to corrective action, was paused for cohort 2/3 but just received notice it is now continuing

8. UPDATES FROM NOVEMBER MEETING

State Advisory Panel and State Interagency Coordinating Council

- Not discussed due to Chair being absent from the meeting, it will roll over to the next scheduled meeting.

9. FUTURE SEAC MEETINGS

- June 11, 2025- 1:00 pm via Zoom

10. FUTURE AGENDA ITEMS

- Behavior and Discipline (departments intention to support school district) – Karen Taycher
- Guidance for students to "Walk" with adjusted diploma – Karen Taycher
- Local enrollment trajectories over the past 5 years- Joseph Morgan
- SEAC committee having Student Spotlights
- Dropout Gap- Shanda Roderick
- Stakeholder Survey for dispute resolution flowchart- Shelly Speck
- Indicator 8 parent involvement surveys- Sara Jorgensen

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
- Vocational Rehabilitation Regarding Transition & TRIP Grant- Amanda Shipp (June Meeting)
- TRIP Advisory Committee Annual Update- Dora (June Meeting)

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 Services – Shanda Roderick
- Behavioral entitlements of students with disabilities, risk assessment
- Suspension/Expulsion
- Standing Reports-Restraint and Seclusion and dispute resolution, SPDG & Transition Grant

11. PUBLIC COMMENT #2

12. ADJOURNMENT