SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

<u>WEDNESDAY, NOVEMBER 29, 2023 – 10:00 A.M.</u>

Public Meeting at:

https://ndezoom.zoom.us/j/82732235929?pwd=dv6AAD2tjslugbzsc1fRmM22YeBXyo.1

Meeting ID: 827 3223 5929
Passcode: 2023

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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: Janet Belcove-Shalin, Anna Marie Binder, Barbara Bidell, Ivy Burns, MaryAnn Demchak, Leah Edge, Kaci Fleetwood, Alison Greathouse, Lisa Hunt, Sara Jorgensen, Christine Lenox, Ellen Marquez, Mathew Montgomery, Joseph Morgan, Jennifer Nevarez, Jami Pavicic, Melina Proffitt, Christiane Schau, Jackie Sheppard, Amanda Shipp, Shelly Speck, Jennifer Strobel, Sarah Thomas, Shannon Urquhart, and Rosalie Woods

   Absent: Melissa Bart-Plange, Penni Echols, Doralee Martinez, Travis Mills, Karen Taycher, Diane Thorkildson, and Laurel Winchester

   Staff: Julie Bowers, Christi Hines-Coates, and Jessica Boles

   Presenters: Jennifer Kane, Office of Inclusive Education
                Ashley Price, Office of Inclusive Education

   Public:

2. PUBLIC COMMENT #1

   Anna Marie- Land Acknowledgement

3. APPROVAL OF FLEXIBLE AGENDA

   Motion: MaryAnn Demchak moved to approve the flexible agenda. Christine Lenox seconded the motion. The vote was called, and the motion was carried out without objection.
   - 20/20 Votes: Approval

4. APPROVAL OF MINUTES

The minutes of the September 22 meeting were reviewed and discussed.

Motion: Ellen Marquez moved to approve the minutes. MaryAnn Demchak seconded the motion. The vote was called, and the motion was carried out without objection.
- Correction of the spelling of Alysa Marquez name under public
- 20/20 Votes: Approval

5. SUBCOMMITTEE AND COMMITTEE PRIORITIES

Discussion of subcommittees and priorities for 2023-2024, including data needs for priorities.

- Does the committee in fact want subcommittees?
- Do we actually have a need for subcommittees? Want member feedback?
- May not have resources to support subcommittees at this time, and the capacity at this moment in time.
- Put the subcommittees on hold and address the priorities as a whole versus a subcommittee. Also, to look at what data is needed for the priorities.
- Look at subcommittees for the future when we are more prepared to support the subcommittees.
- Grant funding for a person to facilitate the meeting and perform secretary duties.
- Not a monetary issue but more of planning for the subcommittees and having the time and resources. Better to use the subcommittee in a more resourceful way.
- Having time to organize the objectives of what the subcommittees will do, using the direction from the full group.
- Subcommittees at this time won't be as helpful as they would be in the future to tackle our committee priorities.
- Planning on doing something with subcommittees in the future and have better planning.
- Data needs for committee priorities:
  - Parent Survey needed for input, parent involvement in leadership, indicator 8 parent involvement data. Data is now collected in the spring. We would have last year now but would have to wait for spring for new data. Can do a presentation on the survey and what goes along with it.
  - Dispute Resolution options resource.
  - A lot of information is available in the parent's rights safeguard document. Possibly a review and update of the document.
  - Our procedural safeguards do cover dispute resolution. It may not have all options listed but there is contact information on who to contact for that info. Safeguards are given out at every IEP meeting.

      o   Districts may not know all of the levels of dispute resolution. Educating our educators and district employees on all the dispute resolution options.

6. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPOTLIGHT

I.   **IDEA Priority Improvement Projects- Retention and Recruitment**
- Grant that OIE put out to the districts in October 2023
- Retention & Recruitment- Project Period 11/1/23 to 6/30/24
- This grant is not to be used to fund positions, it is to be used for unique circumstances that may exist due to staffing vacancies, such as:
  - Marketing and/or advertising for recruitment
  - Substitute costs for special education teachers (i.e., to attend IEPs and specialized training)
  - Consulting and/or training (i.e., specialized training for subs/paras, etc.)
  - Stipends for hard-to-fill positions or for staff taking on extra duties.
  - Travel (i.e., costs for special service providers to travel to your district to provide services).
- Maximum of Percentages in Categories:
  - 50%: Stipends *exceptions for areas that have 50% or higher vacancy rates.
  - 40%: Other (i.e., substitute pay, travel, technical assistance
  - 10% minimum: Recruitment, marketing, and advertising (must be spent on recruitment)
- Submitting Agency/Organization & Amount
  - SPCSA- $171,603.00
  - Washoe County School District- $150,000.00
  - Esmeralda County School District- $28,839.94
  - Eureka- $52,000.00
  - Clark- $600,000.00
  - Pershing- $44,600.00
  - Humboldt- $88,738.00
  - Lander- $49,360.00
  - Lyon- $75,000.00
  - Nye- $75,000.00
  - Churchill- $75,000.00
- Stipends and Longevity bonuses
- Support for paras to become teachers-paid salaries and tuition.
- Child find & screening training.
- Behavior training in the development and support of behavior plans- teachers and paraprofessionals
- Enhancement of teacher competencies in multiple areas
- Mentoring/training for new special education teachers- with substitute coverage

- Specialized recruitment trips out of state
- Pop-up recruitment at community locations
- Development of marketing materials for use at job fairs and conferences
- New partnerships between LEAs and higher ed
- Extra support for SLP, OT, PT, and other special services for travel and increased caseloads.
- Quarterly Reporting from each district, so we will get data back.

II. **Nevada Transitions Roadmap through Innovative Partnerships Project (Nevada TRIP)**
- Telling the SPP/APR Story- available on the NDE website.
- Chronological order of indicators
- Stakeholder committee to set baseline and targets for indicators.
- Indicators 1 & 2
    - Indicator 1. Graduation. % of youth with IEPs exiting special education due to graduating with a regular diploma.
    - Indicator 2. Drop Out. % of youth with IEPs exiting special education due to dropping out.
- Indicator 1 Baseline, Targets and Results
    - February 2024 will drop to 54.97%
- Indicator 2 Baseline, Targets and Results
    - February 2024 will increase to 32.63%
- Jamboard: From your unique perspective, please share some reasons why the % of youth with IEPs exiting special education due to: Indicator 1- graduation with a regular diploma is decreasing and Indicator 2- dropping out is increasing.
    - Lack of protected case management time for SPEDucators.
    - Lack of PL with staff on how to properly utilize IEP goals to make sure we are not failing students.
    - Employment opportunities
    - Employment over academics, lowered expectations for attendance and work completion during COVID shut down, safety/discipline events impact school participation.
    - Frustration level of students falling behind from online learning.
    - Lack of opportunities for credit recovery, academic and SEL supports are lacking, safety concerns.
    - School start times too early for high school students.
    - Lack of attendance online and in person.
    - Not enough aids or teachers to support the inclusion of the students with learning disabilities. Particularly when so many of the core subjects are being taught by substitutes.
    - I have seen graduates who received adjusted diplomas, who seem to have the aptitudes consistent with someone who has a diploma as far as employment is concerned.
    - Keeping up with IEPs due to lack of staffing or other logical issues associated with remote learning.

- o Increased frustrations in students earlier on- seeing it significantly in middle school students losing hope.
  - o With the educator shortage, positions like SPED are more likely to be staffed with under licensed/qualified educators. I suspect this is contributing.
  - o Districts were unable to contact the students/families due to relocation or other factors.
  - o Students were not engaged in lessons taught online. I taught 7th grade math during the pandemic, and it was difficult to determine if students were even there. We had to alter our grading.
  - o Students stayed home and just did not come back. Break in routine and other options to remain home emerged.
  - o Staff unable to navigate or have access to what is an accessible resource for students.
  - o Teachers not having the support staff, or support from admin. It all trickles down from the top. Which in turn impacts the learning environment and success of each student and class.
- Indicator 14 Measure A
  - o Indicator 14. Post-School Outcomes. Measure A. % of youth with IEPs, no longer in school, (A) Enrolled in higher education… within one year of leaving high school.
- Indicator 14a Baseline, Targets and Results
  - o February 2024 data currently under review
- Indicator 14 Measure B
  - o Indicator 14. Post-School Outcomes. Measure B. % of youth with IEPs, no longer in school… (B) Enrolled in higher education or competitively employed; within one year of leaving high school.
- Indicator 14b Baseline, Targets and Results
  - o February 2024 data currently under review
- Indicator 14 Measure C
  - o Indicator 14. Post-School Outcomes. Measure C. % of youth with IEPs, no longer in school…(C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, within one year of leaving high school.
- Indicator 14c Baseline, Targets and Results
  - o February 2024 data currently under review
- Jamboard: From your unique perspective, please share some reasons why % of youth within one year of leaving high school: Indicator 14a, 14b, and 14c
  - o Some students with IEPs struggle in school and did not want to pursue traditional higher education for careers, instead went straight to employment in one way or another.
  - o Perhaps decrease in higher education, because students have been frustrated in their education journeys thus far and do not want to continue to struggle.

- o Also, more magnet seats have opened up to students with IEPs, and many of the magnet programs prepare students to leave their schools with skills to be transferred to trades.
  - o Students motivated by earning potential of skilled work (training programs).
  - o Students experienced one or two interrupted higher education years due to covid at home learning. When they returned, they were behind and couldn't catch up.
  - o Student/families unaware of all post school options and ow to pay/fund opportunities, cost of higher ed, job options/higher salary.
  - o My daughters were not prepared to take required employment math tests without the use of a calculator. My daughters were not prepared to navigate the college application process.
- The Basis of All OIE Transition Efforts- NTACT the Collaborative (National Technical Assistance Center on Transition)
- Effective Practices grounded in quality research:
  - o https://transitionta.org/topics/effective-practices/
  - o Evidence-Based Practices
  - o Research-Based Practices
  - o Promising Practices
- Predictors of Post-School Success
  - o https://transitionta.org/effective-practices/all-predictors/
- Office of Inclusive Education Efforts:
  - o Career and Technical Education Paraprofessional Project (CTE)
    - https://doe.nv.gov/cte/
    - https://www.youtube.com/watch?v=isQXwXR9E5w
  - o Council for Exceptional Children (CEC)
    - https://exceptionalchildren.org/
    - Division on Career Development and Transition (DCDT)
      - o https://dcdt.org/about-dcdt
    - Nevada DCDT Chapter (NVDCDT)
      - o https://nvdcdt.org/
  - o Formal Interagency Agreement with Nevada Vocational Rehabilitation (VR)
  - o Nevada Student Leadership Transition Summit (NSLTS)
    - https://www.youtube.com/watch?v=CIaJySVWleU
  - o Disability Innovation Fund- Pathways to Partnerships Innovative Model Demonstration Project: Nevada Transitions Roadmap through Innovative Partnerships (Nevada TRIP)
    - https://rsa.ed.gov/about/programs/disability-innovation-fund-pathways-to-partnerships
    - https://rsa.ed.gov/about/programs/disability-innovation-fund-pathways-to-partnerships/grantees
  - o Pathful Explore (PE)
    - https://pathful.com/explore

- Jamboard: Please listen to the Office of Inclusive Education (OIE) Efforts with this lens: As the Special Education Advisory Committee, please advise OIE on how to provide greater emphasis on involving parents/families/support systems and other partners (higher education, etc.) in these secondary transition efforts. What else is needed?
  - Capturing the parents early on and maintaining the relationships as well as helping parents and families feel their engagement matters.
  - Making sure there is sufficient training to all about all aspects of transitioning EI to K, K5 to MS and MS to HS.
  - Could parents or family members receive stipends for their engagement activities?
  - I would love to see Windmills taught at every high school throughout the state. If we teach all students about disability bias, it will reduce stigma at the societal level.
- Jamboard: What additional secondary transition data would you like to explore further?
  - Disaggregated Data

7. PROGRAM SPOTLIGHT

    I.   **State Personnel Development Grant**

Did not go over this agenda item. Decided to save this agenda item for the next meeting.

8. NEVADA DEPARTMENT OF EDUCATION UPDATES

    I.   **Office of Inclusive Education Updates**
- Federal Updates
- Link to the Office of Special Education Programs Home Page and Office of Special Education Rehabilitative Services (OSERS)- Home Page
  - https://www2.ed.gov/about/offices/list/osers/osep/index.html
  - https://www2.ed.gov/about/offices/list/osers/index.html
- Overview of DMS 2.0 Visit
  - Monday
    - Julie's Intro to Nevada
    - General Supervision
    - Integrated Monitoring
    - Sustaining Compliance & Improvement
    - Part C to B (not on agenda)
    - Data
  - Tuesday
    - Dispute Resolution
    - Fiscal
  - Wednesday
    - Significant Disproportionality
    - Follow Up

- Nevada's DMS 2.0 Journey
- First task as Director:
  - Really understand our office responsibilities under General Supervision
  - Figure out how to do our work better (elevate and enhance)
  - Ground all work in the language of General Supervision
  - OIE approached DMS 2.0 as the framework to study what our work as a team to determine if we could adjust or enhancements that would drive change
  - OIE used the protocols as a self-assessment tool
  - Being the second to the last state in cohort 1, we had the benefit of learning from the experiences of other states
  - We also had the benefit of OSEP memo 23-01 (pulled it all together)
- Getting to know Nevada
  - All about the State
  - All about NDE
  - All about of Office
  - All about our SEDA, SEAC and Community Partners
- What We Recognized: General Supervision
  - Having a very small staff is both a blessing and a curse
  - Need for enhanced integration and collaboration between "data" and "program" to leverage improvement.
  - Everything we do needs to be "written down" rather than relying on long-standing practice
    - Developing written procedures
    - Re-design website-created new icons and redesigned documents
  - Need to get out of the COVID coma- IN-PERSON MATTERS for communication, collaboration, and cohesion-within the OIE as well as with interactions with LEAs
- Really Good Things Happening
  - CTE Paraprofessional Project
  - Assess-Plan-Teach (SPDG)
  - Project Achieve (SPDG)
  - Nevada TRIP Grant- Transition Roadmap to Innovative Practices
  - ACCESS Nevada
- OSEP Parting Feedback
  - Glows:
    - Community Partners shared with OSEP that OIE was responsive and supportive.
    - LEAs shared with OSEP that OIE was accessible and responsible. They feel comfortable reaching out to OIE.
    - NDE dissemination OSEP and other fed guidance to stakeholders in timely manner
  - Grows:
    - Community Partners shared….

- Concerns with discipline-informal removals
- C to B transition resulting in lack of services
- Personnel shortages
- Lack of information about dispute resolution options- would like information on steps of the process.
  - Integrated Monitoring
    - Glows:
      - Clearly monitoring beyond SPP/APR
      - Tracking system for individual and systemic noncompliance
    - Grows:
      - Written Policies/Procedures- small staff is understandable but want to make sure that if there is staff change, there is no break in the system occurs (ensure continuity); rebranding is a wonderful opportunity to do so.
  - Data
    - Glows:
      - Nevada is a Generate state
      - It's helpful to see systems-completed the whole story for OSEP's understanding of how data are collected, used, reported, and ensure they are valid and reliable
      - NVSEARS in action- the review assisted in filling in the pieces for better understanding
    - Grows:
      - Exciting time- big plans on the horizon, appreciate advance thinking- Ind 4 methodology, collection APR/APP sources to ensure it reflects the state
      - Looking forward to seeing our future with ACCESS NV.
  - Early Childhood Special Education- C to B Transition
    - Glows:
      - Training is comprehensive- including information from Letter to Nix
      - OIE initiated revision to the 2013 MOU.
      - Work with ECTA and building a play to improve C to B transitions.
    - Grows:
      - Recommends training jointly with Part C
  - Dispute Resolution
    - Glows:
      - Model forms- some of the best seen- simple and nice, accessible (website, languages)
      - Hearing officer training super solid
      - Active mediation system
    - Grows:
      - Improve tracking system for DP hearings and state complaints- multiple eyes and possibly electronic

- - Improve real time tracking of resolution meetings
    - Develop systems to monitor implementation of DP HO decisions
    - Provide parent friendly resolution on due process options (beyond CADRE)
  - Fiscal
    - Glows:
      - Collecting info on federal fiscal requirements
      - Conducting risk assessment annually with all LEAs
  - OSEP Next Steps
    - Month-long process for monitoring engagement
      - Will be reaching out for additional information and to chat if needed through the month of November.
    - OSEP pushing for 120 day timeline for receiving letter
  - Nevada Department of Education Updates
  - New website & New Logo
    - https://doe.nv.gov/
    - https://doe.nv.gov/inclusive-education/
  - Office of Inclusive Education Updates
    - Andrea Koti-Blaga- Management Analyst II- Data
    - EPP- Gate- Applications closed- Will begin Interviews Soon
    - EPP- Special Ed Generalist- Applications Closed- Will begin Interviews Soon
  - Upcoming Events
    - SEDA Meeting- River Rendezvous 12/-12/8 in Reno
    - Holiday Break
    - January/February- SPP/APR Report

9. UPDATE OF ACTION ITEMS FROM THE SEPTEMBER MEETING

   No updates

10. FUTURE SEAC MEETINGS

    February 29, 2024 (Zoom) start time of 10:00 am
    May 16, 2024 (Zoom) start time of 10:00 am

11. 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 CCSD regarding discipline and behavior legislation/data- Anna Marie Binder
- APT overview participation /projection and expansion, data - Anna Marie Binder
- BDR Updates
- Transportation – Travis
- Subcommittees – Anna Marie Binder
- 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

12. PUBLIC COMMENT #2

No public comment

13. ADJOURNMENT