

SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

THURSDAY, NOVEMBER 14, 2024 – 1:00 P.M.

Public Meeting at:

<https://ndezoom.zoom.us/j/83419452925?pwd=dbPzNj0DhcTz3LmwwKtY6nSw81Gflr.1>

Meeting ID: 834 1945 2925

Passcode: 2024

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

Present: Melissa Bart-Plange, Janet Belcove-Shalin, Barbara Bidell, MaryAnn Demchak, Jason Dietrich, Kaci Fleetwood, Yesenia Gonzales, Alison Greathouse, Kyle Jensen, Sara Jorgensen, Christine Lenox, Doralee Martinez, Ellen Marquez, Lexi McEwen, Travis Mills, Matthew Montgomery, Jami Pavicic, Melina Proffitt, Shanda Roderick, Christiane Schau, Amanda Shipp, Jennifer Strobel, Karen Taycher, Sarah Thomas, Diane Thorkildson, and Laurel Winchester

Absent: Joshua Baker, Penni Echols, Megan Freeman, Shelly Speck, Shannon Urquhart, and Rosalie Woods

Staff: Julie Bowers
Jessica Boles

Presenters: Katherine Fuselier
Austin Olsen
Lisa Ford

Public: Atkinson
Nina McCartney
Sabrina Schnur
Jennifer Brennan
Annette Dawson Owens

2. PUBLIC COMMENT #1

3. APPROVAL OF FLEXIBLE AGENDA

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

4. APPROVAL OF MINUTES

The minutes of the September 18, 2024, meeting was reviewed and discussed. There were no other changes or corrections offered at this time.

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

Fix any spelling errors on Yesenia Gonzales' name.

5. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPOTLIGHT

Discussion and high-level overview of the disciplinary removal data collected by the Office of Inclusive Education and other offices in the Nevada Department of Education

I. Discipline and Behavior Data

- Overview of Discipline and Behavior Data collected by NDE
- Disciplinary Removal: State Law- Even though these terms had been used in NRS 392 for decades, they were not defined until 2021
 - Suspension- disciplinary removal from the school in which a student is currently enrolled for not more than one school semester (i.e., up to 90 days) (state law does not address in-school suspension in any way).
 - Expulsion- disciplinary removal from the school in which the student is currently enrolled for more than one school semester, with the possibility of returning to the school or another school in the district (i.e., 91+ days).
 - Permanent Expulsion- disciplinary removal from the school in which the student is currently enrolled without the possibility of returning to the school or another school in the district.
- There are varying obligations for continuing students' education following these types of removals (not discussed today).
- What information is collected and reported- State Law
 - NRS 385A.250 Discipline of pupils
 - Collected by Office of Assessment, Data and Accountability Management (ADAM)
 1. The annual report on accountability prepared pursuant to NRS 385A.070 must include information on the discipline of pupils, including, without limitation:

- a) Records of incidents involving weapons or violence for each school in the district, including, without limitation, each charter school sponsored by the district.
- b) Records of incidents involving the use or possession of alcoholic beverages or controlled substances for each school in the district, including, without limitation, each charter school sponsored by the district.
- c) Records of the suspension or expulsion, or both, of pupils required or authorized pursuant to NRS 392.466 and 392.467.
- d) The number of pupils who are deemed habitual disciplinary problems pursuant to NRS 392.4655, for each school in the district and the district as a whole, including, without limitation, each charter school sponsored by the district.
- e) For each school in the district and the district as a whole including, without limitation, each charter school sponsored by the district, and categorized by types of incidents and the demographics identified in subsection 1 of NRS 388.1235:
 - 1) The number of reported violations of NRS 388.135 occurring at a school or otherwise involving a pupil enrolled at a school, regardless of the outcome of the investigation conducted pursuant to NRS 388.1351;
 - 2) The number of incidents determined to be discrimination based on race, bullying or cyber-bullying after an investigation is conducted pursuant to NRS 388.1351;
 - 3) The number of incidents resulting in suspension or expulsion, or both, for discrimination based on race, bullying or cyber-bullying; and
 - 4) Any actions taken to reduce the number of incidents of discrimination based on race, bullying or cyber-bullying including, without limitation, training that was offered or other policies, practices and programs that were implemented.
- f) For each high school in the district, including, without limitation, each charter school sponsored by the district that operates as a high school, and for high schools in the district as a whole:
 - 1) The number of pupils whose violations of the code of honor relating to cheating prescribed pursuant to NRS 392.461 or any other code of honor applicable to pupils enrolled in high

- school were reported to the principal of the high school, reported by the type of violation;
- 2) The consequences, if any, to the pupil whose violation is reported pursuant to subparagraph (1), reported by the type of consequence;
 - 3) The number of any such violations of a code of honor in a previous school year by a pupil whose violation is reported pursuant to subparagraph (1), reported by the type of violation; and
 - 4) The process used by the high school to address violations of a code of honor which are reported to the principal.
- g) For each school in the district, including, without limitation, each charter school sponsored by the district, information on:
- 1) The plan for progressive discipline used by the school and any disciplinary practices based on restorative justice used by the school;
 - 2) The plan developed pursuant to subsection 4 of NRS 392.4645; and
 - 3) The manner in which the school trains employees on restorative justice and progressive discipline.
2. The information included pursuant to subsection 1 must allow such information to be disaggregated by:
- a) Pupils' who are economically disadvantaged;
 - b) Pupils from major racial and ethnic groups;
 - c) Pupils with disabilities;
 - d) Pupils who are English learners;
 - e) Pupils who are migratory children;
 - f) Gender;
 - g) Pupils who are homeless;
 - h) Pupils in foster care; and
 - i) Pupils whose parent or guardian is a member of the Armed Forces of the United States, a reserve component thereof or the National Guard.
3. As used in this section:
- a) "Bullying" has the meaning ascribed to it in NRS 388.122
 - b) "Cyber-bullying" has the meaning ascribed to it in NRS 388.123
 - c) "Discrimination based on race" has the meaning ascribed to it in NRS 388.1235
 - d) "Expulsion" has the meaning ascribed to it in NRS 392.4603

- e) “Restorative justice” has the meaning ascribed to it in NRS 392.472
- f) “Suspension” has the meaning ascribed to it in NRS 392.4607
- NRS 392.462 Collection by public school of data on discipline of pupils
- Collected by Office for a Safe and Respectful Learning Environment (OSRLE)
- Each public school must collect data on student discipline and progressive discipline plans on a quarterly basis. The data must include:
 - The number of student expulsions and suspensions;
 - The number of vacant staff positions;
 - The average class size for each grade in the school;
 - The implementation of each plan;
 - The training received by teachers and administrators regarding each plan;
 - The number of placements of pupils in another school; and
 - The ratio of pupils to school counselors, school psychologists, and school social workers.
- In addition, data must be disaggregated by the type of offense and subgroup:
 - Pupils who are economically disadvantaged
 - Pupils from major racial and ethnic groups
 - Pupils with disabilities
 - Pupils who are English learners
 - Pupils who are migratory children
 - Gender
 - Pupils who are homeless
 - Pupils in foster care
 - Pupils whose parent or guardian is a member of the armed forces of the United States, a reserve component thereof, or the National Guard.
- Where is disciplinary removal data publicly posted?
 - State Law Disciplinary Removal Definitions:
 - NRS 385A.250 Discipline of pupils.
 - Nevada Report Card: <https://nevadareportcard.nv.gov/di/>
 - NRS 392.462 Collection by public school of data on discipline of pupils
 - The principal must post the data on the school’s website and submit the data by August 1st of each year to:
 - The board of trustees of the school district or the governing body of the public school;
 - The Joint Interim Standing Committee on Education;
 - The Superintendent of Public Instruction; and

- The Department of Education
- What is a Disciplinary Removal: IDEA
 - Out-of-school suspension: Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IEP.
 - Categorized as less than or equal to 10 days; or more than 10 days
 - In-school suspension: Instances in which a child is temporarily removed from his/her regular classrooms(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
 - Categorized as less than or equal to 10 days; or more than 10 days
 - Expulsion: An action taken by the LEA removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the gun-Free Schools Act that are modified to less than 365 days.
 - Categorized as less than or equal to 10 days; or more than 10 days and Expulsion with educational service; and Expulsion without educational service
- Interim Alternative Educational Setting (IAES)- an appropriate setting determined by the child's IEP team or a hearing officer in which the child is placed for no more than 45 school days. This setting enables the child to continue to receive education services and participate in the general education curriculum (although in another setting) and to progress towards meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavior violation so that it does not recur.
 - Removal by a hearing officer- those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
 - Unilateral Removals- instances in which school (not the IEP team) order the removal of the children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral

- removals do not include decision by the child's IEP team to change a student's placement.
- IAES Removals are reported only for events that include; drug offenses, dangerous weapons or serious bodily injuries
 - What information is collected and reported: IDEA
 - IDEA 618 Discipline Data
 - Collected by the Office of Inclusive Education (OIE)
 - Student Level Data Files Include:
 - Student Name
 - Student ID
 - Student District and School
 - Disciplinary Removal Type
 - Disciplinary Removal Length
 - Services Provided or Not Provided During Expulsion
 - Student Race/Ethnicity
 - Student Gender
 - Student Age
 - Student English Learner Status
 - Where is Disciplinary Removal Data Publicly Posted?
 - 618 IDEA Disciplinary Removal Data
 - OSEP Fast Facts: <https://sites.ed.gov/idea/osep-fast-facts/>
 - IDEA Section 618 State Part B Discipline: <https://data.ed.gov/dataset/idea-section-618-state-part-b-discipline/resources>
 - Idea Section 618 Data Products; Static Tables Part B Discipline: <https://data.ed.gov/dataset/idea-section-618-data-products-static-tables-part-b>
 - State Performance Plan/Annual Performance Report: <https://doe.nv.gov/offices/inclusive-education/spp-and-apr/>
 - Nevada District Annual Performance Report: <https://doe.nv.gov/offices/inclusive-education/special-education-annual-performance-reports-for-nevada-school-districts>
 - IDEA Data Center: <https://ideadata.org/discipline/>
 - Civil Rights Data Collection: <https://ocrdata.ed.gov/>
 - How is IDEA Disciplinary Removal Data used in Nevada?
 - State Performance Plan/Annual Performance Report
 - Indicator 4: Rates of Suspension and Expulsion (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))
 - 4A Results Indicator: Percent of local education agencies (LEA) that 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.
 - 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.
- 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 34 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.
 - How is IDEA Disciplinary Removal Data used in Nevada?
 - District Comprehensive Coordinated Early Intervening Services (CCEIS) Annual Profile
 - 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.
 - Discipline Data included in significant disproportionality analysis (age 3-21)
 - Out-of-school suspensions and expulsions of children with disabilities for 10 days or fewer
 - Out-of-school suspensions and expulsions of children with disabilities for more than 10 days
 - In-school suspensions of children with disabilities for 10 days or fewer
 - In-school suspensions of children with disabilities for more than 10 days

- Disciplinary removals in total of children with disabilities (in-school and out-of-school suspensions, expulsions, removals to an alternative education setting, and removals by a hearing officer)
- Additional Information Request- knowing more about the kinds of State and IDEA disciplinary removal data that is collected, what additional information would you like to receive at future SEAC meetings?
 - Diane- Actual Data
 - NDE staff expertise that is relevant data points that we are asking for the SEAC to weigh in on.
 - Yesenia- data
 - Melissa- Using the data, gathering more information, disaggregated information.
 - Karen- Small subcommittee to look at the presentation and look for data points to zero in on for the next meeting. The data is so broad.
 - Don't always know all of the details regarding the data numbers.
 - Katherine took notes with a starting point

Motion: *No Motion was Made*

6. PROGRAM SPOTLIGHT

Discussion of the 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada. The Nevada Department of Education seeks feedback and input gathered from school districts, education partners, and stakeholders across the State.

I. Statewide Plan for the Improvement of Pupils 2025-2030 Proposal

- 2030 NDE Coordinating Council
 - Lisa Ford, Chief Strategy Officer
 - Kristofer Huffman, Strategic Consultant
 - Region 15 Comprehensive Center
- Agenda
 - Set the Purpose for the Statewide Plan for the Improvement of Pupils (STIP)
 - Calibrate on Principles and Frameworks that guided the development of the proposal
 - Introduce the architecture of the proposed STIP: 2030
 - Share Next Steps in establishing the STIP: 2030
- Purpose of the STIP
 - Fulfill NRS requirements (NRS 385.111-113)
 - State Board of Education approved plan designed to:
 - Engage community members in public education initiatives
 - Measure student improvement through identified performance indicators
 - Identify Department activities that impact student improvement
- Understanding the STIP

- Develops common language related to Department efforts and activities
- Establishes expectations that adapt to the changing landscape of public education
- Provides for annual updates on the state of public education and plans for improvement
- SBE Vision Statement
 - All Nevada students are equipped and feel empowered to attain their vision of success.
- SBE Goals
 - From Top 20 to Top 10: Move up in State rankings from 18th in September of 2020 to Top 10 by July 2026, as measured by the Academic portions of Quality Counts K-12 Student Achievement.
 - 50% of Students Achieve CCR Diploma: Increase the overall number of students receiving the College and Career Ready (CCR) diploma from 23.9% in July 2021 to 50% by July 2026 and eliminate gaps of student groups while raising the overall average.
- NDE Mission Statement
 - Our mission is to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.
- NDE Values
 - Equity- Learning needs of all are supported. Students are valued, respected, and see themselves in the curriculum and instructional materials while experiencing academic success.
 - Access to Quality- Opportunities to take full advantage of Nevada's education system, regardless of zip code, district, or setting.
 - Success- Lead the nation in the excellence and rigor of our standards, assessments, and outcomes for students and educators.
 - Inclusivity- Learners are served in their least restrictive environment in culturally responsive and sustaining schools.
 - Community- NDE collaborates with educators, districts, families, stakeholders, and partner agencies to lead a high-performing and responsive system of education for all Nevadans.
 - Transparency- Districts, schools, and communities are served through efficient and effective use of public funds and fulfillment of statutory responsibilities.
- Strategic Intent
 - Improve programmatic and fiscal opportunities to advance student achievement outcomes and cultivate educator effectiveness.
- Guiding Frameworks for Success
 - Portrait of a Nevada Learner
 - A collective vision of the mindsets and skills that bring academic knowledge to life.
 - Acing Accountability

- Accountability metrics developed as part of SB89 to ensure that resources provided by the State are directly tied to performance.
- “The Nevada Way”
 - Lombardo Administration’s 3-Year Plan Policy Matrix empowering the Executive Branch to provide solution-oriented customer service.
- STIP: 2030 Strategy Map
 - SBE & NDE Principles
 - State Frameworks
 - STIP Targets
 - Initiatives with Success Criteria and Timeline Responses
 - Annual Performance Indicators
- STIP: 2030 Targets and Initiatives
 1. Provide Equitable access to High Quality PK-12 Learning
 - a) Ensure Access to High Quality Instruction, Resources, and Systems of Support
 - b) Leverage Data to Drives Systems and Initiatives
 - c) Expand Specialized Educational Experiences and Services
 2. Strengthen Educator Development, Retention and Recruitment Efforts
 - a) Expand Educator Retention and Recruitment Efforts
 - b) Leverage Professional Development and Technical Assistance for All Educators
 3. Strategically Utilize Available Resources to Support Student Learning
 - a) Enhance Fiscal Stewardship and Support Implementation and Monitoring of Financial Planning
 - b) Engage the Community in Awareness of Strategies to Support Educational Experience
 - c) Consult On and Respond To Identified Trends and Needs for the Well-Being of Students and Educators
- Annual Performance Indicators
 - Target 1
 - Access to Evidence-Based Instructional Materials*
 - Programmatic Improvement in State-Funded Pre-K (QRIS)
 - Kindergarten through Grade Three Literacy Growth and Proficiency (MAP)*
 - Grade Four through Grade Eight Literacy Growth and Proficiency (SBAC)
 - Grade Four through Grade Eight Mathematics Growth and Proficiency (SBAC)
 - Rigorous High School Coursework Enrollment*
 - College and Career Ready Diploma Graduates and Proficiency Rates*
 - Target 2
 - Fully Licensed and Certified Staff Percentages*

- Distribution of Vacancy and Long-Term Substitutes within a District*
- Budget Allocation for Recruitment and Retention*
- Target 3
 - Fiscal Risk Ratings
 - Grant Implementation Rates
 - Community Engagement Opportunities
 - Inclusive and Supportive School Climate Survey Identified Conditions
- *Metric included in Acing Accountability
- Data, Activity, and Deliverable Collection
 - In Progress:
 - Provide related NDE activities for each initiative.
 - Compile quantitative and qualitative data, activities, and deliverables already available in 2024 (Final draft through December 2024).
 - Next Steps:
 - Identify deliverables aligned to annual performance indicators and initiatives.
 - Collect anticipated activities and deliverables after January 2025 to include as Upcoming Milestones
- Proposed SBE Timeline of STIP: 2030 Development
 - October 2024
 - Schedule and host Community Workshops to gather insights on draft language of the STIP: 2030
 - November 2024
 - Continue Community Workshops to gather insights on draft language of the STIP: 2030
 - Stakeholder meetings per NRS
 - Develop data collection methods
 - December 2024
 - Calibration and Briefings on Final Draft Proposal
 - January 2025
 - Presentation to Board for Approval

Motion: *No Motion was Made*

7. NEVADA DEPARTMENT OF EDUCATION INFORMATION

I. Legislative Information

None at this time

II. Regulation Information

None at this time

III. Other Office of Inclusive Education Information

a. Differentiated Monitoring Systems 2.0 Monitoring Report

- During the DMS process OSEP examined the State's policies and procedures and State-level implementation of these policies and procedures regarding the following monitoring priorities and components of general supervision:
 - Monitoring and Improvement
 - Data including the State Performance Plan/Annual Performance Report (SPP/APR)
 - Fiscal Management: Subrecipient Monitoring
 - Dispute Resolution
 - Significant Disproportionality
- Based on its review of available documents, information, and interviews conducted, OSEP has identified three findings of noncompliance with IDEA requirements, and two recommendations.
- OSEP has not identified any noncompliance with the monitoring and improvement and data components.
- The significant disproportionality component, OSEP has also included a recommendation for the State's consideration.
- Findings Fiscal Management
 - 1.1 OSEP finds that the state does not have a reasonably designed general supervision system, including policies and procedures, for subrecipient monitoring and fiscal management, consistent with 2 C.F.R. §§ 200.332(b), (d)-(f) and (h), 200.339, and 34 C.F.R. §§ 300.149, 300.600 through 602, and 300.604.
 - 1.2 OSEP finds that the State's grant award notifications (GANs) do not include the required information consistent with the requirements in 2 C.F.R. §§ 200.332 (a).
- Technical Assistance Tools
 - GAN Checklist: Does my State's Subaward IDEA Grant Award Notification (GAN) Meet Federal Standards?
 - Quick Reference Guide o Subrecipient Monitoring
- Findings Dispute Resolution
 - 2.1 OSEP finds that the State does not have mechanisms in place to ensure due process hearing decisions are implemented within the timeframe prescribed by the hearing officer, or if there is no timeframe prescribed by the hearing officer, within a reasonable time set by the State as required by 34 C.F.R §§ 300.149, 300.511 through
- Recommendations:
 - OSEP recommends that NDE develop State-specific dispute resolution guides and manuals for parents and the public.

- Additionally, the State should amend its procedural safeguards document to include the State’s burden of proof provision pursuant to NRS § 388.467.
- OSEP recommends that NDE do a LEA review of policies, procedures, and practices, and use of CCEIS funds (up-front review, not back end).
- Technical Assistance Sources
 - CADRE (The Center for Appropriate Dispute Resolution in Special Education)
 - NCSI (National Center for Systemic Improvement)
 - ECTA (Early Childhood Technical Assistance Center)
 - DCASD (Data Center for Addressing Significant Disproportionality)
- Next Steps:
 - Review findings with community partners-get feedback and thoughts on possible corrective action
 - Work with Technical Assistance Centers on best practices for Corrective Action Plan
 - Submit to OSEP- within 90 days

Motion: *No Motion was Made*

IV. Annual Reports Information

a. The Use of Aversive Intervention, Physical Restraint and Mechanical Restraint on Pupils with Disabilities

- 2023-2024 Data Reporting
- NRS § 388.471-388.521 (AB56/280)
- “Physical Restraint” means the use of physical contact to limit a person’s movement or hold a person immobile.
- “Aversive Intervention” means any of the following actions if the action is used to punish a pupil with a disability or to eliminate, reduce or discourage maladaptive behavior of a pupil with a disability:
 - The use of noxious odors and tastes;
 - The use of water and other mists or sprays;
 - The use of blasts of air;
 - The use of corporal punishment; the use of verbal and mental abuse;
 - The use of electric shock;
 - The administration of chemical restraint to a person;
 - The placement of a person alone in a room where release from the room is prohibited by a mechanism, including, without limitation, a lock, device or object positioned to hold the door closed or otherwise prevent the person from leaving the room;
 - Requiring a person to perform exercise under forced conditions if the :

- Person is required to perform the exercise because he or she exhibited a behavior that is related to his or her disability;
- Exercise is harmful to the health of the person because of his or her disability; or
- Nature of the person’s disability prevents him or her from engaging in the exercise; or
- The deprivation of necessities needed to sustain the health of a person, regardless of the length of the deprivation, including, without limitation, the denial or unreasonable delay in the provision of:
 - Food or liquid at a time when it is customarily served; or
 - Medication
- “Mechanical Restraint” means the use of devices, including, without limitation, mittens, straps and restraint chairs to limit a person’s movement or hold a person immobile.
- By August 1 each year, school district boards must prepare a report, as prescribed by the department, for each school. This report includes:
 - The number of physical restraints used, per teacher and per student, without revealing personal information.
 - The number of mechanical restraints used, per teacher and per student, without revealing personal information.
 - The number of violations of NRS 388.471 to 388.515, by type, per teacher and per student, without revealing personal information.
- Overview of Restrain and Aversive Intervention Trends
 - Physical Restraints: There was a 26.6% increase in the number of physical restraints, rising from 500 in the 2022-23 school year to 633 in 2023-24.
 - Mechanical Restraints: The use of mechanical restraints saw an even sharper rise of 52.63%, moving from 19 instances to 29 in the same period.
 - Aversive Interventions: A particularly large spike was seen in aversive interventions, with an increase of 72.92% compared to the previous year, going from 72 to 124 instances.

Motion: *No Motion was Made*

8. UPDATES FROM SEPTEMBER MEETING

I. Subcommittee & Workgroups

- Webinar regarding subcommittees and workgroups will be sent out.
- Issues that we are running into is resources to be able to accommodate the subcommittees at this point.

- Hoping to get more information from the webinar to see how other states do it and to see what we would need to do here in Nevada.
- Will continue to work on subcommittees and workgroups, hard to digest all of the information at our regular committee meetings and see what we can do to make those possible.

Motion: *No Motion was Made*

9. FUTURE SEAC MEETINGS

- March 11, 2025- 1:00 pm via Zoom
- 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
- Committee Priority- Placement & Access to Least Restrictive Environments- LRE Data across districts. – Ellen (November or March Meeting)
- Significant Disproportionality Data- Yesenia Gonzales
- OSEP Monitoring Report CAP
- Discipline & Behavior Requests- from November Meeting
- Restraint & Seclusion Requests- from November Meeting

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