

SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

WEDNESDAY, SEPTEMBER 18, 2024 – 9:00 A.M.

Public Meeting at:

Hyatt Place Reno-Tahoe International Airport

1790 E. Plumb Lane, Reno Nevada

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: Joshua Baker, Janet Belcove-Shalin, MaryAnn Demchak, Jason Dietrich, Penni Echols, Kaci Fleetwood, Yesenia Gonzales, Alison Greathouse, Doralee Martinez, Ellen Marquez, Lexi McEwen, Travis Mills, Matthew Montgomery, Jami Pavicic, Melina Proffitt, Christiane Schau, Amanda Shipp, Shelly Speck, Sarah Thomas, Shannon Urquhart, and Laurel Winchester

Absent: Melissa Bart-Plange, Barbara Bidell, Megan Freeman, Kyle Jensen, Sara Jorgensen, Christine Lenox, Shanda Roderick, Jennifer Strobel, Karen Taycher, Diane Thorkildson, and Rosalie Woods

Staff: Julie Bowers
Jessica Boles

Presenters:

Public: Lea Case

2. PUBLIC COMMENT #1

Lea Case- Here on behalf of the Collaboration Center Foundation. A non-profit in Las Vegas that brings together resources for children with disabilities and their families. Here to comment on agenda item 9.1 Legislative Update. Senator Ohrenschall is sponsoring this bill aimed at ensuring ABA therapists are in the classroom, that they are registered and licensed with the state. Also, if the school can't provide one, then the family can have their ABA therapist go into the school for that support. This is BDR #53.

3. APPROVAL OF FLEXIBLE AGENDA

Motion: Alison Greathouse moved to approve the flexible agenda. Amanda Shipp seconded the motion. The vote was called, and the motion was carried out without objection.

4. APPROVAL OF MINUTES

The minutes of the June 12, 2024, meeting was reviewed and discussed. There were no other changes or corrections offered at this time.

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

5. APPROVAL OF SEAC ANNUAL REPORT

Report on SEAC activities from 2023-2024.

Motion: Amanda Shipp moved to approve the annual report to include the approved June 12, 2024, minutes. Christiane Schau seconded the amended motion. The vote was called, and the motion was carried out without objection.

6. COMMITTEE PRIORITY REVIEW

Discussion to review the Committee priorities that were set for the 2023-2024 year and to discuss if new priorities need to be set for the 2024-2025 year.

- Current Committee Priorities:
 - Special Education Teacher Shortage/Paraprofessional Training
 - Transition
 - Placement and Access to Least Restrictive Environments
 - Removal and Discipline/Behavior
 - Parent Involvement/Dispute Resolution
- The Committee Priorities are not listed in any particular order.
- Ellen Marquez- Is the committee planning on attacking all these priorities this year? That is what the discussion today is for.
- Yesenia Gonzales- something to address is the language barrier, to include interpretation services and documents being translated for IEP meetings.
- Shannon Urquhart- wondering if we can include that point in the current committee priority of Parent Involvement.
- Alison Greathouse- In agreement that under parent involvement, a language barrier means a parent is not involved. An interpreter is vital in order to get the dispute resolved.
- Shelly Speck- Parent involvement, making sure parents have foundations they need for IEP meetings. That parents have knowledge going into the meetings and accommodations are met for the parents.

- Janet Belcove-Shalin- Questions about the parameters of the committee priorities. Is there an expiration date, or do we work on them for the next few years? When do we Adopt new priorities? Do we work in Subcommittees? Can we even do subcommittees? Do we educate the legislature? How do we go about implementing the priorities for action.
- Priorities are an item this year in order to assess and determine if we want to continue with these priorities or decided on new ones. Most likely be an annual agenda item to reevaluate the priorities.
- The Committee voted to not have subcommittees at this time due to open meeting law & resources to run the subcommittee meetings.
- Action from the committee would be getting information from NDE-OIE, other government agencies, to make recommendations on what the committee feels could improve the priorities.
- Travis Mills- Affordable housing for people with disabilities in the North or South. May not fall under the purview of SEAC because of the age. Could be something under transition.
- Penni Echols- ways to meaningfully include students in their own IEP process. Sharing available resources on how that is possible, when students should be included in the communication loop.
- Shannon Urquhart- Appreciates the committee priorities from last year and can keep building on that. Would like to see us keep working on these areas.
- Yesenia Gonzales-AB195 passed years ago, bill for English Language Learners. Schools are supposed to have this bill posted and interpreters are supposed to be provided. The problem is that it is not happening, interpreters aren't at these meetings. Schools not following the law of AB195.
- Janet Belcove-Shalin- We know what the problems are, why do we need to continue to requesting data from the NDE, lets skip this step. Why can't we come up with recommendations based on the committee experiences?
- Julie Bowers- Information from NDE doesn't have to be just data. Also includes information of solutions that are already being put forward.
- Janet Belcove-Shalin- Important to know what is being worked on, so wheels aren't being reinvented. How and who is going to be requesting the information? Want a methodology on how we go about discussion and recommendations. Spotlights are helpful to the committee.
- Matt Montgomery- there are pieces from the state that we need to have when recommendations are being made. NDE might have something in the works for a possible solution. Thinking about information we want to request from the different departments at the meetings.
- Ellen Marquez- Removal and discipline/behavior is a hot spot for all. Instead of it being a committee priority to make it a standing agenda item under Office of Inclusive Education updates. Receiving up to date information from NDE about what is going on, so a good recommendation can be made.
- Ellen Marquez- under transition, need to also focus on transition from elementary to middle school. Also, a need to focus on that transition from middle to high school transition. Transitioning into adulthood needs to be

focused on as well. NDE can get statistics on these issues. Data on Voc Rehab would be beneficial for recommendations we can make to NDE.

- Christiane Schau- Language of the priority, possibly change parent involvement, to encompass engagement or empowerment and add the word family as it would give students a voice
- Jami Pavicic- Part C to Part B transition services needs to be included.
- Shelly Speck- For language of parent involvement to change to parent partnership. Teacher shortage is priority #1. Nothing can be fixed with the teacher shortages going on.
- Jason Dietrich- when talking about language around parent involvement, state nomenclature already has something in law around parental involvement and family engagement. Recommend that we stay with that nomenclature as it is common with our districts as well.
- Jason Dietrich- is the Department in possession of district discipline policies? District monitoring includes reviewing different policies and procedures. NDE can review and if there is any non-compliance we would recommend reviewing and revise. We would oversee that revision until we felt like it is in compliance.
- Jason Dietrich- can we request the district discipline policies to see what it looks like in those districts, so we can potentially inform future recommendations around those policies. All public information and posted online. We can give information on how we review those policies and procedures.
- Jason Dietrich- when talking about parent involvement/dispute resolution, IEPs being provided to families in a timely accessible way before the meeting. Short timelines for IEP meetings, goes against parent involvement.
- Sarah Thomas- with priorities with would like to include parent and guardian involvement.
- Janet Belcove-Shalin- When OIE sends out a mediator/facilitator it is only an hour for a meeting, an impossible timeline. Transition- kids transfer from one school to another, IEPs are not being considered in a timely way.
- Ellen Marquez- giving parents appropriate information they need to make appropriate decisions for their children.
- Ellen Marquez- placement and access to least restrictive environment, not all schools accept the alternative guidance. Make sure parents are knowledgeable about the alternate diploma. Know what their child can receive other than an adjusted diploma. Data on the schools that are doing it right. Why is it working in their schools and what are the other schools doing it not so right? What are they lacking? Kids need to be with their peers.
- Lexi McEwen- transition should be in the IEP meeting when a child is moving from elementary to middle school.
- Josh Baker- training for administrators, teachers getting bashed sometimes, but they are doing what their bosses are telling them to. Administrator training would probably help a lot for all of these issues.

- Shannon Urquhart- keeping the main 5 priorities and incorporating what was said to bring back to light these issues and keep working on them. Committee is in a good place to continue working on these with all the items discussed.
- MaryAnn Demchak- not just administrators but also Special Ed facilitators don't always have the information.
- Travis Mills- can there be more than five priorities? Yes, last year there was a large list that was narrowed down to five, thought it was what could be handled and not spread the committee too thin.
- Yesenia Gonzales- regarding removal and discipline/behavior, is there data collected when there is removal? What groups is this affecting most? What resources can be collected for those families.
- Julie Bowers- Lots of different sets of data around discipline. We have information on lots of different resources too. Making sure to know people know where to find these resources.
- Shannon- removal and discipline, SEAC could look at the ABA and the Positive Behavior Support to do the preventative side. Getting data is great but may not put us where we want to me.

Motion: Joshua Baker moved to approve the current priorities however with some adaptation to language for the 24-25 year with emphasis on the points during the discussion. MaryAnn Demchak seconded the motion. The vote was called, and the motion was carried out without objection.

Allison Greathouse motions to amend the motion to make the language change from transition to transitions, and to change parent involvement/dispute resolution to family involvement, engagement, and access/dispute resolution. Lexi McEwen seconds the motion. The vote was called, and the motion was carried out without objection.

Motion before the committee is, as amended, is to approve the committee priorities as presented for the 24-25 year. Amended priorities would read, Special Education Teacher Shortage/Paraprofessional and Administrator training, Transitions, Placement and Access to Least Restrictive Environments, Removal and Discipline/Behavior, and Family Involvement, Engagement, and Access/Dispute Resolution.

7. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPOTLIGHT

Members received information regarding the various elements of IDEA.

I. OSEP Technical Assistance Centers

- Spotighting this information because a lot of our Technical Assistance Centers have a lot of information about the topics we have been discussing.
- A website for the committee to go visit and do research topics before future meetings. Also highlighting some of the centers that are useful to our work.
- CADRE- The Center for Appropriate Dispute Resolution in Special Education.

- Multiple resources and in multiple languages and in different modalities, such as reading or videos.
- OSEP worked with CADRE to create documents that states were to use to give families.
- Was done so there wasn't differences between information the states were giving.
- Designed for the user, for families, for districts, and a lot of resources for training purposes.
- Talks about choosing advocates, what to look for in an advocate, what type of dispute you would want to use.
- Compares the different types of dispute options.
- NTACT- National Technical Assistance Center on Transition
 - Toolkits to provide basics about transition
 - Nevada as an intensive technical assistance state with them. Still work very closely with NTACT.
 - Capacity Building Institute- Nevada has presented at the Institute every year. From our NSLTS groups to our CTE Paraprofessional program.
- PBIS- Positive Behavior Instructional Support
 - Easy to find information on the site, succinct to specific topics.
 - In 12 of the 18 school districts across the state. Working on making it more available to our Special Educators.
- Broad, everything from early childhood to literacy to implementation of IDEA
- Wanting to understand more about what the SEA does, good place to get that information.
- Not an area that nationally is not covered under a technical assistance center.
- Have access to these technical assistance centers, can call any center and get speakers, resources, training modules.
- Lots of resources with Part B and Part C
- No special access needed; they are all free.
- Use TA Centers and do some research gather information on the topic and to then bring it to the meeting.

8. PROGRAM SPOTLIGHT

I. Nevada Parents Encouraging Parents (NV PEP)

No presentation happened due to presenter not being able to make the meeting.

9. NEVADA DEPARTMENT OF EDUCATION UPDATES

I. Legislative Updates

- No significant Legislation from NDE proposed for Special Education.
- Enhancements for new positions.
- Topics:
 - Student and School Safety

- Funding- Possible Changes in State Funding Formula for Special Education
- Early Childhood Education Pre-K Funding
- Accountability
- State Board of Education is looking at the possibility of changing the age limitations for Eligibility for Developmental Disability.
 - IDEA defines children aged three through nine experiencing developmental delays. Child with a disability for children aged three through nine may, include a child
 - Who is experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
 - Who, by reason thereof, needs special education and related services.
 - The Federal IDEA permits the identification of children with developmental delays and continuity of instructional supports through age 9 as measured by appropriate diagnostic assessments. However, the Nevada State Board of Education's current developmental delay rule NAC 388.430, limits developmental delay identification to children under the age of 6.
 - Determining Evaluation Under Developmental Delay or Other Disability Categories. If a student meets the eligibility criteria for a specific category and there are no additional concerns about other areas of the student's development, the team would proceed with that category. However, if there are broader developmental concerns that don't clearly align with a specific category, the team may consider qualifying the student under Developmental Delay.
 - National Trends in Developmental Delay Age Ranges
 - Ages 3-9: AS, AZ, FM, GA, ID, IL, KS, MA, MS, NH, NM, MH, MN, OK, OR, SC, TN, VT, VI, WI, WY
 - Ages 3-8: AL, AK, CO, DE, HI, IN, KY, LA, MT, NE, RI, WA
 - Ages 3-7: DC, MD, MI, NV, UT
 - Ages 3-6: ME, MO, OH, PA, VA
 - Ages 3-5: AR, CT, FL, GU, NV, NJ, PU, SD, WV
 - Ages 3-4: NY
 - States that do not use the Developmental Delay category: CA, IA, PR, TX
- Considerations
 - Impact on Students
 - Impact on counts of students with disabilities
 - Impact on resources
- Survey from School Districts

- Districts were surveyed regarding their support for a potential change, including the preferred age for the adjustment. The following data reflects the responses from Directors, Assistant Directors, School Psychologists, and Speech and Language Pathologists.
- Yes, change the age for DD to age 9- 88%
- Yes, change the age to 7 or 8- 8%
- Yes, but revise the criteria for DD- 1%
- No, don't change the age- 3%
- Adjusting the age is just one part of the equation.
 - To improve outcomes, we need to:
 - Increase opportunities for Early Intervention.
 - Shift expectations for Universal Pre-K.
 - Expand inclusive practices and ensure access to the general education curriculum.
 - Avoid making changes that simply prolong current practices with older students- do something different.
 - Regardless of any change in the DD age, schools must continue to provide interventions, supports, and maintain high expectations for student outcomes. We can achieve this by using Evidence-Based Systems and Interventions that drive results, such as:
 - Multi-Tiered System of Support (MTSS)
 - The Pyramid Model
 - Read by Three Strategies
- Comprehensive Approach to Changes in DD Eligibility Criteria
 - Key Considerations for DD Eligibility Changes
 - Stakeholder Engagement: Involve parents, educators, and advocacy groups to ensure changes reflect diverse needs.
 - Resource Allocation: Plan for increased service demands (SLP, OT, PT) and ensure funding to avoid staff overload.
 - Student Support Continuity: Ensure smooth transitions, tailored support, and regular evaluations for students as they age.
 - Mitigating Unintended Consequences: Address increased IEP workloads and prevent over-reliance on the DD category.
 - Focus on balanced, equitable implementation for the best student outcomes.
- Recommendations
 - Based on the survey results, while an overwhelming number of individuals support the change, we must remain diligent and student focused. It is essential to take the necessary time to thoroughly examine the intended and unintended consequences this change may have on districts and students across Nevada.
 - Key areas to research include:
 - Data collection on students who have aged out of Developmental Delay but were not found eligible under another category, to assess the impact.

- Analysis of the eligibility categories students are being placed in after turning 6.
- Financial impacts on districts based on the data collected.
- Consideration of mandator kindergarten enrollment at age 6.
- Consider Universal Pre-K for all students starting at age 3.
- Active engagement of all stakeholders, including parents and parent advocacy centers.
- Where it Stands
 - A vote to change the age was not passed
 - Board is asking for additional data
 - Additional presentation will mostly be requested
 - Possible change could still happen
- Possible actions for SEAC
 - Request additional information to be presented on possible change
 - Watch Board meetings/review Board minutes to see what has been presented so far
 - Get feedback from those you represent to bring to SEAC for discussion

II. Regulation Updates

- Transition Age-
 - Regulations workshop
 - Draft language sent to LCB
- Vision Services-
 - Language sent to LCB
 - LCB RO#21-24
- SB203- Language Development for Children Who are Deaf, Hard of Hearing, Blind or Visually Impaired-
 - Regulation Workshop Spring 2024
 - Draft Language to be finalized and send to LCB

III. Other Office of Inclusive Education Updates

- Federal Updates
 - OIE attended the Office of Special Education Programs annual project directors meeting in August 2024.
 - Annie Ray, Music Teacher, Orchestra Director, and 2024 GRAMMY Museum Music Educator Award Winner, Annandale High School, Fairfax County Public Schools
 - https://www.ted.com/talks/annie_ray_the_sound_of_sucsess?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare
 - Federal Policy updates and implementation
 - Meeting Federal grants
 - Workshops with focus on Improving student outcomes

- Impact Panel- celebrating 50 years of Parent Information Centers and parents sharing the impact of Special Education Policy and People on their lives
- State and LEA Updates
 - Summer Directors Retreat- Turn the Page
 - The “why” of our work
 - Data Review
 - Action Planning
 - Guest Speaker Glenna Wright-Gallo
 - The U.S. Department of Education welcomed Glenna Wright-Gallo as the assistant secretary for the Office of Special Education and Rehabilitative Services (OSERS)
- Grants and Initiatives
 - Retention and Recruitment- 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, 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, special training)
 - 10% minimum: Recruitment, marketing and advertising (must be spent on recruitment)
 - Project Ideas
 - Stipends and Longevity bonuses
 - Support for Para’s to become teachers- paid salaries and tuition
 - Child Find/Screening Training
 - Behavior training in 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
- Innovative Strategies- this grant is to support capacity building activities and improve the delivery of services by LEAs to improve results for children with disabilities
- This grant MAY be used to fund salaries or positions, but only as they directly relate to the proposed strategies.
 - Substitute costs for special education staff to attend specialized training
 - Coach or facilitator to aid in implementation
 - Support staff for implementation
 - * Needed to consider sustainability of positions if grant funds were unavailable
- Project Ideas
 - Classroom management systems of software tools that provide teachers with efficient tools to organize their classrooms, allowing them to dedicate more energy to teaching and less to require paperwork.
 - Training to support teachers in use of classroom management or software tools.
 - Curriculum materials and/or training to support teachers in use of curriculum.
 - Instructional intervention strategies to increase student outcomes.
 - Staffing to support instructional interventions.
 - Behavioral support/intervention programs to support student learning.
 - Staffing to support behavioral intervention programs.
 - Equipment or supplies needed to support the implementation of child find, evaluation or other programing needs.
 - Funds to support expansion of Early Childhood programs.
- Estimated Grant Amounts for Each PIP- *additional funds may be available to districts who exceed their allocation limits.
 - Clark- \$350,000.00
 - Washoe- \$150,000.00
 - SPCSA- \$150,000.00
 - Elko- \$75,000.00
 - Lyon- \$75,000.00
 - Carson City- \$75,000.00
 - Nye- \$75,000.00
 - Douglas- \$75,000.00
 - Churchill- \$75,000.00
 - Humboldt- \$75,000.00
 - White Pine- \$35,000.00

- Lander- \$35,000.00
- Lincoln- \$35,000.00
- Pershing - \$35,000.00
- Mineral- \$35,000.00
- Storey- \$35,000.00
- Eureka- \$35,000.00
- Esmeralda- \$35,000.00
- Nevada Transitions Roadmap through Innovative Partnerships (NV TRIP)
 - The Nevada TRIP is empowering students with disabilities from elementary school through high school to enrolling in higher education, finding a job and future independence.
 - Website <https://nevadatrip.nv.gov>
 - The project incorporates important partnerships between required partners (1-7) and additional partners (8-10) to ensure successful transitions and positive employment outcomes.
 - Project Partners:
 - Nevada Department of Education
 - Nevada Vocational Rehabilitation
 - Northern Nevada Center for Independent Living
 - Southern Nevada Center for Independent Living
 - Carson City School District
 - Humboldt County School District
 - White Pine County School District
 - Nevada Statewide Independent Living Council
 - Nevada PEP Parent Training and Information Center
 - UNR, Nevada Center for Excellence in Disabilities
 - Advisory Work Group provides thoughts and ideas on activities, advises on improvements to products and services, and evaluates Nevada TRIP project outcomes through collaboration and communication between Nevada children and youth with disabilities ages 10-24, support systems, youth service professionals, and community partners. The members of this group will look at the Nevada TRIP project, website, app, content (i.e., materials, resources, trainings, etc.) and suggest way to improve it.
 - Advisory Work Group members will participate in online meetings and give unique perspectives. The team will include people from different backgrounds, like income, race, culture, language, disability, and gender will represent northern, southern, and rural Nevada.
- New and Aspiring Directors Academy
 - Specialized training for new Special Education Directors
 - In-depth academy designed to equip new and aspiring special education directors with the knowledge and skills needed for success.
 - Online modules, in person training, coaching sessions
 - Training Topics:
 - Special Education Law

- Child Find Procedures
- IEP Writing 101
- Developing Specially Designed Instruction
- Discipline
- Record Retention
- Dispute Resolution
- Programming Development
- Personnel Management and Development
- Budget Management
- Educational Leadership
- Professional Ethics and Standards
- Project achieve Statewide Expansion
 - Online Canvas coursework for professionals-monitored or independent
 - Online Coaching
 - Program Observation
 - Professional Learning Communities
 - Professional Learning Opportunities
- How Can SEAC Help
 - Share Information about these programs with your circles of influence
 - Request more information from NDE or other sources
 - Engage in the opportunities where applicable

IV. Annual Reports Updates

- Special Education Dispute Resolution
 - Federal Requirements
 - General. Each statewide system must include written procedures for the timely administrative resolution of complaints through mediation, State complaint procedures, and due process hearing procedures.
 - Mediation. Each lead agency must make available to parties to disputes involving any matter under this part the opportunity for mediation that meets the requirements in 303.431.
 - State complaint procedures. Each lead agency must adopt written State complaint procedures to resolve any State complaints filed by any party regarding any violation of this part that meet the requirements in 303.432 through 303.434.
 - Due process hearing procedures. Each lead agency must adopt written due process hearing procedures to resolve complaints with respect to a particular child regarding any matter identified in 303.421.
 - SPP/APR
 - Indicator #15 Resolution Sessions- percentage of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

- Indicator #16 Mediation- percentage of mediations held resulting in mediation agreements.
- IEP Facilitation
 - Not required under IDEA.
 - An optional resolution process that is initiated by a parent or school district where an impartial facilitator assists the IEP team with communication and problem solving with the final outcome of developing an IEP that is supported by all team members that benefits the student.
 - Must be agreed upon by both parties.
 - Provided at public expense.
- Mediation
 - Initiated by parent or school district and must be agreed upon by both parties.
 - A voluntary process that brings people together with a mediator.
 - Mediator helps communication between parties to resolve disagreements. The final outcome of mediation is a signed legally enforceable written agreement.
 - Provided at public expense.
- State Complaint
 - This process is used to communicate that a public agency has not followed the IDEA, and to request an investigation. This is the only dispute resolution process that can be initiated by anyone.
 - The outcome of the State Complaint is a written decision that includes findings and conclusions listing reasons for the final decision. The final decision might include corrective actions that are student specific and/or systemic.
 - Timeline: A written decision must be issued no later than 60 calendar days after the complaint was received, unless the timeline is extended.
 - Filed within 1 year of the date when the individual knew or should have known of the problem.
 - Provided at public expense.
- Due Process
 - Initiated by a parent or school district.
 - This process is used to resolve a formal complaint regarding disagreements relating to the identification, evaluation, educational placement or provision of a free appropriate public education to a child who needs or is suspected of needing special education and related services. The outcome of Due Process is a written decision with findings of fact and conclusions of law that is legally binding. From the date the complaint is filed until the decision is final, the student remains

in his/her current educational placement, unless the parent and school district agree otherwise.

- The decision can be appealed in state or federal court.
- Timeline:
 - A resolution meeting must take place within 15 calendar days of the filing of a due process complaint. Can have up to 30 calendar days to work on a resolution prior to the hearing timeline.
 - A written decision must be issued within 45 calendar days from the end of the resolution period, unless a party requests a specific extension of the timeline.
- Must be filed within 2 years of the date when a party knew or should have known of the problem.
- The hearing, hearing officer or administrative law judge, facilities, and decision are all provided at public expense. Each party pays its own expenses, such as attorney's fees and witnesses.
- Annual Report
- Summary of Due Process Activity
 - Reporting period July 1, 2023- June 30, 2024, for FY24.
 - Child counts going up
 - Total Number of students enrolled in Nevada Schools- 485,570
 - October 1, 2023, Special Education Child Count- 67,252
 - Requests for Due Process Received- 95
 - Hearings Conducted- 6
 - Reviews- 5
 - So far in FY25, there have been 26 due process requests received since July 1, 2024.
- Summary of Complaint/Mediation/IEP Facilitation Activity
 - Complaint requests received:
 - Reporting Period FY24 - 21
 - Reporting Period FY25 - 5
 - Mediation requests received:
 - Reporting Period FY24 - 20
 - Reporting Period FY25 - 2
 - Facilitation requests received:
 - Reporting Period FY24 - 23
 - Reporting Period FY25 - 2
- Trends to Date for Reporting Period FY24:
 - State Complaints:
 - IEP Implementation
 - Evaluation
 - Placement
 - Due Process:
 - Evaluation

- Parent Participation
- IEP Participation
- Placement
- Mediation:
 - IEP Implementation
 - Placement
 - Evaluation
- NDE Dispute Resources
 - More information and resources on our website
 - <https://doe.nv.gov/offices/inclusive-education/dispute-resolution/>
 - Dedicated email in OIE for dispute resolution
 - disputeresolution@doe.nv.gov
- CADRE Dispute Resources
 - IDEA Dispute Resolution Parent Guides and Companion Videos
 - <https://www.cadeworks.org/resources/cadre-materials/idea-dispute-resolution-parent-guides>
 - For Families
 - <https://www.cadeworks.org/for-families>
- Future Dispute Review Work
 - Nevada ACCESS Dispute Module
 - Review Access for all users
 - Review TA/Guidance embedded within system
 - Review training documents for users
 - Advise on development of Awareness/training and Implementation of system

10. UPDATE OF ACTION ITEMS FROM JUNE MEETING

No updates at this time

11. FUTURE SEAC MEETINGS

- November 14, 2024- 1:00 pm via Zoom
- March 11, 2025- 1:00 pm via Zoom
- June 11, 2025- 1:00 pm via Zoom

12. 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- Removal and Discipline/Behavior Data- Ellen (November Meeting)
- Committee Priority- Placement & Access to Least Restrictive Environments- LRE Data across districts. – Ellen (November or March Meeting)
- Subcommittees and Workgroups- Penni Echols (November Meeting)
- Significant Disproportionality Data- Yesenia Gonzales

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 (March or June Meeting)
- TRIP Advisory Committee Annual Update- Dora (March or 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

Josh Baker- Lead of a program at UNLV, the Office of General Curriculum Access. Have virtual workshops for teachers of students that work with students on the alternative diploma route. Providing access to curricular resources for teachers. Constantly building new things across those different categories. CEU credits and professional learning credits can be earned.

Ellen Marquez- Governor's Council Developmental disabilities has a lot of COVID tests that they are looking to get rid of for free. Just contact the Governor's Council of Developmental Disabilities if interested.

12. ADJOURNMENT