

SPECIAL EDUCATION ADVISORY COMMITTEE

MEETING MINUTES

FRIDAY, SEPTEMBER 22, 2023 – 8:00 A.M.

Public Meeting at:

Renaissance Downtown Reno Hotel and Spa

One Lake Street, 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: Melissa Bart-Plange, Janet Belcove-Shalin, Anna Marie Binder, Ivy Burns, MaryAnn Demchak, Sara Jorgensen, Christine Lenox, Doralee Martinez, Ellen Marquez, Travis Mills, Mathew Montgomery, Joseph Morgan, Jennifer Nevarez, Jami Pavicic, Melina Proffitt, Shanda Roderick, Christiane Schau, Amanda Shipp, Shelly Speck, Karen Taycher, Sarah Thomas, Rosalie Woods, and Laurel Winchester

Absent: Barbara Bidell, Penni Echols, Leah Edge, Kaci Fleetwood, Alison Greathouse, Lisa Hunt, Jackie Sheppard, Jennifer Strobel, Diane Thorkildson, and Shannon Urquhart

Staff: Julie Bowers and Jessica Boles

Presenters: Christi Hines-Coates, Office of Inclusive Education
Felicia Rutledge, UNR
Catherine Bacos, UNLV

Public: Juan Martinez
Alysa Marquez, Intern for DD Council Katherine
Fuselier, Office of Inclusive Education

2. PUBLIC COMMENT #1

Rosalie Woods- When it comes to transition there are a lot of kids in Special Education that would make great paraprofessionals but being blocked by the state required praxis tests due to the tough math section. Any way the state can take a look and make the transition possible.

3. APPROVAL OF FLEXIBLE AGENDA

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

4. APPROVAL OF MINUTES

The minutes of the May 17, 2023, meeting was reviewed and discussed. There were no other changes or corrections offered at this time.

Motion: Anna Marie Binder moved to approve the minutes. Joe Morgan seconded the motion. The vote was called, and the motion was carried out without objection.

5. APPROVAL OF SEAC ANNUAL REPORT

Report on SEAC activities from 2022-2023.

Motion: Ellen Marquez moved to approve the annual report. Dora Martinez seconded the motion. The vote was called, and the motion was carried out without objection.

6. COMMITTEE PRIORITY SETTING

Discussion to set Committee priorities for the 2023-2024 year.

- What do we want to prioritize and try to accomplish for the year.
- Transition Services
- SB210
- Unlawful Removal of Students with Disabilities
- OSEP Visit to NDE (could be a year + before we get any reports back, overall priority that is discussed every time)
- Unmet needs/ Adequate Resources
 - Adequate resources for homebound students
- Data (decided it is an overall priority that all are working toward & how we use the data)
- Surveys for future priorities, future action items
- Teacher Shortages
- Placement and Access to Least Restrictive Environments
- Discipline and Behavior Support
- Parent Involvement (standing involvement priority)
- Federal Advocacy Efforts (funding) (decided it is an overall priority that all are working toward)
- Dispute Resolution
- English Language Learners
- Community Facing Resources (once website overhaul is complete)
- Housing (decided it doesn't fall under our purview)

- Transportation (decided it doesn't fall under our purview)
- Removal and discipline/behavior can be combined.
- Parent Involvement and Dispute Resolution can be combined.
- Data/Collection Priority and SPED Teacher Shortages can be combined include paraprofessional training.
- Placement and Access to Least Restrictive Environments
 - Homebound
 - SB210
 - ELL
 - FAPE
 - District Transportation
 - Deaf/Hard of Hearing & Visually Impaired
- Anna Marie Binder suggested that everyone prioritize their choices on a piece of paper to decide on the priorities.
- Jessica will send out a SmartSheet over lunch to get the priorities.
- Top priorities based off of 22 votes in the SmartSheet.
 - Special Education Teacher Shortage/Para Training
 - Transition
 - Placement
 - Removal & Discipline/Behavior
 - Parent Involvement/Dispute Resolution
- Final decision decided by committee of priorities.
 - Special Education Teacher Shortage/ Para Training
 - Transition
 - Placement and Access to Least Restrictive Environments
 - Removal & Discipline/Behavior
 - Parent Involvement/ Dispute Resolution

Motion: Joseph Morgan moved to move forward with these five items listed above for the committee's year priorities. Anna Marie Binder seconded the motion. The vote was called, and the motion was carried out without objection. Opposed Sara Jorgensen.

7. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) SPOTLIGHT

Members received information regarding the various elements of IDEA.

I. Due Process, Complaint and Mediation Report

- Conflict Happens
 - 64,032 students with disabilities in Nevada
 - Every eligible student has an IEP.
 - Each student has at least one IEP meeting per year
 - Numerous topics for disagreement
- There are options to resolve those conflicts.
 - Due Process
 - Written State Complaint

- IEP Facilitation
- IEP Mediation
- Each resolution option is offered in adherence to requirements and timelines established in the IDEA.
- Along with mediation and state complaint options, the OIE offers a continuum of dispute resolutions options available to parents and LEAs.
- In accordance with IDEA, the OIE ensures establishment, maintenance, and evaluation of a state mediation and state complaint investigation system including evaluation surveys from system users.
- OIE offers:
 - Technical assistance material available to the public and parent on the NDE website (including model forms and procedural safeguards)
 - Technical assistance training to LEAs, parents, advocates, and other regarding due process hearing procedures as well as all other dispute resolution options
 - Ongoing training of hearing and review officers, IEP Facilitators and Mediators
 - Tracks and analyzes issues to identify training and technical assistance needs for LEAs.
- Two-page document put out by CADRE that is a Quick Guide to Special Education Dispute Resolution Processes for Parents of Children & Youth (Ages 3-21).
- “Before pursuing a due process hearing, a public agency should attempt to engage parents in mediation or other informal dispute resolution procedures, as appropriate”. *OSEP Dear Colleague Letter, April 2015*
- Informal Dispute Resolution Options
 - IEP Facilitation
 - Mediation
- IEP Facilitation- a voluntary early resolution process where an impartial facilitator assists the IEP team with communication and problem solving.
 - Not required under IDEA
 - The goal of a facilitated IEP meeting is to develop an IEP that is supported by team members and benefits the student.
 - Families and schools must both agree to have a facilitator join an IEP meeting.
 - Facilitators maintain open communication and ensure that everyone at the IEP meeting can participate fully.
 - If disagreements arise during the meeting, a facilitator can help the team clarify and resolve them.
 - The facilitator typically does not address issues that are not related to the IEP.
- Mediation- a voluntary process that brings people together to resolve their disagreements with the help of a mediator.
 - The goal is finding a solution that meets the educational needs of the child.

- Parents and educators must both agree to participate in the mediation process.
- The focus is on resolving disagreements and working toward a solution that satisfies all participants.
- Parents and educators can use mediation at any time to resolve disagreements.
- Participants may leave mediation at any time.
- Mediation discussions are confidential. What is said in mediation cannot be used as evidence in a due process hearing or civil lawsuit.
- The mediator does not make decisions. The parent and school district must both agree to any decisions made.
- Requests for Facilitation and Mediation
 - Facilitation Requests Received
 - FY23- 10
 - FY24 to date- 4
 - Mediation Requests Received
 - FY23- 18
 - FY24 to date- 2
- Formal Dispute Resolution Options
 - Written State Complaint
 - Due Process Complaint
- Written State Complaint- a written document to communicate that a public agency (e.g., school district) has not followed the IDEA, and to request an investigation.
 - Complaints may concern one child or student, or a group of students. Any person or organization, including one from another state, may file a written state complaint.
 - Under the IDEA, Written State Complaints must be filed within 1 year of the date when a party knew or should have known the problem.
 - A few examples of when a parent might file a written state complaint include:
 - You disagree with a decision regarding your child's eligibility for special education and related services.
 - You believe the school is not providing the services included in your child's individualized education program (IEP).
 - The SEA is responsible for investigating and deciding about the complaint.
- A written decision (Investigation Report) that includes findings and conclusions, and lists reasons for the final decision is given to the District and the Complainant. If found out of compliance, the district will be required to correct the non-compliance through:
 - Direction Action- Specific things a district must do or provide.
 - Corrective Action Plan- District must develop a plan to address issues.
 - A written decision can include both directed actions that a district MUST do and a Corrective Action Plan that the district develops and submits for approval.

- Due Process Complaint- used to resolve disagreements relating to the identification, evaluation, educational placement, or provision of a free, appropriate public education (FAPE) to a child who needs or is suspected of needing special education and related services.
 - A parent or school district may file a due process complaint/hearing request.
 - The IDEA requires a due process complaint include at least the following information:
 - The child's name.
 - The child's address or contact information for a homeless child.
 - The name of the child's school
 - A description of the specific problem concerning the child and facts relating to the problem
 - Ideas or suggestions to resolve the matter.
 - The outcome of a Due Process Hearing will be provided through a written decision with finding of fact and conclusions of law, which may order specific activities to be carried out.
 - Under the IDEA, due process complaints must be filed within 2 years of the date when a party knew or should have known of the problem.
 - While Due Process is one of the Dispute Resolution processes it is considered the most adversarial.
 - There is always a cost....
 - Tangible
 - Monetary
 - Attorneys
 - Expert Witnesses
 - Transcripts
 - Substitutes
 - Time
 - Staff Participation
 - Depositions & Defense
 - Intangible
 - Delayed service delivery to students
 - Delayed student progress, achievement
 - Tenuous school-parent relationships affected
 - Trust
 - Parent Involvement
 - Credibility
- Due Process Requests that went to Hearing during FY23
 - CL060623 (Reviewed by State Review Officer)
 - WA032523
 - CL122923
 - CL020323
 - LEA081423
 - CL090123

- Nevada Specific- Constituent Concern Investigation
 - The CCI is not a federal requirement. The CCI was put into law in 2017 as a new special education investigation process specific for the State of Nevada.
 - Any individual, organization, or nongovernmental agency or governmental entity can file a CCI request.
 - A nonparent can request a CCI to determine compliance with the laws and regulations governing the provision of education to an individual child with a disability or children with disabilities. However, in accordance with the requirements in the IDEA, 34 C.F.R. 300.9 and 300.622, the NDE must obtain parental consent before personally identifiable information is disclosed to the requestion Constituent.
- Nevada does not have an appeal process for written state complaints.

Motion: Anna Marie recommending NDE to create an accessible flowchart/infographic of the dispute resolution process, for dissemination to the public for parental engagement. Shelly Speck seconds the motion for recommendation. The motion was opposed and failed. Three abstentions: Christiane Schau, Sarah Thomas, and Shelly Speck

8. PROGRAM SPOTLIGHT

I. Nevada Special Education Technology Assistance Project (NSETAP)

- Housed at University of Nevada, Reno, in the Nevada Center for Excellence in Disabilities
- Meet the Team:
 - Felicia Rutledge- Project Director, frutledge@unr.edu
 - Connor Fogal- AT Ambassador
 - Travis Mills- AT Ambassador
 - TBD- AT Coach
- Mission- The Nevada Special Education Technology Assistance Project (NSETAP) is a collaborative effort between the NCED and the Nevada Department of Education's Office of Inclusive Education. NSETAP seeks to empower educators and support staff by providing them with the tools, training, and resources necessary to effectively address the needs of students with disabilities.
- Services and Supports
 - Assessments
 - Equipment
 - Consults
 - Training and Support
- Lending Library Consults and Assessments
 - Lending Library
 - Loan Materials
 - Loan Equipment

- Purchase equipment and materials to trail
- Consults and Assessments
 - Collaboratively Support Districts with AT Assessments
 - Consults to support district and student needs.
- Vision Services Team, AT Consortium, and Project ECHO
 - Vision Services Team- Collaboration with the Nevada Department of Education's Office of Inclusive Education provides regular meeting dates with statewide Vision Services Team members to provide collaborative support and share resources.
 - Starting October 3rd
 - Quarterly
 - Updates (co-created agenda)
 - AT Consortium- Statewide network for school districts to support universal design for learning, assistive technology, and access to instructional materials for improving student achievement.
 - Starting in November
 - Quarterly
 - Updates (co-created agenda)
 - Project ECHO- NSETAP with the University of Nevada's Project ECHO provides educators with knowledge, decision support, and specialty consultation services. During each session, experts will share their expertise via mentoring, guidance, feedback, and didactic education.
 - Starting in the Spring
 - January/February
 - Biweekly
 - 6 sessions of support
 - Didactic Training
 - Collaborative Problem Solving

II. General Curriculum Access

- The Office of General Curriculum Access (OGCA) in the College of Education at UNLV is a partnership with the Nevada Department of Education's Office of Inclusive Education. Through this partnership the OGCA is dedicated to supporting Nevada's educators who serve students with extensive support needs.
- Mission Statement- To create access to Nevada's general curriculum by providing educators with standards-aligned instructional materials, academic and behavioral support resources, and effective professional development.
- Dedicated Space in UNLV's Carlson Education Building, with three workstations, digital and print design tools, and a library of books and media assets.
- WebCampus- online teacher PD and resources accessible through WebCampus, UNLV's instance of Canvas
- Teaching Support Resources

- Academic
 - PD Focusing on curriculum, assessment, access for students with extensive support needs (students taking the NAA)
 - Standards based curriculum that aligns with the general diploma/alternative diploma.
- Behavioral
 - Balanced instructional curriculum approach
 - Assistance, mediation, FBA, BIPS
 - Assistance with individualized behavior interventions
- Overview
 - The “state-defined alternate diploma” was introduced in the 2015 reauthorization of the Elementary and Secondary Education Act (ESEA), known as Every Student Succeeds Act (ESSA). This diploma is intended only for students with the most significant cognitive disabilities who participate in a state's alternate assessment based on alternate academic achievement standards (AA-AAAS).
 - Federal Requirements- the state defined alternate diploma must meet specific requirements outlined in ESSA, including that it must be:
 - Standards Based
 - Aligned with state requirements for the regular high school diploma
 - Obtained within the time period for which the state ensures the availability of a free appropriate public education (FAPE)
 - As a result, to have a “state-defined alternate diploma” that meets ESSA requirements, a state needs to ensure that any graduation policy, course, or exit exam requirements for the alternate diploma be standards based, aligned with State requirements for a regular diploma, obtained within the FAPE period, and be defined by the State. Each of these requirements was described in more detail by Thurlow, Test, Lazarus, Klare, and Folwer (2016).
- Benefits
 - Provides the opportunity to earn a diploma that shows they have completed a rigorous standards-based program of study.
 - It potentially provides them access to PSE and Employment opportunities that previously denied.
- Nevada Alternative Diploma
 - https://doe.nv.gov/Inclusive_Education/Alternative_Diploma_Guidance_Documents/
- Shared Story Reading Sample Materials
 - Adapted Book
 - Scripted Lesson and Task Analysis
 - Vocabulary List and Cards
 - Comprehension Responses
 - Story Related Object
- Printed Handout in folders
- Teacher PD Workshops

- Free Virtual workshop next week Thursday, September 28, 2023, 3:30pm-5:00pm
- Since the start up, one year ago, around 12 workshops, attendance ranges from 5-15 attendees. New teachers at each workshop.
- Mailing lists sign-up sheet went around the room.
- Will be linked to NDE Project Achieve initiative that is in Carson City and Lyon Counties.
- Website: <https://nvaccess.sites.unlv.edu>
- Contact: nvaccess@unlv.edu

9. NEVADA DEPARTMENT OF EDUCATION UPDATES

I. Legislative Update

- Session began on February 6, 2023
- 529 Assembly Bills
- 511 Senate Bills
- The Assembly Education had 41 meetings, heard 52 bills, and passed 50 out of Committee.
- Senate Education had 53 meetings, heard 51 bills, and passed 48 out of Committee.
- Session (kind of) adjourned sine die on June 5, 2023
- Funding updates
 - K-12 Education (SB503)
 - PCFP: FY24: \$5.4B/FY25: \$5.7B
 - State Special Education: FY24: \$244m/FY25: \$251M
- Funding Update-Department
 - 17 new positions, 1 reclassification
 - OIE
 - 1 Education Programs Professional- Special Education
 - 1 Education Programs Professional- Indian Education
 - 1 Grants Management Analyst
 - AB400
 - Early Childhood Literacy and Readiness: \$70m/FY
 - Teacher Advancement Scholarship: \$2m/FY
- Major Topics
 - Funding
 - Student and School Safety
 - Teacher Recruitment and Retention
 - Early Childhood Education
 - Accountability
 - CTE and Work-based Learning
 - Curriculum, Standards, and Instruction
- NDE Bills
 - AB4- COPS and CSF
 - AB25- Good Samaritan Law

- AB42- Class Size
- AB54- FRL Receivers, Hospital Reimbursement, Attendance and Enrollment
- AB65- Bullying, Kindergarten Start Date, Compulsory Enrollment, Work-based Learning.
- SB9- EOCs, Educational Involvement Accord/Parent Report Card, CTE Funding, NRS 387.12468 Report
- Important Bills
 - AB73- Graduation Adornments
 - AB241 and AB274- Graduation Requirements
 - AB264- Religious Absences
 - AB399 and AB517- District Accountability and Transparency
 - AB428- Licensing and CTE Teacher Pathways
 - SB80- Return to Learn Policy
 - SB425- Commission on Innovation and Excellence in Education
 - SB442- Interstate Teacher Mobility Compact
- AB400- Governor's Omnibus
 - Early Childhood Literacy and Readiness
 - \$70 million each year of the biennium
 - City/County Charter School Sponsorship
 - Charter School Transportation
 - \$7 million each year of the biennium
 - Commission on School Funding Expanded Duties
 - Nevada Teacher Advancement Scholarships
 - \$2 million each year of the biennium
 - Ready by Grade 3
- AB54- Makes various changes relating to education.
 - NDE Impact
 - Removes the Department from collecting FRL receiver data.
 - Removes the Department from paying hospitals for students that receive education services.
 - Aligns enrollment and attendance data.
 - LEA Impact
 - Must now serve as the fiscal steward for students who are in hospital settings and receiving educational services.
- AB285- Revises provisions governing school safety and student behavior.
 - NDE Impact
 - Must include additional metrics in the statewide system of accountability: the number of staff positions in the school that are vacant; 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; and the ratio of pupils to school counselors, school psychologists, and school social workers.

- Must add recommendations for restorative disciplinary practices that align with the statewide framework for restorative justice.
- Must add standards for progressive discipline to the statewide framework for restorative justice.
- Must provide training for teachers, administrators, and other school staff on the statewide framework for restorative justice. Review the discipline data that is submitted by local school education agencies to determine whether or not disproportionality is addressed. Create a corrective action plan, if necessary.
- LEA Impact
 - Must revise discipline practices regarding suspension, expulsion, and permanent expulsion as it pertains to the distribution of drugs, battery of school staff, battery with the intent to cause injury of school staff, possession of a dangerous weapon, and possession of a firearm.
 - Must locally collect and review discipline data. Must quarterly submit the data and plan to the Nevada department of Education.
- AB330-Revises provisions governing education.
 - NDE Impact
 - Review the discipline data that is submitted by local school education agencies to determine whether or not disproportionality is addressed. Create a corrective action plan, if necessary.
 - Ensure compliance with appeals process.
 - LEA Impact
 - Must revise discipline practices regarding suspension, expulsion, and permanent expulsion as it pertains to the distribution of drugs, battery of school staff, battery with the intent to cause injury of school staff, possession of a dangerous weapon, and possession of a firearm.
 - Must locally collect and review discipline data. Must quarterly submit the data and plan to the Nevada Department of Education.
- SB315-Enacts the Transition Bill of Rights for Pupils with Disabilities
 - NDE and LEA Impact
 - Ensure the Transition Bill of Rights is being followed for students receiving transition services through an Individualized Education Plan (IEP).

II. Regulation Updates

- Additional Regulation Work
 - Transition Age- Draft Language ready to be sent to LCB.
 - Vision Services- Draft Language ready to be sent to LCB.

- SB203- Language Development for Children Who Are Deaf, Hard of Hearing, Blind or Visually Impaired-Drafting regulations to send to LCB.

III. Other Office of Inclusive Education Updates

- Interviewing and Filling New Positions
 - New Assistant Director, Christi Hines-Coates
 - 2 Open Education Programs Professionals
 - 1 Management Analyst
- Special Education District Administrators
 - Welcomed 4 new District Directors
 - Rolling out new Priority Improvement Project Grants for Recruitment and Retention Efforts
 - Preparing districts for the 23-24 SY monitoring visits
- Keep on Working the Work
 - State Personnel Development Grant
 - Project Achieve- Lyon and Carson plus Statewide Launch
 - Assess-Plan-Teach- APT Clark County
 - Nevada Special Education Technology Assistance Projects
 - General Curriculum Access Project
- Breaking News
 - Disability Innovation Fund (DIF)- Pathways to Partnerships Innovative Model Demonstration Project in the amount of \$9,964,894.81.
 - Goal 1: Provide high-quality information systems for outreach and marketing related to transition services and disseminating information via web-based and in-person channels.
 - Goal 2: Provide high-quality professional development to service professionals to support creation of resources and knowledge around transition planning.
 - Goal 3: Increase availability and use of student resources to support transitions and preparation for competitive integrated employment.
 - Advisory Work Group
 - The creation of the Nevada TRIP Advisory Work Group will bring together key stakeholders to develop collaborations into partnerships that leverage resources to implement a cohesive service delivery model. The grant resources will roll out to the rest of the state in years 3-5.
- Division of Career Development and Transition (DCDT) Conference
 - October 18, 2023- October 21, 2023- Silver Legacy Resort & Casino, Reno.
 - NDE is sponsoring 142 teachers, administrators, and students to attend this conference.
 - NDE staff, district teachers and students will be presenting on a variety of topics.
- Nevada Department of Education 2.0

- New Logo and Website to launch October 2nd.
- ACCESS Nevada to launch the first modules this winter.
- OIE will launch a new look of guidance documents.
- Federal Updates DMS 2.0
 - In-person site visit schedule for November 13-15th 2023.
 - Working with Office of Special Education Programs (OSEP) to submit data and documents requested.
 - OSEP will probably want to talk to the following groups:
 - LEA Directors
 - Special Education Advisory Committee
 - Nevada PEP
 - Results of the visit will be shared when NDE/OIE report is issued.

10. UPDATE OF ACTION ITEMS FROM MAY MEETING

I. Subcommittees

- Standing committees that are permanent and temporary revolving committees that will go away once the task is complete.
- Suggested Standing Committees from May Meeting
 - Bylaws Committee- look at the bylaws each year, recommendations, revisions, etc.
 - Membership Committee- continuing to promote SEAC. Work on ways to communicate with the public about the committee.
 - Create a procedure to review applications for the committee, establish rubric on selection process.
 - The membership committee has a rubric to bring it back to the whole committee to help with going through nominations.
- Suggested Revolving Committees from May Meeting
 - SB203
 - Legislative
- Get spreadsheet of demographics
- Be more specific about what seats were available and how many.
- Subcommittees will be held via Zoom or teleconference.
- Ideas of Subcommittees:
 - Transition Subcommittee
 - Policy and Finance
 - OSEP Monitoring Subcommittee
 - Parent Involvement/Engagement/ Dispute Resolution
- Chair or lead of the subcommittee, meeting times, run it, roles within, data, reporting back to the regular subcommittee. Must follow Open Meeting Law. Will have NDE support.
- Workgroup to meet between now and next meetings on how to establish a subcommittee and all the logistics.

Motion: Anna Marie moved to establish the standing Membership Subcommittee and a Bylaws committee. No one moved to second the motion. Motion failed.

Motion: Shanda Roderick makes a motion to make an ad hawk subcommittee to define the roles and procedures for SEAC subcommittees. MaryAnn Demchak seconded the motion. The vote was called, and the motion was carried out without objection.

11. FUTURE SEAC MEETINGS

- Past meetings have mostly been on Wednesday, variable of times.
- No Thursdays or Wednesday Mornings
- All dates and times will be sent out to get on the calendar.

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
- Break down indicator data by disability category.
- Local enrollment trajectories over the past 5 years- Joseph Morgan
- Update regarding definition of visually impaired- Lisa Hunt review updated changes in August. See what has changed and now what is it 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

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
- VR Services Update – Anna Marie Binder

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
- Charter school/SPSCA dispute resolution – Janet Belcove-Shalin

11. PUBLIC COMMENT #2

Katherine Fuselier- Part B Data Manager Office of Inclusive Education, requests for data for future meetings should be very specific about what is wanted, will need some time to pull it all together.

12. ADJOURNMENT