INTRODUCTION

The Nevada Special Education Advisory Committee (SEAC) has played an active role in the state’s continuous improvement and focused monitoring efforts. In order to help the state with these ongoing efforts to increase results for children and youth with disabilities, carry out the activities in the State Performance Plan (SPP), and the State Systemic Improvement Plan (SSIP) this important stakeholder Committee serves as:

1. An advisory group to the Nevada Department of Education (NDE) and the State Board of Education (SBE) relative to decisions that may affect special education.

2. A vehicle for disseminating information about federal and State regulations to the constituencies represented by the Committee.

3. An entity to provide support for policies and procedures that are initiated and/or implemented by the NDE and the SBE.

In order to serve these functions, the SEAC operates within the duties that are delineated at 34 CFR §300.169 of the Individuals with Disabilities Education Act (IDEA):

The advisory panel must--

(i) Advise the State educational agency of unmet needs within the State in the education of children with disabilities;

(ii) Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;

(iii) Advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618;

(iv) Advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the act; and

(v) Advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.

The SEAC is comprised of a broad representation of individuals with knowledge and expertise in meeting the needs of children and youth with disabilities. The SBE makes appointments to the Committee, with each member serving a three-year term. At their first meeting of the 2016-2017 fiscal year, the SEAC elected MaryAnn Demchak to serve as Chair for this term, and Joseph Holguin to serve as Vice-chair. Additional members for this fiscal year and the roles they represent are listed on the next page.
REGULAR MEMBERS

Jan Albertson: Special Education Administrators – North
Nya Berry: Charter Schools
Mary Bryant: Parents of Children with Disabilities
Diana Cannon: Parents of Children with Disabilities
Marva Cleven: Special Education Administrators - Rural
MaryAnn Demchak: Universities - North
David Frydman: Parents of Children with Disabilities
Shari Fyfe: Department of Health & Human Services
Shirley Gaw: Parents of Children with Disabilities
Joseph Holguin: Special Education Teachers – South
Mary Ellen Horan: Parents of Children with Disabilities
Meskerem Kassa: Parents of Children with Disabilities
Susan Lacey: Special Education Teachers - Rural
Caroline Longre: Parents of Children with Disabilities
Joseph Morgan: Universities – South
Carlos Morales: Special Education Administrators - South
Daniel O’Gara: Parents of Children with Disabilities
Dorothy Pomin: Foster Care – Statewide
Jodee Prudente: Special Education Teachers - North
Robin Renshaw: Individuals with Disabilities
Ellen Richardson Adams: Parents of Children with Disabilities
Tammy Rieken: Parents of Children with Disabilities
Lisa Rosas: Parents of Children with Disabilities
Carrisa Tashiro: Protection and Advocacy
Karen Taycher: OSEP Funded State Parent Training Center
Rita Varney: Parents of Children with Disabilities
Michael Walker: Homeless Education
Rosalie Woods: Parents of Children with Disabilities

SPECIAL EDUCATION STAFF TO THE SEAC

Will Jensen: Director, Office of Special Education
Kim Boles: Secretary to the Advisory Committee

2016-2017 MEETINGS

During the 2016-2017 fiscal year, the SEAC met on November 15, 2016; January 17, 2017; March 28, 2017; and May 16, 2017.
ACCOMPLISHMENTS

In keeping with their prescribed duties, the SEAC discussed many issues and generated a number of actions during the 2016-2017 fiscal year. Following is a summary of the activities of the Committee relative to each of these federally conferred duties:

1. Advise the State educational agency of unmet needs within the State in the education of children with disabilities.

Special Education Advisory Committee (SEAC)

Activity

The committee heard a PowerPoint guided presentation on the role of the committee and the structure of meetings including:

- Roles and Responsibilities of the SEAC members
- Membership
- Purpose
- Advocacy vs. Advisement
- SEAC Functions

At two of the meetings the Committee received and discussed a draft By-Law document to SEAC to discuss the addition and implementation of by-laws and operating procedures for the committee.

Action

The Committee passed a motion to accept the By-Law document with the noted corrections.

The Committee received a draft copy of the 2016-2017 Special Education Advisory Committee Annual Report. This report summarizes all of the activities conducted by the committee in the 2016-17 school year. Discussion ensued:

- Highlight of the activities that have gone on this year, in draft form open for revision, today’s meeting will be added to the report.
- Goes to the State Board of Education.
- Introduction, list of members of the committee, accomplishments of the committee.
- Copy will be provided in the fall to the group.

The Committee passed a motion to accept the draft report with the activities of the May, 2017 meeting to be added to the final report.

Education Reform and NDE Updates

Due Process, Complaint, and Mediation

Activity

The Committee received a report of data on state complaints including information on due process and mediations. The Committee discussed the report.
The Committee received an overview of corrective action plan activities required from January 2016 to present.

- State Complaint Overview
- Total complaints received, withdrawn, incomplete, investigated, and resulted in corrective action
- Information that must be included when filing a complaint
- Districts that had State Complaints investigated
- Common issues investigated
- Final report with outcome, directed action or corrective action plan
- Common activities for corrective action plan
- Tracking and monitoring

The Committee discussed this information.

**State Personnel Development Grant**

The Committee received an update on the status of the State Personnel Development Grant. Discussion ensued:

- Broad overview of the past year.
- State Systemic Improvement Plan-3rd year
- SPDG- 5yr grant. Make students more successful and teachers more prepared.
- 3.75-Million-dollar grant over 5 years.
- SPDG Goals- ICAT & APT
- SSIP and SPDG are grounded in Clark County- just started using Assess-Plan-Teach Project.
- ICAT- increase the number of IC cases for students with disabilities, strengthen use of Data Driven Decision Making, Enhancing Leadership Capacity, Plan for Continuous Program Evaluation, Support Districts in the Alignment of ICAT to Statewide Initiatives.
- 8 districts are participating and growth every day.
- Professional Development- quarterly meetings, school level participants, district and administrator participants.
- Data and information available in annual report on the website.
- All schools are implementing with 80% or better.
- Mission Accomplished! Dedication/commitment of school districts for more than 10 years, continued growth, increased teacher and leader capacity, demonstrated progress toward meeting goals.
- Next steps-continued PD, increase number of teams, review LOI data to further support districts, meet with new districts who may be interested.
- Implementation- 25 schools, 104 teachers (trained over the summer), 1600 students, 1 goal-increasing scores for students.
- Goals for the SSIP and the SPDG are getting accomplished.
- Continue to work in those 25 schools with expansion, strengthen relationship with parents through NV PEP, continue to collect data, continue with assistance from National Center for Systemic Improvement.
- Report the progress to the Federal Government-reports all training and meetings, summaries of professional development
- ICAT is available to other districts if they want to participate.
- APT to create the model and framework in Clark County, idea to take the model and take it to other districts
Teacher and Paraprofessional Licensure

The Deputy Superintendent for Educator Effectiveness & Family Engagement led a discussion regarding the impact of ESSA on teacher and para-professional licensure. Areas discussed were:

- Every Student Succeeds Act
- Each State has to submit to the government a plan
- Nevada needs to submit a plan
- More information can be found at: ESSA Advisory Group
- Annual Report – Collecting data from each district and drilling down to each school
- Teacher shortages primarily in our Zoom Schools and Victory Schools
- What does fully licensed, fully certified look like
- Highly Qualified has gone away
- Reporting number of teachers at a school that do not hold full state certification
- One year provisional license can be issued to teachers from other states, if they are missing a special education exam in their area of licensure, missing 6 credits, or missing their student teaching
- ARC Option program – Alternative Route to Certification allows teachers to teach in a special education setting as long as they hold a general education license and they receive certification in special education within three years
- ARL – Alternative Route to Licensure – teachers already have a license, BA degree, pre prep program, pass initial exams, receive conditional license
- Conditional vs. Provisional licenses or ARC
- Transparency
- Matrix will be provided by the Licensure Office

The Deputy Superintendent for Educator Effectiveness & Family Engagement led a follow up discussion regarding the impact of the Every Student Succeeds Act on teacher and para-professional licensure. Discussion ensued:

- ESSA eliminates “highly qualified” teacher requirements. Requires all teachers funded by Title 1-A funds to “meet state certification and licensure requirements”.
- For annual NV reporting, NDE should report Special Education teachers without “full state certification” what should be required on the report card?
- Hyperlink things so parents and teachers know what specific things mean.
- Equity problem in special education teachers, this could help find the problem and the solution.
- What does full state certification mean? Which coursework should be required for special education licenses? Which exams should be required for special education licenses?
- The licensure office will hyperlink the Licenses back to the coursework list.
- As long as the license is maintained they won’t have to do the new requirements, but if they let their license lapse they will have to do the new requirements.
- Look at data for success with the licenses or exams or coursework?
- Should NDE allow existing license holders to add Special Education areas of endorsement by examination in lieu of coursework? For what length of time? Monitoring courses per year?

Action

The Committee passed a motion to support the breakdown that gives more information as where each teacher stands by district, school, assignment and type of license. The route to licensure and the progress of that route. Bullets from slide: - Total # and % by district, -Total # and % by school, -Disaggregate by: (district/school), - Teaching assignment, - Provisional, - Conditional/ ARL (by year?), - Option/ARC (by year?)
The Committee passed a motion for SEAC to recommend to the State Department of Education Licensure that we establish a workgroup that is reflective of the demographics of the State of Nevada to review the full certification requirement for all special education licenses to make recommendations to COPS. Michael Walker seconded the motion. The vote was called and the motion carried without objection.

Graduation Reform

Activity

The Committee received information on the proposed graduation reform for students with disabilities; additional avenues by which students with disabilities can show mastery of content besides end of course examinations, and certain limitations of the issuance of an adjusted diploma. The following information referenced the following:

- BDR signed by Governor to go to 2017 Legislative Session
- EOC exams replacing HSPE
- SBE approved cut scores of 2
- Students that struggled with HSPE should struggle less with cut score of 2
- Set standard that is achievable
- Proposed reform
- Support letter drafted by SEDA
- Provide more avenues for proficiency to the special education population
- Standard Diploma/Adjusted Diploma (certificate of completion)
- NRS and NAC
- IEP teams to make determinations that students meet the equivalent of EOC exams, alternate ways to show mastery
- Form added to IEP that fundamental questions are being answered
- Alternative routes to show proficiency in lieu of EOC exams
- Adjusted diplomas being issued to the wrong students
- Comprehensive graduation reform
- Students with adjusted diplomas do not qualify for financial aid
- Some students are reporting that adjusted diplomas are complicating their post-secondary education
- Adjusted diplomas are sometimes given because it’s easier and the path of least resistance.
- Regulations and guidance need to be developed

Action

The Committee passed a motion that SEAC write a position statement indicating support of the comprehensive graduation reform for students with disabilities.

The Committee received additional information on the proposed graduation reform for students with disabilities; additional avenues by which students with disabilities can show mastery of content besides end of course examinations, and certain limitations of the issuance of an adjusted diploma and addition of an alternate diploma.

- Status Update
- States were invited to go to DC to learn about revisions to ESSA
- Learned that we have an opportunity to add an additional diploma to our current options
- Alternate Diploma Option has the following requirements, NAA proficiency, one path, all required classes. Doesn’t hold the stigma that the adjusted diploma currently has.
• Adjusted Diplomas are calculated as a non-graduate completers, currently students that have adjusted diplomas struggle with participation in unions, military, and universities
• States are getting rid of content area
• SEAC needs to make recommendations to Commission on Professional Standards within the next 3 to 6 months
• Working towards strong solid system to evaluate teachers and train administrators
• Paraprofessionals
• Think about if we have the right requirements in place for our PP, should we issue licenses to PP?
• Recommendation is to read NEPF and ESSA and come back to meeting to make recommendations. Recommendation on licensure to teach and if PP should be licensed.
• Additional measures of proficiency besides end of course exams
• Alternate diploma -Can IEP proficiency be linked to the NAA similar to how it's proposed to be linked in the standard diploma
• Next steps – bill language

The Committee discussed the information provided.

The Committee received additional information on the proposed graduation reform for students with disabilities; additional avenues by which students with disabilities can show mastery of content besides end of course examinations, and certain limitations of the issuance of an adjusted diploma and addition of an alternate diploma. Discussion ensued.

• Special Education Graduation Options - Alternate Diploma, Standard Diploma, and Adjusted Diploma
• An additional pathway has been proposed to obtain a standard diploma
• Students that are not successful with the end of course exam would be allowed to turn in an end of course portfolio as an alternate measure of proficiency to be able to obtain a standard diploma
• Rubric for end of course portfolio may be available by the end of the next school year
• It has been proposed that an instruction manual will be created
• Public hearings will be held with regard to the regulations once the bill has passed
• Students will need to attempt end of course exams prior to submitting an end of course portfolio
• Alternate diploma for students with significant disabilities if set up properly can count as a diploma in the year that the student graduates
• Impact on special schools has not been discussed
• Can student that received an adjusted diploma when they were 18 continue to work to receive a standard diploma until their 22nd birthday
• In order to receive the alternate diploma student has to be on the alternate assessment, if they don't pass the required classes they would then roll over to an adjusted diploma
• Concern at the rate that we are awarding adjusted diplomas
• Adjusted diploma students are non-graduate completers, by federal standards it’s a certificate of attendance

Action

The Committee passed a motion to support AB64 as explained with the amendment.

The Committee received follow up information on the proposed graduation reform for students with disabilities; additional avenues by which students with disabilities can show mastery of content besides end of course examinations, and certain limitations of the issuance of an adjusted diploma and addition of an alternate diploma. Discussion ensued.

• AB64 has passed through the assembly committee on education, senate committee on education and senate floor.
• Looks like we will get graduation reform for students with disabilities
• They have a right to access that assessment, they will need to attempt the end of course exams and then go the end of course portfolio route.
• The bill will be retroactive, and other young adults can activate this process. If under the age of 22 they can go back to the school and do the portfolio option.
• Comprehensive education to parents and students.
• Option for students not on the NAA. On the NAA the option is the alternative diploma.
• Project based learning seem to meet many criteria in the rubric, collected work samples, etc. (What is being seen in other states).
• Test on ELA, Math and will be adding Science, option to show proficiency.

Behavioral Supports and Individualized Education Programs

Activity

The Committee discussed the guidance memo from the U.S. Department of Education on Behavioral Supports in Individualized Education Programs.

• Tool to understand the intent under IDEA to appropriately address behaviors
• Guidance to school districts
• Training in the school districts

Nevada Alternate Assessment Procedures

The Committee received information regarding the Nevada Alternate Assessment.

• The NAA consists of assessment items in English Language Arts and Mathematics in grades 3-8 and 11, and Science in grades 5, 8, and 11.
• New achievement level descriptors will be developed
• Cut scores approved by the Council and Board will be used to report schools from the 2017 administration

The Committee discussed this information.

2. Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities.

Activities

Legislative Update

The Committee received information regarding the multiple Legislative Bill drafts that may have an effect on students with disabilities.

• AB182/SB213 – Gives the NDE additional jurisdiction. In federal law the department already has state complaint and due process hearing processes in place, this bill creates a lower level complaint system, an avenue where a constituent can indicate a problem within a school district and the NDE could work directly with the district on corrective action. NDE is working with districts on both bills and all districts are supporting this legislation.
• SB49 – Revises provisions relating to funding for pupils with disabilities in public schools. Removing the limitation on the number of pupils with disabilities for which additional money is provided to public schools through the basic support guarantee per pupil. This bill proposes to remove the 13% cap on per pupil funding for special education students.
  • Disproportionality
• Over identification of students with disabilities
• Maintenance of effort
• Hold Harmless
• Students that are reported federally are included in the district counts
• SB224 – Requires public schools to install cameras in certain classrooms or other locations within a school which are used for special education; specifying the circumstances under which a recording from such a camera may be released.
  • Large fiscal note
• AB224 – Relating to disabilities; replacing the terms “intellectual disability” and “related conditions” with the term “developmental disability” for certain purposes; prohibiting a provider of jobs and day training services from entering into certain contracts or arrangements.
  • Large fiscal note

The Committee discussed this information.

3. Advise the State educational agency in developing evaluations and reporting on data to the Secretary under section 618.

Activities

The Committee heard an update on information regarding the SPP/APR. On April 1, 2016 the Nevada Department of Education submitted the State Performance Plan/Annual Performance Report (SPP/APR) for the federal fiscal year (FFY) 2014. The full Annual Performance Report can be found on the NDE State Annual Performance Report (APR) webpage. Topics discussed were:

• Indicators that did not meet targets or had slippage
• How targets are set
• State-Identified Measureable Result (SIMR)
• Next Steps

4. Advise the State educational agency in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the act.

Activities

There were no activities in this area.

5. Advise the State educational agency in developing and implementing policies relating to the coordination of services for children with disabilities.

Activities

There were no activities in this area.