



NEBRASKA

DEPARTMENT OF EDUCATION

NEBRASKA SPECIAL EDUCATION ADVISORY COUNCIL

In-person - Embassy Suites – Lincoln

Virtually via Zoom Com.

September 9, 2021

MINUTES

SEAC MEMBERS PRESENT: Alexander, Anderson, Bohn, Bonn, Czepa, Edelbrock, Flott, Gentrup, Higgins, Houlton, Jessop, Kiernan, Kovar, Larsen, McNiff, Meints, Plog, Post, Russell, Sharif, Sommer, Wilson.

MEMBERS ABSENT: Brightman, Buettner, Jacobson, Jorgensen, Kadavy, Kelly.

NDE STAFF PRESENT: C. Chambers, J. Chambers, Galloway, Gunderson, Hayes, Lenser, Miranda, Rhone, Tantow, Wojcik.

SEAC FACILITATOR: Elmshaeuser

This meeting of the Special Education Advisory Council (SEAC) commenced at 8:30 a.m. Public notification of the meeting was on the Nebraska Department of Education website and in the Omaha World-Herald.

Orientation – Kris Elmshaeuser

Kris spoke to the committee about understanding the Eight Advisory Council Functions under IDEA and reviewed the SEAC orientation materials, priorities, and operating procedures. Kris also talked about the importance of meetings, council functions, and how the meetings should run, etc. Covering such topics as agendas, confidentiality, consensus on voting, meeting minutes, public comment, etc., and how to use the resources provided on the SEAC Committee electronic platforms.

All members were encouraged to continue familiarizing themselves with all aspects of being a committee member and their responsibilities as such.

Welcome – Kris Elmshaeuser & Terry Houlton

Kris and Terry welcomed the committee and reminded everyone about open meeting laws.

Approval of September 9, 2021, Agenda

Barb Gentrup made a motion to approve today's agenda. Tracey Kovar seconded the motion and the motion passed unanimously by member vote.

The motion carried.

Approval of May 6, 2021, Meeting Minutes

Jean Anderson made a motion to approve the amended minutes of the meeting. Kristin Flott seconded the motion and the motion passed unanimously by member vote.

The motion carried.

SEAC Members Eligible for Executive Committee – Terry Houlton

Terry spoke to the committee and reminded them of the importance of the executive committee and its role within SEAC, particularly in regards to setting each meeting agenda. With this in mind, Terry shared that the executive committee would like to discuss revising the SEAC bylaws to revert to selecting the new class year executive committee member at the first meeting of each year rather than during the second meeting of each year as it is done currently. Terry explained that this would be discussed further at a future meeting and tabled the discussion for the time being.

Kris Elmshaeuser explained that while all-new 2021-2022 SEAC members are eligible for nomination to the SEAC Executive Board, the nomination process this year would be limited to new members who are a parent of a child(ren) with disabilities. This is due to the SEAC bylaws requiring at least one executive committee member to be a parent member and this role being vacant at the beginning of the 2021-2022 year.

Notice of Conferences/Meetings – Terry Houlton

Terry shared the upcoming conferences with members and reminded members to contact the SEAC Recorder, Leslie Galloway if they would like to attend any.

- September 21-24, 2021 – Division for Early Childhood Conference – Hybrid (New Orleans, LA)
- October 7-8, 2021 – NMTSS Summit – Virtual
- November 4-5, 2021 – Tri-State Law Conference – Virtual
- November 9, 2021 – PARA Educator Conference – Hybrid (Younes Conference Center, Kearney, NE & Zoom)

Annual Report for 2020-2021 – Kris Elmshaeuser

Kris shared the 2020-2021 SEAC Annual Report with members and informed them that the report is available on the NDE/SPED-SEAC Webpage as well as the SEAC Google Site.

NASES Update – Lona Nelson

Lona Nelson, past president of the Nebraska Association of Special Education Supervisors (NASES) updated the committee on recent projects within NASES as well as their goals moving forward. Lona explained that NASES prioritizes networking by working with partners in all Nebraska Department of Education (NDE) departments. She reminded the committee that every year NASES reaches out to new special education directors within the state of Nebraska and provides new membership programs to align new directors with mentors. Opportunities are then provided for the new directors and their mentors to meet regularly.

Lona shared that NASES had a spring conference with the NDE which focused on inclusion and they have scheduled monthly webinars so directors and partners may continue to engage in focused monthly hour-long conversations. Terry Houlton reminded members to take advantage of opportunities to work together as not all states offer these types of opportunities. Terry impressed upon the committee that SEAC is trying to engage in opportunities to bridge gaps and give everyone a voice as while everyone is coming from different places, partners must come together for the benefit of our students with disabilities and their growth and development as learners as we educate them.

SEAC Member Updates/News/Sharing – Terry Houlton

Kristen Larsen shared that after hosting a successful RFA process, the Council on Developmental Disabilities (DD) awarded a competitive grant to PTI Nebraska for transition planning at three locations across the State of Nebraska. Kristen shared that DD is excited to launch this initiative as well as their new state plan for 2022-2026. She directed committee members to the DD website for more information on the new state plan goals and objectives.

Graciela Sharif shared that while she is still in contact with her former colleagues and believes in their mission, she is no longer with PTI Nebraska. Graciela is now working with the Munroe-Meyer Institute in a similar role to the one she held at PTI Nebraska. She went on to explain that she is excited to continue her work within the community assisting non-English speaking families, and refugees but her role on SEAC will now solely be as a parent member.

Johanna Higgins shared that oftentimes there are grant opportunities through the University of Nebraska-Lincoln for individuals that desire to pursue a master's degree. Johanna shared that these opportunities are very beneficial as they provide a great way to partner with the University as well as receive assistance with education expenses. Johanna asked that the committee consider ways to share information on these grant opportunities regularly. Terry encouraged members to share this type of information with the committee when they are aware of it and shared that the executive committee will discuss ways to share this information moving forward.

Executive Committee Meeting Report – Terry Houlton

Terry shared that the executive committee met on August 24, 2021, to discuss today's meeting agenda items. Terry explained that oftentimes, the executive committee sets each agenda through open discussions on such topics as working with what the NDE/SPED staff is ready to report on as well as discussions and work with Amy Bonn and the SEAC subcommittee. It is vital that when work is happening the committee is engaging in these discussions. Terry reiterated from earlier in the meeting that it is because of these types of important discussions and work of the executive committee that the committee considers holding new executive committee member elections at the first meeting of each year.

Public Comment:

Terry Houlton opened the floor for public comment and reminded all in attendance that as SEAC is an advisory board, public commenting is not an exchange or conversation between the board and the person commenting but is for SEAC to receive information and understand from the public their thoughts and concerns. Clarifying questions may be asked by SEAC members but discussional exchange back and forth will not be allowed. Public commenting may lead to the executive board discussing specific topics and this, in turn, may lead to a future agenda item at which point the topic would become official board business, and at that time more in-depth discussion will be allowed. Members of the public requesting public comment were allowed 3-5 minutes each to address the committee.

Bradley A. Meurrens, MPA – Public Policy Director, Disability Rights Nebraska – Topic - Restraint/Seclusion Regulations:

“Overall, we are concerned that the existing language in Rule 101, expressly requiring each school system to have a seclusion and restraints policy approved by the school board or local governing body, is not carried over into the initial draft of a proposed re-write of this rule. The omission of the current regulation raises multiple concerning questions:

First, is restraint and seclusion no longer a concern, no longer needing state-level regulation or policy? The omission sends that signal. Restraint and seclusion data is now required by state law to be collected, recognizing the risk to students, predominantly those with disabilities, and teachers/staff; why is it not further (thinly) regulated at the state level? Why would the existing state-level regulation be removed? Silence is tacit approval.

Second, do school systems need to retain their current restraint/seclusion policies? If the new regulations omit the current requirement, does this greenlight schools to erase their existing policies? The omission sends that signal—after all, these policies are *no longer* required. The existing requirement provides an insufficient prescription of school policy content, resulting in a patchwork of varied school policies (and student/staff protection); but it is better than no language at all.

Third, what other mechanism will be used to regulate restraint and seclusion? This omission flies in the face of the national and federal trends toward increasing the regulation of restraint or seclusion, ultimately reducing its use. Perhaps the principles for restraint and seclusion school policy established by the US Department of Education and the policy guidance developed by the Nebraska Department of Education could be utilized. There should be uniformity for school policies that authorize practices that directly involve the physical safety of students and staff. Students with disabilities and staff ultimately should not have different protections and policies based on their zip codes. If the department can require a basic uniformity in content area standards (see 004.01A4 Content Area Standards) why not also for restraint and seclusion?

We continue to be disappointed in the legislative proposals regarding student discipline and the attendant discourse by some policymakers. We grow skeptical of the appropriate nature and effectiveness of the current approach— a binary of legislative proposals that are either overly prescriptive or too loosely constructed. Perhaps there is a more effective means to move forward on the restraint and seclusion policy in Nebraska. Disability Rights Nebraska has some ideas on policy and process alternatives; particularly focused on working with/connecting those state and local authorities expert in education policy, advocates, and families/individuals who have lived experience with restraint and seclusion. Disability Rights Nebraska stands ready and willing to share resources, engage in dialogue, and work collaboratively to strengthen the regulation of restraint/seclusion in Nebraska.” – Bradley A. Meurrens

1 See Rule 10 at Page 35: “011.01E Each school system has a seclusion and restraints policy approved by the school board or local governing body.

Edison McDonald, Executive Director – The Arc of Nebraska – Topic: Restraint/Seclusion Regulations & ARP Funds

Edison echoed Bradley’s concerns regarding restraint and seclusion regulations and shared that he believes it is tremendously important for SEAC and the State Board of Education to take more leadership on this topic as he too is very concerned about the potential changes.

Edison then provided information around the specific needs of children with disabilities during the Covid-19 pandemic and how these needs may be served by programs funded by the American Rescue Plan (ARP). He shared his concerns with how the ARP funding process has been implemented and discussed across the state and his belief that the process has lacked input, transparency, and consistency. Edison explained that while some districts have held open forums or distributed surveys to parents with children with disabilities, others have not, and in

some of the districts that did seek input, the input process was unclear, not particularly proactive, and difficult to engage in.

He went on to share that he has sent letters to many districts and that Arc of Nebraska has had one of the largest on the ground presences of any disability organization in the state but they have heard little back as to engagement by local chapters and or members, which raises serious concerns as to how much engagement is happening. Arc of Nebraska has also learned of several families struggle to receive any specific individualized supports in response to significant educational loss their students have suffered due to the ongoing Covid-19 pandemic and some families with children with disabilities with complex medical needs are not being offered opportunities for home instruction as an official special education placement under IDEA. Many parents with medically fragile children with disabilities were given two choices, to attend school in person or disenroll entirely and homeschool. Edison strongly stated that this is unacceptable and that supports for those who need to be educated at home for their safety be allowed that opportunity. He believes that our state's vulnerable students are being pushed out of school instead of receiving safe, reasonable, and, appropriate supports and services and stressed that it is the responsibility of the NDE to ensure districts provide all students with a Free Appropriate Public Education (FAPE) especially now with the fallout of the Covid-19 pandemic and that he will remain available for any further discussion on this topic.

Terry asked Edison to clarify Arc's involvement throughout Nebraska and if he was more concerned about the way districts are using the ESSERS funds or potentially using the IDEA ARP funds. After explaining the role of Arc across Nebraska, Edison said he is concerned with both but mainly the lack of input and that families are struggling with such a diverse set of needs. He believes it is vital for funds to be made available and maximized to help students with what they are struggling with now for both those that require in-person attendance as well as remote attendance as there is funding available for both of those options.

Renee Kiernan asked for clarification on how parents find out how the funds are being spent and how it is being interpreted. Edison said there doesn't seem to be a standardized outreach as it is so it seems to be different district to district. He continued that it has even been a struggle when trying to reach out to districts in simply locating the correct person in each district as it varies greatly, so there is no particular process in which to engage, making it very difficult to help families engage at various districts.

Terry thanked both Bradley and Edison for their comments and for helping SEAC understand these topics from their point of view.

Functional Behavioral Assessments & Behavioral Intervention Plans – SEAC Sub-Committee – Amy Bonn

Pursuant to Article 1, Section B of the Operating Procedures for the Nebraska Special Education Advisory Council, a SEAC subcommittee was created on March 18, 2021, for the purpose of developing possible recommendations for the SEAC to make to the State Board of Education. These possible recommendations stem from concerns about the unmet needs of children with disabilities for behavioral supports in order to reduce the incidents of restraint and seclusion in Nebraska schools.

Amy updated the council and solicited feedback and suggestions on the revisions of the subcommittee proposal, which are ongoing. Amy shared that on August 4, 2021, the SEAC subcommittee met via Zoom to address and implement the suggested revisions from members of the council during the May 6, 2021 meeting. The group concluded that the need for revisions continues and that both of the following will still be needed, a presentation of the current draft to the full SEAC at today's meeting allowing for brief discussion and solicited feedback, as

needed; and additional work and meeting(s) among the members of the subcommittee to finalize a proposal for the full SEAC at a later meeting during the 2021-2022 school year.

Kris Elmshaeuser shared that the NDE along with feedback and input from a large crossover of partners is currently drafting a technical assistance document regarding what a functional behavioral assessment is, who would be conducting such assessments, and the different levels of assessments, etc. The document is currently in final edits and the NDE hopes to have it completed this Fall.

Assessment – Jeremy Heneger Ed.D., NDE-Director of Statewide Assessment

Jeremy updated and discussed with members the Nebraska Student-Centered Assessment System (NSCAS) Growth. He explained that Nebraska has embarked on a transition to an adaptive through-year assessment model, one which combines the best of MAP Growth and the NSCAS General Summative test, builds on the work Nebraska educators have done statewide to create an assessment system that is instructionally useful, meaningful to students, and connected to classroom practice. NSCAS Growth will be aligned to both the state standards and to the state summative blueprint. Adaptive outside of grade level and measuring growth, it will yield grade-level performance data throughout the school year and produce summative proficiency scores at year's end.

NSCAS Growth is a system that prioritizes educators and students while still delivering mandated data for policymakers, maximizes efficiency by not asking questions about what students know and can do that we know the answers to and instead uses that time to ask questions that still need answering and with actionable results tailored to each student and improving instruction multiple times a year, not just annually. NSCAS Growth improved grade-level data is provided to multiple levels of Nebraska's educational system in near real-time and results are specific for each student but can also be rolled up from the classroom, school, district, ESU Region, and state levels.

NSCAS Growth Data Information produced by NSCAS Growth What When RIT scores, including access to national norms, Fall, winter, spring Grade-level data based on indicators used to determine summative proficiency Fall, winter, spring Projected summative proficiency scores Fall, winter Spring Official summative proficiency scores and classification Remember that 2021-2022 is a preliminary transition year, so MAP Growth could be administered if RIT is used for high-stakes decision-making or MAP Accelerator/curricular connections. Professional learning Webinar(s) will support understanding of NSCAS Growth reports and data expected from the 2021-2022 winter pilot and spring administration Professional learning for 2022-2023 will support effective use of grade-level and grade-independent data from NSCAS Growth to inform instruction and foster student learning.

The NSCAS Growth will be operational in 2022-2023.

Assistive Technology Partnership (ATP) – Brian Wojcik, Ed.D., NDE/ATP-Education Program Supervisor

Brian shared that ATP's vision is to ensure that individual Nebraska children/students receiving special education services be successful by creating systemic capacity that results in quality Assistive Technology (AT) services for every child/student who needs AT. Brian then explained how the ATP implements its vision through a process-oriented evaluation of AT needs utilizing Quality Indicator for Assistive Technology Services (QIAT). The definition of 'Quality' AT services is derived from the Quality Indicators of Assistive Technology or QIAT. QIAT is based on research conducted by Joy Zabala and has been refined through the efforts of the QIAT Consortium.

Brian also discussed ATP's capacity building and the various levels of foundational organizational capacities, support structure, ATP educational activities, AT professional development, AT infrastructure, and AT systems, feedback, and consistency.

SEAC members then engaged in discussion and feedback around additional steps that need to be taken to help high-quality AT services increase as a "standard of practice" in Nebraska and strategies that will allow the ATP Education Program to measure "depth of impact" on AT practices within Nebraska.

ARP ESSER Funds and Stakeholder Input to Districts – Kris Elmshaeuser

As a condition of receiving these additional funds, districts are required to gain stakeholder feedback and input regarding how they should be used. Kris explained that while districts only have a short period to apply for these funds, the funds are ongoing and awarded grants can be amended to meet specific needs as they arise and thus stakeholders still have ample time to make their views heard.

The federal definition of stakeholders is broad, including parents, teachers, providers, administrators, and partners in education, etc. and thus, districts are allowed to utilize any of these avenues for feedback and input. Some districts have chosen to hold open meetings and/or surveys of staff and families as well as other means. Parents and/or parent groups who feel their voices are not being heard should speak with their district representatives as views and needs vary greatly across the state and from district to district, it is imperative that all viewpoints and needs are being taken into consideration to ensure the best is being done for all.

NDE-SPED Team Report – IDEA/ARP – Amy Rhone

Amy introduced the NDE Office of Special Education staff members and explained their various roles at NDE. Amy then shared that districts that have made the most significant gains among students, whether with or without disabilities, have done so by providing students with teachers skilled in content instruction during extra instructional time. However, typical achievement distributions show that both groups of students — those with mild to moderate disabilities and those without disabilities — fail at high rates to meet grade-level standards. Amy explained that with both categories of students performing poorly, there needs to be a focus on better supporting all students and blurring the often-sharp divide that exists. This goal requires a shift from thinking of students as belonging to two distinct categories and refocusing on better equipping general education teachers to educate all students.

The American Rescue Plan makes clear that ESSER funds can and should be used for activities that support students with disabilities. The Act calls out "students with disabilities" and activities authorized by the IDEA in its allowable use of funds. Additionally, all communications from The US Dept of Education to SEAs have emphasized the expectation that ARP ESSER funds will be focused on underserved student populations that have been disproportionately impacted by COVID-19, including students with disabilities. Amy then discussed the ARP at greater length and how districts can utilize these funds and directed SEAC members to the NDE Office of Special Education for various resources and information.

Amy then shared and discussed at length that the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) sent a letter to its state and local partners reiterating its commitment to ensuring children with disabilities and their families have successful early intervention and educational experiences in 2021-2022 school year. She also spoke about how as part of the launch of the Roadmap, the White House also released a fact sheet highlighting the Administration's efforts to safely reopen schools and support our nation's students, including how the historic investment in the American Rescue Plan is advancing this work. The Roadmap also outlines how federal funding can support the safe and sustained return to in-person learning and how ARP funds can be used to support these reopening efforts.

NDE-SPED Team Report – New Guidance Documents – Amy Rhone

Amy shared with the committee that the NDE Office of Special Education recently shared, created, and/or revised several technical assistance and guidance documents. These documents include, “Developing Local Policies & Procedures Required for Implementation of Special Education Part B Regulations in Nebraska’s Public Schools”, “Guidance on Serving Homeschool, Exempt Students with Disabilities”, “Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act”, “Teaching Students with Specific Learning Disabilities Math”, “U.S. Department of Education – Importance of Full Implementation of IDEA Amidst Covid-19 Pandemic” and the “U.S. Department of Education – Return to School Roadmap”. All of these documents may be located on the main page of the NDE Office of Special Education webpage.

NDE-SPED Team Report – LB 527 Transition Planning for 14-15 years olds– Amy Rhone

Amy informed the committee that with the passing of LB 527 which will be codified at Neb. Rev. Stat. § 83-1225, Nebraska statute will require transition planning to be documented in Individual Education Programs (IEPs) as required by both federal and state law and must occur in the first IEP meeting held after the student reaches the age of 14. Amy then shared with the committee a memo that will serve as guidance beginning from August 28, 2021, until the completion of updates to 92 NAC 51 (Rule 51). Amy explained that this memo will serve as the guidance to districts to implement federal and state regulations as prescribed by IDEA, Nebraska Revised State Statute, and Title 92 Nebraska Administrative Code Chapter 51 (Rule 51). As this revision will be in effect, August 28, 2021, all Districts will have 90 days from the start of the 2021-2022 school year, to hold IEP meetings for current students, 14 and 15 years of age, to update current IEPs to comply with the new state statute.

NDE-SPED Team Report – Non-Public/Homeschool Exempt – Amy Rhone

The final regulations for the reauthorized Individual with Disabilities Education Act (IDEA) 2004 were published in the Federal Register on August 14, 2006, and became effective on October 13, 2006. These regulations contain several significant changes from the existing law and regulations. The regulations now require that public school districts, after timely and meaningful consultation with non-public school representatives and non-public school parent representatives, complete the ChildFind process to determine the number of parentally-placed children with disabilities attending nonpublic schools located within the public school district’s boundaries. The requirements make clear the obligation to spend a proportionate amount of IDEA Part B funds to provide special education services to children with disabilities enrolled by their parents in nonpublic schools. Additionally, the regulations require that children with disabilities parentally placed in a non-public school be served by the public school district within which the non-public school is located. Other key changes relate to a consultation process, calculation of the proportionate share, and standards applicable to personnel providing equitable services.

In response to the requirements of IDEA 2004, the NDE Office of Special Education formed a stakeholders task force to discuss and make recommendations on how best to merge the requirements of federal laws, and Nebraska’s state law. The stakeholders engaged in extensive discussions around the pros and cons of three service delivery models. These models were: 1) change Nebraska state statute from FAPE to equitable services for all children with disabilities parentally-placed in a non-public school; 2) revise Nebraska state statute definition of residency for non-public school children and provide FAPE for all children with disabilities parentally-placed in non-public schools; 3) provide a dual delivery system in which resident children with disabilities parentally-placed in a non-public school within their school district boundaries receive FAPE, and non-resident children with disabilities parentally-placed in a non-public school would be eligible to receive equitable services from the school district within which the non-public school is located, or parents may request the provision of FAPE from the child’s school district of residence.

The dual delivery system was recommended by the stakeholders, as this system provided harmonization of both federal law and state law and provided flexibility for non-resident children with disabilities parentally placed in a non-public school. Non-resident parentally-placed nonpublic school children with disabilities have two choices: 1) receive equitable services from the public school district within which the non-public school is located; or 2) request the provision of a free and appropriate public education (FAPE) from the child's resident public school district. Resident children with disabilities parentally placed in a non-public school continue to be eligible for the provision of a free and appropriate public education (FAPE) from the school district where the child resides. This dual delivery system aligns with Nebraska statute which requires public school districts to make the provision of a free appropriate public education (FAPE) available for all resident children.

NDE-SPED Team Report – Flexible Funding and Coordinated Early Intervening Services (CEIS) – Kris Elmshaeuser
IDEA flexible funding is state funding allowing for the use of special education funds to be used for at-risk students who are not currently identified as special education. CEIS is federal IDEA funding that allows a district to use up to 15% of its funding for programs or projects for at-risk students to keep them from being identified as special education.

Kris shared with members that the NDE Office of Special Education has created a Flex Funding Guidance Document as well as a Coordinated Early Intervening Services (CEIS) Guidance Document to ensure funds are being used for projects within districts that are truly focusing on at-risk students and following the letter of the law. These documents may be accessed on the NDE-SPED Webpage or by contacting the Office of Special Education.

NDE-SPED Team Report – Updates on Complaint Issues with the State – Kelly Wojcik

Kelly updated the committee on the complaint/dispute resolution process as well as the increase in complaints since the onset of the Covid-19 pandemic. Complaint data is tracked annually from July 1 through June 30 and issues that occurred more than one year before the filing of the complaint cannot be investigated. Complaints are managed and tracked by the NDE Office of Special Education Director of Accountability with support from the Director & Assistant Director. The NDE/SPED office contracts with investigators provided by the Technical Assistance for Excellence in Special Education (TAESE) and Corrective Action is overseen by selected Special Education Staff who are members of the Dispute Resolution Team,

During the 2020-2021 school year, 21 written state complaints (one being a systemic complaint) were received by the NDE/SPED office. Two were not investigated, nine had no findings of noncompliance, and were closed. Some complaints contained multiple issues and do not relate to the total number of complaints that had "No Findings". 10 complaints resulted in findings of non-compliance.

As of September 3, 2021, the NDE-SPED office has received eight complaints with two investigations being systemic complaints.

Kelly explained that the dispute resolution team encourages staff and parents to try to work out conflict(s) with whom the conflict(s) exist and obtain assistance from outside entities when resolution cannot be found. Staff and parents are also encouraged to understand Rule 51 and IDEA Requests Continued For Districts. It is also important to remember districts can respond to a complaint by admitting an error and offering a method of correction for parents.

NDE-SPED Team Report – RDA Stakeholders Meeting – Amy Rhone

Amy announced that the annual Nebraska IDEA Part C Results Driven Accountability (RDA) annual stakeholder meeting will be held on October 27, 2021 and that the IDEA Part B stakeholder meeting would be held on October

28, 2021. The meetings are being planned as Hybrid meetings but are expected to become fully virtual due to the ongoing Covid-19 pandemic.

Stakeholders will receive updates regarding the federally required State Systemic Improvement Plan for infants and toddlers and students with disabilities and will advise on setting data targets for the 2020-2025 Annual Performance Report.

Approval to Adjourn Meeting

Jennifer Meints made a motion to adjourn the meeting, Barb Gentrup seconded, and the motion passed unanimously by voice vote. The meeting adjourned at 3:36 p.m.

The Motion carried

The next meeting will be **Thursday, December 9, 2021, at 8:30 am** in-person at the Embassy Suites – Lincoln and possibly via Zoom Conferencing.

Respectfully submitted by:

Leslie Galloway

SEAC Recorder