

# Nevada Children's Commission-Education Committee

## Priorities and Recommendations

### Kimberly Palma-Ortega

1. The re-engagement of education across the board, especially with an emphasis of recouping lost Educational Skill Sets, that was seen from distance learning.

- Furthermore, those that at some point were engaged within the Juvenile Justice System.

Just prior to the start of the Covid shutdown until current. Especially, those overseen by Youth Probation/Parole. (Many have been termed/released of services in this period, with no follow up given regarding rights under IDEA until they are 22, to further their educational opportunities that possess an IEP etc. We have also seen that because of the many platforms used while in placements, there is no easy way to navigate between the families or for PO's to help assist the school districts in transferring credits back to a Nevada system. Creating frustrations in not wanting to go move forward, that are also increasing our dropout rates.)

2. Educational Data collection from all youth facilities and detentions, for individuals with IEPs, 504's etc. With what additional services are being provided as those individuals are in placements throughout the state? That may include additional components from busy work packets or the variety of online platforms. Like accommodations/specialists such as ASL, Vision, Mental Health, and Language Interpretation etc. As we have seen in past reports, the number of youths that find themselves within the system have been shown to possess IEP's etc. We need further information as to what those needs are and how they can insert positive approaches through instruction to minimize the detrimental effects of not having adequate needs might that would otherwise been addressed within the classroom setting and by a team of educators. Allowing us to lead them back into attend their zoned school, they are at grade level and able to transition appropriately.

3. Trainings or updated information being given to all Youth PO's with the new collaboration between CCSD & the DA. This a great time to include and create a platform of understanding within the educational needs of our youth. Behaviors "acting out" at times also stems from not knowing information/content and to avoid peer/teacher engagement, they will avoid any means necessary relating to school activities. Is there current training for our PO's to help assist outside of terms and conditions of truancy for youth and their families? Do they understand what an IEP is or how accommodations work, possibly noticing undiagnosed condition or mental health need. Some youth are not following a current medical or service plan that may need addressing or oversight. Example (DDAY Court, we have seen a number of youth, just needing a hand in getting a diagnose or revision of services etc. to promote a positive outcome. Basically, pulling the pieces together. If you are not familiar with this program, I'll be happy to share Judge Bailey's information as to learn more.)

### Dr. Jesus Jara

1. Social Emotional Curriculum

2. Multi-Tiered Systems of Support (MTSS)

3. Student Achievement

4. Data Priorities

Janice Wolf

1. To advocate for access to more evidence-based instruction and related services for children with Autism, with a focus on the least restrictive setting.

2. To advocate for expanded screening for specific learning disability in reading, also known as dyslexia, and expanded teacher training for all grade levels to address reading instruction needs. Additionally, to advocate for evidenced-based reading programs taught with fidelity within the school setting or provided through outside instruction.

3. To advocate for evidence-based trauma interventions, particularly with regard to foster children and children with disabilities – and advocate against abusive, discriminatory, and harmful interventions and discipline policies/tactics. Furthermore, to advocate for adherence to already established statutory requirements concerning disabled students and foster students, and for fidelity and consistency in all school settings.