

**Virginia State Special Education  
Advisory Committee  
Annual Report**

**July 2005 – April 2006**

**Presented to the  
Virginia Board of Education**

**By**

**Mrs. Anne H. Fischer, Chair**

# **Executive Summary**

## **Virginia State Special Education Advisory Committee**

### **Annual Report July 2005 – April 2006**

The committee met in regular session four times during the year, both in and outside of Richmond. At each of the meetings, public/constituency comment was heard and public forums were held to enable the community to provide input to the State Special Education Advisory Committee (SSEAC). Virginia Department of Education (VDOE) staff and representatives from various organizations presented on topics requested by the SSEAC.

#### **Issues Reviewed by the SSEAC and Subcommittees**

Major issues addressed by the committee during the year included:

- Teacher licensure and qualifications, including recommendations to make modifications to the proposed teacher licensure requirements, develop programs to increase the number of qualified teachers, and develop and implement flexible and more targeted ways to achieve licensure in special education;
- Alternate and alternative Standard of Learning (SOL) assessments, including results of testing children through these assessments and the impact of access to the general curriculum on assessments;
- Promising and effective practice, training needs and postsecondary transition for students with autism;
- The process VDOE has developed to rewrite Virginia regulations in response to the Individuals with Disabilities Education Act (IDEA 2004) regulations, as well as the state performance plan and procedures to obtain input from constituencies related to state policies and procedures; and
- Consolidation proposals for Virginia's Schools for the Deaf and Blind.

The SSEAC anticipates continued work on these topics and new work on Response to Intervention (RtI); IDEA regulations and VDOE implementation of those regulations; Virginia Standards of Quality (SOQ) issues; staffing and service delivery issues; and postsecondary transition.

#### **Specific Recommendations**

The SSEAC made a number of recommendations to VDOE, the State Board of Education (BOE) and to the Advisory Board of Teacher Education and Licensure (ABTEL). These recommendations are as follows:

- The SSEAC recommended that the BOE require local school divisions to provide a policy on restraint and seclusion at the division level and participated in the development of a policy guide for the school divisions.
- The SSEAC recommended to ABTEL that the license of teachers of students with disabilities in the general curriculum be divided into elementary (K-6) and middle/secondary and that coursework be included in each license to meet the "highly qualified" requirements, including a proposal to use the Fundamental Subjects Praxis II tests to meet requirements. In addition, the committee endorsed

the concept of an add-on special education endorsement for teachers already licensed as elementary teachers or content teachers, provided that it is at either the elementary or the middle/secondary level.

- The committee requested that the VDOE communicate with the State Council of Higher Education for Virginia the need to maintain, develop and implement undergraduate special education licensure programs as part of baccalaureate degree programs in Virginia.
- The committee recommended that VDOE develop and implement statewide administrator training and technical assistance support to prepare, retain, and develop knowledge and leadership skills for 1) special education administrators and administrators in supervisory positions in schools division as well as for 2) building level administrators.

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## **Introduction**

The Individuals with Disabilities Education Act (IDEA) requires that each state establish and maintain a state advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state. The statute specifies membership and requires that a majority of members be individuals with disabilities or parents of children with disabilities. Specifically, the statute requires the following:

- “(i) parents of children with disabilities (ages birth through 26);
- (ii) individuals with disabilities;
- (iii) teachers;
- (iv) representatives of institutions of higher education that prepare special education and related services personnel;
- (v) state and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.);
- (vi) administrators of programs for children with disabilities;
- (vii) representatives of other state agencies involved in the financing or delivery of related services to children with disabilities;
- (viii) representatives of private schools and public charter schools;
- (ix) not less than 1 representative of a vocational community, or business organization concerned with the provision of transition services to children with disabilities;
- (x) a representative from the state child welfare agency responsible for foster care; and
- (xi) representatives from the State juvenile and adult corrections agencies.”

In Virginia the panel is known as the State Special Education Advisory Committee (SSEAC). Additional information about the roles and functions of the SSEAC may be found in Appendix A.

## **Committee Organization**

The activities of the Virginia State Special Education Advisory Committee (SSEAC) are governed by the Virginia Board of Education bylaws for all advisory committees. The SSEAC year runs from July 1 to June 30. An executive committee works with the Virginia Department of Education (VDOE) staff in establishing priorities and agenda items. The SSEAC delegates various subcommittees to monitor programmatic issues as well as future items of concern. In the 2005-2006 year, the subcommittees were changed to enhance the effectiveness of the group. The subcommittee structure conforms to the federal requirements of the State Performance Plan, the process of IDEA regulatory changes, and the monitoring of NCLB requirements.

## **STANDING SUBCOMMITTEES**

Executive  
Nominating  
State Operated Programs (SOP)  
Policy & Regulation

## **ADHOC SUBCOMMITTEES**

Data & Reports  
Constituency Involvement  
Restraint & Seclusion  
Autism  
Personnel

Staff members are available to each of the subcommittees to provide technical assistance, clarification of Department of Education procedures, and background information.

SSEAC members are assigned to a minimum of one standing and one ad hoc subcommittee to take advantage of each member's expertise, interests, and concerns. A member of the SSEAC executive committee chairs each subcommittee. Subcommittees meet independently and recommend action to the full committee. Such action may take one of several forms: further study, requests for additional information from the VDOE, or referral to the Board of Education by written communication, oral presentation, or public comment. While the Autism Subcommittee continues to study the issues as noted by numerous public comments, the Restraint and Seclusion Subcommittee was removed after the work was completed. The ad hoc committees are defined as follows:

### Data and Reports

This subcommittee reviews special education data collected by the VDOE and provides assistance in reporting the data to the public.

### Constituency Involvement

This subcommittee addresses ways to involve parents, students, and other constituents in SSEAC activities as well as in local special education training and parental involvement activities.

### Autism

This subcommittee addresses issues surrounding special education programs and services for students with autism.

### Restraint and Seclusion

This subcommittee, charged with providing leadership in the development of guidelines for the use of restraint and seclusion, completed its work.

### Personnel

A new subcommittee was formed to address issues concerning the availability of fully licensed, highly qualified special education teachers and related service providers.

In 2005-2006, the SSEAC developed the Guidelines for Public Comment and Operational Procedures, and the State Special Education Advisory Committee Bylaws. The full committee also participated in a SSEAC membership orientation to revisit mission, duties and responsibilities of committee members, Robert's Rules of Order, subcommittee descriptions, and the Freedom of Information Act for public bodies.

## Meetings

The committee meets in regular session four times a year. Subcommittees and the executive committee meet as necessary to fulfill their responsibilities, but every effort is made to allow for subcommittee work during the regular session. All regular meetings are open to the public, and a public comment period is offered at each meeting. In addition, meetings are audio taped to assist with record keeping. Audiotapes are maintained at the state Department of Education in accordance with record keeping policies and procedures.

Due to the success of the enhanced opportunities for parent and community involvement, the committee continued the practice of conducting meetings around the state. The SSEAC met as follows:

1. July 21-22, 2005: Richmond
2. October 6-7, 2005: Fredericksburg
3. January 11-13, 2006: Richmond
4. April 26-28, 2006: Abingdon

With the exception of the January meeting, evening public forums were held for informal exchange of information with committee members. While the attendance was lower than the previous year, the committee members believe that the evening public forums are successful in providing an opportunity for a larger number of Virginia's constituents to meet with the committee. The SSEAC recommended a different formatting of the notification of this event to capture a greater audience among the citizens of the region. Three regional meetings are planned for the 2006-2007 year. The meeting dates and locations are:

1. July 13-14, 2006: Fairfax
2. October 19-20, 2006: Harrisonburg area
3. January 11-12, 2007: Richmond
4. April 19-20, 2007: South Hill area

In addition to the four regular meetings, the SOP subcommittee met May 7, 2006 to review the policies and procedures of the state-operated programs and the Virginia Schools for the Deaf, Blind, and Multi-disabled. Department staff members were available and provided technical support at each meeting.

### Public Comments

At each meeting, a public comment period is held. The SSEAC has established a procedure whereby persons who make public comments are provided feedback appropriate to the nature of their concerns. During the 2005 - 2006 year, public comments were made by students, parents of students with disabilities, the Parent Education and Advocacy Training Center (PEATC); the Endependence Center, A Voice for Gap Kids advocacy group, Speech-Language-Hearing Association of Virginia, Disability Law Clinic at the University of Richmond; the Virginia Coalition for Students with Disabilities; and the Virginia Office of Protection and Advocacy. The following issues were presented:

1. inappropriate behavioral interventions (including expulsions and other unduly removal of students for disciplinary reasons);
2. procedural safeguards/regulatory publications: inaccessible literacy level and the need for translation into other languages;
3. development of guidelines for use by speech language pathology assistants
4. diploma options and course credits;
5. inadequate and problematic special education services, (the SSEAC saw an increase in the numbers of public comments concerning students with autism and inadequate delivery of Individualized Education Program (IEP) services);
6. problems with IEP service delivery by contract agencies;
7. increased access to general curriculum with improved achievement;
8. implications of recent court ruling affecting due process;
9. SSEAC involvement in the state regulatory process;
10. lack of access to the general curriculum in the least restrictive environment, and the need for VDOE leadership to address this ongoing systemic problem; and
11. proposed language in the revisions of the SOQ related to the modified standard diploma.

### **Constituency Reports**

Additionally, at each meeting, members provide an update on issues raised by their respective constituencies. During the 2005-2006 year, the following issues were identified through constituency reports:

1. lack of support of effective inclusion and access to the general education curriculum;
2. problems with meaningful participation of general education teachers in IEP meetings;
3. need for parental training on IDEA 2004;
4. need for better transition services;
5. timelines for LEA policy and procedure manuals during regulatory process
6. lack of transition skills upon completion of education;
7. challenges in preparing sped teachers to meet “Highly Qualified” under No Child Left Behind (NCLB) and the IDEA 2004;
8. assistive technology needs and training;
9. problems with discipline policies and practices causing unnecessary loss of educational time;
10. new assessment tools;
11. difficulty achieving racial balance in local advisory committees;
12. private school placements;
13. teacher preparation in higher education;
14. available training and assistance in self-advocacy; and
15. private school providers’ concerns about the challenges of coordinating testing with school divisions.

## **Issues Addressed by the SSEAC**

During 2005-2006 year, the SSEAC continued its role working with the VDOE and monitoring the Virginia State Improvement Grant, State Performance Plan, Virginia Standards of Quality, as well as other VDOE initiatives. The SSEAC meeting agenda included many additional topics related to the educational achievement for students with disabilities. At each meeting, the SSEAC was informed about the status of plans to consolidate the Virginia Schools for the Deaf and Blind.

### **Teacher Licensure and Qualifications**

In 2005 – 2006, the SSEAC endorsed changes in the special education teacher licensure requirements that would lead to the elimination of separate endorsements for mental retardation, learning disabilities, emotional disturbances, and severe disabilities. In considering the issues of the continuing shortages of special education teachers in the Commonwealth of Virginia for the foreseeable future, pending retirements of teachers and special education administrators, the proposed changes to licensure in the areas of ED, LD, MR and SD, and the requirements of NCLB to have teachers highly qualified in content areas, the SSEAC formed an ad hoc committee on Personnel. The subcommittee discussed the challenges in preparing special education teachers, especially those new to the profession, to meet the requirements for “highly qualified” designation under NCLB and IDEA. As a result of those discussions, the Personnel Subcommittee brought several proposals to the full committee related to teacher quality issues. Five of those resolutions were approved by the full committee:

1. The SSEAC recommended to the Advisory Board on Teacher Education and Licensure (ABTEL) that the license of teachers of students with disabilities in the general curriculum be divided into elementary (K-6) and middle/secondary and that coursework be included in each license to meet the “highly qualified” requirements.
2. The SSEAC requested that the VDOE communicate with the State Council of Higher Education for Virginia the need to maintain, develop and implement undergraduate special education licensure programs as part of baccalaureate degree programs in Virginia.
3. At the request of ABTEL, the SSEAC considered the concept of an add-on special education endorsement for teachers already licensed as elementary teachers or content teachers. The committee endorsed the concept provided that it is at either the elementary level or the middle/secondary level. The Personnel Subcommittee will work with the VDOE in developing the details of the requirements.
4. At the request of ABTEL, the SSEAC considered the use of the Fundamental Subjects Praxis II test to meet “highly qualified” requirements. The committee endorsed such a proposal.
5. The SSEAC recommended that VDOE develop and implement statewide administrator training and technical assistance support to prepare, retain, and develop knowledge and leadership skills for 1) special education administrators and administrators in supervisory positions in schools division and 2) building level administrators.

During the year, committee representatives also participated in a Special Education Service Delivery Standards Task Force that prepared broad statements to guide the development of requirements of staffing in revised state regulations, as well as the exploration of new models for fund appropriations. This task force will continue to provide revisions and direction in the forthcoming year.

### **Students with Autism**

Through public comment, open forums, and constituency reports, the committee heard numerous concerns from parents about services for students with autism. Specifically, the committee heard concerns from parents about the lack of effective and appropriate education for their children with autism in their public schools.

The SSEAC appointed a special subcommittee to continue to seek information and opinions on special education services for children with autism and to formulate recommendations for the full committee to consider in preparing its recommendations to the BOE. The subcommittee continued to provide input and received updates on the activities of the Virginia Autism Council and the efforts of the Autism Priority Project in training school staff and parents on effective teaching strategies for students with autism spectrum disorders. The subcommittee continued discussions with the VDOE regarding future needs in this area: research-based appropriate services, earlier treatment, direct instruction, continued and more intensive training in effective teaching strategies (i.e. communication, social behavior, access to general curriculum), teacher incentives, use of assistive technology and the internet, assessment tools, and the development of a best practices handbook on postsecondary transition for students with autism.

### **Assessment and Accountability for Students with Disabilities**

The SSEAC has had ongoing dialogue on various issues related to the inclusion of students with disabilities in Virginia's accountability system. The SSEAC has received updates on the Virginia Grade Level Alternative (VGLA) assessment as well as the revised Virginia Alternative Assessment Program (VAAP). The SSEAC was informed of the extensive trainings throughout the state and given a comprehensive presentation of the VAAP and its curricular design. The SSEAC requested that the Department provide ongoing information regarding pass rates, as well as results of the first year administration of the revised VAAP.

### **Restraint and Seclusion**

After two years of extensive collaboration in preparing a policy guide, the SSEAC presented the document for consideration to the BOE, requesting that the BOE require local school divisions to provide a policy on restraint and seclusion at the division level. Although the committee has finished its work, restraint and seclusion issues will be revisited if comments or concerns are expressed within the public comment framework.

### **IDEA-2004 and Virginia Regulatory Process**

The SSEAC was provided training in the ongoing proposed regulatory process at the federal level as well as the process for revision of state special education regulations with proposed timelines. The SSEAC recommended that the proposed timeline and process be added to the SSEAC page of the website. The committee reviewed the current status of

several litigations involving VDOE. It received information about mediation trainings being presented to Parent Resource Centers (PRCs) statewide. The Policy and Regulations Subcommittee will make recommendations to the SSEAC about new state regulations and the new Procedural Safeguards notice, since the SSEAC is the stakeholder group for the development of these documents.

### **State Performance Plan**

The SSEAC was represented on a large stakeholders group that the VDOE convened for an initial meeting in December 2005. The stakeholder group is responsible for making recommendations for Virginia's first State Performance Plan as required under the 2004 amendments to the IDEA. All committee members will be invited to participate in various workgroups as the VDOE prepares the annual performance report.

## **Other Issues**

Presentations and trainings provided to the SSEAC included: current activities of the Virginia State Improvement Grant, the 2005 Annual State Technology Conference, and Title I programs and the interface with IDEA. At the January meeting, the committee was presented with information on the Response to Intervention (RtI) provision contained in the reauthorization of IDEA. RtI is the practice of providing high-quality instructions and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction, including, for some students, special education. Dr. George Batsche, University of South Florida, conducted a presentation and discussion about policy and implementation issues with regard to RtI.

### **Secondary Transition**

The SSEAC has been presented with information on state priorities for secondary transition and the types of data that are being collected on post graduation activities of students. The SSEAC has also heard numerous parent comments on lack of opportunities to access postsecondary education as well as the need for better preparation of students with disabilities for work and for linking with adult vocational services providers, including the Department of Rehabilitative Services (DRS), the Community Services Boards (CSB) and community college and university opportunities. This has been particularly emphasized for 18-22 year old students.

## **Future Issues**

Listed below are areas which the SSEAC will continue to monitor and advise the Virginia Board of Education and the Department of Education as they continue their work for the families and students of Virginia.

### **Assessment, Accountability and Academic Achievement of Students with Disabilities**

The SSEAC will continue to review the academic achievement of students with disabilities as measured by the Standards of Learning Assessments, including the Virginia Grade Level Alternative assessment (VGLA), the Virginia Substitute Evaluation Program (VSEP), and the Virginia Alternate Assessment Program (VAAP). Of particular relevance will be the

progress that school divisions are making in improving achievement and graduation rates of students with disabilities.

### **State Performance Plan**

Several members of the SSEAC will be part of the stakeholders group involved in the monitoring of the State Performance Plan (SPP) and its dissemination to the public. The data collection regarding suspensions, disproportionality, placement (general education classrooms with appropriate supports, self-contained classes, etc.), and graduation rates will be shared with the SSEAC in response to the numerous concerns and comments presented over the year.

### **Consolidation of the Two State Schools for the Deaf and the Blind**

The SSEAC has received periodic updates concerning the consolidation of the two state schools for the deaf and the blind since the appointment of the task force by the 2003 Virginia General Assembly. The committee will continue to maintain an interest in this initiative and will comment as necessary.

### **IDEA 2004 and the Virginia Regulatory Process**

When the final federal regulations are promulgated, the SSEAC will have an active role in preparing revised Virginia special education regulations and the required procedural safeguards notice to parents. It is anticipated that this process will begin during the fall of 2006.

The SSEAC will be involved in the process of preparing draft regulations for the Board's consideration.

### **No Child Left Behind and Virginia Standards of Quality**

The SSEAC will continue to monitor and make recommendations concerning the impact of the No Child Left Behind legislation, policies and requests for waivers on students with disabilities in Virginia, as well as any revisions of the SOQ.

### **Response to Intervention**

The committee will continue to examine the fundamentals of the Response to Intervention (RtI) practices, as well as more exploration and training with the Instructional Support Team model currently being utilized across the state. Committee members will continue to receive updates from VDOE about the progress of implementing RtI. Further, the SSEAC will be represented on a stakeholder group that the department will appoint to develop a model for Virginia.

### **Service Delivery and Staffing Standards**

The SSEAC will continue to be involved in revisions to the special education service delivery and staffing standards. Guiding principles, which were formulated by the task force, will be used to develop recommendations for: a) revision of the staffing section in the state special education regulations, b) recommendations for guidelines that would be more specific than regulations, and c) new models, if needed, for appropriating the state's share of funds and to examine their feasibility.

**Autism**

Creating an adequate system of services for students on the autism spectrum is urgently needed. The SSEAC will continue to encourage VDOE to examine and implement options that comprehensively address students' needs and decrease the long term needs for services.

**Access to the General Curriculum**

The SSEAC has received numerous public comments from parents concerned about their children's access to the general education curriculum in the least restrictive environment. The SSEAC will continue to advise the VDOE of how to meet each child's free appropriate public education (FAPE) entitlement to access to the general curriculum. Comparative data is now available and will be included in the 2007 Annual Performance Report. This data will allow the SSEAC to consult with VDOE to assess the depth and breadth of the issues, and to develop policies and technical assistance that ensure that students with disabilities have access to the general curriculum in the least restrictive environment. These data will be linked to other outcomes such as postsecondary outcomes, assessment results, and graduation and drop out rates.

**Adequate Supply of Highly Qualified Special Educators**

The SSEAC will continue to monitor issues of 1) administrator, teacher and service provider shortages including those predicted due to impending retirements, 2) development of administrator and undergraduate training programs, and 3) requirements under NCLB for highly qualified teachers.

**Secondary Transition**

The SSEAC will continue to advise VDOE with regard to analysis of data being collected on school exiters, the review of transition plans for students to determine the scope and effectiveness of transition services to students with disabilities and special projects such as the self determination pilot program, developing information resources across the state via T/TAC Online, online training activities, post graduate program opportunities, and the regional college information programs offered through the Training and Technical Assistance Centers (T/TACs).

## Appendix A

### Mission and Structure

The State Special Education Advisory Committee (SSEAC) for the Commonwealth of Virginia is organized and functions in accordance with the mandate in the Rules and Regulations for the Administration of the Individuals with Disabilities Education Act (IDEA) and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The committee's functions include the following:

1. Advise the state education agency (SEA) of unmet needs within the state in the education of children with disabilities;
2. Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities;
3. Advise the SEA in developing evaluations and reporting on data to the U.S. Secretary of Education under section 618 of the Act;
4. Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Individuals with Disabilities Act;
5. Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities;
6. Provide advice on eligible students with disabilities in adult prisons that have been convicted as adults and incarcerated in adult prisons;
7. Review the policies and procedures of state-operated programs, the Virginia School for the Deaf and Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-Disabled at Hampton; and
8. Prepare and present an Annual Report to the Virginia Board of Education and the Superintendent of Public Instruction. This report shall be made available to the public.

## **Appendix B**

### **Membership**

The committee is composed of representatives of stakeholder groups as prescribed by IDEA. These individuals have a common interest in meeting the educational needs of children and youth with disabilities throughout the commonwealth. The membership includes:

- eight parents of children with disabilities
- two individuals with disabilities
- a teacher
- a representative of institutions of higher education that prepare special education and related services personnel
- a local superintendent
- a local special education director
- a representative of an organization concerned with transition services
- a representative of other state agencies involved in the financing or delivery of related services to children with disabilities
- a representative of the foster care system
- a representative of a correctional agency
- a representative of private schools and public charter schools

Members are appointed by the Board of Education to a three-year term and are eligible for reappointment for an additional three-year term. Individual citizens and organizations are invited to nominate candidates for appointment to the committee. Terms of membership are staggered to assure continuity. Members are reimbursed for expenses incurred while attending meetings; however, the membership serves without compensation. The committee is staffed by designated personnel from the Department of Education who are knowledgeable in the field of special education. The department also provides technical and clerical assistance to the committee.

## Appendix C

### Motions

During the 2005-2006 year, the SSEAC made and passed the following motions:

1. that the SSEAC continues with an annual report to the Virginia Board of Education and quarterly supplements, as needed (July, 2005);
2. that all reports from the SSEAC not include individual names of SSEAC members, but do include names of subcommittee members involved in said report (July, 2005);
3. that the Department of Education staff will revise the Draft Operational Procedures and the Public Comment Guidelines for final approval at the April meeting of the SSEAC in keeping with the discussion of both documents (January, 2006);
4. that those individuals appearing before the SSEAC for public comment be provided a handout explaining the policy established by the SSEAC in accepting and responding to those comments presented (January, 2006);
5. that the officers of the SSEAC for the 2006-2007 year be: Chairman- Anne Fischer, Vice-Chairman- Mike Behrmann, Secretary- Stacie Ellis, Members at large- Peter Squire, Carmen Sanchez, and Emily Dreyfus (April, 2006);
6. that the SSEAC adopt the Operating Procedures as amended (April, 2006);
7. that the Virginia Office of Special Education and Student Services (SESS) send public information related to special education students and services to the SSEAC informing them of any changes in wording of regulations, statutes, or standards written by the SESS; any materials presented to the Virginia Board of Education by the SESS; any legislative items originating or supported by the SESS; and any comment or letter of support to the U.S. Department of Education sent by the SESS (January, 2006);
8. that a note be added to preface that the policy (for restraint and seclusion) applies to all students (July, 2005);
9. to change the title to “Guidelines for the Development of Policies and Procedures for Managing Student Behaviors in Emergency Conditions in the Public Schools of Virginia Focusing on Physical Restraint and Seclusion” (July, 2005);
10. to send the document with a letter (from the SSEAC) requesting that the Board of Education require local school divisions to have a policy on restraint and seclusion (July, 2005);
11. that the SSEAC recommend to ABTEL that the licensure for teachers of students with disabilities in the general curriculum be divided into two licenses-elementary/K6 and middle/secondary, and further include coursework in each license to meet “highly qualified” under No Child Left Behind (October, 2005- Revised January, 2006);
12. to incorporate training and content to meet “highly qualified” under NCLB in the license for teachers of students with disabilities in an adapted curriculum

- (October, 2005- Revised January, 2006);
13. that the VDOE communicate to the State Council of Higher Education for Virginia (SCHEV) the need to maintain, develop, and implement undergraduate special education licensure programs as part of baccalaureate degree programs in Virginia (April, 2006);
  14. that the SSEAC supports the recommendation that the Fundamental Praxis II test be studied to determine how it can meet special education “highly qualified” requirements (April, 2006);
  15. that the VDOE develop and implement statewide administrator training and technical assistance support to prepare, retain, and develop knowledge and leadership skills for 1) special educators and administrators in supervisory positions in school divisions as well as 2) building level administrators (principals and vice principals) (April, 2006);
  16. that the SSEAC supports Standards of Accreditation that reinforce the Commonwealth’s commitment to provide FAPE to all students and support them to reach the highest level of achievement to which they are capable (January, 2006).