

A Workbook

for Completing an

ANNUAL BLUEPRINT

for a Local

Special Education

Advisory Committee

in Virginia





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A joint product of Virginia Department of Education and the
Center for Family Involvement at the
Partnership for People with Disabilities at
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A Workbook for Completing an Annual Blueprint for a Local Special Education Advisory Committee in Virginia

ABOUT THE WORKBOOK

This workbook was developed as a tool to assist local Special Education Advisory Committee (SEAC) leaders and their committee members in organizing, looking ahead, and outlining work for the upcoming year. The developers intend the workbook to be used to strengthen collaborations and effective working relationships among families, school division administrators, and school board members.

This tool is organized with quick references, checklists, worksheets, and planning outlines to guide a local SEAC in preparing an annual Blueprint. The Blueprint is designed to be a common work plan for members of a local SEAC. It should be developed in cooperation with the local director of special education and shared with other school division and community members to gain support. The Blueprint can assist the local SEAC in moving from getting organized to working with its school division to achieve improved services and outcomes for students with disabilities.

ACKNOWLEDGEMENTS

The workbook was developed by a team of parents and educators committed to strengthening Virginia's local SEACs (sometimes also referred to as Local Advisory Committees or LACs). Development of the original workbook (2007) was supported through funding by the Virginia Department of Education and the Virginia Board for People with Disabilities, in collaboration with the Partnership for People with Disabilities. The team of developers and reviewers included the following:

Patricia Addison
Vicki Beatty
Barbara Driver
Anne Fischer
Marsha Goldberg
Eileen Hammar

Judy Hudgins
Bradford Hulcher
Fred Orelove
Melanie Sterling
Dana Yarbrough

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Local Special Education Advisory Committees (SEACs) are typically made up of parents, people with disabilities, a teacher, and community volunteers who have a desire to improve services and outcomes for students with disabilities. Members often rotate on and off the committee and come with different experiences and skills as committee participants and leaders. Those who find themselves in positions of leadership have the important job of guiding the committee in getting organized, developing, and implementing a plan for what the committee will do, as well as outlining how the local SEAC will assist their school division in identifying and addressing unmet needs of students with disabilities.

This workbook is designed to assist SEAC leaders frame, organize, and do the committee's work. The workbook starts with an overview of SEACs and a SEAC assessment to help SEAC leaders and members identify where the committee needs to concentrate efforts. Local SEACs can then choose to follow the workbook step by step, or to focus where needed. A Guide for Local Special Education Advisory Committees in Virginia (SEAC Guide) can be used as a companion to this workbook, and additional information can be found on Virginia's SEAC web site: www.vaseacs.org.

This work takes thoughtful leadership and requires continued diligence and commitment. When a local SEAC has effectively organized and carried out the work of the committee in such a way as to assist their school division in achieving improved services and outcomes for students with disabilities, SEAC leaders and members will have a feeling of accomplishment and will have realized success in their desire and commitment to improve services and outcomes for students with disabilities.

PART 1: SEAC AT A GLANCE

A QUICK REFERENCE AND OVERVIEW FOR LOCAL SEAC MEMBERS

UNDERSTANDING ROLES AND RESPONSIBILITIES

Functions

- Advise school division of needs.
- Participate in the development of priorities/strategies.
- Submit periodic reports/recommendations to superintendent for transmission to school board.
- Assist the local school division in interpreting plans to the community.
- Review the policies and procedures prior to submission to school board and Virginia Department of Education.
- Participate in review of division's annual plan.

Procedures

- Local SEAC members appointed by local school board to advise the school board through the division superintendent.
- Public notice published annually listing the names of committee members and ways interested parties may express views.
- Committee meetings shall be held at least four times each year and shall be open to the public.
- Membership: (Appointed by local school board; * Membership required by VA Regulations).
- Parents of children with disabilities, or persons with disabilities.*
- One teacher.*
- Representatives from community and civic organizations.
- Representatives of institutions of higher education.
- Representatives from vocational, community or business organizations.
- Representatives from human service agencies.

Roles/Responsibilities May Include

- SEAC members: Attend meetings; represent constituency; maintain knowledge of special education law; share knowledge/skills; participate in SEAC work; assist in identifying and mentoring new members; focus on systems change; work collaboratively.
- SEAC chairpersons: Facilitate planning of meetings, draft agendas, run organized meetings; facilitate meeting participation and productivity; direct and monitor the flow of work; serve as SEAC spokesperson; promote collaboration; may assist in identifying; recruiting, networking with other chairpersons and regional state SEAC parent representative; mentor new members
- Director of special education: Provide info; assist chairperson with agenda; provide administrative support; report on topical issues; provide relevant public data; facilitate SEAC communication with school division personnel; support SEAC in carrying out functions; review special education and related services policies and procedures prior to submission to school board; serve as liaison between SEAC and superintendent and school board.
- Superintendent: Receive and review SEAC reports; stay informed of work of SEAC (through special education director); request advice and recommendations from SEAC; facilitate the presentation of reports from SEAC to school board;

consider recommendations of SEAC; respond to SEAC reports, as appropriate; receive and review recommendations for prospective SEAC members to be appointed by the school board; meet with SEAC representatives, as appropriate; attend SEAC meetings, as appropriate.

- School board: Appoint SEAC members; receive and review SEAC reports and recommendations; respond to SEAC about recommendations, as appropriate; may appoint a school board representative to act as a liaison to attend SEAC meetings and meet with SEAC members; implement plans that incorporate SEAC recommendations, as appropriate.

GETTING ORGANIZED

Recruit/Orient Members

- Develop a job description.
- Use an application process.
- Develop and disseminate a SEAC brochure.
- Advertise actively.
- Send letters to community organizations.
- Follow-up with phone calls.
- Seek diversity.

Establish By-laws

- Reflect existing VA Regulations for SEACs.
- Keep by-laws current.
- Change as needed.
- Give copy to all members.

Plan the Calendar Year

- Consider a survey of SEAC members to identify topics.
- Work with special education director to review survey results and performance data and identify issues for presentation/discussion.
- Set annual meeting dates and major topics.
- Follow VA Freedom of Information Act (<http://foiadcouncil.dls.virginia.gov/>) requirements for meetings to be open to the public with specific procedural requirements, including providing public notice.
- Publish/post annual calendar.

Orient Members

- Orient and provide training/information for new and existing members.
- Provide SEAC member notebook.
- Assign mentors.

Note: Local SEACs may operate differently based on their division's procedures for advisory committees (e.g., appointing members, drafting and adopting by-laws, establishing work calendars). Be sure to follow VA Regulations and work with your director of special education and within your division's policies in organizing your SEAC and its work.

DOING BUSINESS

Identify Needs and Advise School Division of Needs

- Hold SEAC planning session; brainstorm needs.
- Develop/implement a survey for students, parents, teachers, administrators.
- Hold focus groups.
- Ask Parent Resource Center to share concerns they hear.
- Work with school administration to review school and student performance data to identify needs.
- Solicit public comment.

Participate in the Development of Priorities/Strategies

- Work with the special education director, other school administrators, and the school board to prioritize identified needs and develop strategies for addressing needs.

Submit Periodic Reports/Recommendations for Transmission to School Board

- Prepare and submit periodic report(s) to the school board to fulfill the VA Regulations requirement that SEAC's advise the local school division of needs in the education of children with disabilities; make recommendations about how to meet those needs.

Assist the Local School Division in Interpreting Plans to the Community

- Assist in interpreting plans for students with disabilities to other parents and community members.

Review the Policies and Procedures Prior to Submission to School Board

- Review the school division's changes to policy and procedures prior to submission to the school board; changes in policies and procedures are submitted to the VA Department of Education as part of the school division's annual plan.

Participate in the review of Annual Plan

- Each year prior to the submission of the school division's annual plan to the VA Department of Education, the SEAC reviews the plan.
- Conduct regular public meetings:
- Hold public meetings at four times a year, in accordance with the Virginia Freedom of Information Act (<http://foiacouncil.dls.virginia.gov>).
- Publish time and place of meetings.
- Establish an environment conducive to collaboration; consider providing refreshments.
- Provide agenda and meeting materials in advance.

- Establish and follow meeting ground rules.
- Use good teaming skills (shared leadership, communication, listening, full participation, value all contributions, practice brainstorming/consensus problem solving).
- Stay on task and timeline; consider using a structured team meeting process;.
- Ensure that all members get meeting notes after the meeting.
- Establish and publish public comment guidelines and accept public comment.

Participate in Budget Process

- Understand how the school division budget is developed and the local timeline for preparing the budget.
- Establish SEAC calendar and time priority needs and recommendations to be in sync with local budget process.

Review Division's Annual Plan and Changes in Policy & Procedures

- Policies and procedures must be current and in compliance with state and federal regulations.
- Amendments to policies and procedures must be reviewed by SEAC, approved by the school board, and submitted to VA Department of Education as part of an annual plan.

Prepare Periodic Reports to School Board

- SEAC advises school board of needs through regular reports transmitted through the superintendent. Most SEACs do this through an annual SEAC report (statement of SEAC purpose, identification and justification of needs, recommended annual priorities and goals, commendations of division's work, key activities and accomplishments, future issues for SEAC's focus).

As a committee, determine whether your SEAC is beginning, emerging, or mature in each of the local SEAC steps below.

LOCAL SEAC STEPS	Beginning (Activities not planned/started)	Emerging (Activities in the development stage)	Mature (Activities established or completed)
<u>SEAC REGULATIONS</u> Understanding functions /roles/ responsibilities/procedures/membership			
<u>SEAC ORGANIZATION</u> Recruiting members			
Identifying SEAC leadership			
Orienting members			
Establishing bylaws			
Establishing an annual SEAC calendar; publishing dates, times, topics			
Forming subcommittees			
<u>SEAC BUSINESS</u> Holding regular, structured meetings			
Identifying unmet needs			
Reviewing policy & procedures/ division's annual plan			
Understanding and working with the division's budget process			

LOCAL SEAC STEPS		Beginning (Activities not planned/started)	Emerging (Activities in the development stage)	Mature (Activities established or completed)
Being aware of your division's report card/student performance data, and your division's status in meeting standards				
Identifying a plan for community outreach and reporting progress in reports to superintendent/school board				
SEAC COLLABORATION Understanding collaborative values				
Collaborating among SEAC members				
Collaborating among SEAC and division personnel and school board				
Collaborating with community partners/community outreach				
SEAC ANNUAL BLUEPRINT Developing an Annual Blueprint for Addressing SEAC Organizational Needs				
Conducting a Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T) analysis				
Developing an Annual Blueprint for Addressing Student Needs				
SEAC ONGOING SUPPORT Seeking assistance as needed				
Communicating issues to the state SEAC regional representatives				

PART 3: STEPS FOR UNDERSTANDING SEAC REGULATIONS AND ORGANIZING YOUR LOCAL SEAC

	Understanding SEAC Functions/Roles/Responsibilities/ Membership Worksheet 3-1 & 3-1a	6
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	Orienting New Members - Worksheets 3-3 & 3-3a	10
	Establishing SEAC By-laws - Worksheets 3-4 & 3-4a	12
	Planning the Calendar Year - Worksheets 3-5 & 3-5a	14
	Forming SEAC Subcommittees - Worksheets 3-6 & 3-6a	16
	Conducting Regularly Scheduled Meetings - Worksheets 3-7 & 3-7a	18
	Identifying a Plan for SEAC Outreach - Worksheets 3-8 & 3-8a	21
	Completing Your Local SEAC Annual Blueprint for Addressing Organizational Needs - Worksheets 3-9 & 3-9a	23

Worksheet 3-1

Understanding Local SEACs

Functions/Roles/Responsibilities/Membership

- Review functions/roles/responsibilities/membership as defined in Regulations Governing Special Education in Virginia (www.doe/virginia.gov) with SEAC members, school division participants, and school board members.

- Hold orientation sessions to provide refresher orientation; you may use SEAC On-line Training found under “Products” at www.vaseacs.org.

Worksheet 3-1a

Reviewing Regulations & Re-orienting Members

Plans to review functions, roles, responsibilities, membership & re-orient members	Dates	Materials needed/provided for review/re-orientation

Worksheet 3-2

Recruiting Members

- Check with your special education director to determine if SEAC recruitment can be a shared responsibility of the school administration and SEAC members. (According to regulations, actual appointments are made by the school board.) Determine your recruitment timeline (based on the school board appointment timeline).

- Review SEAC by-laws for membership guidelines.

- Determine the type of diversity you would like to see on your committee (elementary, middle, and high schools; disability; geography; race and ethnicity; etc.).

- Review the existing committee membership and check for diversity. Use a SEAC Membership Grid such as provided in the SEAC Guide.

- Decide the type of recruiting information you would like to use, such as brochures, job descriptions, applications, etc. See the SEAC Guide Appendices for samples.

- Develop and personalize the recruiting information for your SEAC.

- Identify SEAC members to be available to talk with potential new members.

- Begin to recruit potential members. Use personal contacts whenever possible prior to the actual formal invitation from the school board (or school division administrator if this is a task that has been delegated).

- If appropriate, develop a list of potential candidates to recommend to the school board for appointment to your local SEAC well in advance of the time when your school board normally makes appointments.

Worksheet 3-3

Orienting New Members

- Conduct orientation training once a year, whether you have new members or not. The basics help to ground and integrate the knowledge and understanding of all SEAC members, new and veteran.
- Hold an orientation meeting shortly after new members are appointed to the committee.
- Organization of the meeting should be a joint effort of the SEAC chair, other interested committee members, and the director of special education.
- Consider results of a SEAC Self-Assessment (for an example, see the appendices of the SEAC Guide) in selecting orientation training topics.
- Include review of a member notebook in the training session. The notebook is the key resource for members to collect, organize, and reference resources needed to carry out their roles as SEAC members. For an idea of contents to include in the member notebook, see Appendices of the SEAC Guide.
- Provide, if possible, the orientation training agenda and member notebook at least two weeks before the meeting for review.

Worksheet 3-3a

Sample SEAC Orientation Session Agenda

Topic	Leader of This Section of Meeting	Length of Time
Welcome	SEAC chair	
Review of agenda	SEAC member	
Introduction of members	Each person introduces him/herself	
Review SEAC functions	Special education director or designee	
Review member notebook	SEAC member	
Roles and responsibilities of SEAC	SEAC member	
Overview of SEAC structure	SEAC chair	
Overview of SEAC operations (review annual calendar, sub-committees, sample meetings, etc...)	SEAC chair	
Review previous year's annual report	SEAC member	
Review upcoming year's calendar	SEAC member	
Question and answer time	SEAC chair	
Meeting evaluation	SEAC chair, or designee, asks members to complete a meeting evaluation to see if information was helpful and complete and if additional information is needed.	

Worksheet 3-4

Establishing SEAC By-laws

By-laws are a formal written document that answers the questions: who, what, where, when, why, and how of the SEAC. These questions define the boundaries of the SEAC. Local SEACs may operate differently in the ways they draft and adopt by-laws based on their division's procedures. Be sure to work with your director of special education and within your division's policies in organizing your SEAC and its work.

- Who** – By-laws tell who makes up the membership of the committee.
- What** – The what question is answered by the formal name of the SEAC.
- When and Where** – The when question addresses the frequency of meetings. This section should be specific about the frequency and duration of committee meetings and should address where meetings will be held only if the location is consistent across years.
- Why** - The why question is answered by listing the functions as outlined by Virginia Regulations.
- How** – How the SEAC is to function should be clearly defined in the by-laws, including a reference to officers, terms, elections, subcommittee structure, and how decisions are made. As an appointed body of the local school board, the SEAC is governed by the Virginia Freedom of Information Act, requiring that meetings be open to the public with specific procedural requirements, including providing public notice of all meetings. Specific requirements and guidance are provided at <http://foiacouncil.dls.virginia.gov>. Many SEACs list Robert's Rules of Order as their means of conducting business. For most SEACs, an action agenda, modified parliamentary procedures, or consensus are appropriate alternatives.

Worksheet 3-4a

Fill in the Blank SEAC By-laws

What

State the formal name of SEAC

_____ County

Why

Outline the SEAC functions

1. Advise school division of needs in the education of students with disabilities in _____ County.
2. Participate in the development of priorities and strategies for meeting the identified needs of students with disabilities.
3. Submit periodic reports and recommendations regarding the education of students with disabilities to the school board through the superintendent.
4. Assist in interpreting to the community plans for meeting the needs of students with disabilities for educational services.
5. Review policies and procedures prior to submission to school board and Virginia Department of Education.
6. Review annually the Annual Special Education Plan and Application for Federal Flow-Through Funds 30 calendar days prior to submission by the superintendent to the school board.

Who

Describe your SEAC membership (#, type, etc.) in detail

When and Where

List details such as the frequency and duration of your SEAC meetings

How

Clearly define your SEAC officers and their roles, how they are elected, terms, subcommittee structure, and how decisions are made

Worksheet 3-5

Planning the Calendar Year

- Hold a calendar planning session with the director of special education and other interested committee members prior to the first meeting of the year. A sample annual calendar can be found in the Appendices of the SEAC Guide.
- Set and publish SEAC meeting dates, times, and locations that are convenient to committee members and the general public.
- Use information gathered from the SEAC Self-Assessment (see Appendices in the SEAC Guide) to determine topics that SEAC members identify as important and plan programs with the director of special education on these topics.
- Choose program topics that have broad appeal to attract parents, teachers, administrators, and other community members.
- Find out the school division budget timeline, inform your committee, and plan accordingly.
- Include subcommittees' schedules on the master calendar.
- Plan a SEAC retreat, if possible, and allow time for team-building activities.
- Include activities that are fun as well as educational or business oriented (holiday and end of the year celebrations, award and recognition programs, etc.)

Worksheet 3-5a

Sample SEAC Annual Calendar

Planned SEAC Activity	Approximate Date	Notes (Time, Place)
1. Hold SEAC annual calendar planning meeting		
2. Plan SEAC orientation meeting		
3. Hold SEAC orientation meeting		
4. First SEAC meeting (e.g., begin strategic planning process by reviewing school budget timeline and SEAC periodic report) • Presentation topic (If any) _____		
5. Second SEAC meeting (e.g., continue strategic planning, develop budget priorities, review school division policies and procedures in annual plan) • Presentation topic (if any) _____		
6. Third SEAC meeting (e.g., continue strategic planning, review school division budget, draft slate of nominees for SEAC officers) • Presentation topic (if any) _____		
7. Fourth SEAC meeting (e.g., review school division’s annual plan, draft SEAC report to school board, vote on officers) • Presentation topic (if any) _____		
8. Fifth SEAC meeting • Presentation topic (if any) _____		
9. Sixth SEAC meeting • Presentation topic (if any) _____		
10. Seventh SEAC meeting • Presentation topic (if any) _____		
11. Eighth SEAC meeting • Presentation topic (if any) _____		

Worksheet 3-6 Forming SEAC Subcommittees

- Build subcommittees into the overall plan for handling SEAC business.
- Include in your by-laws your subcommittee structure and a statement on how the public is involved in your subcommittees.
- Discuss the roles of the subcommittee(s) so that responsibilities are clear to all members.
- Establish clearly defined procedures for reporting back to the committee.
- Review SEAC subcommittees annually to ensure they are effective.

Examples of local SEAC subcommittees include, but are not limited to:

LOCAL SEAC		
Business Subcommittees	Information Subcommittees	Membership Subcommittees
<input type="checkbox"/> By-laws	<input type="checkbox"/> Hot Topics	<input type="checkbox"/> Recruitment
<input type="checkbox"/> Annual Calendar	<input type="checkbox"/> Data Collection	<input type="checkbox"/> Orientation
<input type="checkbox"/> Annual Plan/Annual Report	<input type="checkbox"/> Identifying Needs	<input type="checkbox"/> Elections

Worksheet 3-6a

SEAC Subcommittee Guidelines Form

(Complete a form for each subcommittee formed)

Subcommittee Name:

Subcommittee Function:

Tasks

Date(s) for completion

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

Recommended Subcommittee Size:

Assigned School Division Staff:

Other Information:

Worksheet 3-7

Conducting Regularly Scheduled Meetings

Planning

- Review your annual calendar for topics to cover at the meeting and the best format for the discussion of each topic.
- Create an agenda that includes start and stop times, and a list of each participant's role/expectations.
- Send agenda and committee meeting package in advance so participants have time to plan and prepare for the meeting.
- Incorporate programs on topics of interest designed to educate committee members and attract parent participation.
- Use "ice breakers" and refreshments to make the meeting productive and fun.

Prior Preparation for All Participants

- Review the agenda and materials sent in the committee meeting package.
- Gather all data you need to bring to the meeting.
- Arrive on time and be prepared to stay until at least the planned stop time.

Conducting the Meeting

- Communicate the purpose and desired outcomes of the meeting to the participants.
- Establish the ground rules.
- Review the agenda.
- Encourage and facilitate participation among all members.
- Stay focused on the agenda topics; stay on task and on time.
- Throughout the meeting, assign work to be completed by individual members or subcommittees.
- Periodically summarize and clarify key points and ask for agreement.
- Help the group reach consensus, conclusions, and next steps.
- Review assigned next steps to ensure that each person knows their duties.
- Conclude on a positive note by summarizing the group's accomplishments.
- Remember to have fun and thank group members for their participation and contributions.

Follow-up

- Evaluate the meeting. What worked? What needs improvement?
- Plan post-meeting logistics.
- See that the minutes are circulated to members and posted for the public.
- Check between meetings with subcommittees/members to see how assignments are coming along.

Worksheet 3-7a

A Sample Collaborative Structured Team Meeting Record Form

Special Education Advisory Committee

Team Members Present: _____

Date: _____

Select a:

Facilitator: _____ Recorder: _____ Timekeeper: _____

List Agenda Items:

Celebrations

Issues/Times

_____ (Time) ____ _____ (Time) ____ _____ (Time) ____

_____ (Time) ____ _____ (Time) ____ _____ (Time) ____

_____ (Time) ____ _____ (Time) ____ _____ (Time) ____

Public Comment (Time) ____

Agenda Items

Discussions/Decisions

What to do/Who/When

Celebrations		
Issues		

Remember to celebrate successes; identify problems in reaching outcomes; brainstorm solutions; reach consensus on what to do who will do it, and when. Achieving outcomes is the goal!

Agenda Items

Discussions/Decisions

What to do/who/when

Other Agenda Items:		

Next Meeting: Date/Time/Place/Agenda Items: _____

Please make a copy of each team meeting record and distribute to each SEAC member.

Worksheet 3-8

Identifying a Plan for SEAC Outreach

Strategies you may consider for sharing information about your SEAC

- Meet with the director of special education and other school division administrators to brainstorm how SEAC information will get home to parents.
- Develop a newsletter article outlining your SEAC plans and distribute to schools, community groups, and organizations (e.g., PTA/PTO, autism society) for inclusion in their newsletters.
- Make information about your SEAC work and plans available to Parent Resource Centers and PTAs/PTOs to share with parents and others.
- Regularly share reports on needs and plans with the school board.
- Identify community groups and organizations that likely share the same interests about children with disabilities and discuss how you might work together.
- Take opportunities to talk with community members and organizations about your SEAC plans and progress.
- Take opportunities to present your SEAC plans to community agencies and groups.

Worksheet 3-8a

Local SEAC Community Outreach Worksheet

<p>Identify ways to get information about the SEAC to parents</p>	<p>Specific strategies we will use for outreach to parents</p> <ol style="list-style-type: none"> 1. 2. 3. 4.
<p>Identify ways to get information about SEAC and information about the needs of students with disabilities to the superintendent and school board</p>	<p>Specific strategies we will use for communicating plans to the superintendent and school board</p> <ol style="list-style-type: none"> 1. 2. 3. 4.
<p>Identify partners/allies in the community</p>	<p>Specific strategies to communicate and collaborate with partners/allies in the community</p> <ol style="list-style-type: none"> 1. 2. 3. 4.

Worksheet 3-9

Completing Your Local SEAC Annual Blueprint for Addressing Organizational Needs

NOTE: This planning process is to help your SEAC to be better organized and more efficient in how it operates as a committee.

This worksheet will help your local SEAC develop a plan for addressing organizational needs. Your local SEAC will need to describe what the SEAC looks like now, what it will look like in the future, and how your SEAC will get from where you are to where you are going. Your director of special education may be a resource for facilitating a planning process. In general, your SEAC needs to:

- Review your answers to Worksheet 2-1, *Assessing Your Local SEAC's Stages of Development*.
- Determine those steps (e.g., recruiting members, holding regular structured meetings, etc.) from the *Assessing Your Local SEAC's Stages of Development Worksheet* that are areas of organizational need most affecting your local SEAC's ability to function effectively.
- Choose two of the areas and identify improvements/outcomes you would like to accomplish. List these on the SEAC's Annual Blueprint for Addressing Organizational Needs (Worksheet 3-9a), under "Desired Outcomes."
- Develop strategies or action steps your local SEAC will take to accomplish each desired outcome and list those in the "strategies" column on the blueprint.
- Identify who is responsible for each strategy/step, as well as the timeframe for completing the work and reporting back to the full committee. List those in the "time/persons responsible" column.
- Generate a list of ways to communicate your SEAC's plan for becoming better organized to others (e.g., all SEAC members, school administration, school board, etc.).

Worksheet 3-9a: SEAC Annual Blueprint for Addressing Organizational Needs

(Plan for working within our SEAC to be better organized and more efficient in how we operate as a committee.)

School Division: _____ School Year: _____

SEAC members outlining this blueprint: _____



DESIRED OUTCOMES
OUTCOMES WE WANT TO SEE ACCOMPLISHED



STRATEGIES
STRATEGIES FOR WORKING WITH SCHOOL DIVISION TO
ACCOMPLISH OUR OUTCOMES



TIME/PERSONS RESPONSIBLE
TIMEFRAME /PERSONS RESPONSIBLE

OUTCOME 1:		
OUTCOME 2:		



HOW WILL WE COMMUNICATE OUR PLAN TO PARENTS, SCHOOL PERSONNEL, SCHOOL BOARD MEMBERS, & COMMUNITY?

PART 4: STEPS FOR WORKING WITH YOUR SCHOOL DIVISION TO IDENTIFY AND ADDRESS STUDENT NEEDS

-  **Completing Your Local SEAC Annual Blueprint for Addressing Student Needs - Worksheet 4-1** **26**

-  **Identifying Strengths, Weaknesses, Opportunities, and Threats - Worksheet 4-2** **27**

-  **SEAC Annual Blueprint for Addressing Student Needs - Worksheet 4-3** **28**

Worksheet 4-1

Completing Your Local SEAC Annual Blueprint for Addressing Student Needs

NOTE: This planning process is to help your SEAC outline a plan for working with your school division to make system changes to better address student needs.

ANALYZE WHERE YOU CURRENTLY ARE:

- Use a brainstorming process and available information and data to identify:
 - **Strengths** of your school system's current special education services.
 - **Weaknesses** (needs) that have yet to be fully addressed (refer to A Guide for Local Special Education Advisory Committees in Virginia).
 - **Opportunities** that present themselves to your school system.
 - Potential or existing **external threats** to special education services (such as changes in federal or state laws or regulations, budget cuts, etc.).
- Use Worksheet 4-2 to record the strengths, weaknesses, opportunities, and threats generated by the group.

DETERMINE WHERE YOU ARE GOING:

- Review your school division's strengths, weaknesses, opportunities, and threats and as a group and prioritize two or three outcomes your SEAC would like to work with your school division to accomplish.
- Write your local SEAC's desired outcomes on Worksheet 4-1b, under "Desired Outcomes."

DEVELOP STRATEGIES:

- Outline strategies or steps your SEAC will take to work with your school system to achieve each of your desired outcomes. List your strategies beside the desired outcomes on the blueprint, Worksheet 4-3.

DEVELOP TIMELINES/PERSONS RESPONSIBLE:

- Identify timelines and persons responsible for each strategy; list this on your blueprint, Worksheet 4-3.

DECIDE HOW YOU WILL COMMUNICATE YOUR PLAN TO OTHERS:

- Discuss and decide how your SEAC will communicate your plan to others and write this information on Worksheet 4-3 in the bottom box.

Worksheet 4-2

Identifying Strengths, Weaknesses, Opportunities, and Threats

Strengths: (based on data collected/reviewed)	Weaknesses: (based on data collected/reviewed)
<p><i>(Those things that are working well with special education services in your school division.)</i></p> <ul style="list-style-type: none">•••••	<p><i>(The needs of students with disabilities identified by your SEAC.)</i></p> <ul style="list-style-type: none">•••••
Opportunities:	Threats:
<p><i>(Things that are happening or will be happening that may enhance the successful delivery of special education services in your school division.)</i></p> <ul style="list-style-type: none">•••••	<p><i>(Things that challenge the successful delivery of special education services in your school division.)</i></p> <ul style="list-style-type: none">•••••

Worksheet 4-3: SEAC Annual Blueprint for Addressing Organizational Needs

(Plan for working with our school division to make systems change to better address student needs.)

School Division: _____ School Year: _____

SEAC Members outlining this blueprint: _____



DESIRED OUTCOMES
OUTCOMES WE WANT TO SEE ACCOMPLISHED



STRATEGIES
STRATEGIES FOR WORKING WITH SCHOOL DIVISION TO
ACCOMPLISH OUR OUTCOMES



TIME/PERSONS RESPONSIBLE
TIME FRAME /PERSONS RESPONSIBLE

OUTCOME 1:		
OUTCOME 2:		



HOW WILL WE COMMUNICATE OUR PLAN TO PARENTS, SCHOOL PERSONNEL, SCHOOL BOARD MEMBERS, & COMMUNITY?

CONGRATULATIONS!

Your SEAC is now ready to get started!

- ❖ Put your Annual Blueprint for Addressing Organizational Needs and your Annual Blueprint for Addressing Student Needs together. These two plans make up your SEAC's annual blueprint.
- ❖ Distribute a copy of your annual blueprint to all SEAC members.
- ❖ Provide a copy of your annual blueprint and meet with your director of special education to answer questions and coordinate work.
- ❖ If helpful, meet with other school division administrators to review your SEAC's annual blueprint.
- ❖ Review your Blueprint briefly at each SEAC meeting, check on your progress, and determine next steps. Note timelines and persons responsible. Hold members accountable.
- ❖ Work together to resolve snags. Seek help, call others, or check the SEAC web site, www.vaseacs.org for ongoing information and assistance.
- ❖ Take opportunities to talk with parents and community members about your SEAC's plans and progress. Identify community groups and organizations that likely share your goals and discuss how you might work together. Remember to communicate with PTO/PTAs and your Parent Resource Center.
- ❖ Share plans and the progress you have made in reports to your school board.
- ❖ Repeat the process each year to develop a new annual blueprint for your SEAC's work.

A Workbook for Completing an Annual Blueprint for a Local Special Education Advisory Committee in Virginia

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for Completing an
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