

State Special Education Advisory Committee (SSEAC)
Meeting Minutes
March 26- 27, 2015

Thursday, March 26, 2014

Members Present: Mr. Adam Amick, Ms. Paula Baker, Ms. Lori Jackson Black, Ms. Jusolyn Bradshaw, Mr. Jack Brandt, Ms. Jennifer Cooper, Ms. Christy Evanko, Ms. Jackie Fagan, Mr. Brenden Folmar, Ms. Sandra Hermann, Ms. Catherine King, Dr. Scott Kizner, Ms. Erica Midboe, Mr. Darren Minarik, Ms. Frederique Vincent, Ms. Jacqui Wilson, Mr. Wyllys VanDerwerker

Members Absent: Ms. Alison MacArthur

Ex-officio Members Present: Ms. Kristin Kane for Ms. Suzanne Bowers (PEATC), Ms. Heidi Lawyer (VBPD)

Virginia Department of Education (VDOE) Representatives Present: Ms. Tracie Coleman, Dr. Suzanne Creasey, Mr. John Eisenberg, Ms. Pat Haymes, Dr. Samantha Hollins, Ms. Tara McDaniel, Mr. Jeff Phenicie

Call to Order

Ms. Lori Jackson Black, Chair called the meeting to order at 9:01 a.m. The committee members introduced themselves.

Business Session

Approval of Agenda

The committee was asked to review the proposed agenda. No changes were made. Christy Evanko made a motion to approve the agenda and Jackie Fagan seconded the motion. The agenda was approved unanimously.

Approval of Minutes

The minutes were distributed electronically prior to the meeting and members were encouraged to come prepared with any changes. No changes were offered. Ms. Jackie Fagan made a motion to approve the minutes and Ms. Christy Evanko seconded the motion. The motion passed unanimously.

Report Follow-up to Public Comment from Previous Meeting

Only one comment was made last meeting and it regarded access to observation of students in school by other professionals who are treating those students. Dr. Suzanne Creasey reported that a response was provided indicating that outside observations are not covered in the regulations and

the responsibility is left to the local school boards. The commenter was provided information on dispute resolution options should she choose to pursue the matter.

Election of Officers for biennial beginning July 2015

Nominations were made in the December 2014 meeting as follows:

Chair – Mr. Darren Minarik

Vice Chair – Mr. Adam Amick, Ms. Alison MacArthur

Secretary – Ms. Jacqui Wilson, Ms. Alison MacArthur

At Large – Ms. Christy Evanko, Ms. Erica Midboe, Mr. Wyllys VanDerwerker

Ms. Lori Jackson-Black asked the committee if there were any members who wished to decline the nomination. Mr. Adam Amick declined the nomination for Vice Chair, Ms. Jacqui Wilson declined the nomination for Secretary, and Ms. Christy Evanko declined the nomination for At Large Member. Then Ms. Jackson-Black asked if there were any further nominations. Ms. Jacqui Wilson nominated Ms. Christy Evanko for Secretary and Ms. Christy Evanko nominated Mr. Adam Amick for At Large Member. A motion was made to close the nominations by Mr. Darren Minarik and Ms. Christy Evanko seconded the motion. The elected persons for each position are as follows with unanimous votes for all:

Chair – Mr. Darren Minarik

Vice Chair – Ms. Alison MacArthur

Secretary – Ms. Christy Evanko

At Large – Mr. Adam Amick, Ms. Erica Midboe, Mr. Wyllys VanDerwerker

Each position was voted separately. Ms. Alison MacArthur's name was removed from the Secretary ballot in absentia when she was elected Vice Chair. Ms. Lori Jackson-Black made a motion to vote for all three At Large Members simultaneously and Ms. Jennifer Cooper seconded the motion. The motion carried unanimously.

Presentations

Update on the Richmond Career Education and Employment Academy (RCEEA)

- *Mr. Maurice Burton, Principal, RCEEA, Richmond City School Division*
- Dr. Samantha Hollins-Marsh delivered an introduction to RCEEA. Mr. Maurice Burton provided information on the Academy including information about the school makeup, the progress over the last couple of years, and the main focus of the Academy: communication and employability. They shared successes for the students and the jobs that students are performing. Mr. Burton encouraged members to like the Facebook page: RCEEA Auction Group.

Report on Analysis of Discipline Issues from the Crime and Violence Report

- *Mr. Jeff Phenicie, Associate Director, Special Education Program Improvement, Virginia Department of Education*

- *Ms. Tara McDaniel, Special Education Data Assistant, Special Education Program Improvement, Virginia Department of Education*

Mr. Phenicie and Ms. McDaniel provided information on the requirements of the Crime and Violence Report and how students with disabilities are included in this report. Ms. McDaniel discussed how the data are collected and the requirements for the Commonwealth. She explained some of the terms and policies. Mr. Phenicie then presented how the data relate to federal reporting and indicators. He directed the committee to the School Climate Reports:

http://www.doe.virginia.gov/statistics_reports/school_climate/. Ms. McDaniel

demonstrated the SSRI (Safe Schools Information Resource) system:

<https://p1pe.doe.virginia.gov/pti/>. Anyone can use this tool. Note that if the number is smaller than 10, the data will not report (a < symbol is used). There is a guide on the Web site explaining how to use it. Parents use this tool often when looking to move to or within Virginia and to check the climate of their schools or other schools. PTAs and Local SEACs will also find the tool useful. School divisions have more tools that they can use, with more specific data.

Report on 2015 Annual Plans for State Operated Programs

- *Ms. Tracie Coleman, Special Education Budget and Finance Manager, Virginia Department of Education*

It is mandated that the SSEAC review the State Operated Programs Annual Plans. The information was provided to each member to peruse and Ms. Coleman offered to answer any questions. She also gave a brief overview of how the funding will be used.

Presentations to Outgoing SSEAC Members

- *Mr. John Eisenberg, Assistant Superintendent, Special Education and Student Services, Virginia Department of Education*

Mr. John Eisenberg presented framed certificates to the outgoing members to thank them for their service. Members leaving the committee are Ms. Paula Baker, Ms. Lori Jackson-Black, Ms. Jackie Fagan, and Ms. Sandra Hermann. They were thanked for their service.

Working Lunch

The Committee adjourned for a working lunch at 12:00 p.m. and was asked to discuss the possible commendations and recommendations to include in the annual report to the Board of Education. They returned for Public Comment at 1:00 p.m.

Public Comment

Five public comments were received. One was provided in person at the meeting, and the other four were provided in written format for reading at the meeting.

- A parent made a comment encouraging members to talk with local boards to encourage the inclusion of disability awareness and history in local curricula.
- A parent sent a letter regarding access for professionals in schools and proper services for students with autism.
- A parent sent a letter with respect to Dyslexia and her son's reading regression.
- Another letter was read regarding concerns with the definitions of disabilities that are presented to parents and how they are presented to parents.
- A letter was read that discussed a complaint issue and inconsistent communication with the Office of Dispute Resolution.

Presentations (Continued)

Report on Informal Survey of the Transfer of Assistive Technology Devices pursuant to Virginia Code § 22.1-129.1

- *Mr. Wyllys VanDerwerker, SSEAC Member - Representative of the Virginia Council of Administrators of Special Education; Director of Special Education, Lynchburg City School Division*

Mr. VanDerwerker discussed the requirements of the Code of Virginia including the fact that this provision is for students with IEPs and not 504 plans and allows for the transfer of assistive technology devices when a student leaves the school division. He notes that the VDOE provides guidance – Guidelines for School Division Transfer of Assistive Technology Devices at

http://www.doe.virginia.gov/administrators/superintendents_memos/2013/239-13a.pdf.

His question to the group is “What is the level of awareness about this?” Members agreed that awareness is low and that it should be discussed in subcommittee.

Assistant Superintendent's Report

Mr. John Eisenberg

Highlights since Last Meeting

- VDOE was a major sponsor of the International TASH Conference in Washington DC
- Comprehensive Services Act
 - See public comment period
 - How to deal with parental placed students with disabilities in mental health facilities – educational needs

- Working closely with VSDB to assist in long range planning
- General Assembly
- Applied Studies Diploma workgroups

Future Events - Updates

Dyslexia:

- Implementing professional development for general and special education teachers on teaching reading using language fundamentals, multi-sensory approach. Summer 2015
- Screening instrument being reviewed to address component(s) that would strengthen identifying dyslexia characteristics. Summer 2015
- Early Reading Initiative conference had information about dyslexia available for participants (Spring 2015)

Inclusion:

- Co-teaching Demonstration Sites – 27 classrooms with special and general education teachers using effective co-teaching practices, offering visits to staff in schools in improvement status. Teachers are developing videos and lesson plans for posting on VDOE’s web site. List of the middle and high schools by region is available at:
http://doe.virginia.gov/support/school_improvement/training/co-teaching/demonstration_sites.pdf
- Co-teaching Academies - Planned academies for co-teaching professional development in Science and English/Language Arts (Summer 2015)
- Adapted Physical Education (PE) Academy – Adapted PE professional development for approximately 100 PE teachers (Summer 2015), will include IEP service implementation, effective strategies for various disabilities with a focus on students with high support needs, positive behavior intervention, and, engaging instructional assistants, among other topics.
- Early Childhood/Preschool – Incentive grants (\$11,000 each) for school divisions that did not meet the SPP-APR target for placement of preschool children with disabilities in settings/programs with typically developing peers.

Leadership Academies:

- Aspiring Special Education Leadership Academy – completing 7th cohort. Initial findings from the program evaluation indicates outcomes addressing the program’s goals, including job promotion and efficacy (attributes the ASELA program to increased confidence in skills and actions).
- New Special Education Directors Academy – 30 new special education administrators and their mentors completed this year’s Academy in March.

State Assessment:

- The Dynamic Learning Maps (DLM) for students with significant cognitive disabilities will not be implemented next year. The Virginia Alternate Assessment Program (VAAP) will continue.

Parent Outreach and Military Outreach

- Month of the Military Child – April 2015
- Parent Resource Center – Phase 3 – Mediation Training – April 2, 2015

- Advocacy Symposium – May 6-7, 2015
- Local SEAC Trainings – Regionally throughout the Commonwealth – Suzanne Bowers plans to present this at the SSEAC meeting as well
- Military EFMP and SLO Conferences – July 7, 2015 (Suffolk) and August 4, 2015 (NOVA)
- Military Parents as Collaborative Leaders (PAFL) Conference – (Suffolk) July 8-10, 2015
- Military PAFL Conference – (NOVA) August 6-8, 2015
- Foster Parents and Kinship Care PAFL Conference – August 19-21, 2015
- 504 Coordinator Conference – September 10, 2015
- New PRC Coordinator Training – TBD – Early Planning Stages
- “Connect for Success” Conference – September 21-22, 2015
- Month of the Military Family – October 2015
- Family Involvement Month – November 2015

Legislation – Highlights

- High school innovation grants (June 1 – applications to go out soon)
- Expedited re-takes (no emergency enactment but may be considered by the State Board of Education)
- Accreditation progress recognition
- A-F repeal contingent on new state report card
- Restraint & seclusion – guidelines will be announced with stakeholders involvement

HB 1443 Public schools; Board of Education regulations on use of seclusion and restraint.

- *Chief patron:* Bell, Richard P.

SB 782 The use of seclusion and restraint in public schools; Board of Education regulations.

- *Chief patron:* Favola
Summary as introduced: The use of seclusion and restraint in public schools; Board of Education regulations. Requires the Board of Education to adopt regulations on the use of seclusion and restraint in public elementary and secondary schools in the Commonwealth. The bill requires that such regulations incorporate certain existing guidance documents; include definitions of terms, criteria for use, restrictions for use, training requirements, notification requirements, reporting requirements, and follow-up requirements; and address distinctions between certain student populations. The bill is a recommendation of the Virginia Commission on Youth.

SB 1236 Special diplomas; eliminates the term.

- *Chief patron:* Favola
Summary as introduced: Special diplomas. Eliminates the term "special diploma" and specifies that students identified as disabled who complete the requirements of their individualized education programs and meet certain requirements prescribed by the Board pursuant to regulations but do not meet the requirements for any named diploma shall be awarded Applied Studies diplomas by local school boards.
Note: This is a VDOE proposed bill.

SB 1320 Public schools; accreditation ratings.

- *Chief patron:* Locke
Summary as introduced: Public schools; accreditation ratings. Directs the Board of Education to

promulgate regulations establishing additional accreditation ratings that recognize the progress of schools that do not meet accreditation benchmarks but have significantly improved their pass rates, are within specified ranges of benchmarks, or have demonstrated significant growth for the majority of their students. This bill is identical to HB 1873.

SJ 256 Constitutional amendment (first resolution); charter schools.

- *Chief patron:* Obenshain
Summary as introduced: Constitutional amendment (first resolution); charter schools. Grants the Board of Education authority, subject to criteria and conditions prescribed by the General Assembly, to establish charter schools
02/09/15 House: Referred to Committee on Privileges and Elections
02/09/15 House: Assigned P & E sub: Constitutional Amendments
02/16/15 House: Subcommittee recommends reporting (5-Y 1-N)
02/20/15 House: Reported from Privileges and Elections (10-Y 9-N)
02/24/15 House: VOTE: ADOPTION (58-Y 42-N)

HB 1672 A-F school grading system; repeals system created in 2013, redesigns School Performance Report Card.

- *Chief patron:* Greason
Summary as introduced: A-F school grading system; School Performance Report Card. Repeals the A-F school grading system created in the 2013 Session and amended in the 2014 Session and requires the Board of Education, in consultation with the Standards of Learning Innovation Committee and no later than July 1, 2016, to redesign the School Performance Report Card so that it is more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth and submit such design to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health for final approval.

SB 874 Standards of Learning; eligibility for retake of tests.

- *Chief patron:* Cosgrove
Summary as passed Senate: Public schools; Standards of Learning tests. Directs the Board of Education to promulgate regulations to provide the same criteria for eligibility for an expedited retake of any Standards of Learning test, with the exception of the writing Standards of Learning tests, to each student regardless of grade level or course.
Note: This bill provides the same language as the Governor's proposed bill, without the emergency clause. The expedited retake bills on the Senate side were rolled into this bill. SB 757 (Barker), SB 897 (Miller), SB 984 (Garrett), and SB 995 (Stuart) were incorporated into SB 874 (Cosgrove) by the Senate Committee on Education and Health.

HB 1679 Students, hearing or visually impaired; information on services on school division website.

- *Chief patron:* Bell, Richard P.
Summary as introduced: Information on services for students identified as hearing or visually impaired; school division website posting. Requires each local school board to annually post on the school division's website information describing the educational and other services available through the Virginia School for the Deaf and the Blind, the Virginia Department for the Deaf and Hard-of-Hearing, and the Virginia Department for the Blind and Vision Impaired to students who are identified as hearing impaired or visually impaired, inform parents of its availability, and ensure that packets of such information are available in an accessible format for review by parents who do not have Internet access. Current law requires distribution of physical copies of such information.

Legislation – Highlights (Not Passed)

HB 1325 Visually impaired students; instruction in Braille, etc.

- *Chief patron:* Cole
Summary as introduced: Visually impaired students; Braille. Requires each visually impaired student to be evaluated by a certified Teacher of the Visually Impaired and requires the student to receive instruction in Braille or the use of Braille unless the team responsible for developing the student's IEP (IEP team) or the team responsible for developing the student's plan pursuant to § 504 of the Rehabilitation Act of 1973 (504 team) determines that instruction in Braille or the use of Braille is not appropriate to the student's educational needs. Current law requires a determination of the appropriateness of Braille but does not require the evaluation. The bill allows IEP teams and 504 teams to provide other specialized educational services and assistive technology devices in addition to Braille. The bill permits IEP teams and 504 teams to determine that visually impaired students are eligible for instruction in the use of the appropriate Braille mathematics code in addition to Braille and the use of Braille. The bill disallows the presence of some residual vision from precluding instruction in Braille and the use of Braille.

SB 1386 Teacher licensure; professional development.

- *Chief patron:* Vogel
Summary as introduced: Teacher licensure; professional development. Requires every person seeking initial teacher licensure or renewal of a teaching license to receive professional development on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia.
02/05/15 Senate: Reported from Education and Health with substitute (11-Y 3-N)
02/05/15 Senate: Committee substitute printed 15104824D-S1
02/05/15 Senate: Rereferred to Finance
02/05/15 Senate: Reported from Finance (14-Y 0-N)
Note: This bill was amended to refer only to those individuals with an endorsement of elementary education.

Virginia's State Performance Plan (SPP) Indicators 1-16

Compliance Indicators

- 4 – Suspension and Expulsion
- 9 – Disproportionate Representation in Special Education
- 10 – Disproportionate Representation in Specific Disability Categories
- 11 – Timely Evaluation
- 12 – Early Childhood Transition
- 13 – Secondary Transition

Results Indicators

- 1 – Graduation
- 2 – Drop Out
- 3 – Statewide Assessment
- 5 – Education Environments
- 6 – Preschool Environments
- 7 – Preschool Outcomes
- 8 – Parent Involvement
- 14 – Post-school Outcomes
- 15 – Resolution Sessions

16 – Mediation

- “New” State Performance Plan (SPP)/Annual Performance Report (APR) Indicators #1-16 submitted through GRADS360 platform February 1, 2015
- Indicator #17 (State Systemic Improvement Plan) or SSIP is due through GRADS360 April 1, 2015
- Virginia will receive feedback from the U.S. Department of Education Office of Special Education Programs (OSEP) before they make their determinations

From Compliance to Results Driven Accountability (RDA)

- Work with stakeholders to develop and implement new system that reflects a more balanced and results-driven approach
- Redesigned internal work processes to better support school divisions in improving results
- Targeted monitoring and technical assistance to implement best practices and evaluate effectiveness
- Beginning of a six-year journey that began with initial stakeholder input over the last 9-12 months

Virginia	95.00%
Wyoming	92.73%
Kansas	92.50%
Indiana	90.45%
New Jersey	90.23%
New Hampshire	90.00%
Florida	87.95%
Massachusetts	85.23%
Pennsylvania	85.23%
Wisconsin	85.00%
Minnesota	82.95%
Missouri	80.68%
Vermont	80.45%
Georgia	80.00%
Nebraska	80.00%



Indicator 17

INDICATOR: The State’s SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements set forth for this indicator.

MEASUREMENT: The State’s SPP/APR includes a comprehensive, multi-year State Systemic Improvement Plan, focused on improving results for children and youth with disabilities and their families.

SSIP Activities by Phases

Year 1 – FFY 2013, Delivered April 2015 – Phase 1: Analysis

- Data Analysis
- Analysis of Infrastructure to Support Improvement and Build Capacity
- State-identified Measurable Result for Students with Disabilities (SIMR)
- Selection of Coherent Improvement Strategies
- Theory of Action

Year 2 - FFY 2014, Delivered - February 2016 - Phase 2: Plan

- Infrastructure Development
- Support for LEA Implementation of Evidence-Based Practices
- Evaluation Plan

Years 3-6 - FFY 2015-18, Delivered Feb 2017-20 - Phase 3: Evaluation

- Results of Ongoing Evaluation
- Extent of Progress
- Revisions to the SPP

Virginia’s PROPOSED Indicator 17 State Systemic Improvement Plan: State-identified Measurable Results (SIMR) for children

- Improve graduation rates for Students with Disabilities (SWD) in the disability areas of Specific Learning Disabilities (SLD), Other Health Impairment (OHI), Emotional Disability (ED), and Intellectual Disability (ID).

Virginia’s Phase I SSIP is due to OSEP on April 1, 2015, and will be submitted using the GRADS 360 online platform

- Continued opportunities for stakeholder involvement including
 - Additional webinars
 - Surveys
 - Meetings/stakeholder groups
 - Review of documentation of SSIP

Shift to Results Driven Accountability

- Office of Special Education Program Improvement (SEPI) designing new school division review protocol for RDA focused reviews
- Volunteer division(s) will receive review for 2014-2015
- Targeted technical assistance activity this year on eligibility determinations
- Part of required follow-up based on SPP/APR determinations beginning in 2015-2016
- Collaboration with other offices in VDOE and SESS to design targeted technical assistance and follow-up aimed at improving division level outcomes

Staffing Updates

- Phyllis Mondak (Early Childhood)– Leaving due to retirement
- Carolyn Hodgins (Private Schools)– Leaving due to retirement
- Erin Symdra (Autism/ID/AT) – Left due to resignation; replacement coming soon
- Jeff Phenicie – Promoted to Assistant Director SEPI - Results Driven Monitoring and SPP/APR

Constituency Reports

Name	Report
Mr. Adam Amick <i>People with Disabilities</i>	<ul style="list-style-type: none"> • No Report
Ms. Paula Baker <i>Parent Representative, Region 8</i>	<ul style="list-style-type: none"> • Phone calls indicate that parents are concerned about IEPs and don't understand how the process works. They often sign the IEP and hope for the best for their children. There is a lack of being educated on the process and the IEP.
Ms. Lori Jackson Black <i>Parent Representative, Region 3</i>	<ul style="list-style-type: none"> • Samantha Rozakis, Aspiring Leaders graduate from 2012, accepted a position as an Autism Coordinator at New Horizons. Mathews County Public Schools are sad to see her go, but wish her the best. • Lancaster Public Schools has opened a Parent Resource Center. The PRC will be open from 4 to 6 p.m. Tuesdays and Thursdays, beginning March 3, 2015 at Lancaster Middle School in Kilmarnock. • The Bay School of Arts in Mathews County currently has a gallery showing called <i>Art through Special Eyes</i>. It showcases the artwork of some of our community's most special members. Adults and children with disabilities were invited to submit artwork for this very special show in the Art Speaks Gallery. The exhibition will run through April 11. The gallery is located at 279 Main Street, Mathews, VA 23109. Please call 804-725-1278 or check the website at http://www.bayschool-arts.com • In Mathews County Public Schools, Assistant Superintendent Nancy Welch was promoted to Superintendent beginning July 1. The search for an assistant superintending is ongoing. • Resource Councils are very active in region 3. They are a network of human service organizations who meet monthly to share ideas, information and resources. Cooperative, inter-agency efforts are planned and initiated in an attempt to maximize community resources and minimize duplication of services. It is hoped that by sharing information and building awareness of current community services and resources, more planned extension of services and resources will occur as well as cooperative creation of new opportunities and resources. A full list of resource council meetings can be found here: http://www.nnconnection.org/webfm_send/78

Name	Report
<p>Ms. Jusolyn Bradshaw <i>Juvenile Justice</i></p>	<ul style="list-style-type: none"> DJJ is moving toward a "Community Model" approach to rehabilitate the student juvenile offenders as opposed to the historic behavioral management programs. We are determining how this will impact our classrooms, instruction and teaching staff. The Community Model is a more therapeutic, communicative approach rather than isolating/confining students for unacceptable behavior. The culture is changing to include our Juvenile Correctional Officers' uniforms (polo shirts rather than the traditional blue uniforms).
<p>Mr. Jack Brandt <i>People with Disabilities</i></p>	<ul style="list-style-type: none"> No report
<p>Ms. Jennifer Cooper <i>Foster Care - DSS</i></p>	<p>During this past quarter, Virginia Department of Social Services (VDSS) has several workgroups, initiatives and a new training that may be of interest to SSEAC.</p> <ol style="list-style-type: none"> Workgroups: <ol style="list-style-type: none"> VDSS-OCS Residential Treatment Facilities and Adoption Assistance VDSS and Office of Comprehensive Services (OCS) have formed a work group to address some of the difficulties surrounding the payment of services and education for adoptive youth with special needs in residential treatment facilities. VDOE, during the last meeting, was able to help clarify FAPE, IEPs, and how they relate to Residential Treatment Facilities (RTF). This group has identified several modifications of policies and practices both in VDSS and OCS that could assist with resolving some of the identified challenges. Additionally, the group recognized that some of these challenges may be resolved by the SEC proposed policy. Some challenges, however, will not. In our next meeting on May 11, 2015 we will focus on solidifying the workgroup's recommendations. Child Welfare Advisory Committee (CWAC) CWAC has begun incorporating the work of Three Branch into the committee by creating three different subcommittees that will build on previous work by focusing on the specific topics of safety, permanency and well-being. These subgroups will assist CWAC on focus on each of the outcomes. Common Definitions Workgroup In conjunction with DMAS¹, DBHDS², and OCS, VDSS has formed a Common Definitions workgroup to standardize definitions to maximize federal reimbursement and ensure money/services are getting to the right kids. Initiatives <ol style="list-style-type: none"> Practice Profiles – Transformation 2.0 VDSS has begun the process of formally operationalizing the tenants of the VDSS Children's Service Practice Model. The

¹ Department of Medical Assistance Services

² Department of Behavior Health and Developmental Services

Name	Report
	<p>initial work is being accomplished through a series of Learning Collaborative events, regional, and local agency workgroups. The ultimate outcome will be a document, a Practice Profile, which frames optimal, developmental and unacceptable practices for both workers and supervisors in terms of 12 skill sets: Engaging; Partnering; Advocating; Collaborating; Assessing; Implementing; Communicating; Documenting; Evaluating; Demonstrating cultural, diversity and special needs competency; Empowering; and Planning.</p> <p>b. HB 8121/ SB 835 – Post Adoptive Services Brochure As part of the passage of the two bills this year, VDSS is developing a brochure detailing what post adoptive services are available in the Commonwealth of Virginia. The intention of these bills was to increase the parental knowledge of services available to both special needs and non-special needs adopted youth. Effective July 1, 2015, this brochure will be affixed to any new Virginia birth certificate that is generated as a result of an adoption.</p> <p>3. Transition Training Division of Family Services Foster Care unit has been focusing on improving transition services for foster youth, both with and without special needs, into adulthood.</p> <p>a. New Course Pilot In order to increase local department permanency staff knowledge, skills and abilities in transitioning our foster youth, VDSS is piloting a new course which will focus on engaging the whole team, especially the youth, in the effective transitional planning process and to follow through on the transition plan in a meaningful way.</p> <p>b. Transition Planning Video for Youth VDSS collaborated with four young people who are in or transitioned out of foster care to develop an online video on Transition Planning. The video focuses on the importance of youth being involved in their own transition plan to achieve permanent connections and self-sufficiency, and that transition planning process should be youth-driven and strength based. This video addresses such questions as:</p> <ul style="list-style-type: none"> • What is a transition plan? • How do I to develop a transition plan? • What happens after my transition plan is completed?

Name	Report
<p>Ms. Christy Evanko <i>Parent Representative, Region 1</i></p>	<ul style="list-style-type: none"> • Prince George SEAC recently held a workshop regarding IEPs. It was well-attended and well-received. • The Hanover SEAC is pleased to report a very successful collaboration with the County School Board. Almost all of the needs in the 2014 Annual Report were met or addressed, including having a member of the general education administration attend all meetings, making allowances for transportation issues on a case-by-case basis, and collaborating with SEAC members to adopt a new reading curriculum.
<p>Ms. Jackie Fagan <i>Parent Representative, Region 7</i></p>	<ul style="list-style-type: none"> • A regional PRC meeting was held in March. Other activities were canceled or delayed due to inclement weather.
<p>Mr. Brendan Folmar <i>Private Education</i></p>	<ul style="list-style-type: none"> • The VAISEF spring conference will be held on April 22-24, 2015 in Norfolk and the theme will be Best Practices for a Better Future. VAISEF will be celebrating Carolyn Hodgins' retirement as well as her huge impact on helping private schools better serve students with special needs for many years. The keynote speaker will be John Eisenberg. Topics and trainings will include: Autism and Technology; Adolescent and Family Group leadership; Best Practice in Medication Administration; Circle of Courage Values for school culture; Odysseyware Virtual Learning Session; Vocational and Independent Living Skills for Students with Autism; Successful VDOE Licensure Visits by Carolyn Hodgins, Judy McKinney and Karen Schonauer; and VAISEF Accreditation training preparing schools for successful accreditation to improve schools. • VAISEF Board and Accreditation Committee along with DOE have been working very hard to improve VAISEF schools serving students with special needs. Academic outcomes continue to be top priority to prepare students returning to public schools and the community. • Charterhouse School has just opened a new classroom in Richmond serving students with neurological differences and the school staff is excited about this opportunity to help students grow academically, socially and emotionally.
<p>Ms. Sandra Hermann <i>Parent Representative, Region 2</i></p>	<ul style="list-style-type: none"> • Chesapeake has kept the SEAC informed of the programs developed through various grants received that have allowed them to better serve their students in targeted schools - DODEA grant for literacy efforts for military students with disabilities and VCU-ACE grant. Teachers and administrators shared their positive experiences with the VCU program and shared gains their students are making. Based on parent feedback at SEAC meetings, a parent training will take place so that parents are able to learn more about how the program is implemented and what happens in

Name	Report
	<p>the classrooms and able to continue implementation in other settings.</p> <ul style="list-style-type: none"> • Major school budget shortfalls have caused Chesapeake to cut all transition job coach positions and mailed SEAC meeting advertisements. Community based instruction (CBI) has also been negatively impacted. The SEAC remains concerned that this cut and/or restraint will impact transition skills work for students, ability of expanding “mailing” awareness of SEAC meetings and possible attendance and/or membership. Alternate methods (business sponsored job coaches) will be investigated but SEAC is very concerned about the negative impact this will have for students. • Concerns were expressed at the Norfolk SEAC meeting about the lack of meeting notice to parents by direct mailing and/or appropriate notification by robo-calls and concerns about the new SEAC meeting location not being conducive to SEAC meetings. Bylaws have been revised to lessen attendance requirements in an effort to attract potential members and was requested by the School Board to meet a standard they have set for all advisory committees. One area of conflict for the Norfolk SEAC is the request for new members to come before the School Board only once a year. SEAC is in desperate need for new parent members and cannot ask that people willing to serve wait a year to be appointed. • The Virginia Beach SEAC has recently had an evening transition presentation and in the process of scheduling a Freedom of Information Act (FOIA) training for members and community at large, inclusive of all division’s representatives wanting to attend. • Many of the schools have budget issues that have reduced and/or eliminated services provided by the divisions. The SEAC’s have expressed concern about the direct impact on the students with disabilities. The committees have also struggled to maintain a working size committee so that has restricted business efforts at the meeting. • Based on SEAC comments, some of the systemic issues that have been expressed throughout the divisions are participation in graduation ceremonies by children with disabilities, compliance with IEPs, lack of parental information about inclusive/integrated programs with supports when a determination for special education is made, ESY service denials, LRE decisions, awareness and knowledge of home-bound/home-based “intermittent” instruction, lack of appropriate discipline strategies used by divisions and Southeastern Cooperative Educational Programs (SECEP), development of student health care plans when needed, lack of division and parent knowledge of a segregated “adaptive PE class” vs. adaptive PE service provided individually to a student with a disability, parent restrictions on classroom

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	<p>observations, involvement of students with disabilities in “inclusive” settings and with their typically developing peers, and awareness and access to electronic textbooks (AIM).</p>
<p>Ms. Catherine King <i>Parent Representative, Region 6</i></p>	<p>The following information from the specified SEACs was submitted to share:</p> <ul style="list-style-type: none"> • Alleghany County SEAC heard about the Annual Plan (2015-2016) Proposal; the proposed new parent survey was discussed; a brief update on the budget for next year; timeline for the search for a new superintendent was also discussed. An employment specialist discussed the TEACH program and talked about the training the students are getting. The students will be doing training at CVS, YMCA daycare, Food Lion and Walmart. Personnel from Goodwill Industries and Lancaster Community College will be conducting mock interviews with the students to prepare them for job interviews. Job Corp will be visiting soon to talk to the students. • Botetourt County SEAC reported that elementary schools were focused on their I’m Determined program. The committee explored way to publicize the local SEAC. A presentation on transition services was provided by Lancaster Community College. A Disability Awareness and Transition Expo was provided for students, parents and school staff to learn about transition resources for individuals with disabilities. The SEAC will feature the documentary, “I Have Tourette’s, but Tourette’s Doesn’t Have Me” at a future meeting with a review of the Annual Plan to follow. • Craig County SEAC is currently working on their by-laws. • Floyd County SEAC helped plan and participated in the 7th Annual Service Fair, planned a recognition luncheon for their teacher assistants, approved the annual plan, acted as a liaison between the school and school board, advertised members on the web site and in the school newsletters, and advertised their meeting in the local newspaper. • Martinsville SEAC has focused on transition awareness at the middle school level via the “I’m Determined” presentations by representatives from each school, leading IEP Meetings, and a requirement for transition plans to be included in IEPs beginning at age 14. Presentations at the SEAC meetings have included What Parents Need to Know about Their Child Who is Disabled From a Child’s Point of View (presented by an elementary student), a presentation on services and resources available through the Department of Rehabilitative Services, and a presentation on dropout prevention and career development. • Patrick County SEAC has heard about school initiatives related to transition services including staff training, was provided information about an anonymous donation of iPads with a report

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	<p>of the benefits to students; issues related to attaining scholarships for students who plan on attending college or technical schools on a part-time basis; a new evaluation process and the issues associated; Special Olympic Day scheduled for April 22, 2014, with a rain date of April 28, 2014; federal budgets for special education including contribution to educational services in jails and maintenance of effort requirements; a report on the students in special education indicating a need for professional expertise in the area of autism.</p> <ul style="list-style-type: none"> • Pittsylvania County SEAC has heard about the child study process including piloted pre-intervention strategies, particularly related to behavior issues; the IEP form and its compliance with state requirements; staff turnover; a discussion about having the SEAC information posted on the website to showcase concerns, discussions and recommendations for teachers and parents; a suggestion that a SEAC member be included on interview committees for teacher vacancies; a suggestion that parents be given full clearance to enter schools and witness classroom instruction; and a suggestion to have SEAC members speak at PTO and faculty meetings with a drafted script for members to use. • Roanoke City SEAC heard about training of bus drivers, will have a presentation on SOL and graduation requirements, they are working to have Parents Day added to the fall autism event where there will be 70 vendors tables including a presentation and opportunity to answer questions related to waiver changes. • Salem SEAC presentations have included Components of Total Action for Progress, Youth Programs at Goodwill Industries of the Valleys, Registered Behavioral Technicians, and Language Acquisition through Motor Planning. The SEAC was instrumental in planning activities for Disability History and Awareness Month in October, and the SEAC Chair presented to the School Board during that month. The SEAC has also decorated and distributed snack sized chocolate bars to each employee of the School System with the theme, <i>Expect Me to Succeed and I Will!</i>
<p>Dr. Scott Kizner <i>Local Education Officials</i></p>	<ul style="list-style-type: none"> • An individual posed the following questions and comments, and they do not represent questions and/or concerns of VASS membership. <ul style="list-style-type: none"> ○ When will better guidance be given about restraint and seclusion procedures - who is developing the guidelines and when will they be completed? ○ Is there any movement towards a statewide IEP format? ○ Students with disabilities need an alternative to the current SOL assessments. The current assessment system in many cases dismisses the unique individual learning needs of children with disabilities. Failure rate appears to be increasing with the

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	<p>higher "rigor". Is there consideration of putting stakeholders together to design an assessment that doesn't lower standards but honors a student's disability?</p> <ul style="list-style-type: none"> ○ These comments reflect individual questions and concerns not necessarily the VASS membership.
<p>Ms. Alison MacArthur</p>	<ul style="list-style-type: none"> • No Report/absent
<p>Ms. Erica Midboe <i>Transition and Vocational Services</i></p>	<ul style="list-style-type: none"> • The ENDependence Center of Northern Virginia launched an accessible dwelling demonstration facility in 2014, called Doug's Place. Doug is a young professional in Northern Va (and a former ECVN intern) who has cerebral palsy and uses a scooter. His apartment has a roll-in shower, modified counter heights, widened doors, and other elements that maximize Doug's independence. The apartment has also been used by ECVN for meetings, cooking demonstrations, and workshops. So far, approximately 30 consumers have taken advantage of the Doug's Place program, but none of those consumers have been students. ECVN is currently researching ways to extend this program to a transitioning audience. A parent in Arlington, VA expressed that students in the area are being denied inclusion even when parents request it. Parents are concerned that there is not a strong enough push for inclusion from VDOE. It is felt that if students were more included throughout their school career, then their future transition to the community will be easier.
<p>Mr. Darren Minarik <i>Higher Education</i></p>	<ul style="list-style-type: none"> • On March 21, 2015, the Virginia Council for Learning Disabilities (VCLD) held a successful symposium in Blacksburg. Radford University (RU) faculty members, in conjunction with other VCLD executive board members, were actively involved in hosting the symposium, with Debbie Bays Wilbon (RU) serving as the current VCLD President, Brenda-Jean Tyler (RU) serving as the treasurer, and RU adjunct faculty member Carol Cox serving as the Historian. Following a keynote address by Dr. John Almarode (JMU) on student engagement, the 92 attendees honored VCLD's Outstanding Teacher of the Year, Ms. LouAnn Morrow, from Hanover County. RU faculty members Darren Minarik and Brooke Blanks, along with several RU students, presented at the symposium during afternoon break-out sessions.
<p>Mr. Wyllys VanDerwerker <i>Local Directors of Special Education</i></p>	<ul style="list-style-type: none"> • VCASE will host their Spring Leadership Conference: Results Driven Accountability: A Roadmap for Success on May 20, 21, and 22, 2015. • This leadership program will begin with Dr. Robertshaw's Managing Stress followed by John Eisenberg's State of the Commonwealth address.

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	<ul style="list-style-type: none"> On Thursday morning, May 21, 2015, John Connor, sitting director of Henry County, GA and author of the ASCD book, <i>Students with Disabilities Can Meet Standards: A Roadmap for School Leaders</i>, will present <i>Results Driven Accountability: Actualizing the Promise through Practice</i>. <i>The following topics also will be presented:</i> Dyslexia Refresher: What It Is and What It Is Not Data Rich; Student Performance Using AT for Successful Instruction Schools Working Together To Successful Meet AMOs: Panel of Directors VCASE looks forward to this annual opportunity to continue their focus on providing quality services to students with disabilities.
<p>Ms. Frederique Vincent <i>Parent Representative, Region 4</i></p>	<ul style="list-style-type: none"> The Loudoun County SEAC inquired about possible guidance on the inclusion of students with special needs in their committee. Frederique Vincent suggested connecting them to other SEACs who have been successful in doing so. The Fauquier County SEAC is running a series of mini-seminars aimed at educating parents on key concepts such as Eligibility, Related Services, IEP Meeting, PRN, Dispute Resolution, etc. They decided to start this series to help the new "cohorts" of parents who enter the world of special education each year.
<p>Ms. Jacqui Wilson <i>Parent Representative, Region 5</i></p>	<ul style="list-style-type: none"> Campbell County SEAC held a Trunk or Treat event in the Fall and involved the Life Saving Crews, Fire Engines, and Law Enforcement so that the children could actually do a kind of "touch a truck" event. It was a huge success and they plan to do it again in the fall and possibly combine with other SEACs in the region. They are also working on bringing a Little Feet Meet to their local High School in the fall. Amherst County SEAC has been presenting information about extracurricular activities available for students with disabilities in the region, including camps and sporting events, such as United Athletics, Challenged Sports Exchange, and Camp Meadowlark. Amherst had a student who participated in the I'm Determined Summit last year and has been chosen as a Youth Leader this year. Many local SEACs continue to get a lot of questions and concerns about the changes in the diplomas, particularly with taking away the modified diploma. Many are waiting for decision about the changes in the special diploma so that their children do not just get a general certificate that does not help their children when they graduate.
<p>Ms. Kristin Kane for Ms. Suzanne Bowers</p>	<ul style="list-style-type: none"> PEATC is excited to announce that we are partnering with the Virginia Department of Education (VDOE) to host eight regional

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<p><i>Ex-officio member, PEATC</i></p>	<p>SEAC trainings for SEAC chairs/vice chairs and Directors of Special Education in each school division. Please see the attached flyer for specific locations and registration information.</p> <ul style="list-style-type: none"> • PEATC is once again holding the Parents as Collaborative Leaders (PACL) trainings this summer. This year, specific groups of participants will be targeted. Please watch the PEATC website for specific information. Dates are: <ul style="list-style-type: none"> • July 8-10, 2015—Military members, dependents and professionals who serve them.(Suffolk, VA) • July 22-24, 2015—Professionals or parents that serve or have in interest in serving minorities. Attendees can be church leaders, community project leaders, or even small non-profit leaders throughout Virginia. (Great Wolf Lodge, Williamsburg, VA) • August 5-7, 2015- Military members, dependents and professionals who serve them (Prince William County) • August 19-21, 2015—Foster Care and Kinship families. (Irvington, VA) • July 15-17, 2015- PACL presented in Spanish (Suffolk, VA) • Other planned workshops include: <ul style="list-style-type: none"> • Thursday, April 16, 2015 - Transition: Families Pave the Way workshop, from 5:30 pm - 7:00 pm at E.C. Glass High School, 2111 Memorial Avenue, Lynchburg, VA 24501. Please contact Carolyn Martin, Parent Resource Coordinator at (434) 515-5180 or martincb@lcsedu.net to register. • Thursday, April 16, 2015 - Understanding Special Education workshop, from 10:00 am - 12 noon, at the Bristol Virginia Public Schools Office, 220 Lee Street, Bristol, VA 24201. Presented by PEATC/TASK. Please register by April 8 to Lisa Richard at (276) 821-5638/lrichard@bvps.org or Patti Cettin at (276) 979-0408/taskforkids@hotmail.com • Saturday, April 18, 2015 - Friendship Building Strategies workshop, from 10:30 am to 11:30 am, at the "Abilities In Action" Special Ed. Expo, Culpeper County High School,14240 Achievement Drive, Culpeper, VA 22701. Please contact Petrina Thomas at (540) 825-0621 ext.2131 or PT9255@culpeperschools.org for more information. • Saturday, April 18, 2015 - The Journey to Adulthood: Puberty and Sexuality workshop, from 12:30 pm to 1:30 pm at the "Abilities In Action" Special Ed. Expo, Culpeper County High School,14240 Achievement Drive, Culpeper, VA 22701. Please contact Petrina Thomas at (540) 825-0621 ext.2131 or PT9255@culpeperschools.org for more information. • Saturday, April 18, 2015 - Culmore Multicultural Day 2015, 10 a.m. - 2 p.m. at the Woodrow Wilson Library, 6101

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	<p>Knollwood Dr., Falls Church, VA 22041; PEATC will participate as an exhibitor. For more information, call the Fairfax County Park Authority at 703-324-8514 or visit www.fairfaxcounty.gov/parks.</p>
<p>Ms. Heidi Lawyer <i>VBPD</i></p>	<ul style="list-style-type: none"> • The Virginia Board for People with Disabilities has a number of vacancies coming up in July. These are Person with developmental disabilities (3 slots); Relatives or guardians of adult with mentally impairing disabilities who cannot advocate for him or herself (2 slots); and Parent or guardian of child with developmental disabilities (3 slots). Those interested and eligible must complete an on-line application at: https://commonwealth.virginia.gov/. A resume is also required. Please be sure to indicate for which slot or slot(s) you are eligible and apply by April 30. Appointments are generally announced in July or August. • The Board will be holding a Partners in Policymaking Program in 2015-2016. We are using the cadre of applicants who applied for the cancelled 2014-2015 class to fill the new class. We have a new Training Coordinator, Dr. Penni Sweetenburg Lee. She will be working on program design and redesign as well as placing an increased emphasis on engaging alumni of both the Partners and Youth Leadership Forum. The Board was an active member of the Coalition for Improvement of School Safety that worked with Senator Favola and Del. Dickie Bell as well as the Governor's office regarding HB 1143 and SB 782 on seclusion and restraint. We were also engaged in a variety of other legislation and budget issues, particularly the many items related to the Department of Justice Settlement Agreement and Medicaid waivers, employment supports, and more.

Adjourn

Friday, March 27, 2015

Members Present: Mr. Adam Amick, Ms. Paula Baker, Ms. Lori Jackson Black, Ms. Jusolyn Bradshaw, Mr. Jack Brandt, Ms. Christy Evanko, Ms. Jackie Fagan, Mr. Brenden Folmar, Ms. Sandra Hermann, Ms. Catherine King, Ms. Erica Midboe, Mr. Darren Minarik, Ms. Frederique Vincent, Ms. Jacqui Wilson, Mr. Wyllys VanDerwerker

Members Absent: Ms. Alison MacArthur, Dr. Scott Kizner, Ms. Jennifer Cooper

Ex-officio Members Present: Ms. Kristin Kane for Ms. Suzanne Bowers (PEATC), Ms. Heidi

Lawyer (VBPD)

Virginia Department of Education (VDOE) Representatives Present: Dr. Suzanne Creasey, Mr. John Eisenberg, Ms. Pat Haymes, Dr. Samantha Hollins, Mr. Jeff Phenicie

Call to Order

Ms. Lori Black, Chair, called the meeting to order at 9:00 a.m.

Subcommittee Meetings

Subcommittees met and were asked to identify possible ideas for commendations and recommendations to include in the annual report to the Board of Education. The executive committee will meet prior to the regular meeting in July to draft a report to present to the full committee for consideration and modifications and will use this information to develop the proposed commendations and recommendations for the report.

Subcommittee Reports

Student Achievement Subcommittee

Commendations

- Creation of Inclusion Academies and Co-teaching demo sites as well as the inclusion workgroup
- Creation and support of the RCEEA Charter School
- Creation and support of the Center for Transition Innovations
- Addressing reading instruction and working to partner with General Education to improve instruction and assessment, especially with regard to dyslexia; collaboration with Dyslexia Advocacy Groups
- Support of the Military Community, as well as parent/teacher outreach
- Earning grants to improve and disseminate Positive Behavior Interventions and Supports
- Hard work on the Applied Studies Diploma
- Leadership on VAAP improvement and acting on feedback regarding Dynamic Learning Maps
- Achievement of the Early Childhood Grant
- Movement on the Statewide IEP
- Movement from compliance-driven to results-driven organization

Recommendations

- Include Special Education on the Governor's SOL Innovation Committee
- Better communication of the ramifications of alternatives to SOL testing, such as a pop-up on the Statewide IEP (to include information on the Applied Studies diploma when the ASOL box is checked, or SOL accommodations when the SOL box is checked)

- Continue to explore and create a guidance document regarding options to meet the needs of the dyslexia advocacy groups
- Look for ways to make Parent Resource Centers more efficient and synergistic
- Continue to focus on graduation through the SSIP and coordinate with stakeholders (including preschool and elementary schools)
- Support I'm Determined in involving younger (Elementary) students in the IEP meetings gradually, not just at transition age; create guidelines for LEAs
- Bring back the SEAC regional meetings with a focus on empowering the SEACs to endorse guidelines that are often not fully utilized
- Expand Project EASE to lessen the use of suspension and expulsion
- Continue support of Aspiring Leaders and New Special Education Director Academies to help curb attrition and see the state as a resource instead of an enforcer

Student Outcomes Subcommittee

Commendations

- Passage of bill HB 1443, amending the Code of Virginia by adding section number 22.1-279.1:1, relating to the use of seclusion and restraint in public schools.
- Recognition by the U.S. Department of Education that Virginia met the highest ranking on our state performance plan, which is now based on student outcomes.
- Change of the name of the Special Diploma to the Applied Studies Diploma
- Increased utilization of the Virginia Tiered Systems of Support (VTSS) including six fold growth in four years of schools participating in the project as well as improved student and teacher outcomes associated with participation in the project
- Development of the Guidance Document for Educational Support for Students from Military Families
- Special Education Aspiring Leaders (180 graduate and 60% hiring rate)

Recommendations

- Standards/requirements for screening for dyslexia should be broad based in general education policies and professional development should differentiate dyslexia from other reading difficulties.
- There should also be development of a guidance document that addresses differentiated reading instruction that addresses learning difficulties and dyslexia specifically (similar to LD guidance document but in more depth) with significant detail aimed at skills, supports, data and assessment.
- Recommend that the development of committees to address innovations and educational policies include representation from special education, disability advocacy groups and individuals with disabilities specifically regarding changes in academic standards (SOL)
- Innovations and development of flexibility regarding Virginia's accountability system address high expectations for students with disabilities and continued full participation in the assessment system

- VDOE work with the TTACs to increase training and technical assistance related to the provision of effective use of assistive technology including highlighting universal design for learning (AIM-VA, augmentative communication, etc.)
- Inclusive Education
- Development of a guidance document or checklist that identifies exemplary inclusive practices and allows schools to assess themselves in this area. Also addressing use of terms associated with inclusion (co-teaching, collaboration, etc.)
- Secondary Transition/Graduation
- Recommend that consideration for student with disabilities and students with unique needs addressed through the innovative high schools project including universal design and accessibility for all students
- Recommends that the VCU Center on Transition Innovations collect and analyze data related to the results of providing training and technical assistance and its relationship to increased successful outcomes for students with disabilities (is Project SEARCH being adopted by more LEAS, or the practices associated with it and is it translating to successful outcomes for students both short and long term)
- Provision of additional training and technical assistance regarding the implementation of Credit Accommodations for the Standard Diploma for eligible students with disabilities
- Advocacy
- Develop training and resources related to successful advocacy for students and families and development of positive relationships with school division staff (Hank’s upcoming training)

Considerations

- Development of guidance related to Applied Studies Diploma that ensures parents receive education related to the difference between it and the Standard Diploma and that this diploma options does not become a “fall back” for students with disabilities pursuing a standard or advanced studies diploma
- Development of guidance related to the use of restraint and seclusion that incorporates the 15 federal practices and VA guidance document related to Managing Student Behaviors
- Develop a guide to explain testing that can accompany the VDOE resource regarding diploma options (graphic developed 2015) We further recommend that this guide be required to be distributed no later than the second grade and annually thereafter
- Seek stakeholder input during the redesign/development of the strategic plan for the VDOE website this upcoming year to ensure parents and families are able to easily navigate especially with a personal computer or mobile device. Also addressing increasing the ability for stakeholders to easily navigate VDOE website for developed guidance documents
- Recommend that VDOE look at incorporating examples of best practices of how intermittent homebound services can be provide to eligible students without limited students participating in extracurricular activities (VDOE Homebound Instructional Services Guidelines)

Policy and Regulations Subcommittee

Commendations

- Dyslexia put on the radar; commend Board for their positive reception & collaboration concerning issues surrounding Dyslexia and the Department's efforts to increase literacy
- Commend the Board for including the SSEAC in the ongoing dialogue regarding restraints and seclusion.
- Commend the Board for the support of the change in Virginia Code changing Special Diploma to Applied Studies Diploma.
- Commend the Board for including disability history and civil rights history in the Updated Social Studies Standards Of Learning.

Recommendations

- Continue awareness of concerns with proper identification and support of students with Dyslexia, whether general and special education.
- VDOE investigate the communication gaps and resolve the issues related to awareness and use of available resources, including but not limited to, diploma options for students.
- Include the SSEAC in the development of restraint and seclusion regulations.
- Expand accessibility options for all Board meetings, including but not limited to closed caption and interpreter services of live/recorded streaming of public meetings.

Public Comment Review

The committee discussed the public comments and letters will be sent to the commenters thanking them for their public comments.

Suggested Agenda Topics for Upcoming Meetings

The topics requested to be addressed for future meetings are as follows:

- Restraint and Seclusion Information including Private School Regulations – July
- Project EASE – Jeff Phenicie- September or December
- Statewide IEP - September
- Special Diploma
- Credit Accommodations
- Update on Homebound/Home-based Instruction when it is revised
- Services available to SOL track students who have a hard time securing employment or post school opportunities

Ms. Jennifer Cooper made a motion to adjourn the meeting and Mr. Adam Amick seconded. The meeting was adjourned at 11:57 a.m.

Planned dates for meetings include:

July 23 – 24, 2015

October 1 – 2, 2015

December 3 – 4, 2015