

State Special Education Advisory Committee (SSEAC)
Meeting Minutes

Thursday, April 7, 2016

Members Present: Mr. Adam Amick, Ms. Jill Becker, Mr. Jack Brandt, Ms. Christy Evanko, Mr. Brendan Folmar, Ms. Catherine King, Dr. Scott Kizner, Mr. Matt Luther, Ms. Alison MacArthur, Ms. Tashue Mason, Ms. Lisa Richard, Ms. Joan Sumner, Mr. Wyllys VanDerwerker, Ms. Frederique Vincent, Ms. Jacqui Wilson

Members Absent: Ms. Jackie Cowan, Mr. Damon Garrison, Ms. Erica Midboe, Mr. Darren Minarik

Ex-officio Members Present: Ms. Kristin Kane for Suzanne Bowers - PEATC, Ms. Heidi Lawyer – VA Board for Disabilities

Virginia Department of Education (VDOE) Representatives Present: Dr. Pat Abrams, Dr. Suzanne Creasey, Mr. John Eisenberg, Ms. Pat Haymes, Mr. Daniel Irwin, Ms. Marianne Moore, Mr. Jeff Phenicie

The Office of the Attorney General: Ms. Mona Siddiqui

Call to Order

Ms. Alison MacArthur, vice-chair, called the meeting to order at 9:05 a.m. The committee members introduced themselves.

Business Session

Approval of Agenda

The committee was asked to review the proposed agenda. There were no changes. Ms. Christy Evanko made a motion to approve the agenda and Mr. Matt Luther seconded. The motion 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. Christy Evanko made a motion to approve the minutes as written. Ms. Jacqui Wilson seconded the motion. The motion passed unanimously.

Presentations

Report on 2016 Annual Plans for State Operated Programs

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

Ms. Coleman presented information about the annual plans from state operated programs which includes ways that their federal funding will be spent. It is required that this information be reviewed by the State Special Education Advisory Committee. Ms. Coleman asked for questions, and responded regarding the requirements.

Transition Activities

- *Ms. Marianne Moore, Specialist for Transition Services, Virginia Department of Education*

Information about transition activities was distributed to the committee and Ms. Moore invited questions.

Ms. Moore introduced Mr. Daniel Irwin, Specialist, Virginia Department of Education, who spoke about the Applied Studies Diploma. This is a new diploma that replaced the “Special” or IEP diploma. Data show that students who earned a special diploma are more likely to report that they are “unengaged” after graduation. There are efforts to increase the engagement of students who graduate with an Applied Studies Diploma. The new diploma will tie to the standards. A curriculum map draft was distributed to members, and the key points were presented. The curriculum map is not specific to the Applied Studies Diploma, but will be used for students who are on track to earn the standard and advanced diplomas as well. Mr. Irwin then presented how the skills will be assessed through authentic performance.

Ms. Moore then introduced Ms. Mary McAdam, CTI Youth Outreach and VDOE Intern, who demonstrated the Graduation Interactive Tool and asked for feedback. This tool is an electronic platform, and part one gives customized information relevant to the parent/student for making decisions. The second part is planned to address assessments, standard diploma, advanced diploma, and applied studies diploma. Members were asked to complete a survey form regarding the part one video.

Next, Ms. Moore introduced Ms. Liz Getzel, Director, who gave an update on the Center on Transition Innovations (CTI) Outreach. The CTI is the main source for all transition information for persons with disabilities (and IEPs) in VA. As a portal, the CTI has received interest from other countries, including Argentina. The CTI serves middle and high school students. The CTI recently conducted research through surveys on developed tips for transition. They also held focus groups resulting in themes upon which to act or consider, including different cultural backgrounds. The CTI got a lot of positive feedback regarding the focus groups.

Finally, Ms. Moore introduced Mr. Jack Brandt, Program Coordinator. He presented information on the Inclusion Project, a youth-led initiative. The Inclusion Project Steering Committee met and produced two important outcomes - a guide plus a toolkit. The guide will help interested parties set up an Inclusion Project in the school and/or in the community. The

toolkit includes hands-on activities for elementary, middle, and high school. The guide and toolkit are planned to be released around September 2016.

Working Lunch

Members were asked to discuss ideas about items to be included in the annual report. The committee adjourned at 11:56 a.m. for a working lunch and reconvened at 1:10 p.m.

Public Comment

There were two public comments. Both were letters. The first was regarding dyslexia and the lack of teaching materials. That letter commended HB 842 for assessment. The second public comment was actually repeated in 44 letters. As all of the letters were form letters, and only one was read. These letters were in support of inclusion and offered recommendations to increase inclusive education.

Recognition of Outgoing Members

Dr. John Eisenberg presented certificates to Dr. Scott Kizner, Mr. Brendan Folmar, and Ms. Frederique Vincent for their contributions to the SSEAC. He thanked them for their dedication and wished them well in the future.

Assistant Superintendent's Report

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

Legislative Update

This was a busy year for education in the legislature on both sides of the aisle. The Governor has put some significant funds towards education this year, as well. The budget has been completed, but we are still in the veto stage for many of the laws. This information can be found here: <http://www.doe.virginia.gov/boe/legislation/>.

The DOE was directed to convene a workgroup to study reintegration of children who are in private day schools, although funding was not provided for this. Additionally, the funding that was originally allocated in the budget for VTTS and PBIS was removed out by the legislature.

Update on Restraint and Seclusion Regulations

This is a work in process and is expected to take a long while to get through the regulatory process. A legislative directive was made in 2015 to adopt regulations consistent with the VDOE's 2009 *Guidelines for the Development of Policies and Procedures for Managing Student Behavior in Emergency Situations* and the US Department of Education's 2012 Restraint and Seclusion Resource Document. There are several issues where groups disagree, and there is a need to resolve current state law with these regulations. The Board of Education will solicit

public comment prior to voting to approve the draft regulations due to the disagreements that exist.

Update on Statewide IEP System

A statewide IEP system is stalled in procurement. There are concerns about privacy and the cost of housing the data internally.

Constituency Reports

Name	Report
<p>Mr. Adam Amick <i>People with Disabilities</i></p>	<ul style="list-style-type: none"> • The I'm Determined Youth Summit will occur at James Madison University June 15-17, 2016. Application deadline has already passed. This is a big year, because it is the 10th anniversary of the summit. Former youth leaders and other people who were involved in the process when it was started 10 years ago have been invited to attend the luncheon and closing ceremony of the summit this year. • Thanks to the Virginia Board for People with Disabilities, the Youth Leadership Forum will occur in Petersburg, VA, from Monday, July 25 - Thursday, July 28, 2016.
<p>Ms. Jill Becker <i>Juvenile Justice</i></p>	<ul style="list-style-type: none"> • No report
<p>Mr. Jack Brandt <i>People with Disabilities</i></p>	<ul style="list-style-type: none"> • No report
<p>Ms. Jackie Cowen <i>Foster Care - DSS</i></p>	<ul style="list-style-type: none"> • No report/Absent
<p>Ms. Christy Evanko <i>Parent Representative, Region 1</i></p>	<ul style="list-style-type: none"> • A concern was expressed that some parents are requesting services that are not evidenced based and have been discredited through research, including facilitated communication and rapid prompting method. Constituents are worried about an ADA complaint filed in Arlington and the effect that it will have on services provided by schools. If these interventions – which have multitudes of research that disprove them – are sanctioned by the schools, then what other potentially harmful services might be included? Constituents asked that this be brought to the attention of the SSEAC and the DOE. • Along with other regions, several letters were received from Region 1 regarding inclusion in Virginia schools. The letters are similar and the recommendations are as follows: <ul style="list-style-type: none"> ○ Explore options for VDOE to work with the U.S. Department of Education-sponsored SWIFT Center or another external inclusive education expert group to evaluate trends across the Commonwealth that would guide the development of a state-wide inclusion implementation plan. ○ VDOE and TTAC conduct a series of Inclusive Education Symposiums for general and special educators, paraprofessionals, administrators, related services personnel, and parents. Current available training focuses only on co-teaching, one small component of inclusive education best practices. ○ VDOE establish a Virginia Inclusion Center of Excellence similar to Maryland Center for Inclusive Education (MCIE) or New Jersey Center for

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	<p>Inclusive Education (NJCIE) to assist with capacity building at the local level.</p> <ul style="list-style-type: none"> ○ VDOE develop one or more Inclusion Guidance Documents to address widespread confusion and lack of knowledge at the local level about: <ul style="list-style-type: none"> ▪ How to lawfully and properly determine the “least restrictive environment” for a student with a disability (i.e., students should only be removed from the general education setting upon student or parent request, or when all academic, behavioral, and emotional supports and accommodations have been provided to support a student in the general education setting and those efforts have failed). ▪ Best practices in inclusive education (including how to modify and adapt curricular materials so that students can be educated in the same classroom and school they would attend if they did not have a disability). ▪ How to critically review division visions, missions, policies and procedures, encourage and support inclusive education. • The Hanover County SEAC created an on-line application for membership using Google. They feel this will help to cast a wider net, as well as remove some of the obstacles having a paper only option has created in the past. It was available on 4/8/16. In addition to a huge web-based presence, they also have a plan in place to advertise in other outlets. Examples include the use of local newspapers, asking all case managers to send home a flyer to parents, and handing out flyers at both of the upcoming I’m Determined Family Nights. The Hanover County SEAC is striving to create a more diverse SEAC that better represents multiple disability categories, grades/ages of students, and locations throughout the county.
<p>Mr. Brendan Folmar <i>Private Education</i></p>	<ul style="list-style-type: none"> • The Virginia Association of Independent Specialized Education Facilities spring conference is April 20-22, 2016 at Kingsmill Resort. The theme of the conference will be “Having Impact in our Classrooms”. The keynote will be from Larry Bell - “The Power to Make Impact through High Expectations.” The presentation is about every human being reaching other human beings by exhibiting caring, compassion and believing. This Keynote will provide strategies that help reach the most difficult and unmotivated student. It will also lift the spirits and remind everyone why they became educators. There will also be several general sessions from the US Department of Education and the Virginia Department of Education. • In May, the Department of Education will be observing a two day accreditation site review at Jackson Field Homes. This is the first time the Department of Education has attended one of the accreditation site visits. This confirms the progress and collaboration that has been made between Virginia Association of Independent Specialized Education Facilities and Virginia Department of Education.
<p>Mr. Damon Garrison <i>Parent Representative, Region 2</i></p>	<ul style="list-style-type: none"> • No report/Absent
<p>Ms. Catherine King <i>Parent Representative, Region 6</i></p>	<ul style="list-style-type: none"> • Botetourt County SEAC <ul style="list-style-type: none"> ○ The Botetourt County SEAC joined forces with the Roanoke County SEAC for a joint presentation on human trafficking. ○ There will be a presentation "Dyslexia: An Overview for Parents" at an upcoming meeting. • Craig County SEAC <ul style="list-style-type: none"> ○ At the first meeting of the school year, the Craig County SEAC reviewed the guide of local Special Education Advisory Committee members. They also discussed the by-laws. They adopted a public comment form and scheduled all

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	<p>of their meetings for the year. Meeting dates were published in the local newspaper.</p> <ul style="list-style-type: none"> ○ At the second meeting, they had their first public comment. They discussed putting out information on the school website, and discussed their new regional classroom. They came up with topics for future meetings. ○ At the third meeting, they discussed the public comment received and reviewed what the concern was that was brought to the superintendent by the committee. The committee forwarded how that would be addressed. Camp Easter seals presented. ● Franklin County SEAC <ul style="list-style-type: none"> ○ The Franklin County SEAC is partnering with the Parent Resource Center to host a workshop by Tracy Lee, Family Engagement Specialist with VDOE. She will present a workshop for parents on Collaboration, Thursday April 7, 2016 and will be back on May 9, 2016 to do another workshop on behavior. ● Martinsville County SEAC <ul style="list-style-type: none"> ○ During their November meeting, parents requested information on dealing with the stress of raising students with disabilities. ○ Their local community services board made a presentation on stress during this meeting. ○ Their annual plan will be presented at the next meeting for their parents' input. ● Pittsylvania County SEAC <ul style="list-style-type: none"> ○ The Special Education Advisory Committee (SEAC) has met three times since December 2015: January 29, February 26, and March 11. ○ Initiatives identified by the SEAC included improving accessibility to school facilities for students with disabilities, increasing the awareness of general education teachers of special education, expanding recreational opportunities for children and adults with disabilities, and generating additional SEAC funds through fundraising events for educational purposes and also serve to increase community awareness of people with disabilities. ○ For Chatham Elementary, accessibility has improved with the installation of a ramp for serving handicapped students. ○ SEAC is continuing to prepare for a Faculty Softball Game that has the potential to generate revenue for educational purposes. The game is scheduled for May 7, 2016.
<p>Dr. Scott Kizner <i>Local Education Officials</i></p>	<ul style="list-style-type: none"> ● No report
<p>Mr. Matt Luther <i>Department of Aging and Rehabilitative Services</i></p>	<ul style="list-style-type: none"> ● On 4/1/2016, DARS had a caseload management day to give counselors an opportunity to organize their caseloads. Currently DARS is serving 4,068 participants in VA. There is currently no wait list for services for applicants.
<p>Ms. Alison MacArthur <i>Teacher</i></p>	<p>The following comments were received from constituents.</p> <ul style="list-style-type: none"> ● State Testing: <ul style="list-style-type: none"> ○ Expecting students with disabilities to perform at the same level as students without disabilities on state standardized tests, even with accommodations, leads students to feel anxious. A measure against a single stick, not marking progress, leads to discouragement. ○ An individualized education plan should NOT mean a standard assessment! SOLs and VAAP can NOT be the only options available to students. The VGLA is a good alternative but still not appropriate for all. We should not be trying to fit "round" kids into "square" testing holes.

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	<ul style="list-style-type: none"> ○ The current ASOLs are not appropriate for my students. They are still working on counting and yet have to do algebra for their VAAP – they are learning how to get around in their community and yet have to study the causes of the Revolutionary War. Learning the parts of a plant would be appropriate but instead they have to learn about tectonic processes? They have significant cognitive disabilities. Their time should be focused on their needs - not on material they won't remember tomorrow and is not relevant to their daily lives. ○ With the elimination of the Modified Standard Diploma and the new requirements/restrictions regarding the Applied Studies Diploma, there will be students who work hard and pass classes but are unable to pass SOLs, even with extensive tutoring. If they are unable to meet the SOL requirements for a Standard Diploma, but are not severely disabled enough to meet the requirements of an Applied Studies Diploma, what will happen to them? ○ I'm concerned about the fact that special education students are expected to take an on-grade-level test and the school is penalized when the students fail. If the students were capable of doing an on-grade-level test they would not need to be in special education. I'm not talking about those that could pass with some accommodations but those that no matter what or how many accommodations they have they aren't going to be able to pass an on grade level test. I have no problems with testing when it provides useful information. I get nothing from forcing a child to take a test that I know they are going to fail. Why can't we test the students at their level? ○ Special education students being required to take the same standardized tests as general education students is a concern. ● Inclusion/Self-contained: <ul style="list-style-type: none"> ○ Special Education self-contained classes are not a dumping ground and should not be treated as such. There is a distinct reason why we have these classes and they should be maintained at the highest level. Create a class for the 'Tweeners' and ESOL population that will eventually allow them to move into classes that are on a higher level. A lack of educational funding should not result in a lack of necessary services to have all students taught in the least restrictive environment. When they say there should be no child left behind, work out school programs that will make this a reality. ○ Seems that the state level is trying to get every county to put kids with special needs in the inclusion classrooms, grade level, instead of pulling them out for small groups and a slower pace. If these kids do not retain information and learn best with step by step instructions and reinforcement of skills, why is the state pushing inclusion for all kids no matter how they best learn (which special education teachers would know). It is not okay for the state to determine that all kids need to be in inclusion classes. This should be up to the IEP team. ● Other Concerns: <ul style="list-style-type: none"> ○ The federal, state, and local governments need to encourage teachers to remain in special education for a lengthier period of time. These are some of the most challenging students in many ways. Teachers need to establish a solid foundation over time with various experiences in order to best educate some of our most challenged students. It is unfortunate that so many good special educators leave for other teaching positions or leave the profession completely. ○ We are losing good special education teachers every year because the demands for paperwork and services for the “behavior children” have become so high. Teachers are moving to general education or out of the schools all together. Funds need to be available so that schools can support their special education staff and students appropriately.

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	<ul style="list-style-type: none"> ○ We spend a large amount of time on unpaid paperwork, from IEP's to VAAP's, report cards, lesson plans, evaluation, etc. More pay for this work. ○ Providing enough funding and training for support staff. ○ More funding for special education. The more teachers we have, the more time all of us will have. We need to be able to provide over-the-top services to our special education students. ○ Because districts place increasingly unrealistic demands on special education staff, there is increased burnout and teacher turnover. Rather than addressing the cause of the turnover, the state allows districts to use inadequately trained teachers with probational certificates to meet their staffing needs. ○ Increase funding to train and retain good special education teachers. ○ Provide stipends and or planning time for special education and general education teachers who take on the added responsibility of supporting students with low incidence disabilities. ○ The state should undertake a comprehensive study to review the current work expectations for special education teachers and administrators and issue updated caseload recommendations and fully fund districts to be able to implement special education programs that increase the focus on early interventions, provide more meaningful inclusion placements, and smaller class-size and caseloads. ○ Reasonable caseloads guidelines based on the characteristics of the learners should allow special education and general education teachers sufficient guaranteed time (monthly/weekly/daily) needed to manage the extra demands of implementing individualized programming and to perform the administration tasks required by law.
<p>Ms. Tashue Mason <i>Parent Representative, Region 8</i></p>	<ul style="list-style-type: none"> ● No report
<p>Ms. Erica Midboe <i>Transition and Vocational Services</i></p>	<ul style="list-style-type: none"> ● The ENDependence Center of Northern VA (ECNV) is working to reach out to transitioning youth in the area. For the second year in a row, they are offering LEAP Awards (Life Enrichment Awards Program) to consumers. Individuals with disabilities between 14 and 26 can apply for the purchase of items or services directly linked to a transitioning goal. ● ECNV has also been working with the Arlington County Public Schools PEP (Program for Employment Preparedness). They have two interns from the PEP program and have also done travel training with several students from the PEP program. ● ECNV is using their accessible apartment, “Doug’s Place,” to hold cooking classes for young consumers. They will be welcoming a new Independent Living Skills (ILS) Specialist so they can hold regularly scheduled classes for young consumers.
<p>Mr. Darren Minarik <i>Higher Education</i></p>	<ul style="list-style-type: none"> ● Dr. Liz Altieri, Co-President of Virginia TASH and Professor, Special Education Program Area in the Radford University School of Teacher Education and Leadership, requested to share information about Virginia TASH and their upcoming goals. Also, she wanted to show her support for Including Me Virginia and their initiative to improve inclusive practices in the Commonwealth, which also aligns with the Virginia TASH goals. Virginia TASH strives to unite the Commonwealth for the inclusion of people with disabilities to become valued members of society. Passions are inclusive schooling and community, literacy for all, communication that enables a powerful voice and self-advocacy, self-determined transition from school to life as an adult, and competitive employment

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	<p>and higher education opportunities for people who experience significant disabilities. Virginia TASH works with stakeholders, schools, and communities to work toward our goal.</p> <p>Virginia TASH Chapter Goals include:</p> <ul style="list-style-type: none"> • Increase active involved membership to 50 persons • Provide a variety of training activities related to school and community inclusion for parents and school staff, including online options and regional meetings • Focus on transition as major area of need • Support development of community based services for individuals leaving Virginia’s training centers as result of court order • Support the development of a strong self advocacy organization/TASH subgroup • Work in collaboration with the ARC of Virginia and Including Me in Virginia to develop a statewide, online network of research-based “best” practices, resources and support for families and school personnel around enhancing the capacity and participation of individuals with significant support needs. • Promote advocacy and training activities around AAC for adult service providers and families. <ul style="list-style-type: none"> • In her support for more inclusive practices, Dr. Altieri wrote the following: I am writing in my role as Co-President of Virginia TASH to request that you advocate for greater support for inclusive education in Virginia. The current model, where many Virginian students with disabilities are segregated from their non-disabled peers in separate classrooms or schools for all or large parts of the school day is not working, is not evidence-based, and reflects our low expectations of students with disabilities and teacher competencies. I am also a teacher educator and have devoted my career to developing general education and special education teachers who are both comfortable and capable working with students with disabilities and who have the skills to collaborate to ensure their academic and social success in inclusive schools. At Radford University, we have had a collaborative elementary-special education teacher preparation model for the past ten years. Please see this 11 minute video if you are interested in learning more about how we prepare educators for inclusion and collaboration http://youtu.be/AIKgJ0DY2MM • Radford University’s School of Teacher Education and Leadership Special Education Program Area wanted to announce that a new publication will be released late this spring: Minarik, D. & Lintner, T. (2016). <i>Social studies and exceptional learners</i>. Silver Spring, MD: National Council for the Social Studies. The authors, Darren Minarik (Radford University) and Tim Lintner (University of South Carolina, Aiken) describe the book as the first attempt to develop a comprehensive practitioner’s guide to teaching social studies to students with disabilities in inclusive and collaborative elementary, middle, and high school settings.
<p>Ms. Lisa Richard <i>Parent Representative, Region 7</i></p>	<ul style="list-style-type: none"> • Jackie Fagan, Parent Resource coordinator in Pulaski Schools, reported that they have been educating their parents, staff and community members on the updated Medicaid Waivers. This has been occurring in a variety of settings, including public training and one-on-one information. • Bristol VA City Schools continues to have a strong SEAC and is working to promote more parent/family involvement. Tracy Lee, Specialist for the VDOE will be visiting the SEAC and speaking to our teachers and parents later in April on better school/family collaboration.

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	<ul style="list-style-type: none"> Continued efforts are being made to increase transition opportunities for those students who receive special services.
<p>Ms. Joan Sumner <i>Parent Representative, Region 3</i></p>	<ul style="list-style-type: none"> King William SEAC <ul style="list-style-type: none"> The King William SEAC has arranged to have Mr. Hank Millward from VDOE to return and continue his presentation on Transition Planning and Graduation of Students with Disabilities. April 14th, Dr. Crystal Shin who is associated with the William and Mary Law School has been asked to come and present on the topic of effective, productive parent advocacy. Earlier this year, Marianne Moore from VDOE and Jean Stevenson from DARS provided a presentation on post-secondary transition planning. This topic was at the request of the majority of the SEAC group. Northumberland SEAC <ul style="list-style-type: none"> Marianne Moore spoke with parents on different diploma options and was extremely helpful in getting answers to parents. Hank Millward spoke in an open forum on IEPs and what to do if the IEP is not being followed, as well as, when you can request outside evaluations and the process to do so. Mr. Millward also spoke on the possibilities of a Parent Resource Center. Triennial testing and appropriate parental and student notice and preparation was discussed. Improving attendance was a topic as always. Getting into the elementary schools is a priority. We have a Facebook page that has increased interest. We include postings from the website Understood.com. The Annual Plan was submitted for review.
<p>Mr. Wyllys VanDerwerker <i>Local Directors of Special Education</i></p>	<ul style="list-style-type: none"> The Virginia Council of Administrators of Special Education in Collaboration with the Virginia Department of Education will conduct the Spring Annual VCASE Conference on May 25, 26, 27, 2016. VCASE is pleased to announce keynote speaker: Margaret A. Searle, Author of “Causes and Cures in the Classroom” will open the conference. Margaret Searle is the founder of Searle Enterprises, a consultant group working in the areas of collaboration, problem-solving, and innovative teaching techniques. She regularly presents at conferences nationally and works with individual school districts to develop and implement continuous improvement plans. She has taught in all grades from kindergarten through 8th grade. Her background also includes serving as a Title I director, a middle school principal, an elementary principal, and a K–12 supervisor. She served as president of the Ohio Association of Elementary School Administrators and was an education advisor to President George H. W. Bush. Searle is the author of the Ohio Department of Education’s Standards-Based Instruction for All Learners: A Treasure Chest for Principal-led Building Teams (2004), a how-to book on differentiation, inclusion, and collaborative problem-solving. “Causes and Cures in the Classroom: Getting to the Root of Academic and Behavior Problems (2013)” reveals new neurological research about how underdeveloped executive function skills can cause poor behavior and achievement and gives specific strategies for addressing these problems. VCASE

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	looks forward to this exciting professional development opportunity focusing on new neurological research.
Ms. Frederique Vincent <i>Parent Representative, Region 4</i>	<ul style="list-style-type: none"> No report
Ms. Jacqui Wilson <i>Parent Representative, Region 5</i>	<ul style="list-style-type: none"> Amherst County SEAC is continuing to try to increase participation at meetings. Student services office answered FAQs about IEPs and 504 Plans at the last meeting. Lynchburg SEAC has been discussing the issue of inclusive practices in schools and has drafted a letter to be shared with SSEAC. Fluvanna County SEAC is utilizing various methods for contacting families (email, calls, and letters) to increase participation at meetings. They recently hosted a family dinner night to share upcoming summer camp opportunities and had a speaker talk about post-secondary options for students with disabilities that are available and to discuss information on waivers. Campbell County SEAC hosted the Central Virginia Autism Coalition with Anne Green as the speaker. They have also been discussing the county's budget and how it will impact students with disabilities. They are also keeping an eye on current legislation and are hopeful students with disabilities will be eligible for a diploma rather than a certificate of attendance. Two letters were received to advocate for greater support for inclusive education from Harrisonburg and Louisa County parents. Amherst County SEAC is continuing to try to increase participation at meetings. Student services office answered FAQs about IEPs and 504 Plans at the last meeting.
Ms. Suzanne Bowers <i>Ex-officio member, PEATC</i>	<ul style="list-style-type: none"> PEATC's main office has moved. The new address is 8003 Forbes Street, Springfield, VA 22151. Please be watching for information on the PEATC Open House in the fall. Satellite offices remain in Charlottesville, Tazewell, and Tidewater. As the Parent Training and Information Center for Virginia, we serve the entire Commonwealth through one-on-one intakes with families and professionals, workshops and trainings, webinars, and various outreach initiatives. We are scheduling trainings for the spring and summer. Please contact Heather Arbeen (arbeen@peatc.org) 703-923-0010 / 800-869-6782 to schedule. Again this year, we are partnering with VDOE to host a variety of trainings for parents and professionals. Some locations still need to be determined so keep watching the website for updates.
Ms. Heidi Lawyer <i>VBPD</i>	<ul style="list-style-type: none"> The Board is a member of the Coalition for Improving School Safety which developed and submitted public comment to the Department of Education regarding the draft seclusion and restraint regulations. The comment detailed areas in which the Coalition believes that the regulations are strong and those areas in which they are weak and has put forth recommendations to ensure that the regulations are consistent with the 15 federal principles. We are continuing to strategize on advocacy and will be developing more detailed comments. The application deadline for the Board's Youth Leadership Forum has been extended until April 11. We appreciate VDOE's assistance in getting the word out and for supporting the YLF financially as it always does. The forum will be at Virginia State University this year from July 25-28.

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	<ul style="list-style-type: none"> • This weekend is the Board’s Partners in Policymaking class of 2016 graduation. Aaron Bishop, Commissioner of the federal Administration on Disabilities, Administration on Community Living is our keynote speaker. • The Board is developing a new Alumni Development program for Partners and Youth Leadership Forum graduates beginning with regional meetings. The first regional meeting will be held in May at Norfolk State University for the approximate 90 alumni from that area. The goal is to ultimately create a statewide alumni organization that will facilitate grassroots advocacy, education, and increased engagement with the Board post-graduation. • The Board currently is reviewing applications for two grants. One will be to examine and improve outreach to families whose babies have been in the NICU to ensure that they get referrals to Early Intervention services. The other is a solicited grant to the Dept. of Education to develop a curriculum and training on critical decision-making points for students with disabilities. The Board will make funding decisions at its June 15 Board meeting.

Adjourn

Mr. Wyllys VanDerwerker made a motion to adjourn and Matt Luther seconded. The meeting adjourned at 3:54 p.m.

Friday, April 8, 2016

Members Present: Mr. Adam Amick, Ms. Jill Becker, Mr. Jack Brandt, Ms. Christy Evanko, Mr. Brendan Folmar, Ms. Catherine King, Mr. Matt Luther, Ms. Alison MacArthur, Ms. Tashue Mason, Ms. Lisa Richard, Ms. Joan Sumner, Mr. Wyllys VanDerwerker, Ms. Jacqui Wilson

Members Absent: Ms. Jackie Cowan, Mr. Damon Garrison, Dr. Scott Kizner, Ms. Erica Midboe, Mr. Darren Minarik, Ms. Frederique Vincent

Ex-officio Members Present: Ms. Kristin Kane for Suzanne Bowers - PEATC, Ms. Heidi Lawyer – Virginia Board for People with Disabilities

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

Call to Order

Ms. Alison MacArthur called the meeting to order at 9:02 a.m.

Subcommittee Meetings

The subcommittees met to discuss the annual report and developed suggestions for recommendations, commendations, or considerations to be included in the Annual Plan which will be developed at the July meeting. The following are the reports from each subcommittee.

Achievements Subcommittee

The subcommittee had many discussions regarding its goal, to gather information and provide feedback to VDOE on suspension, other disciplinary actions, and other absences and how it affects achievement. We focused on the school “pipeline” to prison and discussed discipline procedures, suspensions, and the effect of inclusion. We recognize that there are no easy fixes and that one size does not fit all. We discussed everything from outlawing suspension to creating a Center for Inclusion. Recognizing that budgetary requirements are a necessary component, the subcommittee would like to see a presentation of what resources the VDOE currently has in place so that we can make an informed recommendation for what to add, understanding that there isn’t a dedicated budget. In this presentation, the committee would like to see data on inclusion as well as suspension and expulsion, broken down by gender, race, age/level, disability, and socio-economic factors. Overall, the committee feels that more training (including practice and feedback) is needed for functional behavior assessments, behavior intervention plans, collaborative problem solving, creating safe/nurturing/belonging school cultures, and trauma identification and interventions. This training should occur prior to licensure and ongoing.

Policy and Regulations Subcommittee

The following were identified as suggestions for consideration:

- Inclusion Practices
 - Making sure that students are out with the general education peers as much as possible; but keeping the “I” in IEP there
 - Have conversations with parents as to the implications of different testing and the diploma options
 - Recommendation: VDOE continues its current initiative on inclusive practices
 - Commendations:
 - Commend VDOE for its efforts on inclusive practices.
 - Inclusion Day Project for school and community
 - Co-teaching Model Schools
 - Summer Co-Teaching Institutes
- Restraint and Seclusion
 - Recommendation:
 - That VDOE continues its current efforts in creating regulations governing the use of seclusion and restraint.
 - Tiered system of training for all school staff to help de-escalate situations between students.
- Graduation
 - Recommendations:
 - That VDOE continues to make school staff, parents, and students aware of the different diploma options and the implications of the different testing avenues.
 - Creating guidance documentation of informing parents at the elementary level and continuing from that point on (or when newly found eligible for special education if later) of the different tests and their implications of

- diploma options
- Commendations:
 - Commend VDOE for the efforts on inclusive practices.
 - Inclusion Day Project for school and community
 - Co-teaching Model Schools
 - Summer Co-Teaching Institutes

Outcomes Subcommittee

Items to be considered as the annual report is developed include:

- Clarity for Diploma Options - Recommendation
- Increase CTE Credential - Recommendation
- Dyslexia – Recommendation
- VDOE develop a companion document to the document on Learning Disabilities with a focus on dyslexia – Recommendation

Inclusion

- Focus on extracurricular activities as well as academic needs - Recommendation
- Co – teaching academics - Commendation
- T/TAC/VDOE model site - Commendation
- VDOE Support to Project Unify- Champions Together - Commendation
- Inclusion Project – VDOE - Commendation
- Collaboration w/other inclusive practices - Commendation
- VDOE Partnership with the VBPD - Commendation
- Continue previous recommendation related to the development/dissemination of the guidance doc for universal design for learning
- Assist in the development of suggested strategies to serve students with complex disabilities in their home schools so that removal from neighborhood, same age non-disabled peers is not needed to meet IEP needs. - Recommendation
- Follow up on the SSEAC's previous recommendation related to behavior management/PBIS – for add on endorsement

Proposed Applied Studies Diploma Curriculum MAP

- Recommendation: To ensure equal access to the general education curriculum, provide:
- Assistive Technology Professional Development
- Differentiated Instruction for General Education Professional Development
- Continued professional development on the benefits of inclusive practices
- Recommendation: Increase the number of students with IEPs in Career and Technical (CTE) programs and collect data to include percent of students with disabilities enrolled in CTE, percent of students with disabilities in completer programs, and percent of students with disabilities earning a CTE credential.
- Recommendation: Clarify diploma options including the development of decision points, inclusion in a model IEP, the development of a video on diploma options, and clarify ramifications of decisions made by IEP teams on diploma options.
- Commendation: expedited retakes of SOL tests

Dyslexia

- Accomplished- study of Dyslexia-Commendation
Screening for Kindergarten-Commendation/Recommendation

Create online training modules – in process at VDOE

- Create guidance documents for general education and special education on the following:
- Dyslexia awareness
- Characteristics
- Tool kits
- Classroom supplemental aids
- Services and testing accommodations
- Documents available to the public
- Recommendation: VDOE full time Dyslexia Specialist who creates documents, training, etc.

Seclusion and Restraint

- Recommendation: for regulations, consider student safety, include the 15 principles, and provide training on nonviolent intervention to prevent escalating behaviors.

SSEAC - Operational Procedures (for SSEAC Consideration)

- On-going update on SSEAC Annual Report Recommendations
- Review recommendations– include data analysis

Public Comment Review

Members discussed the public comment. An email will be sent to those who sent a form letter on inclusive education thanking them for their comment. A letter will be sent to the one comment which was received other than the form letters on inclusive education.

Future Meeting Agenda Discussion

Future agenda topics include:

- Facilitated Communication, Rapid Prompting Method, the recent complaint in Arlington (Marie Ireland) - July
- Information about what resources the state has surrounding inclusion (Pat Abrams, Teresa Lee) - July
- Annual Report Development - July
- Restraint and Seclusion update - September
- Diploma Decision Points grant update - September

Adjourn

Mr. Adam Amick made a motion to adjourn the meeting and Mr. Jack Brandt seconded. The motion carried unanimously. The meeting adjourned at 11:22 a.m.

Future Meeting Dates

- July 28-29, 2016
- September 22-23, 2016
- December 1-2, 2016

