

State Special Education Advisory Committee (SEAC)
Meeting Minutes
December 1 & 2, 2016

Thursday, December 1

Members Present: Mr. Adam Amick, Ms. Jill Becker, Mr. Jeffrey Cassell, Ms. Christy Evanko, Mr. Damon Garrison, Ms. Christine Germeyer, Ms. Catherine King, Ms. Alison MacArthur, Ms. Tashue Mason, Ms. Erica Midboe, Mr. Darren Minarik, Ms. Lisa Richard, Ms. Lora Smith, Mr. Brian Summo, Mr. Wyllys VanDerwerker, Ms. Jacqui Wilson

Guests Present: Ms. Beth Haw, Ms. Margurete Jeffer

Members Absent: Mr. Jack Brandt, Mr. Matthew Luther, Ms. Joan Sumner

Ex-officio Members Present: Ms. Suzanne Bowers - PEATC, Mr. John Cimino for Ms. Heidi Lawyer – VA Board for Disabilities

Virginia Department of Education (VDOE) Representatives Present: Ms. Pat Abrams, Mr. John Eisenberg, Ms. Michele Baez, Ms. Kathleen Harris, Mr. Hank Millward, Ms. Susan Williams, Ms. Tracy Lee

Call to Order

Mr. Darren Minarik, called the meeting to order at 9:00 a.m. The committee members introduced themselves.

Business Session

Approval of Agenda

The committee was asked to review the proposed agenda. Ms. Christy Evanko made a motion to approve the agenda and Ms. Alison MacArthur seconded. The motion was approved unanimously.

Later, Mr. Minarik proposed to add to the business section of the agenda a section to establish a nominating committee. Ms. Christine Germeyer made a motion to approve with changes, and Ms. Erica Midboe seconded the motion. It passed unanimously.

Approval of Minutes

The minutes were distributed electronically prior to the meeting and members were encouraged to come prepared with any changes. Ms. Christine Germeyer noted two errors: In the public comment section, one of the comments should be changed to the following (adding the word “not”) – *A student with down syndrome made public comment about being asked to do things that are not educational in nature at school.* The second error was that the Friday meeting ended

in the afternoon (p.m. not a.m.). Ms. Alison MacArthur made a motion to approve the minutes with changes. Ms. Christy Evanko seconded the motion. The motion passed unanimously.

Report Follow-up to Public Comment from Previous Meeting

The Secretary read through the Public Comment of the prior meeting. Dr. Suzanne Creasey was not in attendance, but Mr. John Eisenberg will follow up with her on actions that were taken.

Establishment of Nominating Committee

There are openings for Chair, Vice Chair, Secretary, and four at-large members. The Chair proposed a nominating committee consisting of Ms. Christy Evanko, Ms. Christine Germeyer, and Ms. Jacqui Wilson. Members wishing to be a part of the Executive Board shall approach members of the nominating committee. Mr. Minarik offered that those interested discuss the position with current holders.

Presentations

Aspiring Special Education Leaders Academy

- *Mr. Doug Cox, Academy Director*

Mr. Cox noted that this academy started based on a recommendation from this committee. The program is year-long and was established in 2008. It is funded through a grant from the Virginia Department of Education. Mr. Cox presented information about the academy, including how members are selected and what happens in the program.

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VDOE Dyslexia Training

- *Ms. Kim Bausum-Brown, Dyslexia and Specialized Reading Specialist*

Dr. Pat Abrams introduced Ms. Bausum-Brown and gave the history on House Bill 842 that made her position possible. Information on HB842 was distributed to the committee.

Ms. Bausum-Brown spoke more about HB842 that requires those seeking initial or renewal of licensure to complete a one-time awareness training that covers the indicators of dyslexia, evidence-based intervention, and accommodations. The training will be an e-learning model less than an hour long. The module is intended to be ready by February 1, 2017. An accompanying guidance document (frequently asked questions) will also be available. Completion of the module will not be tracked and teachers will be responsible for keeping their certificates as proof. HB842 also calls for the VDOE to collaborate with the State Council of Higher Education for Virginia to ensure that teacher training programs will cover information on identification of students at risk for dyslexia and other language-based disabilities, as well as attention deficit disorder. As part of this collaboration, a survey was developed to ask for input on what higher education needs from the VDOE.

Update on Statewide Online IEP Project

- *Mr. Andrew Greenidge, Monitoring Specialist*

Power point slides were distributed to the committee. Mr. Greenidge presented information on the origin of the Statewide IEP project, the steps taken so far, and future steps. Note that the department has not yet secured a vendor as they are waiting for approval from VITA. They expect to announce the vendor within the next six months. This project will enable a streamlined process for transferring students with disabilities between divisions, improved compliance, targeted and systematic training and professional development, and cost effectiveness. The system will be integrated with Student Information Systems across the commonwealth. Some committee members noted that it is important to have a pop-up that will provide a guidance document on diploma implications of testing decisions in elementary school (as was mentioned previously in the SSEAC Annual Report). The plan is to get a stakeholder group together to discuss these types of needs as soon as a vendor is named.

Implementing Unified English Braille in Virginia Public Schools

- *Ms. Wanda Council, Education Specialist, Deaf and Hard of Hearing*

Power point slides and a document were distributed to the committee. Ms. Council presented information about Unified English Braille (UEB), including background and key features, federal and state regulations, the rationale for the change to UEB from English Braille American Edition, and activities surrounding the implementation.

Report on Dispute Resolution Activities

Update on Comprehensive Services Act Workgroup

Update on Restraint and Seclusion Regulations

- *Ms. Kathleen Harris, Compliance Specialist, Office of Dispute Resolution and Administrative Services*

Ms. Harris distributed handouts and gave an overview of dispute resolution activities including state complaints, state-sponsored mediation, and due process hearings. From July 2015 to June 2016, 146 complaints were received (75 withdrawn), 151 mediation requests (113 conducted, 93 agreements), 50 due process complaints filed (6 fully adjudicated, 34 withdrawn or dismissed), and 4 expedited due process complaints. Note that there are 165,555 students in special education for that time period.

The State Executive Council (SEC) for Children's Services are reviewing integration of students from private day back into home districts and the cost for local districts of placement (e.g. in psychiatric hospitals) for non-educational reasons authorized by Medicaid.

Regarding the Regulations on Restraint and Seclusion, public input was submitted this fall. Common threads included reducing the need for restraint and seclusion as well as emphasis on prevention, de-escalation, positive behavioral interventions, trauma-informed care, and evidence-based training. Additionally, public comments included the need for incident reports for all students, school personnel to contact parents, and a debriefing for all students. There were also calls to prohibit supine restraint (along with mechanical, pharmacological and prone restraints) and to follow up after multiple incidents (two) for all students. The VDOE has asked the Board of Education for further guidance on seclusion, training, notification requirements, and incident follow-up. A member asked about the consequences if school personnel were to act outside of

the regulations. Ms. Harris stated that consequences were not being addressed and recommended asking that question in a public forum.

Working Lunch

The committee adjourned at 11:59 a.m. for a working lunch and reconvened at 1:03 p.m.

Public Comment

Ms. Beth Haw thanked the SSEAC for supporting dyslexia and literacy efforts.

A letter from a school employee was read by a member about parents not being heard in an IEP meeting and often not having views documented. Alternative suggestions are not always addressed in time to take action, even though the parent requested the interventions in the IEP (but was not documented). The letter writer requested guidance and training from the Department of Education.

A letter from the Northern Shenandoah Alliance who are experiencing a rise in mental-health incidents and lack of resources.

A letter from a parent whose child was in private day placements regarding the lack of inclusion opportunities and the effect on the family.

A parent made comment after Mr. Eisenberg's presentation about inclusion and ELL services. She wants people to stop talking about doing things and actually do some of the things that were discussed.

Assistant Superintendent's Report

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

Mr. Eisenberg discussed some current issues on which his department is focusing.

- State Budget Cuts/Federal Budget cuts affecting the department due to a budget crisis in Virginia. Mr. Eisenberg noted that programs, grants, and staffing were all affected.
- There was a retirement in State Operated Programs and the position will not be filled, so the department reorganized and a unit was created (merging with others) to focus on State Operated Programs, Private Special Education Schools, and Family Engagement and will be led by Hank Millward.
- In addition to Merilee Fox's retirement (State Operated Programs Director), two others have retired: Judy McKinney (private school specialist), Suzanne Creasey (SSEAC liaison).
- New staff include Laurie Cooper (State Operated Program Specialist), Paul Raskopf (Regional Tuition Reimbursement Programs), Kim Bausum-Brown (Dyslexia and Specialized Reading Specialist), and Dan Dunham (military outreach specialist).

- An interagency workgroup was conducted in September to assess barriers to serving students with disabilities in their local schools (as opposed to private). The report will be delivered to the Commission on Youth on December 6. The report will be shared via these minutes.
- Board of Education Updates – a board member (Wes Bellamy) resigned; State Board initiatives include Profile of a Graduate, Every Student Succeeds Act final regulations, standards of accreditations, Standards of Quality (SOQ), and school quality profiles.
 - Regarding Profile of a Graduate, the state legislature put through bills to address the standards that need to be in place for those that graduate. Profile highlights include increase in career exposure, exploration, and planning; increase in internships and work-based learning experiences, expansion of use of locally-developed performance assessments; reduction of the number of verified credits; and an emphasis on the “5 C’s” – critical thinking, creative thinking, collaboration, communication, and citizenship.
 - Highlights of the Every Students Succeeds Act (ESSA) were shared.
 - Note that annual assessments are still required in reading/language arts and mathematics in grades 3 – 8, assessments in science are required once in grades 3 – 8, once in grades 6 – 9, and once in grades 10 – 12, and data are disaggregated by subgroup.
 - A plan is due to the US Department of Education that must address academic achievement, academic progress, graduation rates, progress in English learners gaining proficiency in English, and school quality. This plan will be submitted by March 2017.
 - EESA requires identification of the lowest 5% of Title I schools for comprehensive support and improvement.
 - There will be a measurement option left up to the states and Virginia will probably focus on attendance (including suspension).
 - There will be a stakeholder opportunity in subcommittee, tomorrow
 - Standards of Accreditation (SOA) focus: the standards are public and when a school loses accreditation status, the whole community is affected. Reform of the SOA is moving away from measures that are solely SOL focused (specifically chronic absenteeism but other measures as well). The department is moving toward a dashboard with color indicators to help with understanding.
 - For School Quality profiles, see <http://schoolquality.virginia.gov>. This replaced the A-F School Report Card that was passed a couple of years ago, but walked back last year.
 - The board is making recommendations about staffing levels through the Standards of Quality and the cost implications.
- A superintendents memo recently went out regarding a clarification of roles for parents and advocates at IEP meetings, and the rights of superintendents and principals to ban an individual from the building.
- VDOE’s study on Virginia’s Special Education Regional Tuition Reimbursement Program (RTRP) has shown growth in the number of students served in regional programs, as well as growth in annual appropriation. The study’s purpose was to determine whether reform was needed and if so, what reforms are suggested. John

presented three possible models for reform; (1) Equity Model, (2) Reform Current Model, (3) Continue Current Model. Option 1 has been chosen to explore in more detail.

- In future meetings, Mr. Eisenberg will discuss the changes that will happen based on the new federal administration.

Constituency Reports

Adam Amick <i>People with Disabilities Rep</i>	No report
Jill Becker <i>Juvenile Justice</i>	<p>The Department of Juvenile Justice/Education Division has been steadily working on positive behavior strategies and intervention through a partnership with Commonwealth Autism.</p> <ul style="list-style-type: none"> ○ Commonwealth Autism has been providing behavior training and guidance to our staff, as well as a Board Certified Behavior Analyst (BCBA), who is in the school every day. The BCBA works directly with teachers to determine, through observation and data, the best techniques and strategies to use with students exhibiting challenging behaviors, particularly those students with disabilities. In addition, the education department plans to hire a behavior specialist, who will work with the BCBA. Together, they will support students and teachers, with the goal of decreasing inappropriate student behaviors and increasing the time students remain in the classroom actively engaged in learning. ○ Additionally, there is a designated classroom in the school for students who are not responding to typical classroom behavioral strategies and are committing a minor infraction, under the agencies “Standard Operating Procedures.” This space has been referred to as the “Reflection Room.” The reflection room allows the student a short-term respite from the situation, while remaining in the school environment. Once in the reflection room, the staff begins to provide a variety of activities and engage with the student in conversations focuses on the action that occurred in the classroom and trying to get at the “true” root cause for the disruptive behavior. Additionally, the activities and reflection are designed so that the student will start to take responsibility for the action. The student is charged with developing appropriate ways to handle similar situations and puts together an individualized positive plan to return to class. <p>DJJ/Department of Education plans to continue to focus on the implementation of positive behavior interventions and provide professional development and coaching for staff/teachers in this area.</p>
Jack Brandt <i>People with Disabilities Rep</i>	No report
Jeffrey Cassell <i>School Division Superintendent</i>	<p>Local education officials continue to have concerns regarding the rapidly expanding and increasingly significant needs of students in the areas of social, emotional, behavioral, mental health, and even medical support. The need for “wrap-around” services is growing at an exponential rate with no funding supports to assist localities in providing these services. In addition to new and/or increased funding sources, localities need increased flexibility to utilize current funding sources (i.e., CSA, SOQ) to support appropriate student support positions. While there seems to be widespread agreement among stakeholder groups as to the need for these services, there seems to be little, if any, progress toward providing the resources necessary to provide these services.</p>
Christy Evanko <i>Parent Rep, Region 1</i>	<p>Chesterfield continues to have discussion and input regarding SPED transportation; Transition Services (specifically more services for 18-22 population that lead to more of these individuals being employed);</p>

	<p>and Early Childhood SPED (specifically more inclusive opportunities and not pushing children out of the preschool services into Kindergarten services based on age alone).</p> <p>The hot topics for Richmond City are as follows: IEP and 504 training provided by Hank Millward in November; formation of a parent committee to discuss concerns; development of an IEP Committee to review policy, procedures and best practices; and creation of a Policy Committee to review S.C.O.R.E (a student handbook for students with special needs).</p> <p>The main topic of concern in Prince George County right now is Inclusion. The education system seems to be moving to this setup, but what we are finding is that the teachers in the Gen Ed classrooms are not truly prepared for the change, nor are the kids. The transition doesn't appear smooth; students are just taken from a self-contained classroom and put in a Gen Ed Inclusive setting and it is not working for many of the kids. There seems to be a large gap in the system where kids do not fit in either a self-contained classroom or in a General Ed inclusion program. Many of these kids have needs somewhere in between and the system is failing them. The other problem is the kids in the General Education classroom do not understand the inclusion process and are not taught how to handle this new set up. It has led to more bullying due to a lack of understanding the differences in some kids. You can't stick kids in a classroom with large differences, not discuss the differences and expectations and expect kids to be understanding; it just doesn't happen unfortunately.</p> <p>In Henrico, the focus is on 1. Discipline issues and disproportionate discipline for student with special needs - They are starting a parent focus group, but would appreciate some guidance from VDOE. 2. Getting more parents involved - Over the last two meetings, they have had over 6 parents in attendance, however so many Henrico County parents do not know anything about SEAC. And 3. VAAP vs. SOL - There are different understandings among districts about who is eligible for the VAAP. One district is saying IQ level of 55 and below with adaptives 55 and below, Henrico County personnel say if a student is found as ID then he can take the VAAP. But either way, the county would appreciate direction from the state on what to do for students with IQs in the IQ range between 56- 80.</p>
<p>Damon Garrison <i>Parent Rep, Region 2</i></p>	<p>I met with Accomack County Local SEAC on November 16th to give updates on October SSEAC information received. They were very appreciative and sent follow-up email stating...</p> <p>" Thanks so much for all the information you shared with us last night. For many of us, the situations our children deal with on a daily basis are heartbreaking. We were happy to hear that the state SEAC is on top of such important issues for our kids."</p>
<p>Christine Germeyer <i>Parent Rep, Region 4</i></p>	<p>Frederick County SEAC will be meeting this Monday, December 5th. Using I'm Determined tools is being encouraged at the elementary school level with some students presenting at their IEP's. SEAC is beginning early registration for its 4th I'm Determined Youth & Parent Mini Summit, March 25, 2017.</p> <p>Winchester City SEAC hosted a presentation about guardianship by a local attorney; more than 30 people attended. The attorney discussed the steps needed to obtain guardianship, SSI and Medicaid waivers. It is important for parents to pay close attention to the child's last triennial; weigh the differences between guardianship vs. conservatorship and always consider the individual's civil liberties before doing anything.</p> <p>Clarke County SEAC Disabilities Family Picnic on Oct. 29th was very</p>

	<p>successful. They are now preparing for the annual Christmas parade. They have students with special needs participating with the help and support of the local high school students. Clarke County SEAC is exploring how to get more students involved in their sports programs.</p> <p>Falls Church City Public Schools has 6 special education teachers who have completed training in Orton-Gillingham from either the Institute for Multisensory Education (IMSE), the Virginia Department of Education Dyslexia Cohort, and the Orton-Gillingham Online Academy. Multi-sensory education incorporates the three learning pathways, which are: auditory, kinesthetic, and visual. This approach is beneficial for students with dyslexia. Teachers are using these strategies during intervention times, such as Tiger Pause, and during the language arts block with small group or individual instruction. A teacher from MEH will be attending the IMSE Comprehensive training in March of 2017. The next SEAC meeting will be held December 5, 2016 and they will adopt their revised bylaws.</p> <p>Prince William SEAC shared information about the Prince William County/Manassas City and Manassas Park Public Schools hosting its 18th annual transition fair on March 18, 2017 from 12-3:30pm. Topics include transition planning, Medicaid, SSI, supported employment, career planning, guardianship, special needs estate planning and college disability support services. Please register by calling 703.791.8354.</p> <p>Manassas Park SEAC meetings have changed up a bit this year in hopes to recruit some more parents. Meetings now include a guest speakers or community resources! Last meeting they had community resources (Medicaid, waivers, Enroll VA, Special Olympics) and our upcoming meeting will feature PEATC.</p> <p>Culpeper County SEAC is working with the Parent Teacher Resource Center to start a quarterly sensory-friendly movie viewing for children and their families within our local and surrounding communities. The movies will be at the Library of Congress building in Culpeper and will be free to all attending. Our first movie is "Mr Magoo's Christmas Carol" and will be at 10 am on December 10th at the Library of Congress Packard Campus Theater. We are also busy planning for our third annual Abilities in Action EXPO scheduled for March 25, 2017. The EXPO is a chance for students, families and interested community members to learn about special needs services available in and around Culpeper and hear some great guest speakers present on relevant topics, at no cost to families.</p> <p>Loudoun County SEAC shared their annual report with the school board. Top priorities include consistency in programs and services, quality inclusion, transition services, dyslexia services and supports and autism services and supports. Areas of concern include funding, closing achievement gaps, effective and efficient support, interactions with law enforcement and mental health.</p> <p>Warren County SEAC has begun sending out newsletters. The committee is made up of 12 members this year. They will be meeting every month except July. Our work is grouped into 3 subcommittees: Identifying Needs, Community Outreach and Membership.</p> <p>Warren County SEAC is asking for further clarification of FOIA procedures. Information on VDOE is helpful but needs expanded.</p>
<p>Catherine King <i>Parent Rep, Region 6</i></p>	<p>The Botetourt County Public Schools Special Education Advisory Committee (SEAC) had two upcoming parent information sessions on Dyslexia. Presentations were be given by Amy Kelly, School Psychologist, and Karen Turner, Special Education Coordinator. The regular business meeting took place prior to the</p>

presentation.

Craig County SEAC had its first meeting on 9/8/16 and discussed:

- Dates of future meetings (November 10th, February 9th, and April 13th)
- Review from last year: Gerri Vandyke presented the overview from last year.
- Also presented information on SEAC, the bylaws and the list of SEAC committee members for 2016-2017 and we welcomed new members. We gave a presentation of what SEAC is and what the responsibilities of SEAC are.
- We discussed the Transition Year for some members. Mrs. Vandyke discussed that this is the transition for some committee members.
- New Business are Topics we would like to be addressed this year; Transition Services identified as a topic to address this year by the committee.
- De Smith presented information about the I'm Determined Project.
- Jennifer McPherson identified a need for better communication between the case manager and teachers at the beginning of the school year for creating a smoother transition of students to a new grade/classroom.
- Gerri Vandyke spoke about Blue Ridge Autism and Achievement Center now offering Supported Employment Services headed by Angie Leonard.
- Rebecca Horton presented information that Grace Assembly is in the process of opening an adult day care center to begin next week. The Center will be open every Wednesday with the contact person: Sandi James: (cell- (540) 312-3954, Church number; (540)384-7075.
- De Smith introduced the new Parent Resource section set up in the CCHS Media Center.

In Craig County, the SEAC discussed the following at the 11/10/16 meeting:

-Review SEAC's presentation to the board for Disability Awareness month. Gerri reported that Shari Winebarger did a great job at the school board meeting, passing out tulips from SEAC in recognition of Disability Awareness month. Shari read the handout "Welcome to Holland". Gerri reported for Shari that she is receiving good responses from agencies she has contacted regarding services for people with disabilities. Gerri sent out e-mails for recognizing Disability Awareness month.

-Dustin Persinger (elementary guidance counselor) conducted lessons at the elementary school using band aides in the lessons on disability and differences .

-Presentation on Transition, Gerri Vandyke (pre-k to kindergarten): program activities to assist in transitioning students from pre-k to kindergarten, combined field trips, involved in "specials", music, art, etc., eating in the cafeteria, teacher from pre-k collaborating with kindergarten teachers.

Cathy Looney, De Smith(elementary, middle and high school): Cathy Looney reported on the programming for transition of 5th grade to 6th grade for students: supply list for middle school is sent to 5th grade parents prior to open house, open house students come over to the middle school meet with administration reviewing rules and regulations in middle school, students go to all 6th grade classrooms, meet their teachers, PE staff and meet as a class group in the gym. Students are assigned their lockers.

-Special Education specific: Cathy attends all of the 5th grade IEP meetings and collaborates with SpEd teacher Ms Rickey on student instructional needs and accommodations prior to the start of the next school year. IEP @ Glances are given to teachers prior to the start of the school year. Students are encouraged in self determination to present their own IEP @ Glance to their teachers during open house. The concern brought from SEAC last meeting: It would be helpful if students could go through the locker rooms to familiarize with the setting. Ms. Looney voiced a plan to incorporate that into next open house program along with plans to post information on Craig Co. face book page.

-Alan Huffman (DARS- post secondary services): Defined the criteria for meeting service requirements; IEP, Disability negatively impacting employment, service

	<p>no cost and cost based program, presented the committee with copies of the Tri-State Transition Slider and get Connected flyer. Cathy and De reported the slider is being used at the secondary level for writing transition goals for students 14 years of age and older. DARS services are not a one-time deal, students can contact Alan any time after graduation for services once they qualify. Alan noted working with De on enrolling students beginning 10th grade, for vocational counseling opportunities. The order of Selection was reinstated Nov. 1st, all categories are currently locked with a waiting list which will impact when students will receive services. Alan's presentation included information on WIOA Opportunity Act, Supported Employment, Work force training, Goodwill Industries, Woodrow Workforce, pre-employment training at the middle school level. For more information on The Department of Ageing and Rehabilitative Services view the web site at www.vadars.org.</p> <p>In Franklin County, the SEAC met and brainstormed ideas as to how to "grow" the SEAC. A new informational flyer will go out to families and guardians. A workshop on "Prior Written Notice" will be on January 11, 2017. The SEAC will be there to reach out to parents and guardians. They discussed having an open house to invite families in to learn more about what the SEAC is for. They will be partnering with the PRC on an Assistive Technology "Make, Take and Explore" workshop in the early spring.</p> <p>Pittsylvania County submitted a report but it could not be read. The comments will be addressed in the next meeting.</p>
<p>Matthew Luther <i>State Agency Rep</i></p>	<p>No report</p>
<p>Alison MacArthur <i>Teacher Rep</i></p>	<ul style="list-style-type: none"> • Concerns with limited time to focus on lesson planning with team teachers - Special educators have to attend eligibility and IEP meetings during their planning periods. • Service time and placement for students with disabilities - Collaborative setting and receiving the appropriate services (push to have the students pass the same SOL tests as their age group) • Heavy caseloads and teaching requirements - On the high school level, sped teachers are given caseloads of 14-18 kids ranging from 9-12th graders on a given load. Most of us are also co-teachers. The demands of the classroom in addition to providing case load students can be extremely overwhelming. Especially if the sped teacher is trying to get out of the "glorified teacher assistant role". Finding the time to effectively be a case manager consulting with students and teachers is often difficult and keeping up with dates as well as providing students with appropriate services and accommodations outside of just "small group testing or read aloud testing". • More support given to special education teachers especially on the secondary level to become endorsed in a subject area. • Lack of administrative support. Heavy workload and paperwork. Students with higher needs get short shrift.
<p>Tashue Mason <i>Parent Rep, Region 8</i></p>	<p>No report</p>
<p>Erica Midboe <i>Transition Rep</i></p>	<p>Multiple parents in Arlington County are very pleased with the work of the PEP program (Program for Employment Preparedness) at the Career Center in Arlington County- https://careercenter.apsva.us/programs/pep/. They think the program is great and applaud the variety of work readiness training opportunities that the students have in this program, including community internships three times a week. They recommend the program as a model for other jurisdictions to use. Even with the enthusiasm for the program, concern was expressed for how poor the offerings are after the students leave the school system.</p>

	<p>One parent specifically, feels that there is a lack of quality programming for students who exit the school system but are not able to go to into employment or continue their education. These individuals are often at home and isolated socially. She suggests an assisted living model with employment option be created for this group of individuals if they want it.</p> <p>LRE was a concern for families. They are using the word segregated and commented that “any student with a disability who has been segregated his or her entire life is not going to be prepared to be a participating member of society in the real world. If VDOE is truly interested in improving transition services and long-term outcomes for students with disabilities, it is incumbent upon VDOE to mandate greater enforcement and implementation of the LRE requirement and to prepare school divisions around the Commonwealth to meaningfully educate ALL students with disabilities in the general education setting. Segregation of students with disabilities is discriminatory, it is not evidence-based, and is harmful. Students who are segregated are unprepared for life in a non-segregated world.”</p> <p>U.S. Department of Justice’s guidance document on requirements for integrated employment under the ADA has been emailed to families in Arlington for review and use as a resource.</p> <p>One factor that a constituent feels is overlooked is the idea that transition starts as early as preschool and elementary school.</p>
<p>Darren Minarik <i>Higher Ed Rep</i></p>	<p>Radford University’s Special Education Program Area received a \$2500 Innovation Circle award from the College of Education and Human Development to begin development of a Center for Inclusive Educational Practice.</p>
<p>Lisa Richard <i>Parent Rep, Region 7</i></p>	<p>Bristol city schools continues to have a strong SEAC with over 20 members. Bristol continues to educate parents on new grant materials awarded to the PRC and help parents better understand inclusion and how that impacts their child’s education. Along with updates on statewide input on restraints and seclusion regulations and transition initiatives.</p> <p>Pulaski reports they have received a grant through the PRC and are introducing the sensory items to parents (usually one-on-one), but sometimes in a small group, to assist with a more successful home environment. Before introducing them at home, we try them in the classroom.</p> <p>We are also introducing parents to the Waivers, on a daily basis.</p> <p>Upcoming Parent Fair is being planned for the Spring.</p> <p>Region 6 and 7 T/TAC events, Dec. 2 Hacking for the Holidays (T/TAC Office) Dec. 5 (Roanoke)The Essentials of CoTeaching Teams Dec.6 (Roanoke) Dec. 7 (Abingdon) Regions 6 & 7 Assistive Technology Network Team Meetings March 23, 2017 Switch Accessibility and the iPad: The Basics and Beyond (T/TAC Office) May 4, 2017 Beyond the Switch: Affordable Eye Gaze for Instructional Access and Communication (T/TAC Office)</p> <p>Additional comments included from Radford City Schools: We are having a Sensory Workshop on December 8 from 5-6:30 pm. We have contacted the Occupational Therapy program at Radford University and they will be discussing identifying sensory needs.</p> <p>The PERC will host a workshop where parents/teachers can create a number of items to use for specific sensory needs. We will help parents identify their child's</p>

	<p>sensory needs and provide helpful information. Stations will be set up for parents and children to create sensory items or sensory bins. This will be a fun event for families to gather, create, and learn. We are hoping to have a good turn out!</p>
<p>Lora Smith <i>Social Services</i></p>	<p>No report</p>
<p>Brian Summo <i>Private School Rep</i></p>	<p>On December 8th, VAISEF will be hosting a symposium at the Faison School for Autism. The topic of the symposium will be IT. VAISEF will hold its annual spring conference on April 7th, 2016 at Kingsmill Resort in Williamsburg, VA. The theme for this conference is “The Era of Accountability: Enhancing our Professional Practices”.</p>
<p>Joan Sumner <i>Parent Rep, Region 3</i></p>	<p>Northumberland County SEAC has met one time this school year on October 27, 2016 at the Northumberland County High School Library. The meeting focus was on technology. Co-chairman Joan Sumner, did a brief presentation about the accessing the Read Write app (available through Google Docs) and the possibilities on how this tool can be used interactively with students, teachers and parents. Co-chairman, Debbie Newsome, presented information on useful apps that can help keep a child on track throughout the day.</p> <p>Northumberland County SEAC also finished up its Parent Resource Center (PRC) application and letters of need were submitted to DOE.</p> <p>SEAC attendance continues to be an issue but we have recruited a new member this fall.</p> <p>Lancaster County SEAC has met twice this school year. At the October 19th meeting, Hank Millward from the DOE presented on the topic of “Parental participation and IEP’s”.</p> <p>On November 30th meeting, the SEAC had Tracy Lee from DOE to present on the topics of positive behavior, common discipline mistakes, tactics on encouraging good behavior and self-esteem. Lancaster County is also providing child care in an effort to encourage participation.</p> <p>No other SEAC’s from Region 3 submitted an update.</p>
<p>Wyllys VanDerwerker <i>Special Education Director</i></p>	<p>The Virginia Council of Administrators of Special Education (VCASE) conducted their Fall 2016 conference in October. Dr. James Stocker, Pennsylvania State University presented “Responsive Instruction: Math Strategies that Improve Outcomes for Struggling Students”. In addition, the Virginia Department of Education presented an informative session on the December 1st child count. VCASE continues to work with National CASE to be informed of any legislation related to meeting the needs of students with disabilities. VCASE members look forward to the spring 2017 leadership conference.</p> <p><i>The Virginia Council of Administrators of Special Education is a professional organization that promotes professional leadership through the provision of collegial support and current information on recommended instructional practices as well as local, state and national trends in Special Education for professionals who serve students with disabilities in order to improve the quality and delivery of special education services in Virginia's public Schools.</i></p>
<p>Jacqui Wilson <i>Parent Rep, Region 5</i></p>	<p>Amherst SEAC</p> <ul style="list-style-type: none"> -continuing to work on by-laws -planning parent educational meeting on Internet/social media safety. Will be providing a meal and childcare, which will be provided by some SPED staff and partnering with HERO club from HS. HERO members will be playing games with children to promote inclusion. -Parent concerns <ul style="list-style-type: none"> =elementary school closing in division next year and how SWD will be affected

	<p>=HS student on track for advanced studies diploma(with primary disability being speech-apraxia), required to take 3 years of foreign language, but because of disability, can barely speak English. Feels student should be exempt from foreign language requirement.</p> <p>-Update from HERO (helping everyone reach out) Club students about how they are trying to partner with other clubs to recruit students without disabilities.</p> <p>Rockingham SEAC -In 2015, school division began "Valley Unified Basketball League" for SWD. Program was developed by athletic directors in collaboration with Special Olympics and Commissioner of basketball association to modify game rules. Teams are comprised of SWD and non-disabled peers. This year's championship game was held at Eastern Mennonite University in front of a packed house.</p> <p>Fluvanna SEAC -representative came to speak about ADHD and had one of largest attendance -SEAC is working to ensure all of their meetings include a presentation on a topic as well as time for business -SPED dept. and PRC hosted a community fun event open to entire public and free. Promoted community partnerships and ensured safe space for SWD. Over 500 people attended. -This fall, the county fair was open for one day only to individuals with disabilities and free to SWD.</p> <p>Bedford SEAC -celebrated October as Disability History and Awareness month by their Project Unify teams in Bedford participated in games at Liberty University -school division and Special Olympics sponsored A Little Feet day at Liberty High School for youngest SWD. Both were very successful.</p>
<p>Suzanne Bowers <i>PEATC</i></p>	<p>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. For a list of upcoming events, please visit the PEATC website for details (www.peatc.org).</p> <p>We are in the process of confirming dates and locations for our VDOE/PEATC co-sponsored trainings in 2017. Be sure to subscribe to our listserv, Facebook, and twitter pages so that you can be the first to register for the upcoming events:</p> <ul style="list-style-type: none"> • Annual two-day Statewide Advocacy Training • Two advanced PACL for graduates from PACL • Parents as Collaborative Leaders (PACL) trainings (2 Spanish, 2 English) • SEAC Trainings (2 Basic SEAC, 2 Advanced SEAC) • Juvenile Justice Symposium • Bridges out of Poverty conference • Trust: The Foundation for a Strong, Collaborative, Special Education Team interactive workshop for parents, school administrators, and school division personnel • Two "All Hands and Above Board" – Working Together for our Children's Best Interests (Parents) • EFMP/SLO trainings – two one-day military specific trainings for staff from the Exceptional Family Member Programs and School Liaison Officers from the local installations • Parent Institute for parents who are new to the SPED process
<p>Heidi Lawyer <i>Virginia Board for</i></p>	<p>The Board will begin recruiting for the 2017-2018 Partners in Policymaking class in December. Information will be posted on our web-site and Facebook page and</p>

<i>Disabilities</i>	through direct marketing. This 7 month advocacy leadership program is for adults with developmental disabilities and parents of young children with developmental disabilities and is based on the national model developed by the Minnesota Developmental Disabilities Council. Our Partners and Youth Leadership Forum alumni have held their inaugural meetings of 4 alumni chapters, a new program for the Board. The purpose of the chapters is to better engage training program graduates with the Board and help them engage in grassroots advocacy through coalition with existing organizations in their communities. The Board continues to participate on the Coalition for Improvement of School Safety regarding the draft seclusion and restraint regulations. We had the opportunity to participate in a VDOE stakeholder group on integration of students with disabilities in public schools and a VDOE meeting which examined the rubric by which LEA local determinations are made with respect to Results Driven Accountability. The Board also participated in a DOJ Civil Rights stakeholder meeting on civil rights issues in Northern Virginia; one of the issues in which DOJ had a distinct interest was school discipline. The Board Director met with John Eisenberg and the Directors of DARS, DBVI, and the Virginia Health Youth Foundation regarding potential collaborative efforts and funding for youth leadership training. This will be further explored over the coming year.
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Adjourn

The meeting adjourned at 4 p.m.

Friday, December 2

Members Present: Mr. Adam Amick, Ms. Jill Becker, Mr. Jeffrey Cassell, Ms. Christy Evanko, Mr. Damon Garrison, Ms. Christine Germeyer, Ms. Catherine King, Mr. Matthew Luther, Ms. Alison MacArthur, Ms. Tashue Mason, Ms. Erica Midboe, Ms. Lisa Richard, Ms. Lora Smith, Mr. Brian Summo, Mr. Wyllys VanDerwerker, Ms. Jacqui Wilson

Guests Present: Ms. Beth Haw

Members Absent: Mr. Jack Brandt, Mr. Darren Minarik, Ms. Joan Sumner

Ex-officio Members Present: Mr. John Cimino for Ms. Heidi Lawyer, Ms. Suzanne Bowers

Virginia Department of Education (VDOE) Representatives Present: Ms. Michele Baez, Mr. John Eisenberg, Ms. Kathleen Harris, Dr. Samantha Hollins, Ms. Susan Williams

Call to Order

Ms. Alison MacArthur called the meeting to order at 9:03 a.m.

Presentations

Every Student Succeeds Act (ESSA) Stakeholder Briefing

- *Dr. Lynn Sodat, Director, Office of Program Administration & Accountability*

Dr. Sodat gave some background on ESSA and went into more detail than was heard in the Superintendent's report. Virginia is working on aligning its system with the new requirements, and with a few exceptions, is very close. Dr. Sodat discussed a stakeholder survey that indicated that a majority are of the opinion that standardized test scores are not an important consideration in adjudicating schools.

Subcommittee Meetings

The subcommittees met to discuss the following goals.

- Outcomes Subcommittee: To gather information and provide feedback on data from the Statewide systemic improvement plan (Phase 2).
- Policy and Regulation Subcommittee: To gather information and provide feedback on the proposed restraint and seclusion regulations.
- Achievement Subcommittee: To gather information and provide feedback to the VDOE on suspension, other disciplinary actions, and other absences and how it affects achievement.

Additionally, the subcommittees were charged with reviewing the bylaws for final recommendations.

Outcomes Subcommittee:

TBD

Policy and Regulation Subcommittee:

We received an updated presentation on 12/1/2016 about the restraint and seclusion regulations progress in the Virginia school system. We anticipate additional revisions to the draft regulations in early 2017. There will be multiple opportunities for public comment and input throughout the regulatory process.

Achievement Subcommittee:

The committee noted that localities differ greatly in how they track absences including what is considered an absence (how many hours of the day), when attendance is taken, whether or not an absence is excused, and if an absence is due to suspension. The recommendation is to create standards without encroaching on localities' autonomy. The committee is interested in looking at the breakdown between excused (doctor's appointment, therapy, sickness, injury, chronic illness) and unexcused (skipping, vacations, suspension) and the effect on achievement. There are some therapies that assist in school performance. This is another important consideration, as absenteeism due to therapy may improve rather than decrease performance. The committee is also interested in looking at home based or homebound services and how it applies to absenteeism. If schools are penalized for chronic absenteeism, it will be important to not have the incentive to give home based or homebound services to escape the penalty.

Public Comment Review

Members discussed the public comment. Letters will be sent to those who commented and their comment will be used to inform plan recommendations.

Future Meeting Agenda Discussion

Future agenda topics include:

(WIOA) Workforce Investment Opportunity Act briefing (Mar)

Legislative Briefing (Mar)

Inclusion research – deep dive (Mar)

Board of Ed Public Comment of ESSA (Mar)

Continuing discussion on Public Comment Guidelines

Diploma updates (part of Asst Superintendents Report)

Project Move (part of the Asst Superintendents Report)

VAISEF Presentation (future)

Restraint & Seclusion (future)

Online IEP System updates (future)

Board of Ed Public Comment of ESSA (Mar)

Adjourn

Ms. Christy Evanko made a motion to adjourn the meeting and Ms. Erica Midboe seconded. The meeting adjourned at 12:11 p.m.

Upcoming meetings:

March 30-31, 2017

July 20-21, 2017

October 5-6, 2017

December 7-8, 2017