**STATE SPECIAL EDUCATION ADVISORY COMMITTEE (SSEAC)**

**to the Virginia Board of Education (BOE)**

**Virginia Department of Education (VDOE)**

# SSEAC Meeting Minutes

September 28-29, 2023

DoubleTree by Hilton Richmond Airport

445 International Center Drive

Sandston, Virginia 23150

(804) 236-1111

## Thursday, September 28, 2023

**Committee Members:**

Ms. Candace Barnett, Vice-Chair

Dr. Dani Bronaugh, Member-at-Large (absent)

Ms. Ann Bueche

Ms. Monica Cabell

Dr. Dennis Carter

Ms. DaleAnna Curry, Member-at-Large

Mr. Adam Dreyfus, Member-at-Large

Mr. Russell "Rusty" S. Eddins (absent)

Ms. Amy Hunter, Member-at-Large

Ms. Jennifer Krajewski

Ms. Heidi Lawyer

Mr. John Littleton (absent)

Mr. Jason Longcor (absent)

Ms. Kellie Lockerby

Ms. Mary-Frances Morse

Dr. Patricia Popp, Secretary

Ms. Manuela Robinson

Ms. Kristi Schabo

Mr. Nathan Selove (absent)

Ms. Marjorie Stallard

Mr. Brandon Stees (absent)

Ms. Taylor Thomas-Harris

Mr. Mychael Willon, Chair

**VDOE Representatives:**

Ms. Kendra Belcher, SEPI, SESS

Ms. Hallie Bereny, ODRAS, SESS

Ms. Lisa Crafton, SEFFE, SESS

Ms. Brittany Everett, OSSS, SESS

Mr. Andrew Greenidge, SEPI, SESS

Mr. Hank Millward, Jr., SEFFE, SESS

Dr. Chiquita Seaborne, SEFFE, SESS

### Call to Order, Welcome, and Introductions

**Mychael Willon,** SSEAC Committee Chair, called the meeting to order at 9 a.m. Mr. Willon asked members and the VDOE staff to introduce themselves.

### Business Session

**Approval of the Agenda**

The agenda was distributed before the meeting via email. Ms. Barnett made a motion to approve the agenda and Ms. Curry seconded. The motion was approved unanimously. Mr. Millward noted that the teacher recruitment and retention presentation needed to be canceled for today with the plan to reschedule.

**Approval of Minutes from previous SSEAC Meeting**

Ms. Hunter made a motion to approve the July 2023 minutes and Ms. Barnett seconded. The motion was approved unanimously. [Correction: Ms. Krajewski’s name was misspelled.]

**Postsecondary Access and Success**

***Brittany Everett,*** *Postsecondary Access and Success Specialist, Office of**Specialized Student Services (OSSS), SESS, VDOE*

Ms. Everett explained how her position is shared between the VDOE and the State Council of Higher Education in Virginia (SCHEV). She reviewed the mission of OSSS. Ms. Everett shared highlights of research that support the benefits and positive outcomes of obtaining a postsecondary degree/credential. Approximately 30,000 students in Virginia do not enroll in a postsecondary program within 16 months of high school graduation each year. Pathways to Opportunity Plan has the goal of raising education attainment to 70 percent by 2030. Access and completion gaps in rural and minority communities were noted. Comparisons for students with disabilities were shared. Ms. Everett provided factors that are the focus for closing the gap, including social and emotional learning (SEL) and academic and career planning/portfolios (ACP/P).

Ms. Lawyer asked about the alignment of the high school ACP/P and postsecondary goals in the transition plan of the individualized education program (IEP). The VDOE is working to update their guidance and technical assistance about how to ensure alignment. GEAR UP (gaining early awareness and reading for undergraduate programs) research in Virginia supports early engagement in setting academic and career goals. College campus visits for middle school students in low-income communities is a pilot that Virginia began last year. The pilot is completed and year two of the initiative is ongoing. Level UP Virginia (LUV) is the statewide postsecondary campaign with a website and resources. Ms. Everett requested members offer any feedback as they review this website and the resources. VA College Application Week (VCAW) is October 23-27, 2023, some colleges offer application fee waivers. FAF$A Next (pilot is in place with extra completion data by students going to school divisions) and VASA (Virginia Alternative State Aid) were explained. Other activities include Decision Day, Virginia Community College System (VCCS) spring registration road show, and financial aid webinars. Ms. Everett shared a QR code for a newsletter to subscribe to or submit information to be shared in her PowerPoint. The Virginia College Access Network (VCAN) conference is this fall in Virginia Beach. A recommended resource is [Understood](https://www.understood.org/?utm_source=google&utm_medium=cpc&utm_term=understood&utm_campaign=EN_Understood&gclid=EAIaIQobChMIxcD1lrSAggMVRQHnCh2COAPFEAAYASAAEgIlHPD_BwE&gclsrc=aw.ds) which is very user friendly and available in Spanish.

Mr. Willon asked about students with disabilities (SWDs) being required to take non-credit-bearing classes despite having a regular or advanced diploma if the high school grade point average (GPA) was below 3.0. This can discourage continuing in college. Ms. Everett suggested that Summer Bridge programs/camps could be beneficial to address some of these challenges.

Ms. Curry asked about SWDs who graduated an extended number of years ago. Can these students access the services/resources shared in the presentation? Ms. Everett would be able to reach out to the institution/program and assist with making the appropriate referrals.

Ms. Hunter noted early college visits prior to the senior year count as an absence. Can this be addressed? She noted that parent support once in college is often denied and may affect the student’s success in their early years of college. Concern with early decisions on diploma types affecting students’ potential future options was noted.

Ms. Lawyer noted that the Virginia Department for the Blind and Vision Impaired (VDBVI) and the Division of Rehabilitative Services (DARS) need to be highlighted as resources for pre-employment support.

Ms. Thomas-Harris commented that she was glad to see doors opening up for students with disabilities. She shared the difficulties she experienced getting her schools to acknowledge her desire and ability to go to college. Delays in being able to access the general education curriculum likely prevented her from pursuing an advanced diploma in high school. She is currently pursuing her master’s degree.

Dr. Seaborne asked Ms. Everett to explain what credential programs are. These include credentials that lead to jobs/careers that are in high demand and do not require a college degree.

**Virginia IEP Update**

***Andrew Greenidge****, Coordinator of Special Projects and Program Improvement, Office of Program Improvement (SEPI), SESS, VDOE*

Mr. Greenidge provided an overview of Virginia IEP and its history since the initiative began in 2014. One hundred sixteen local educational agencies (LEAs) currently use the system as well as state operated programs, the Department of Juvenile Justice (DJJ), and the Virginia School for the Deaf and Blind (VSDB). College and university programs were brought into the program in 2021; 18 colleges and universities and 48 professors have access to the program as they train teachers. Modules and reports included in the system were described.

Ms. Hunter asked if the information could be aggregated for the LSEAC (local Special Education Advisory Committee) to know how many deadlines have not been met. Mr. Greenidge acknowledged the information is in the system; however, he could not address how the LEA could share the data.

Ms. Curry noted that there are situations where IEPs are completed but the parent refuses to sign and the student is in stay put. These show as out of compliance.

Ms. Lawyer asked about how to address partial consent. Some have been told to delete anything not agreed to and parents have been told they must agree within 30 days. The 30 days relates to the draft IEPs being held in the system for 30 days. All the data pulled into the IEP still exists and can repopulate a new draft IEP. There is no option for partial consent in the system. The IEP can be printed out and parents can sign the portions that they wish to consent to. Other portions of the IEP will reference the previous IEP that had consent. Other components of the IEP should not be deleted from the system.

Ms. Hunter noted that parents cannot log in to the system as other IEP Team members can. This devalues the role of the parent. Being able to log into the system and see all the students that the parent/surrogate has should be visible as it is for other members. Email alerts to the parent don’t identify which student the notification is for. Who do parents contact? There is a parent connect feature, but it is not offered through VDOE. School divisions have the option to purchase add-ons.

Mr. Millward asked if partial consent is being pursued, can the system have an alert that an addendum needs to be completed.

Ms. Robinson noted that parents cannot print the IEP themselves after it is signed. They must reach out to the school to request a copy or try to locate the original email notification.

The parent survey link has been added to the system for parent feedback.

Dr. Seaborne asked about the parent portal add-on being offered by the VDOE. Mr. Greenidge will explore this with the vendor and the advisory board for Virginia IEP.

Ms. Barnett offered her thanks for all the progress that has occurred and how much improvement she has seen pre- and pos- system implementation.

**Report on Follow-up to Public Comment from Previous Meetings**

***Hank Millward*,** *Director, Office of Specialized Education Facilities and Family**Engagement (SEFFE), SESS, VDOE*

Previous public comment included:

* Charging for education records (this will be addressed this afternoon);
* Child not getting a private placement – under review at the VDOE working with the school division;
* Parent shared lack of education since 2021–the VDOE took action; LEA response was due at the time of this meeting; and
* Student out of school since last year–under review by the VDOE.

All cases are under review and being monitored by the VDOE. Since these comments related to specific students, details could not be shared with the SSEAC.

The SSEAC’s request to redact and post complaints is under review by Mr. Millward and the assistant superintendent. Ms. Hunter clarified part of the request was to post redacted complaints, not just outcomes. Although this is not required public reporting, Mr. Millward will bring this back to the VDOE for discussion.

Mr. Willon requested that new SSEAC members select the subcommittee they would like to join. Each subcommittee selected a space to convene and met through lunch.

**Working Lunch**

Members were asked to discuss subcommittee goals/objectives

**Call to Order and Public Comment Period**

***Mychael Willon,*** *SSEAC Committee Chair*

Mr. Willon reconvened the meeting at 1 p.m. Ms. Barnett reviewed the SSEAC Public Comment Guidelines.

Kathy Halvorsen, a parent from Powhatan shared that her child has been out of school for 664 days. She shared letters from Dr. Hollins and Dr. Coons to the school division. The school division did not reply to Dr. Hollins. The parent FOIA’d (Freedom of Information Act requested) communication about the case and voiced her concern with communication between the local director of special education and VDOE staff.

Kandise Lucas stated SSEAC members are required to review all complaints and all due processes. She said, “We are at war” and need to fight daily, “IDEA is under attack by big law and big education. VDOE is part of the problem.” Ms. Lucas stated that OSEP has found that VDOE is not providing proper oversight. There should be a mechanism to revoke licenses when there are violations.

Cheryl Simms from Goochland voiced concerns related to getting services for her grandchildren who have autism and trauma. Ms. Simms stated her family has been slaughtered by the school. She stated this is about a money-making operation and that prior written notices did not reflect what occurred at the actual meetings. Her grandchildren have not been able to get a private placement and have not been in school since the spring of last year.

**State of the State Updates – Special Education Issues**

***Mr. Hank Millward****, Director of the Office of Special Education Facilities and Family Engagement (SESFFE), VDOE*

Mr. Millward provided the update. Mr. Willon presented the annual SSEAC report to the Virginia Board of Education (VBOE) on September 14, 2023. The VBOE supported the recommendation to have a military representative serve on the SSEAC. The process to make this happen may require regulatory changes and may take some time.

“All In Virginia” is the Governor’s new initiative to address COVID-19 learning loss and absenteeism in schools. It is a three-pronged approach to address attendance, literacy, and learning. The funding allocated for the initiative is $418 million with 70 percent to go toward high-dose tutoring. Ms. Lawyer asked who would provide the tutoring. Mr. Millward explained tutors will be hired locally.

The VDOE priorities include high expectations, highly qualified educators, innovative pathways for learning, safe and healthy schools, attendance, elevating educators, Right Help, Right Now (a mental health initiative; members’ packets had additional information), and the Virginia Literacy Act.

Update to SSEAC questions:

* Special education regulations allow fees while FOIA requests do not allow fees. This may explain some public comments about parents being charged for records depending upon how the request was filed.
* Livestreaming is still under consideration. It is not mandated.
* Posting of complaints is not required by regulations.
* ODRAS staff now includes a corrective action specialist to follow up with school divisions. Additional hires are pending.
* Revised Parent Guide to Special Education was published in May 2023 and is available on the Information for Families page of the VDOE website in multiple translations.
* SSEAC orientation. Members received a binder with the initial items requested. Mr. Millward asked members to provide more input about what should be included in the orientation.
* Mr. Millward requested more input on the welcome flyer, checklist/toolkit, and tools for parents.

**Constituency Reports**

***Mychael Willon,*** *SSEAC Committee Chair*

**Region 1 – no report**

**Region 2 – Mychael Willon**

I shared the SSEAC report from 2022-2023 with the State Board of Education. They extended thanks to our committee for our hard work on behalf of the special education students of the Commonwealth.

I sent emails to all of the Special Education Directors in Region 2 to share my information with the SEAC chairs and am awaiting responses from them.

I attended the Williamsburg-James City County (WJCC) SEAC meeting in September and was pleased to see they have trainings coming up for parents of special education students in the division.

**Region 3 – Kellie Lockerby**

I reached out to each SPED director in Region 3. Lancaster and Colonial Beach had nothing to report.

Stafford indicated they noticed post public-school transportation difficulties being a transition barrier for people with disabilities. Also, I would like to mention that Stafford County has a very robust local SEAC.

Additionally, I served on the Middle Peninsula Regional Special Education Programs Board of Control. It is a program for students with disabilities and autism. The schools involved in the program are Gloucester, Mathews, West Point, and Middlesex. The program is housed in Gloucester County. They voted to lower the hours of the program by about an hour and a half per day. I stringently protested, citing the *Code of Virginia* which states students with disabilities are to be offered the same school day as their typically developing peers unless a student’s IEP recommends it. It was brought to a vote, and I was the only ‘no’ vote. I filed a discrimination complaint against them. In the end, the hours were shortened.

**Region 4 – Amy Hunter**

**Special Education Staffing**

Special education staffing remains at the top of most Northern Virginia school divisions’ priority lists. Specific local SEAC recommendations in this area include:

* Differential pay for special education teachers.
* Enhanced incentives, including signing bonuses, tuition assistance, reimbursement of licensing fees, and bonuses for acquiring specific specialized skills.
* Increased use of 11-month contracts for veteran special education teachers to cover ESY, new-teacher mentoring, and compensatory services over the summer months.
* Expanded teacher recruitment, including an IA-to-teacher pathway, and “grow-our-own” efforts encouraging local high school students to return as teachers.
* Expanded mentoring programs, including additional years of mentoring for teachers in hard-to-fill special education classrooms and schools, and additional incentives for mentors.
* Increased efforts by DOE and school divisions to build awareness of state-level incentives for special education teachers and prospective teachers.

**Private Day Schools**

School divisions are very concerned about the state’s two percent annual rate cap on state payments to private day schools. Many private schools have absorbed the difference between their increased costs and the two percent increase but are unable to sustain this as the amount compounds from year to year. Localities need to choose between losing placement options or moving students and covering the difference with local funds. In Fairfax County, options for private placement are even more limited due to the phasing-in of the county’s settlement on restraint and seclusion, which prohibits placement of students at private schools that employ these practices for behavior management.

**Other Issues**

Concern was expressed about SOL testing of students with disabilities, and the need to ensure that expectations remain individualized and that students are not set up for discouragement.

Parent outreach was identified as a high priority by a few SEACs, including advocating for expanded translation services, creating more programs and resources for parents, and enhancing SEAC websites.

The United States Department of Education (ED) Office of Civil Rights (OCR) has extended the deadline for Fairfax County to complete its IEP meetings regarding the need for post-COVID compensatory services. The new deadline is October 15, 2023. So far, over 6,200 students have been identified as needing additional services to compensate for those not provided during the pandemic.

**Local SEAC Activities**

In Falls Church City, which only has five schools, the SEAC met in each school last year, involving administrators from the host schools in their discussions. The Winchester SEAC is planning to hold an “I’m Determined” event in the Spring, and Fauquier County will have a presentation on this program at an upcoming meeting.

**Region 5 – Jason Longcor – no report**

**Region 6 – John Littleton – no report**

**Region 7 – Marjorie Stallard – no report**

**Region 8 – Candace Barnett**

Meetings are just getting underway in most of Region 8. I attended one and they were making plans for what kind of presentations they want to have throughout the school year. I reached out to all directors again, I also did this in the Spring and asked them to put me in contact with their chairs. I heard back from a few; most directors said they are the chairs and I have not received updates.

**The Virginia Association of School Superintendents – Dennis Carter**

Bringing back retired teachers is helpful; VASS is advocating for a period shorter than six months.
Dr. Coons is interested in alternative paths for teachers, recognizing the cost to become a teacher is the same as the cost of education to become an engineer despite discrepant salary outcomes.

Significant and increasing levels of challenging behaviors in schools are being observed.

**Teacher Representative – DaleAnna Curry**

Commendations:

* Kudos to VDOE for reducing from a one-year break in service to six months for a retired teacher to return to teach in advisory, tutoring, subs, long-term subs, and other positions with the previous act of service per diem continued.
* Kudos to the Governor for creating and moving forward on the *Virginia Literacy Act* to create a statewide program for dyslexia and dysgraphia to increase the growth of Language Arts and support for all students including students with disabilities (SWDs) with equal, inclusive support.

Concerns:

* Increased caseloads for current veteran special education teachers due to the lack of certified special education teachers filling positions.
* The increase in the return to rigor of case managers and teachers with little time within the school workday to complete all work on the increased workloads.
* Mental health support for teachers.
* Lack of certified special education teachers coming out of higher education quickly enough to fill positions.
* Lack of subs.
* Increase in liability for the veteran teachers.
* Continued teacher exodus due to burnout.

**Private Schools – Adam Dreyfus**

New budget did away with proposed rate setting which will ease some of the challenges the two percent rate cap would have imposed.

**Parent Educational Advocacy Training Center (PEATC) – Heidi Lawyer**

The main issues that PEATC has been fielding with parents involve suspensions, Manifestation Determination Reviews (MDRs), eligibility denials, referrals for 504 rather than the special education eligibility process, and inadequate transition IEPs. PEATC is starting the next class of Transition University soon and other trainings posted on the [PEATC](https://peatc.org/) website.

**Virginia Department of Juvenile Justice – Mary-Frances Morse**

We have made teacher recruitment and retention a focus, as have most schools. We are happy to report we have currently employed several (wonderful) new special education teachers in our department; we have offered to hire two additional teachers and have interviews scheduled soon. We are not currently fully staffed but we know that every empty position we can fill decreases the stress on our current staff, and so we are happy that we continue to advertise.

**Transition/Vocational Education – no report**

**Virginia Board for People with Disabilities (VBPD) – Jen Krajewski**

The VBPD has released Requests for Proposals (RFPs) for various grants including a grant which focuses on education. The projects must be designed to provide parents and caregivers of students with developmental and other disabilities, as well as administrators, instructors, transition coordinators, and other school personnel, the necessary training about a student’s right to a free and appropriate public education (FAPE), including during an emergency. The Board may fund up to $200,000 to one or more organizations under this RFP. Additional information is available on the Board’s website.

The VBPD is currently working on an assessment of geographic disparities with a focus on broadband access and telehealth. As part of this assessment, we are looking at telehealth programs in schools. If anyone has any thoughts on the topic, please connect with Jen Krajewski.

**People with Disabilities – no reports**

**Office of Children’s Services – Kristi Schabo**

Ms. Schabo explained the background for rate setting for private schools and a history of what has occurred over that past year. A Fiscal Year 22 *Code* change allowed CSA funds to assist in transitioning students with disabilities from private day for public school programs. Funds are available for up to 12 months.

**Local Director of Special Education – Ann Bueche**

Directors echo that special education teacher staffing across the Commonwealth is challenging for school divisions. Another concern shared at the local level is outcomes for students with disabilities after they leave us and that transportation is a barrier to work, training, or education after high school. This is the discussion that comes up as we look at Indicator 14 outcomes. Is there another agency we can work with to remove this barrier for our people with disabilities once they leave high school?

**Virginia Department of Social Services (Foster Care) - Monica Cabell**

The number of children and youth in Virginia foster care is just under 5,100. The number of school-age youth (age 5-20) in Virginia foster care is approximately 3,800.

The Project HOPE-VA and VDSS have begun our annual joint virtual and in-person educational stability training throughout the state. We continue to work on revising education stability joint guidance.

Current and new initiatives connected through VDSS Youth Services Unit include:

* VDAP – Virginia Driving Assistance Program – Funding to support this program was not approved during the recent signing of the State budget to support foster youth obtaining learner's permits, driver's licenses, and the required training needed to obtain driver's licenses. VDSS continues to Partner with community partners to strengthen practice strategies and to develop best practices.
* Promoting *Virginia Code* 23.1-600
* Public institutions of higher education; grants for tuition and fees for certain individuals
* Family First focus - VDSS is making Family First a primary focus throughout the Division of Children and Families. The intent is to provide families with needed support prior to children and youth entering foster care.

**Higher Education – no report**

**Project HOPE-Virginia – Dr. Patricia Popp**

Interest in the intersection of IDEA and McKinney-Vento Education of Homeless Children and Youth Program continues to increase.

Dr. Popp noted that ARP-HCY (American Rescue Plan homeless education funds) are still available and encouraged local discussion about students with disabilities who are experiencing homelessness and meeting unmet needs with these funds.

The OSEP is looking at how to increase participation in parent surveys with families experiencing homelessness and looking at other ways to elevate this population in their work. This information was included in a recorded NCHE webinar held this month. Contact Pat if you would like the link.

Initial child count data for students experiencing homelessness during 2022-2023 should be available to share at the December meeting.

Mr. Willon motioned that the agenda be adjusted for subcommittees to meet from 2:30-3:45 p.m. to account for the canceled presentation this morning. Ms. Barnett seconded and the motion passed unanimously.

**Reconvene as Full Committee**

***Mychael Willon,*** *SSEAC Committee Chair*

The Policy and Regulation Subcommittee requested a presentation on the new JLARC report stating special education is increasing but funding is decreasing and a presentation on special permission credit accommodations. The Family Engagement and Community Outreach Subcommittee requested a presentation with an update on including the parent portal add-on at the state level, including why was this not included initially and whether there are parent representatives on the Virginia IEP Online advisory board.

Ms. Barnett motioned to adjourn, Ms. Lockerby seconded, and the motion passed unanimously. Mr. Willon adjourned the meeting at 3:52 p.m.

## Friday, September 29, 2023

**Committee Members:**

Ms. Candace Barnett, Vice-Chair

Dr. Dani Bronaugh, Member-at-Large (absent)

Ms. Ann Bueche

Ms. Monica Cabell (absent)

Dr. Dennis Carter

Ms. DaleAnna Curry, Member-at-Large

Mr. Adam Dreyfus, Member-at-Large

Mr. Russell "Rusty" S. Eddins (absent)

Ms. Amy Hunter, Member-at-Large

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Ms. Lisa Crafton, SEFFE, SESS

Mr. Hank Millward, Jr., SEFFE, SESS

Dr. Chiquita Seaborne, SEFFE, SESS

### Call to Order, Welcome, and Introductions

Ms. Barnett, SSEAC Committee Vice-Chair, called the meeting to order at 9 a.m. Ms.

Bueche moved that the agenda be approved. Dr. Carter seconded, and the motion passed unanimously.

Mr. Millward reminded members that visitors may observe during subcommittee breakout meetings but are not to participate in those sessions.

Mr. Millward reviewed existing dates December 7-8, 2023, and March 6-8, 2024. He proposed dates for the remainder of next year. Since there was not a quorum to vote on the dates, Mr. Millward was able to make the decision for the following dates: July 17, 2024, Executive Committee, July 18-19, 2024, and September 26-27, 2024.

Ms. Barnett directed the subcommittees to reconvene their workgroups. Discussion should include suggestions for SSEAC training/orientation they would like to see.

**Reconvene as Full Committee**

Ms. Barnett reconvened the full committee and requested subcommittees report out.

**Policy and Regulation**

Ann Bueche reported out.

* Request new members receive Ms. Germeyer's packet with documents and links to the following: bylaws, Roberts rules, link to SEAC VDOE page, special education regulations, PEATC training, and ask PEATC if they could do a state training instead of local SEAC for us, list of acronyms for everyone including agencies for the group, introduction packet, explaining what the group does, and regions page
* Recommend someone do training on how to conduct SEAC committee meetings and want to know about timelines for recommendations and where those recommendations go (e.g.; General Assembly meeting in January)
* Ask Hank to invite or link with other groups to make connections with State superintendents, directors, etc... to present priorities and ask Dr. Coons to speak on priorities. (When Dr. Coons comes, we ask that she speak on her list of priorities)
* Continue to explore alternate pathways to licensure
* Consideration of eliminating Virginia Communication and Literacy Assessment (VCLA)
* Examine cut scores to PRAXIS with surrounding states
* Continue to examine the break in service requirements to reduce the six-month break in service
* Training for subs (long-term and short-term) working with students with disabilities

**Family Engagement and Community Outreach**

Amy Hunter, Subcommittee Chair

* Clarified request was not for SSEAC training but orientation to our SSEAC. The PEATC local SEAC training could be recommended for basic training for parent representatives. Can PEATC modify this for SSEAC members? The orientation should address how we function, who is around the table, suggestions for participation, and activities members can adopt to bring information to the SSEAC. With all the new members, the subcommittee requests this be part of the December meeting. The subcommittee suggested a one-hour session from 8-9 a.m. (or 9:30 a.m.) before the Thursday business meeting. Possibly pair an experienced SSEAC member with new members.
* This subcommittee created an introductory letter for all members that can be maintained in the SSEAC binder. A copy was shared with members and members were asked for any suggestions.
* Modified request for due process complaints being redacted and posted; change to a brief summary of filed state complaints.
	+ LEA
	+ Issues (with one or two sentences of explanation for each complaint)
	+ Outcome
	+ Purpose to identify systemic issues that the SSEAC may wish to address
* Presentation request for an update on including the parent portal add-on at the state level. Why was this not included? Are there parent representatives on the Virginia IEP Online advisory board?

**Student Achievement and Student Outcomes**

Candace Barnett, Subcommittee Chair

Reviewed issues from last year: four-day work week (Franklin City has been implementing this); teacher mental health. It is important to reschedule the teacher recruitment presentation.

Importance of refocusing on growth assessments rather than pass/fail was discussed. How can the growth assessment data be used to assist students, teachers, and divisions? Discussed suggestions for remediation, such as ways to use time after SOL assessments. Attendance was discussed and recommendations for medical excuses will be shared with the Policy and Regulation Subcommittee.

Ms. Barnett requested suggestions for the SSEAC orientation. Ms. Hunter suggested more extended introductions of members, unpacking expectations for members. Ms. Barnett’s group agreed that the orientation should be in-person, but basic “training” that can be virtual should be addressed outside an official SSEAC meeting.

Ms. Barnett asked if there were ideas for presentations in addition to those requested yesterday. A session with Dr. Coons was requested.

Dr. Carter motioned to adjourn, Ms. Bueche seconded, and the motion passed unanimously. Ms. Barnett adjourned the meeting at 10:51 a.m.

### Upcoming Meeting Dates

* December 7-8, 2023
* March 7-8, 2024, executive committee to meet the evening of March 6, 2024
* July 18-19, 2024, executive committee to meet the evening of July 17, 2024
* September 26-27, 2024