

***State Special Education Advisory Committee (SSEAC)***  
**Meeting Minutes**  
**December 11 – 12, 2014**

**Thursday, December 11, 2014**

**Members Present:** Mr. Adam Amick, Ms. Paula Baker, Ms. Lori Jackson Black, Ms. Jusolyn Bradshaw, Mr. Jack Brandt, Ms. Jennifer Cooper, Ms. Christy Evanko, Ms. Jackie Fagan, Ms. Sandra Hermann, Dr. Scott Kizner, Ms. Alison MacArthur, Ms. Erica Midboe, Mr. Darren Minarik, Mr. Wyllys VanDerwerker

**Members Absent:** Mr. Brenden Folmar, Ms. Catherine King, Ms. Kristi Lockhart, Ms. Frederique Vincent, Ms. Jacqui Wilson

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

**Virginia Department of Education (VDOE) Representatives Present:** Dr. Pat Abrams, Dr. Mark Allen, Dr. Suzanne Creasey, Mr. John Eisenberg, Ms. Pat Haymes, Mr. Hank Millward

**Call to Order**

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

**Business Session**

**Approval of Agenda**

The committee was asked to review the proposed agenda. There were no changes made. Christy Evanko moved to approve and Jusolyn Bradshaw seconded the motion. It was approved unanimously.

**Approval of Minutes**

The committee was asked if there were any changes to the minutes. It was recommended that when members are absent and no constituency report was provided, that a notation indicating the absence be included next to the no report designation in the minutes. Jackie Fagan moved to approve the minutes. Jennifer Cooper seconded the motion. Sandy Hermann abstained due to her absence at the previous meeting. All other members approved.

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

The public comments from the last meeting were all from parents of children with dyslexia. Dr. Pat Abrams reported on activities since the last meeting in response to issues raised. All three subcommittees at the last meeting discussed some guiding questions related to dyslexia. Dr. Abrams analyzed the subcommittees' reports and, although meeting separately, each

subcommittee identified common themes to include:

1. standards/requirements for screening should be broad-based in general education policies and
2. professional development should differentiate dyslexia from other reading difficulties.

Staff from the agency attended the Literate Nations Boot Camp – VA and presented a summary of the SSEAC discussion.

Agency staff are also looking into other states' efforts that offer “structured language” (based on the Orton-Gillingham model) professional development certificate programs that can be replicated in Virginia to be available 2015-2016.

### **Presentations**

#### **Aspiring Leaders Introductions**

- *Mr. Doug Cox, Aspiring Leaders director*

Mr. Cox reported on the history and the curriculum of the Aspiring Leaders Academy. He also had each member of the cohort introduce themselves.

#### **Update on Studies Related to Special Education**

- *Ms. Amy M. Atkinson, executive director, Virginia Commission on Youth*

Ms. Atkinson reported on 2014 Commission Studies and Initiatives which included:

- Use of Restraint and Seclusion in Schools
- Use of Federal, State, and Local Funds for Private Educational Placements of Students with Disabilities (two year study)
- Court Appointed Attorneys in Child Welfare Cases
- Unlawful Adoption of a Child
- Collection of Evidence-Based Practices for Children and Adolescents with Mental Health Treatment Needs (Biennial Update)
- Early Childhood Education – Workgroup on Quality
- Three Branch Institute on Child Social and Emotional Well-being (Year Two)

Regarding Restraint and Seclusion, recommendations are being adopted and they can be found on the Commission on Youth's Web site. Ms. Atkinson noted that the evidence-based practices on the Web site are updated on a regular basis and are available to parents.

Regarding the use of federal, state, and local funds for private educational placements of students with disabilities, the commission is conducting a two year study. During the first year, they will be gathering information and during the second year, they will form an advisory group to look at any issues.

## **Licensure Requirements for Reading Instruction and Proposed Changes to Licensure Regulations**

- *Dr. Mark R. Allan, director, Office of Licensure and School Leadership*

Dr. Allan was asked to provide information relative to reading instruction as it pertains to proposed licensure regulations. This request was in response to the public comments received on reading instruction for students with dyslexia.

Dr. Allan discussed the new add-on special education endorsement. The proposed regulations are being considered for release and may be in public comment stages in the spring. The SSEAC may want to make a statement with regard to including behavior-specific competencies.

Dr. Allan then reviewed excerpts from proposed revisions to the regulations for both school personnel and the review and approval of education programs in colleges and universities.

### **Working Lunch**

The Committee adjourned for a working lunch at noon and was asked to discuss the licensure information provided. They returned for Public Comment at 1 p.m.

### **Public Comment**

One comment was made regarding the ability for professionals to observe in the schools. The parent who made the comment noted that she had been denied access for observation.

### **Presentations (Continued)**

#### **Annual Report on Dispute Resolution and Trends**

- *Ms. Pat Haymes, director, Office of Dispute Resolution and Administrative Services*

Ms. Haymes provided data on the complaints, due process hearings, and mediations processed over the past year. The following data were reported:

- 0.8 percent of the population made complaints,
- 0.7 percent of the population were sent to mediation, and
- 0.3 percent of the population engaged in due process from 2013 – 2014 (based on Child Count).

With numbers this small, it is difficult to draw conclusions about trends, but the following were noted:

- Student transfer issues and transportation issues have been identified as possible trends in due process hearings;
- Mediation stays pretty steady over the years, and the issues are more likely to be personality/personnel related; and
- Complaints have decreased over the prior year, and the issues are varied.

#### **Educational Support for Students from Military Families**

- *Mr. Hank Millward, coordinator, Complaints and Family Support*

Mr. Millward reviewed information regarding students in Virginia who are from families who have at least one parent in the military and are living in Virginia due to their military status. Virginia has a large share of military children in their schools, and the impact to children when a parent is deployed was discussed.

Regarding students with disabilities, The Exceptional Family Member Program (EFMP) is a mandatory U.S. Department of Defense (USDoD) enrollment program that works with other military and civilian agencies to provide comprehensive and coordinated community support, housing, educational, medical, and personnel services worldwide to U.S. military families with special needs. Service members on active duty enroll in the program when they have a family member with a physical, emotional, developmental, or intellectual disorder requiring specialized services so their needs can be considered in the military personnel assignment process.

The Virginia Council on the Interstate Compact on Educational Opportunity for Military Children (Virginia Council) was created by the 2009 General Assembly to assist in easing the transition of the children of military families into school as a result of frequent moves and deployment of their parents (§22.1-360). The Council includes one member of the House of Delegates; one member of the Senate; and five non-legislative citizen members including the superintendent of public instruction, one representative from a military installation, the superintendent of a school district with a high concentration of military children, and the governor or his designee.

Mr. Millward shared information about federal grants provided to local school divisions that have a high concentration of students with disabilities from military families. He further discussed activities planned in Virginia to assist with the services of military children with disabilities to include meetings with officials, presentations in localities, and the development of guidance documents.

### **Assistant Superintendent's Report**

Mr. John Eisenberg

- *Staff Reorganization*

Staff retirements were shared as well as the plan for reorganization to include the elimination of the Office of Federal Program Monitoring. Private School staff are going to the Office of Dispute Resolution and Administrative Services under the supervision of Mr. Hank Millward. The monitoring staff are going under the Office of Program Improvement, and plans are to hire an Associate Director to supervise this staff.

- *Restraint and Seclusion*

The Virginia Commission on Youth will introduce legislation during the 2015 General Assembly requiring the Virginia Board of Education to promulgate regulations for the use of seclusion and restraint in public schools. The regulations will address criteria for use, training, parental notification, and follow-up. The Commission also adopted a recommendation encouraging the Governor to finalize regulations governing private day

schools for students with disabilities and supporting efforts to provide school officials with resources and training in techniques to reduce the use of seclusion and restraint.

- *Hearing on Standards of Learning*

The Virginia Board of Education planned an additional public hearing January 6, 2015, in Richmond for the proposed History and Social Science Standards of Learning. The Standards of Learning identify the essential content, processes, and skills for grade levels and subject courses.

- *Dyslexia*

VDOE conducted multiple meetings with various Dyslexia advocacy groups to discuss strategies to improve services, improved training of teachers both general and special education, discuss proposed legislative ideas, ways to partner to improve awareness, and increased awareness of Accessible Instructional Materials.

- *Formal Evaluation Results from Virginia Tiered System of Supports (VTSS)*

There has been a six fold growth in four years (2008-2012) increasing from 15 schools to 90 schools in 23 school divisions. There has been growth in student achievement at all three grade levels in English and four of six grade levels in mathematics. Eighty percent of teachers reported that they are doing more assessment and team analysis of student data.

Teachers report major differences in behavior management practices, more team work, less isolation of staff, higher expectations for students. School divisions and schools showed progress in school improvement, academic achievement, fewer referrals, and increased use of evidence-based instruction.

- *Positive Behavior Intervention Supports (PBIS)/ Virginia Tiered System of Support (VTSS) Grants*

Virginia has received two five-year grants totaling more than \$13 million. The “*Now Is the Time*” *Project Aware* is the award from the United States Department of Health and Human Services – Substance Abuse Mental health Service Agency (SAMHSA). The *School Climate Transformation* award is from the United States Department of Education – Office of Elementary and Secondary Education and Office of Safe and Health Students.

The grants are interwoven to create a comprehensive tiered system model for promoting the healthy social and emotional development of students and intervene with those that need additional supports or more intensive services.

The project model integrates the tiered systems of Response-to-Intervention (RTI), Positive Behavioral Intervention Supports (PBIS), Student Assistance Programming (SAP) and mental health services under the umbrella of Virginia Tiered System of Supports (VTSS).

Training and coaching through VTSS will be provided to selected school divisions throughout the commonwealth. The three pilot school divisions, included in the SAMSHA grant, (Fairfax, Montgomery and Pulaski) will receive VTSS supports and funding for mental health counselors in their schools as well as Youth Mental Health First Aid Instructors.

Currently PBIS is being implemented in 544 schools within 61 school divisions, representing 27 percent of Virginia's schools, with 46 percent of Virginia's divisions implementing PBIS in at least one of their schools. This project will add 48 school divisions, with each division implementing PBIS within VTSS in at least one school.

The hiring and development of a highly skilled and experience cadre of professionals will enhance VDOE's (VTSS) capacity to provide 20 statewide or regional training and technical assistance events, and 1,200 onsite, technical assistance coaching sessions.

In addition, Youth Mental Health First Aid, an eight hour training session will be provided throughout the state for school and community personnel. This is an evidence-based curriculum that provides adult gatekeepers with information to identify youth experiencing problems with mental health and substance abuse and make referrals to support services within the school and/or in the community. These trainings will be coordinated with the Youth Mental Health First Aid training being offered through the Department of Behavioral Health and Developmental Services.

This project is intended to transform educational and mental health practices and services at the state and local levels into a systemic approach that enhances the academic, behavioral and social success of all students and is fiscally prudent; decrease school discipline, violence, and criminal justice involvement (cradle to prison pipeline); increase student engagement and connectedness to school (attendance) and to mental health and substance abuse services and other health supports, and achieve academic potential and post-secondary school and/or career readiness.

- *SOL Innovation Committee*

The Standards of Learning (SOL) Innovation Committee has completed their first round of interim recommendations. The Committee, composed of educators, advocates, legislators of both parties and business leaders from across the Commonwealth, has been working since July to craft a series of recommendations aimed at reforming the current assessment system.

The resulting twelve recommendations will now be sent to the Board of Education and the General Assembly, detailing ways to reform the SOL assessments, recognize and promote student growth, and encourage creativity in the classroom.

Information on the twelve recommendations and more information on this group can be found at <https://education.virginia.gov/initiatives/sol-innovation/>.

- The Department of Education Web site will again have legislative tracking. An update on legislation will be provided at the next meeting.

## Constituency Reports

Name	Report
<b>Mr. Adam Amick</b> <i>People with Disabilities</i>	<ul style="list-style-type: none"> <li>• No Report</li> </ul>
<b>Ms. Paula Baker</b> <i>Parent Representative, Region 8</i>	<ul style="list-style-type: none"> <li>• No Report</li> </ul>
<b>Ms. Lori Jackson Black</b> <i>Parent Representative, Region 3</i>	<ul style="list-style-type: none"> <li>• A thrift store was developed and celebrated as a transition opportunity for students with disabilities. It has grown tremendously and has been open in the summer with students as paid employees.</li> <li>• Proceeds were used to build accessible ramps at the football stadium and for a washer and dryer.</li> <li>• Students grow plants and herbs and sell them at the farmer's market.</li> <li>• Students continue to make tie-dyed scarves and sell them.</li> <li>• The parent resource center has been reopened with a new coordinator.</li> </ul>
<b>Ms. Jusolyn Bradshaw</b> <i>Juvenile Justice</i>	<ul style="list-style-type: none"> <li>• The new Superintendent, Dr. Lisa Floyd, recently met with Mr. John Eisenberg. The focus is improving student achievement. In keeping with such, administrators are working with special education and core content teachers' evaluation expectation to reflect goals that focus on student achievement.</li> <li>• The agency continues to recover from the 2013 budget cuts to include the decrease in teachers. The agency awaits the Governor's upcoming budget to determine how this will impact us.</li> <li>• Convicted juveniles from throughout the state of Virginia continue to be served with approximately 40 percent identified to receive special education services.</li> </ul>
<b>Mr. Jack Brandt</b> <i>People with Disabilities</i>	<ul style="list-style-type: none"> <li>• The United States House of Representatives passed the Achieving a Better Life Experience (ABLE) Act and now the Senate is going to consider it. If the Senate passes the legislation then it will be sent to the President.</li> <li>• The Senate failed to approve ratification of the Convention on the Rights of Persons with Disabilities.</li> </ul>
<b>Ms. Jennifer Cooper</b> <i>Foster Care - DSS</i>	<ul style="list-style-type: none"> <li>• The Virginia Department of Social Services (VDSS) is pleased to announce the first meeting of a Department of Social Services – Comprehensive Services Act workgroup formed to examine some items of shared interest related to residential treatment and a specific group of special needs youth (adoption assistance). The specific purposes of this group are to: <ol style="list-style-type: none"> <li>1. Gain a general understanding of what the DSS, FAPT and the CSA are doing to approve children for residential treatment facilities in adoption assistance (i.e., outline a basic process);</li> <li>2. Identify the challenges related to the educational component of residential (i.e., IEPs, modifying IEPs, and/or lack of IEP);</li> <li>3. Identify how CSA and FAPT could fit into a more continued roll of monitoring adoption assistance children in residential and potentially group homes;</li> <li>4. Develop recommendations for a process to go along with #3; and</li> <li>5. Develop recommendations on how to fund #4.</li> </ol> </li> </ul>

Name	Report
	<ul style="list-style-type: none"> <li>• During the first meeting, current practices surrounding placement in residential treatment facilities were identified and how DSS, FAPT and CSA are involved. The next meeting is planned for February 4, 2015, (location TBD); additional stakeholders, such as VDOE and parent representatives, are being contacted so they can provide input.</li> </ul>
<p><b>Ms. Christy Evanko</b> <i>Parent Representative, Region 1</i></p>	<ul style="list-style-type: none"> <li>• The Prince George local special education advisory committee (SEAC) has members and constituents who are concerned about the elimination of the Modified Standard Diploma. They were referred to Dr. Hollins at the Virginia Department of Education.</li> <li>• The Hanover County SEAC is in the midst of preparing for the 2015 annual report. They want to expand inclusive practices to include "the little things" such as accessibility to school dances and award functions, among other initiatives.</li> <li>• SEACs continue to have trouble with lower-than-desired membership levels. Some are concerned that there is a perception that SEACs are more of a cheerleader for the administration rather than a committee that supports and represents parents and students. This may be impacting membership.</li> </ul>
<p><b>Ms. Jackie Fagan</b> <i>Parent Representative, Region 7</i></p>	<ul style="list-style-type: none"> <li>• No report</li> </ul>
<p><b>Mr. Brendan Folmar</b> <i>Private Education</i></p>	<ul style="list-style-type: none"> <li>• No report/absent</li> </ul>
<p><b>Ms. Sandra Hermann</b> <i>Parent Representative, Region 2</i></p>	<ul style="list-style-type: none"> <li>• In November, the Virginia Beach SEAC held their annual Regional Resource Fair. Approximately 400 attendees were present and 100 vendors, including the Virginia Department of Education.</li> <li>• The Parent Support and Information Center, formally named the Parent Resource Center (PRC) in Virginia Beach, continued to provide a variety of ongoing trainings for parents.</li> <li>• The Virginia Beach SEAC completed the review of the division's transportation manual, incorporating People First Language and individualized student needs into it. It has now been put into use for student's requiring special transportation arrangements and services and accessing public school transportation.</li> <li>• Virginia Beach procedures have been refined to incorporate children with disabilities into the driver's education class and ensuring access to an accessible vehicle for testing.</li> <li>• The Virginia Beach SEAC continues to recruit new members.</li> <li>• It was reported that there currently are only two people, one parent and one agency representative, involved in the Norfolk SEAC. The Norfolk SEAC is attempting to recruit new members and regroup after the resignation of the chairperson. Some Norfolk parents have expressed concern or fear with serving on the committee after the former chair was taken to due process by the Norfolk School System and this has contributed to the lack of involvement from parents in the community. The two members are currently reviewing the bylaws for possible revision.</li> <li>• Chesapeake SEAC participated in a resource fair in November. Unfortunately the turnout was very poor. The SEAC is in the</li> </ul>

Name	Report
	<p>process of developing a report for the submission to the School Board and actively involved in recruiting new members.</p> <ul style="list-style-type: none"> <li>• Many SEACs have identified concerns with parents and behaviorists not being allowed into the classroom. This has hampered parental involvement, prohibited student behavioral improvement across all community settings, and prevented appropriate involvement in the IEP process.</li> <li>• There continues to be concerns from some of the localities and parents about intermittent homebound/home-based services and the lack of adequate information for students with chronic medical needs who routinely bounce in and out of school, based on their current medical needs.</li> <li>• In October, many great disability history and awareness activities were conducted in a variety of the regions. It was great to see the varying activities done throughout the divisions.</li> </ul>
<p><b>Ms. Catherine King</b> <i>Parent Representative, Region 6</i></p>	<ul style="list-style-type: none"> <li>• No report/absent</li> </ul>
<p><b>Dr. Scott Kizner</b> <i>Local Education Officials</i></p>	<ul style="list-style-type: none"> <li>• The Superintendents Association developed a blueprint which focused on prevention of school failure, including preschool. Problems include lack of space.</li> <li>• There was a state Innovations Committee meeting focusing on statewide school issues, and special education and students with disabilities were not mentioned.</li> </ul>
<p><b>Ms. Kristi Lockhart</b> <i>State Agency - Department of Aging and Rehabilitative Services</i></p>	<ul style="list-style-type: none"> <li>• No report/absent</li> </ul>
<p><b>Ms. Alison MacArthur</b></p>	<ul style="list-style-type: none"> <li>• Constituents continue hope for the state-wide IEP system. With many students transferring from one system to another, it would be helpful to have a consistent document to understand the services a child is receiving in order to make sure that the services continue in order to help the child be successful.</li> <li>• There are concerns over how local school systems seem to be driving least restrictive environment (LRE) for students due to scheduling. Due to lack of staffing, the numbers of students with a disability have increased in a co-taught/inclusive class resulting in classes with more special education students than regular education students.</li> <li>• There are concerns with SOL/ASOLs: with the loss of the VMAST, there are students that just don't fit the SOL test and they do not qualify for the VAAP or VSEP. There were also concerns about some of the new ASOLs not being leveled the way that they were before.</li> </ul>
<p><b>Ms. Erica Midboe</b> <i>Transition and Vocational Services</i></p>	<ul style="list-style-type: none"> <li>• No Report</li> </ul>
<p><b>Mr. Darren Minarik</b> <i>Higher Education</i></p>	<ul style="list-style-type: none"> <li>• Radford University (RU) wrapped up the Project MERGE research grant with a presentation at the 2014 TASH Conference in Washington, D.C. December 3-5, 2014. RU reported out some of the following data pertaining to preparation of pre-service teachers for co-teaching in public schools: <ul style="list-style-type: none"> <li>○ In 2009, RU began a program improvement project through a grant from the U.S. DOE, Office of Special Education</li> </ul> </li> </ul>

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	<p>Programs. Graduates of the improved program have now been in the field for several years, mostly in Virginia schools. Special education interns and general education interns are co-placed in a general education classroom and are co-taught and co-supervised by a special education-general education faculty pair. We are studying the quantity and quality – and the impact on students – of co-teaching being done by special education alumni, by elementary education alumni who were taught in collaborative cohorts, and by elementary education alumni who were not in collaborative cohorts.</p> <ul style="list-style-type: none"> <li>○ <i>Collaboration on Planning of Instruction</i> 63 percent of respondents collaborate with their general education/special education counterpart on the planning of instruction. The most frequent reported collaboration is around the planning of specific accommodations, curriculum modifications, and behavior supports for identified individual students into lessons or units. 53 percent reported that they collaborate daily or several times a week and that the quality of this collaboration is either highly successful or making good progress.</li> <li>○ <i>Collaboration on Delivery of Instruction</i> 56 percent of alumni who were in a co-placement at RU reported collaboration in the delivery of instruction, with the majority reporting that co-teaching occurs at least once a week. Of these, 82 percent use the one teach, one assist model; 75 percent use station teaching; 76 percent use parallel teaching. The vast majority reported that their co-teaching collaboration is a successful, equal partnership or that the partnership is making good progress. Reading and mathematics are the subjects most frequently co-taught.</li> <li>○ <i>Collaboration on Assessment</i> 60 percent of respondents reported collaborating in the area of assessment. Of these, they engaged at least once a week in the following collaborative activities: developing lesson and unit assessment tools such as tests and project rubrics (62 percent); creating testing and grading accommodations for students with disabilities (62 percent); observing and gathering student data for progress monitoring and planning of future instruction (83 percent); sharing the actual grading of assignments (55 percent).</li> <li>○ <i>Impact of Collaboration on Students</i> 100 percent of respondents who collaborate with their special education/general education counterparts stated that the classroom performance of their struggling students and students with disabilities had improved as a result of their collaboration. 75 percent reported a positive impact on test scores. 97 percent reported significant improvement in classroom behavior and participation.</li> <li>● Virginia Commonwealth University (VCU) is excited to announce that the School of Education received a Teacher Quality Partnership Grant, which will provide funding to continue the Richmond Teacher Residency Program for another five years. VCU is currently recruiting for the next cohorts of residents, to start the program in Summer 2015. The Richmond Teacher</li> </ul>

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	<p>Residency Program is a highly selective urban graduate teacher residency program that equips individuals of all ages to make an immediate impact on classrooms in Richmond Public Schools. The mission is to cultivate a pipeline of extraordinary teachers who take seriously the job of leveling the playing field and closing the achievement gap for Richmond students. Three program tracks are (1) the Special/Exceptional Education or SE Track prepares residents to teach special education at the elementary, middle and high school levels; (2) the Middle School STEM Track prepares residents to teach middle school math or science; and (3) the Secondary Track prepares residents to teach content areas such as biology, math and English at the middle and high school levels.</p> <ul style="list-style-type: none"> <li>○ VCU's Department of Special Education also has funding to support (tuition and stipend) highly motivated and well qualified students for its Early Childhood Special Education program and for doctoral students interested in research related to teaching students with significant academic and/or behavioral support needs. Both of these projects are funded by competitive grants from the U.S. Department of Education's Office of Special Education Programs. For more information, contact the department by e-mail (<a href="mailto:sedp@vcu.edu">sedp@vcu.edu</a>) or by phone ((804) 828-1332).</li> <li>○ In terms of new research funding this year, three projects are highlighted: <ul style="list-style-type: none"> <li>○ Dr. Terri Sullivan (Psychology) and Dr. Kevin Sutherland (Special Education) were awarded \$2.6 million to conduct a study on bullying prevention in Middle Schools. Links to the story from the Richmond Times-Dispatch and an interview with Drs. Sullivan and Sutherland on NPR are found at <a href="http://ideastations.org/radio/news/26-million-research-grant-set-help-prevent-bullying-schools%20http://www.timesdispatch.com/news/local/city-of-richmond/vcu-professor-lands-grant-to-study-anti-bullying-programs-in/article_f2b34837-00d4-51cb-9bf4-c7d096a8bf02.html">http://ideastations.org/radio/news/26-million-research-grant-set-help-prevent-bullying-schools%20http://www.timesdispatch.com/news/local/city-of-richmond/vcu-professor-lands-grant-to-study-anti-bullying-programs-in/article_f2b34837-00d4-51cb-9bf4-c7d096a8bf02.html</a>.</li> <li>○ Dr. Bryce McLeod (Psychology) and Dr. Kevin Sutherland (SEDP) received funding from the Institute on Education Sciences (IES) for a Goal 5 project entitled "Development and Validation of Treatment Integrity Measures for Classroom-Based Interventions." According to Dr. McLeod, this four year project will focus on developing observational and teacher-report measures designed to characterize the implementation of evidence-based instructional practices delivered by teachers in early childhood classrooms. Both measures will contain items representing evidence-based practices designed to promote behavioral (behavioral, emotional, social) development and collateral pre-academic skills that are commonly used in early childhood classrooms, and found in evidence-based programs. The ultimate goal of this project is to develop psychometrically sound observational and teacher self-report tools that can be used by both researchers and school personnel to assess</li> </ul> </li> </ul>

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	<p>whether evidence-based programs are being implemented as intended in diverse education settings.</p> <ul style="list-style-type: none"> <li>○ Dr. Thomas Farmer was awarded a research grant through the Institute of Education Science for SEALS II: Supporting Early Adolescent Learning and Social Success across the Middle School Years. Learn more about this exciting three year, \$1.4 million dollar project at <a href="http://ies.ed.gov/ncer/projects/14awards.asp">http://ies.ed.gov/ncer/projects/14awards.asp</a>.</li> </ul>
<p><b>Mr. Wyllys VanDerwerker</b> <i>Local Directors of Special Education</i></p>	<ul style="list-style-type: none"> <li>● The Virginia Council of Administrators of Special Education held its fall 2014 conference in Richmond on October 6. The Fourteenth Annual Fall Best Practices Institute, <i>Evidence Based Literacy: Implications for Students with Disabilities</i> as presented by Dr. Devin Kearns was outstanding. At present, Dr. Devin Kearns is an Assistant Professor of Special Education at the University of Connecticut. He studies reading disabilities in elementary and secondary age students, with an emphasis on the challenges these students face in reading polysyllabic words, the majority of words that a student encounters. He has also studied the cognitive processes related to reading and mathematics disability, how 1st grade children respond to evidence based word reading instruction, and the effects of comprehension-focused reading instruction in elementary students. During the keynote address, Dr. Kearns shared <i>Literacy Instruction Using Data Based Individualization (DBI)</i> in which he spoke about integrating a comprehensive systematic approach to intensive reading intervention. VCASE ended their 2014 fall conference with Dr. Kearns' <i>Addressing the Needs of Students with Persistent Reading Difficulties in Elementary School as well as Secondary School</i>.</li> <li>● VCASE looks forward to ongoing collaboration with VDOE in the area of professional development.</li> </ul>
<p><b>Ms. Frederique Vincent</b> <i>Parent Representative, Region 4</i></p>	<ul style="list-style-type: none"> <li>● No report/absent</li> </ul>
<p><b>Ms. Jacqui Wilson</b> <i>Parent Representative, Region 5</i></p>	<ul style="list-style-type: none"> <li>● No report/absent</li> </ul>
<p><b>Ms. Suzanne Bowers</b> <i>Ex-officio member, PEATC</i></p>	<ul style="list-style-type: none"> <li>● As PEATC reflects upon the past year, it has provided individual assistance to 9,347 individuals on various topics including special education eligibility, discipline and advocacy, parental rights, age of majority, placement, 504 plans, and transition. PEATC Information Specialists are available to speak with families in English or Spanish.</li> <li>● Some of the highlights from the past year include: <ul style="list-style-type: none"> <li>○ Conducted statewide “Parents as Collaborative Leaders” (PACL) training to 81 parents.</li> <li>○ 72 workshops conducted throughout Virginia to more than 900 parents and professionals on various Special Education topics</li> <li>○ 24 co-sponsored conferences with outreach to 8,934 people</li> <li>○ PEATC serves on 34 advisory boards and focus groups</li> <li>○ PEATC has 1,628 Facebook friends, 216 Twitter followers, and 79,872 website hits.</li> </ul> </li> <li>● <u>Upcoming Events</u> <ul style="list-style-type: none"> <li>○ Wednesday, December 10, 2014 – “The ABC's of Behavior”</li> </ul> </li> </ul>

Name	Report
	<p>workshop, 1 p.m. - 2 p.m., at The Improvement Association, 1750 East Atlantic Street, Emporia, Virginia 23847. To register, please contact LaWanda V. Fisher at (434) 634-2490 or <a href="mailto:lfisher@impassoc.org">lfisher@impassoc.org</a>.</p> <ul style="list-style-type: none"> <li>○ Saturday, February 7, 2015 - Puberty &amp; Sexuality: Parent &amp; Educators AND Puberty &amp; Sexuality: Self Advocates workshops at the Down Syndrome Association of Greater Richmond (DSAGR)'s 3rd Annual Education Conference. To register, please go to: <a href="http://www.dsagr.com/home/conference">http://www.dsagr.com/home/conference</a>.</li> </ul>
<p><b>Ms. Heidi Lawyer</b> VBPD</p>	<ul style="list-style-type: none"> <li>● The Board issued an updated copy of Volume 2 its Disability Assessment in October. It is available on line and CD format.</li> <li>● The Board voted at its meeting in December to suspend support for conference funding until further notice as it addresses fiscal limitations. It will not be releasing a competitive RFP this year.</li> <li>● The Board plans to hold its Partners in Policy-making program beginning in September 2015, but will defer its Youth Leadership Forum for a year while it looks at restructuring and explores better coordination and synergies with DOE's <i>I'm Determined</i> program.</li> <li>● The agency is gearing up for legislative session which begins January 14.</li> </ul>

**Adjourn**

Christy Evanko moved and Jackie Fagan seconded to adjourn for the day. The motion was passed unanimously. The meeting was adjourned at 3:55 p.m.

**Friday, December 12, 2014**

**Members Present:** Mr. Adam Amick, Ms. Paula Baker, Ms. Lori Black, Ms. Jusolyn Bradshaw, Mr. Jack Brandt, Ms. Jennifer Cooper, Ms. Jackie Fagan, Ms. Sandra Hermann, Dr. Scott Kizner, Ms. Alison MacArthur, Ms. Erica Midboe, Mr. Darren Minarik, Mr. Wyllys VanDerwerker

**Members Absent:** Ms. Christy Evanko, Mr. Brenden Folmar, Ms. Catherine King, Ms. Kristi Lockhart, Ms. Frederique Vincent, Ms. Jacqui Wilson

**Ex-officio Member Present:** Ms. Heidi Lawyer (VBPD), Ms. Suzanne Bowers (PEATC)

**Virginia Department of Education Representatives Present:** Dr. Suzanne Creasey, Mr. John Eisenberg, Ms. Patricia Haymes, Mr. Jeff Phenicie, Ms. Bonnie English

**Call to Order**

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

**Subcommittee Meetings**

Subcommittees met and were provided guiding questions related to information provided in the presentations. Each subcommittee was asked to report out their responses to the questions.

### **Nominations for Officers**

The bylaws require a slate of officers at least 30 days prior to an election. With the next meeting scheduled in March, Lori Black asked for nominations for offices to begin in July 2015.

Chair:

Sandy Hermann nominated Darren Minarik

Vice Chair:

Darren Minarik nominated Adam Amick

Adam Amick nominated Alison MacArthur

Secretary:

Jennifer Cooper nominated Alison MacArthur for Secretary

Paula Baker nominated Jacqui Wilson for Secretary

At Large Members:

Jennifer Cooper nominated Christy Evanko

Darren nominated Wyllys VanDerwerker

Darren nominated Erica Midboe

Nominations were closed by Mrs. Lori Black, Chair.

### **Subcommittee Reports**

#### **Student Achievement Subcommittee**

*1. What would you recommend be included in regulations for restraint and seclusion?*

We recognize seclusion leads to decreased class time and consequently may impact student achievement. Consequently, we recommend the increased education of teachers in the proper use of Positive Behavioral Intervention and Supports (PBIS) and the use of seclusion and restraint be very limited and purposeful. We also recommend that parents be notified the day of the incident so that the parent can review the circumstances with both the school and the child to possibly address the behaviors and circumstances that lead to the use of restraint and or seclusion. Virginia should look at other state policies and practices for potential legislative language.

2. *Do you want to make public comment on the proposed History and Social Science Standards of Learning? If so, should this be a SSEAC public comment?*

Mr. Jack Brandt is working separately with a group of students as part of his job. The question came up as to the protocol for this question. Can SSEAC as an advisory Committee to VDOE actually make public comments on this issue to another committee within VDOE? Should we instead advise the agency that SSEAC has previously received public comment on this issue and that the public comment indicated support for including within the Standards of Learning (SOL) the history of disabilities?

3. *What information do you need to respond to Ms. Atkinson's question related to the use of private placements for students with disabilities? Are there incentives to place students in private placements? What problems should be considered?*

We need to see the fiscal data and the LEA and state policies and guidelines. Why are these students being placed privately? Can we get data on the specific reasons to identify trends (i.e., what resources are not available at the public school)?

4. *Given what you heard about teacher licensure and proposed changes, should the SSEAC provide public comment when the regulations are released for public comment? If so, what should be considered in the public comment?*

We think there should be emphasis within existing competences for PBIS and differentiated instruction, within the regulations, because this will benefit all students, not just special education students and may lead to increased student achievement across the board. We recommend increased availability of PBIS and differentiated instruction courses as part of the availability for classes for relicensure or continuing education units. Again, we may not be able to give public comment because of our organizational relationship to Division of Licensing (we are both a part of DOE) but we can give advice to the board in another formal manner.

## **Student Outcomes Subcommittee**

1. *What would you recommend be included in regulations for restraint and seclusion?*

At this time, our subcommittee believes it is premature to make any substantial recommendations regarding this issue. However, we identified/discussed the following:

- There is a need to disseminate information to SSEAC from: Disability Law Center; Coalition for Improvement of School Safety; Coalition for Students with Disabilities; VSBA; CEC/CASE; Commission on Youth report details; and others who have made comments about this issue;
- Clarity/details in the regulations for schools in practice such as:
  - transportation or escort,
  - no prone restraint,
  - Parent notification on the same day as the incident resulting in restraint or seclusion, and

- No seclusion/restraint as part of behavior plan;
- Clear definitions of the terminology used;
- Data requirements for accountability;
- Required training/certification on recommended practices that are evidence-based.

2. *Do you want to make public comment on the proposed History and Social Science Standards of Learning? If so, should this be a SSEAC public comment?*

We would like the SSEAC to forward the following statement and information to the Board of Education:

“If you believe people have no history worth mentioning, it’s easy to believe they have no humanity worth defending.” —William Loren Katz

The SSEAC supported Virginia’s establishment of a Disability History and Awareness Month in October. Furthermore, we recognize the current omission of any reference to disability history in the revised SOL (except for a reference to Helen Keller in 2<sup>nd</sup> Grade).

Some potential topics that would fit within the U.S. and Virginia History SOL include:

- 1817 -- The first school for children with disabilities in the U.S. (American School for the Deaf) is founded in Hartford, Connecticut.
- 1864 -- Columbia Institution for the Deaf and Dumb and Blind becomes the first college in the world for people with disabilities. Lincoln signed this charter for what would eventually be Gallaudet University.
- Helen Keller (life accomplishments) in other grade levels beyond 2<sup>nd</sup> grade
- Disabled Veterans included as an impact after World Wars
- Disability Rights and Independent Living Movements  
Ed Roberts, "father of the independent living movement"
- Court Cases: Buck v. Bell (Virginia’s forced sterilization laws and eugenics), Atkins v. Virginia (Cruel and Unusual Punishment)
- Nuremburg Trials and use of Virginia sterilization laws to defend Nazi practices
- Laws: Rehabilitation Act of 1973 (Section 504), PL 94-142, ADA, etc.

The inclusion of disability history makes connections to people with disabilities. It may increase awareness, reduce bullying, as well as create broad and critical thinkers who can extend broad concepts to more than one marginalized group. Furthermore, the quality of instruction as required by the VDOE expects teachers to make connections. Inclusion of disability history provides additional opportunities for teachers to make content relevant to students.

***Ms. Sandy Hermann proposed that the SSEAC make public comment to the Board of Education regarding the Standards of Learning to include disability history awareness. In discussion, it was learned that the role of the SSEAC is limited to providing public comment to regulations pertaining to special education.***

***Ms. Sandy Hermann moved to draft a letter to the President of the Board of Education encouraging the Board to incorporate disability history into the revised social studies***

*standards of learning. Mr. Darren Minarik seconded. It was passed unanimously. Mr. Minarik volunteered to draft the letter for Ms. Lori Black's signature.*

3. *What information do you need to respond to Ms. Atkinson's question related to the use of private placements for students with disabilities? Are there incentives to place students in private placements? What problems should be considered?*

There is not enough information for us to answer this question at this time.

4. *Given what you heard about teacher licensure and proposed changes, should the SSEAC provide public comment when the regulations are released for public comment? If so, what should be considered in the public comment?*

We are concerned about the omission of a PBIS/Classroom Management course as part of the special education add-on licensure for general education teachers, grades 6-12.

We support the additional class requirement/credits for teachers in assessment.

The inclusion of a PBIS/Classroom Management course and the additional requirements in assessment will result in general education and special educators who are better qualified to teach students with disabilities in inclusive classrooms, resulting in better outcomes for all students.

## **Policy and Regulations Subcommittee**

1. *What would you recommend be included in regulations for restraint and seclusion?*

We recommend the following things to be included in the regulations for restraint and seclusion:

- Statewide consistency of use,
- Timely manner of getting regulations promulgated (not take eight years like other legislative acts have in the past),
- 24 hour notice to parents with an incident report to be written out to parents within 24 hours. Calls to parents within hours,
- Approved trainings: example: "Handle With Care"; include non-professional staff such as bus drivers, cafeteria workers, and substitutes,
- Annual training - like CPR/First Aid – include in regulations for licensure,
- Statewide document for recording incidents,
- Add Physical (no cameras) line of sight supervision - no pulling child out of sight,
- Time Out Monitoring currently in private regulations require checking on students every 15 minutes to 10 minutes-re- private,
- Five year phase in for teachers/personal as part of license renewal, and
- Make sure that this is not an incentive to put special education kids in restrictive environments.

2. *Do you want to make public comment on the proposed History and Social Science Standards of Learning? If so, should this be a SSEAC public comment?*

We recommend that the SSEAC send a letter to the Board of Education calling for revisions of the History/Social Studies SOLs to include more in-depth lessons of Disability History.

3. *What information do you need to respond to Ms. Atkinson's question related to the use of private placements for students with disabilities? Are there incentives to place students in private placements? What problems should be considered?*

Additional incentives are needed in order to prevent outside placements resulting in localities serving their own students.

4. *Given what you heard about teacher licensure and proposed changes, should the SSEAC provide public comment when the regulations are released for public comment? If so, what should be considered in the public comment?*

For licensure of special education teachers, additional training is needed on behavior management including FBA, BIPs, restraint & seclusion training.

### **Public Comment Review**

One public comment on the ability of private professionals whom parents have hired to observe in the public schools. There is no authority by the state on observations. Pat Haymes reported that she got a guidance letter from OSEP regarding the availability of observations as a part of an independent educational evaluation.

### **Suggested Agenda Topics for Upcoming Meetings**

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

- Richmond Academy (RCEEA – Richmond Career Education and Employment Academy) Update – **March**
- Special Diploma – **July**
- Legislative Update – **March**
- Informal report from Wyllys VanDerwerker on the use of the provision that allows students with disabilities to purchase technology – **March**
- Analysis of the discipline issues on the crime and violence report – from both general education and special education perspective – **March**
- Credit Accommodations
- Update on Homebound/Home-based Instruction when it is revised
- Services available to SOL track students who have a hard time securing employment or post school opportunities

Ms. Jennifer Cooper made a motion to adjourn the meeting and Mr. Adam Amick seconded. The meeting was adjourned at 11:59 a.m.

Planned dates for meetings include:

March 26 – 27, 2015  
July 23 – 24, 2015  
October 1 – 2, 2015  
December 3 – 4, 2015