State Special Education Advisory Committee
(SSEAC)
Holiday Inn Richmond Airport
Richmond, Virginia

Thursday March 22, 2012

SSEAC Members					
	Present	***Absent***		***Present***	***Absent***
Eva Aikens	x		Sandra Hermann		x
Judy Averill	x		Mona Holmes		x
Darren Minarik	x		Lori Jackson	x	
Michael Carrasco	x		Bernadette Jones		x
Adam Amick	x		Jackie Fagan	x	
Christina Draper	x		Jusolyn Bradshaw	x	
Christy Evanko	x		Jennifer O'Berry-Ham	x	
Fran Goforth	x		Scott Kizner	x	
Melodie Henderson	x		Cynthia Bauer		x
Kathryn Hayfield		x			

Virginia Department of Education (VDOE) Staff			
Doug Cox	Pat Haymes	June Eanes	Cathy Pomfrey
John Eisenberg	Johnelle Torbert	Shelley Loving-Ryder	Mark Allen

Guests			
Beth Haw	Jan Newton	Samantha Vanterpool	PEATC Suzanne Bowers

Call to Order

Ms. Jackie Fagan, Chair, called the meeting to order at 8:36 a.m. The committee members were asked to introduce themselves.

Business Session

Approval of Minutes

The committee was directed to look over the prior meeting minutes. Mr. Darren Minarek asked to

amend the Personnel Ad Hoc Subcommittee Report under point #3—*The higher education representative questioned possible effects of evaluation systems on school systems accepting pre-service teachers in subjects/grade levels where there is SOL testing. Will evaluation systems support acceptance of pre service teachers as part of the evaluation process to counteract potential concerns over student performance on SOL tests in classrooms containing a pre service teacher? Has the state considered this issue when teacher evaluations are tied to student performance? Also, how will co-teaching teams be considered in the evaluation systems in terms of accountability?* Mr. Michael Carrasco motioned to approve the minutes as amended, and Ms. Fran Goforth seconded the motion. Motion was approved as amended.

Review of meeting agenda

There were a few changes to the agenda. The follow up report to public comment was moved to Friday. The bylaws discussion was moved to the June meeting. There was no update from the Attorney General's office.

Assistant Superintendent Report

Mr. H. Douglas Cox, Assistant Superintendent
Division of Special Education and Student Services

Mr. Doug Cox began his report with a General Assembly update. This has been a busy assembly, and there may not be a budget by April. A printout of bills with relevance to Special Education was provided. Three bills with education, but not a special education focus area, follow:

- HB 43 School calendar; local school boards responsible for setting and determining opening of school year. did not pass but had more momentum than ever before. It was noted that 2/3 of school divisions already have waivers, but that only represents 1/3 of students in terms of size. The bill will probably return next year.
- HB 578 (there were other issues, but it ultimately came down to teacher contracts) failed to report out of subcommittee.
- HB 847, which would allow home school students to try out for sports at their designated school failed but will also return next year. There is a similar law in Florida, but Florida has more accountability built into home school provisions than Virginia so it is easier to keep them accountable.

Bills that are more specific to Special Education follow:

- HB 218 would require IEP teams to give stronger consideration to the Virginia School for the Deaf and the Blind when writing IEPs for students with those disabilities. New provisions include that the IEP team should consider whether or not there is a peer group that has the disability and the availability of adult role models with disability. This bill

passed in the House but was continued in the Senate. The final resolution is that it is continued into the 2013 session and will not need to be reintroduced.

- HB 325 focuses on the training of paraprofessionals working with students with autism and was first introduced two years ago. This is the first year it made it out of house appropriations as it has always been killed due to the potential economic impact. The VDOE has been proactive and has already asked VCU ACE to do online training of paraprofessionals. The VDOE worked with the patron to move from the concept of hours to the concept of competency, as the bill originally stipulated 40 hours of training. The final bill includes only aides, but VCU will work to help others. Ms. Christy Evanko asked if the term paraprofessional had been defined. Mr. Cox replied that the bill actually uses the term "aides" now – aides who are assigned to a teacher whose primary responsibility is children with autism. Mr. Darren Minarek said that the term paraprofessional is actually defined in the NCLB Act. The bill states that aides need to complete competencies within 60 days of being hired, but it delegated to the Board of Education the development of standards. Mr. John Eisenberg shared that the plan is to take nationally validated paraprofessional competencies and create 5 modules, tests, assignments, and a certificate provision so that each locality can use the VCU ACE version or develop their own trainings. The bill also stipulates that the training will come at no cost to localities, but there is no money to cover training hours. There is actually no money attached to bill at all. Mr. Eisenberg says that the policy unit will need to make clarifications for situations such as aides who are already in situations and those with placement changes. The bill requires that aides have 60 days to take the training, but it is not clear if those are calendar or business days. The bill, once signed into law will be effective for the 2013-2014 school year.
- HB 382, the Assistive Technology Bill, allows students, who are aging out to keep using their technology by purchasing it at fair market value. This is not mandatory, but an option for school divisions. This bill also allows families or State agencies to purchase new Assistive Technology. The VDOE will help guide the indicator that is used to determine fair market value. The law goes into effect in July.
- HB 400 is also not specifically directed at special education, but had implications for all children. It would have provided for policy work at a local level allowing parents to observe more freely in classrooms. It would have introduced statewide consistency in that area. The bill failed to report.
- HB 1061, the diploma or graduation requirements bill, is the most significant item to Special Education in the GA this year. For the freshman class of 2013-14, the modified standard diploma will be eliminated. The Board of Education is charged with developing regulations that will provide accommodations leading to greater access for students with disabilities to diplomas. Dr. Pat Wright, Superintendent of Instruction, has indicated that Virginia has too many diplomas and the modified standard diploma is not doing what it was supposed to do,

nor is it recognized by the USDE, some community colleges, or the armed forces. This bill has a 280-day enactment clause for emergency regulations. There are current discussions going on about how much of the regulations need to be finalized for the emergency clause. Discussions are also in process regarding adjusting the cut score pass rates, looking at existing alternate tests (e.g. WorkKeys), enhancing locally awarded credits, and accepting work experience. The Board of Education (BOE) does not want to back off on rigor. There is also a need to look at the special diploma, which only requires that the student met the goals of his/her IEP. Some children with disabilities are never going to meet the more rigorous criteria, but those students are often highly capable of independence if given proper curriculum. Mr. Scott Kizner said that lowering cut scores for passing (one of the options on the table) is a disservice and may have effects on students that are not in Special Education, so there needs to be a better way. Mr. Michael Carrasco asked if the BOE was planning to enhance the special diploma or get rid of it all together. Mr. Cox answered that they wanted to develop new criteria rather than getting rid of it. Mr. Darren Minarek asked if diplomas would be tied to post secondary goals. Ms. Christy Evanko indicated that diploma impacts go all the way back to the 2nd grade when IEPs are being developed for those taking the 3rd grade SOLs. If the decision is made at that time for the child not to take the regular SOLs, then this could have unknown impacts on the child's eventual diploma track. Mr. Cox asked that the discussion be tabled and moved elsewhere in the agenda. Ms. Jackie Fagan, Chairperson, approved the tabling of the discussion.

- The Neighborhood Assistance Act, HB 321 and SB 131 focused on tax credits. Mr. John Eisenberg read a summary. The bill passed and is on its way to the Governor for his signature. The new law will give a tax credit in the form of education improvement scholarships, awarded to students who are within the 400% poverty range (which equates to a family of four living on $90K annually or less), and with an IEP. It is a 65% tax credit. This law expands the current act to include students with a disability and redefined poverty to include those with lower incomes. It is expected that $32Million in tax credits will come through the VDOE. The law also includes an accountability stipulation – if a private school is a recipient, they will have to report statistics. There are still a lot of details that need to be sorted out. Mr. Scott Kizner pondered if private schools were regulated enough. The bill will be effective July 2013, but there will be some expansions of the earlier act in July of this year (including adding the children with IEPs). Amendments may still be made by the Governor.

Next, Mr. Cox talked about how tiered interventions – as academic and behavior issues go hand in hand – are blending RTI (Response to Intervention) and ESD (Effective Schoolwide Discipline) into one system. Dr. George Batch, of USF, has provided leadership from his experience in Florida in collapsing PBI and RTI into one. The goal is to look at the whole child through tiered intervention – whole school, class wide, child focused.

Mr. Cox also discussed the work regarding students with mild intellectual disabilities – "gap kids" or "grey area kids" – who are not eligible for VAAP, but have cognitive disabilities and thus cannot pass the required number of SOL tests for the standard diploma. The VDOE has been working on a data-driven white/position paper and hopes to use it to influence policy at the federal level, including ESEA, Title One, NCLB, and IDEA. Unless there is a system of accountability for these students, there will not be the incentive to have a differentiated instructional program. If the student has to take the regular SOL test, they might as well be a part of the regular SOL class, even if it is not relevant to his post-school outcome needs. The white paper is intended to be an incentive for change.

Next, Mr. Cox mentioned the transition forum, which was about technology this year. The content was outstanding, the youth were outstanding, and Mr. Adam Amick and Mr. Darren Minarek's contributions were outstanding. This forum gets better each year.

Lastly, Mr. Cox discussed membership. Ms. Mona Holmes, Region 5 parent representative has resigned, and Ms. Melodie Henderson, Teacher representative is retiring from the SSEAC. Therefore, the BOE will be discussing appointments for Regions 5 and 8 parent representatives and the teacher representative. In addition, Mr. Cox himself will be retiring in July.

Presentations

Training for Drivers of Students with Special Needs

Mrs. June Eanes, Director of Office of School Facility Services

Mrs. Eanes gave a presentation regarding training of transportation personnel, including transporting special needs children. A handout of the curriculum and trainer's manual for special education entitled Special Drivers for Special Children was distributed. Mrs. Eanes welcomes comments regarding the manual via E-mail – June.Eanes@doe.virginia.gov .

Training for Drivers of Students with Special Needs covered the training requirements for school bus drivers across the state. The VDOE trains "Trainers" who return to the local school divisions to train drivers. Also covered were the topics in the special needs portion of the curriculum used by VDOE to train "Trainer."

After the presentation, there was a discussion regarding the rule that children with special needs may be exempt from evacuation drills. Members were not in agreement with this rule. Mr. Adam Amick informed the need for training to be added with regard to service dogs. He also asked if there was a rule against inclusion of typically developing students on the special needs bus. Mr. Doug Cox said that there is no law against it and that it is becoming more common. Ms. Jusolyn Bradshaw remarked that the aides on the buses are provided by locality and their training is not covered by transportation. Mr. John Eisenberg indicated that they will share the VCU ACE training course with localities. After briefly reviewing the Special Needs Curriculum and Training Manual,

Mr. Eisenberg said that content experts in each disability area will be reviewing it to help with updates. Bullying on the bus was discussed, and Mrs. Eanes said that she will have a trainer do a session specifically on bullying.

Public Comment

Ms. Beth Haw spoke about the bullying of children with special needs. She indicated that this was a problem when she grew up, and it has not gotten any better but has even worsened with the advent of the Internet. She indicated that the US is behind in legislation, with few laws that address students with special needs who are two to three times more likely than non-disabled peers to be bullied. Ms. Haw also indicated that there are issues with disabled students defending themselves and getting punished for it. She indicated that bullying impacts the entire learning experience. Ms. Haw asks the SSEAC to encourage implementation of disability awareness, peer buddies, social and emotional support curriculum, with a focus on people-first language and gathering data on bullying of special needs students.

Ms. Christina Draper read a submission from a parent who has a child with chronic migraines that often needs to miss school due to these migraines. Policy states that doctor's notes are needed for illnesses that lead to extended absences, but for a child with a chronic medical issue, obtaining the notes is often impractical. The parent would like the VDOE to waive the policy for students with chronic illness by adding the accommodation to his/her IEP.

Lunch

Presentations Continued

Online Testing in Virginia

Mrs. Shelley Loving-Ryder, Assistant Superintendent
Office of Assessment and School Improvement

Mrs. Loving-Ryder presented an update on SOL assessments. Recent legislation indicates that SOL (and related) assessments must be all online by next year with a few exceptions (locations without online capability, accommodations that cannot be provided online – e.g. large print or Braille, seizure disorder or other aversion to computers, and other exceptions as approved by the VDOE – which have been liberal in the past but will be more restricted in the future, but will include the multiple test session accommodation). The issue with multiple test sessions, as is required for some students with disabilities, has to do with seal codes. They will work with the company in the future to allow seals in different areas in the test, but this is not in the immediate future. Ms. Loving-Ryder also showed the group some sample test questions for the SOL and VMAST.

Ms. Christina Draper asked if they will be interviewing students who will be taking the test. Mrs. Loving-Ryder responded that they do interview students for visual accommodations, but not in

terms of taking the online test vs. pencil/paper. Mr. Adam Amick asked if it would be easier for the students who needed to take the tests in multiple sessions to just continue using the paper/pencil version. Mrs. Loving-Ryder said that it was, but they want to give the students the choice of taking the test online if they want it. Mr. Darren Minarek questioned why there could not be break accommodations (for multiple sessions) in the software. Mrs. Loving-Ryder says the software company has rejected it for the time being. Ms. Draper asked if the writing test would have access to a spell checker. Ms. Loving-Ryder said that they were field testing the writing tests this year and that the software functioned like a word processor. Ms. Draper asked about dictation. Ms. Loving-Ryder answered that a dictation program like Dragon Speech could be used on another program or computer and someone could type it in or transfer it for the student. Ms. Draper asked if the content of the exam would be changed to suit students' abilities. Ms. Loving-Ryder replied that it would not because NCLB indicates that students must be assessed on the same content. Ms. Suzanne Bowers asked if the practice items on the Web site are scored. Ms. Loving-Ryder answered that they are not scored, but there is a guide that is intended to be used by the teacher who is utilizing the practice questions. Ms. Draper asked if the students get their results when they finish the assessment since it is online. Ms. Loving-Ryder said that the results are provided to the schools.

Teacher and Principal Evaluation Guidelines

Dr. Mark Allan, Director of Licensure and School Leadership

Dr. Mark Allan, director of teacher licensure and school leadership, made a presentation on the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers. Copies of the presentation were distributed to the group. Both sets of evaluations have been approved by the BOE, so Dr. Allan showed the group the parallels between the two, but mainly discussed teacher evaluation. He noted that the superintendent evaluation review will begin soon.

Ms. Fran Goforth asked if the weighted calculation for the evaluation was a recommendation or a prescription. Mr. Allan replied that the law states that evaluations need to be consistent with performance standards, and everything else is recommended but not enforced. Mr. Darren Minarek asked if academic progress had measures beyond the SOLs, and Mr. Allan agreed saying that they encourage the use of many types of data and not just the SOL. Mr. Michael Carrasco asked if it was a local level decision whether the school district utilizes the support in math and reading. Mr. Allen responded that the localities are deciding what measures should be included. Mr. Carrasco also asked if local school boards are responsible for signing off on teacher, principal, and superintendent evaluations, and if there is anything that would require them to publicize what measures they use. Mr. Allen replied that they do sign off on them and they have to report on evaluation systems, the number of teachers/principals rated at each level. That information is available on the state Web site, but nothing is required locally regarding posting. He also said that the superintendents sign the standards of quality report referencing that they are implementing the code.

Constituency Reports

Name	Report
Adam Amick	• Met with Chesapeake SEAC to discuss disability awareness month. • The Transition Forum ended this past week. Youth leaders had talked to him about different things and indicated that things are going well. The big issue is technology – wishing they had the opportunity to take their technology with them to college, and glad that the legislation has come about. • April 28 is the planning meeting for the I'm Determined June summit at JMU. • Mr. Amick urges members to go back to school districts and ask the guidance counselors to recommend youth to attend the summit. Go to imdetermined.org for the application. Deadline for submission is April 2. Open to middle/high school students aged 14 to 26. • Other countries have benchmarked I'm Determined because of its success in teaching youth with disabilities how to become self-determined.

Eva Aikens	• Region VI is working on the group meeting scheduled in April
	• Other events:
	  • Danville is having an Autism Speaks 5K
	  • Special Olympics
	  • 2nd Annual field day
	• Region VI is having the same issues as the other regions. They have already been told they will lose an elementary school, and possibly a second (in Danville City). There are concerns with class size and moving students.
	• Thank you to Doug for your service – you will truly be missed.

Judy Averill	• Announcement: DRS is still under order selection but continuing to open up individuals on delayed status, more cases each month, under the category of most severe disabilities. By midsummer, the entire category may open. Mr. John Eisenberg remarked that money should be coming from the commissioner to help open more slots. • There is a concern in field of transition with diploma status changes amid budget cuts that a lot of districts will be cutting the community based piece. We need to protect this piece if students will need work experience for their diploma.
Cynthia Bauer	absent
Jusolyn Bradshaw	HB 1291, which places DC youth schools in the Department of Justice and adults in the Department of Corrections, should not have much of an impact on operations.
Michael Carrasco	• Nothing to report from the Region IV SEAC chairs. • In January, The Governor announced that approximately 500 schools were given an excellence award, 142 of those were from Region IV. • In Alexandria, they are looking at cutting teacher aides and using temps/contractors as aides. • Mr. Darren Minarek mentioned an article about alternatives to overreliance on parapros. He will send out the article.
Christina Draper	• Ms. Draper was asked to start a local Arc chapter in Martinsville (and surrounding counties). The E-mail contact is arcofmartinsville@gmail.com . They received donations for startup costs. They are dealing with the settlement that is moving disabled people into communities from centers, but are having problems with some who won't sign the agreement. • Ms. Draper also received a call from a parent concerned about the Henry County

Name	Report
	SEAC, which has had the same chair for 15 years and no bylaws. Mr. Cox said that the issue is not under the state's jurisdiction, but they can do some local training. He suggested she contact the local superintendent.
Christy Evanko	Region I had a successful group meeting. Many would like for a VDOE or State SEAC member to visit the localities for trainings and meetings. They would also like a way to share information since many are doing the same types of presentations. Ms. Evanko asked Mr. Cox who said he would look into the technology aspect.
Jackie Fagan	• Region VII just held a Special Olympics and had a lot of volunteers despite the weather. T hey raised $27K. • An issue in this region is inconsistent membership in LSEACs. • They have been holding workshops on autism and on brain-based teaching. • The budget cuts are concerning.
Fran Goforth	Local directors are concerned about the actions of the General Assembly and the Governor's office.
Kathryn Hayfield	absent
Melodie Henderson	Teachers have four main concerns 1. Emotional difficulties – request partnering with school system for more supports 2. Assessment avenues that provide multiple test sessions 3. Continuous training specific to disability areas – not just content based 4. Special Education aides being used in classes as a Special Education collaborative teachers, and being accountable for IEP goals; they are afraid to go to supervisors about this
Sandra Hermann	absent
Mona Holmes	absent

Lori Jackson	• Region III just hosted the regional meeting with local directors and SEAC chairs in Tappahannock where they brainstormed in small groups and each group presented their results. All are having the same issues and difficulties, especially dissemination of information. SPED directors have regional meetings, but SEAC chairs do not, so maybe we need to do this once a year, especially with turnover.
	  o Because of turnover, there is difficulty in maintaining a database to be able to contact them. The meeting helped to show them that she is available as their representative to the SSEAC.
	  o The FOIA training portion was a big eye opener – several requested a local presentation.
	• The main concerns in this region are teacher and teacher assistant layoffs and how it will affect Special Education as it affects students in full inclusion (small groups, behavior issues). Will students with disabilities need to go back to self-contained classrooms due to the lack of manpower? They also noted closing of PRCs due to funding.

Bernadette Jones	absent
Scott Kizner	absent

Name	Report
Darren Minarik	• Mr. Minarek has put together an E-mail list of special education educators across the state. The list has grown but there are no specific comments. • Radford University recently presented at the Association for Teacher Educators in San Antonio on the collaboration (Elem ed/SpEd) co-teaching model where they co-place student teachers together in Elementary settings. They are expanding this to middle and high.

Jennifer O'Berry Ham	• SAVE THE DATE REMINDER - VAISEF Spring Conference & Membership Meeting April 26 – 27 Portsmouth Renaissance, Portsmouth VA
	• We have an exciting conference coming up in April with the theme of, "Technology on a Dime." We have about a dozen presentations addressing both administrative issues as well as getting technology into our classrooms. Topics will include:
	  o Government funding program for non-for-profit schools
	  o Developing a technology plan for your teachers to meet VDOE licensure requirements
	  o Bringing technology into the classrooms
	  o iPods
	  o Web 2.0 tools
	  o Wikis
	  o SMART boards
	  o etc
	  o Teaching yourself how to use the new technology
	• Presenters will be from 3 public schools, 4 VAISEF members and 4 vendors. We also have several new vendors exhibiting this year!
	• Registration forms and costs will be available within a week. However, members are able to proceed with making hotel reservations. They can be made with the Renaissance at the VAISEF group rate of $125.00 per night (plus taxes) by calling (757) 673-3000 and identifying your affiliation with VAISEF. The cutoff date for reservations at the group rate is April 11, 2012. Hope to see you there.

(PEATC) Suzanne Bowers	See at end of this document

The Standing subcommittee did not meet

Ms. Johnelle Torbert was introduced to the group. She is the liaison with grants and higher education, working to help fund some of the programs. She is also the liaison to the personnel committee in the SSEAC. She just joined the team last month.

The meeting adjourned at 4:15 p.m.

Friday, March 23, 2012

SSEAC Members					
	Present	**Absent**		**Present**	**Absent**
Eva Aikens	x		Sandra Hermann		x
Judy Averill		x	Mona Holmes		x
Darren Minarik	x		Lori Jackson	x	
Michael Carrasco	x		Bernadette Jones		x
Adam Amick	x		Jackie Fagan	x	
Christina Draper	x		Jusolyn Bradshaw	x	
Christy Evanko	x		Jennifer O'Berry-Ham	x	
Fran Goforth	x		Scott Kizner		x
Melodie Henderson	x		Cynthia Bauer		x
Kathryn Hayfield		x			

Virginia Department of Education (VDOE) Staff			
Doug Cox	John Eisenberg	Susan Trulove	
Cathy Pomfrey	Johnelle Torbert		

Guests			
Beth Haw	Samantha Vanterpool		

Call to Order

Ms. Jackie Fagan called the meeting to order at 8:42 a.m.

Ad Hoc Subcommittee's Meetings

Members of the Ad Hoc Subcommittees met.

Ad Hoc Subcommittee's Reports

Response to Intervention (Rti)

RtI (Virginia Tiered System of Supports VTSS) Subcommittee Meeting

Ms. Lori Jackson, Subcommittee Chair, SSEAC Member reported.

Susan Trulove, VDOE RtI specialist
Adam Amick, SSEAC member

RtI has an academic and behavioral component. Both RtI and the Effective School wide Discipline fall under the umbrella of the new moniker VTSS.

- RtI was reviewed by Susan Trulove for new committee member Adam Amick.
- Reviewed benchmarks in the categories:
    - Leadership
    - Organizational Culture and Structure
    - Monitoring Student Progress
    - Problem-solving
    - Curriculum
    - Instruction
    - Family and Community Partnerships
    - Evaluation Plan

  They were evaluated as either:
    - Emerging
    - Developing
    - Sustaining

Training sessions for the existing cohorts are ongoing.

There are currently four RtI coaches; each coach works with four or five cohort divisions to provide technical assistance and resources to the division and school level. Coaches meet monthly with VDOE staff for training.

Ten RtI Cohort divisions are currently participating in online webinars hosted by RtI Action that are hosted by national RtI experts.

New and Improved RtI guidance documents are still in draft form and are on track to be disseminated to divisions by the end of this school year so that divisions can use them for professional development over the summer.

Upcoming trainings are:
- April: Roanoke focusing on developing and sustaining evidence based, formal and informal communication strategies to improve student outcomes
- June: Richmond, Statewide Institute
- July: Virginia Beach, Fidelity of Implementation

RtI Action network did a meta-analysis of nationwide RtI training modules and other resources that mirror VTSS components. These training resources include video training and links to resources.

This bibliography will be ready in June for dissemination.

Personnel Ad Hoc Subcommittee

Mr. Michael Carrasco reported for the committee; Mr. John Eisenberg provided an update on personnel problems.

Mr. John Eisenberg updated the group with respect to ongoing personnel problems with consortiums (adaptive curriculum, severe disabilities) in trying to maintain stability (retiring professors). Next week he goes to the Office of Special Education programs in DC to pitch a national consortium – training for low incidence programs across nation. At the June meeting he should have a report on this. Mr. Darren Minarek asked if something can be added to the teacher evaluations with regard to credit for taking on student teachers, as some teachers are reluctant. Their reluctance stems from the negative impact on student testing that is reflected in the evaluations. Mr. Cox replied that there are always opportunities to provide good ideas to localities. Mr. Minarek stated that he is concerned that higher education would lose opportunities for student teachers if teachers were worried about dropping test scores and their effects on evaluation.

Constituency Involvement Ad Hoc Subcommittee

Ms. Christina Draper reported for the subcommittee.

Three of the regions have now completed their group meetings, and there are meetings scheduled for regions 4 and 5 in the coming week. Region 4's meeting will be in Fauquier County on March 27, and Region 5's meeting will be in Waynesboro on March 29. Regions 6 and 7 will have their meetings the last week in April. Region 8's meeting is on hold due to the open parent rep position. The group discussed the option of continuing the meetings on a bi-annual basis. More discussion on this point will be held when Dr. Suzanne Creasey is available.

Application for Part B Funds

Mr. Doug Cox recently sent out an E-mail asking for public comment on how the VDOE plans to utilize funds included in the Part B package. They are required to have the application available for public review for 60 days and for public comment for 30 days, and he is trying to improve methods of disseminating the information. The SSEAC representatives sent out the information and some questions came back. The last several years, the VDOE received the spreadsheet but never got the allocation in time, so prior year figures are used as a proxy. This is not an issue since it does not change much over the years. Most of the money flows through to the localities, but a certain percentage is set aside for administration. Mr. Cox asked the members to please look at the information that was sent. He notes that they are not bound to the allocations and can make legitimate budget adjustments. Members of the public are free to call Mr. Cox with any questions.

Public Comment Review

Two public comments were made at Thursday's meeting regarding bullying and absences. The board appreciates these comments, and they will be forwarded to the appropriate departments. The Department of Education is trying to have more proactive leadership in terms of bullying and recently did a study to analyze local programs. The study did not get as much reaction from the General Assembly as expected, but it yielded good data to go forward. There will be a model policy for localities to look at. This public comment helped to reinforce the work the VDOE is doing.

Future Agenda Items

Future presentations for the June meeting will be on delivering speech therapy via Web cam and the VCU ACE parapro modules. Mr. John Eisenberg will also report back from his meeting with OSEP on distance learning and the national consortium. The list discussed in July in the Executive portion of the meeting was re-read.

Ms. Christina Draper made a motion that all children with disabilities participate in all evacuation opportunities. Ms. Christy Evanko seconded the motion. All were in favor. Mr. Doug Cox indicated that it will be added to the annual report.

Future Meeting Schedule and Locations

- June 21-22, 2012
- September 27-28, 2012
- December 6-7, 2012

Meeting Adjourned

The meeting was adjourned at 10:21 a.m.

Meeting Attendance

MEETING DATE	2/10	4/10		7/10		10/10		2/11		4/11		7/11		9/11		12/11		3/11							
THURSDAY/FRIDAY		T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F
Eva Aikens	MEETING CANCELLED - SNOW							A	A			A	A			A	A								
Adam Amick																A	A								
Judy Averill				A	A			A				A	A						A						
Cynthia Bauer																A		A	A						
Jusolyn Bradshaw																A									
Michael Carrasco														A	A										
Christina Draper								A	A			A	A			A	A								
Christy Evanko															A										
Fran Goforth																									
Kathryn Hayfield																		A	A						
Melodie Henderson		A	A							A	A			A	A										
Sandra Hermannn										A	A							A	A						
Scott Kizner											A					A	A		A						
Mona Holmes				A	A									A	A	A	A	A	A						
Lori Jackson								A	A						A										
Bernadette Jones		A	A			A	A	A	A	A	A	A	A	A	A	A	A	A	A						
Jackie Fagan												A	A			A	A								
Jennifer O'Berry-Ham				A	A							A	A												
Darren Minarik																A									

Virginia State Special Education Advisory Committee March 22-23, 2012
Suzanne Bowers, Executive Director
Parent Educational Advocacy Training Center (PEATC)

PEATC is the federally funded parent training and information (PTI) center since 1978 established under the Individuals with Disabilities Education Act serving families of children with disabilities birth to age 26 across the Commonwealth of Virginia.

PEATC materials and services are recognized nationally as practical, child-centered, and grounded in the firm belief that children with disabilities can reach their potential when parents and schools enjoy an equal and respectful partnership. Outreach efforts target the needs of Virginia's culturally-linguistically-geographically diverse communities and families.

PTI Highlights

1. **Information and Assistance** – Year 3 Benchmarks.
   - Monthly minimum: 597
   - Quarterly Minimum: 1,792
   - Year 3 Minimum: 7,166
   - Intakes:
     - October 2011 – 986
     - November 2011 – 1,025
     - December 2011 – 1,037

2. **Staff Updates-**

- As reported earlier, Suzanne Bowers has capably taken the helm as PEATC's Executive
- Director
- Emily Steinau, parent of a daughter with disabilities and Industrial Organizational Psychologist, is the new Information Specialist
- Irene Moore has returned to PEATC as the Administrative Coordinator

3. **Training –**
   - **Continuation of Lunchtime Learning Series–** webinars conducted by PEATC staff on topics requested by families – including:
     - The Elephant in the Room – Communication Workshop
     - Evaluation: the Four Step Record Decoder
     - Secondary Transition Assessment

   - **Ready Talk** – interactive webinar with Suffolk families gathered at the local PRC – discussion on How to Talk so Schools Will Listen and Listen so Schools Will Talk.

- **Additional popular training requests:** Puberty and Sexuality: the Journey to Adulthood (Charlottesville PRC), Why Social Media Matters to Families (Transition Forum), Understanding Special Education (Caroline PRC), Positive Behavioral Interventions (Colonial Heights PRC)

- **Cafecito** – Basics of Behavior Intervention Plans (Spanish presentation by William Reichhardt, Esquire

- **Cafecito** – Assistive technology with presenter Estela Landeros, TTAC, Region 4, GMU. (25 parents took turns using 16 computers!)

- **IEP Clinics:** For Latino families -March 14 and 22nd.

4. Technology

Website – 15,788 unique visitors from Dec., 2011 to Feb., 2012
Facebook – we have 866 fans and average 356 weekly visits.
Twitter – We now have 94 followers up 17 from the last report**.** The Twitter feed is directly linked to Facebook, so each time a Facebook status/post is updated it appears on Twitter as well.

5. Outreach Highlights

- Guiovanna Berni represented PEATC at the Regional Mexican leaders meeting – Mexican embassy 12,211
- Guiovanna is engaging in a comprehensive outreach strategy with Latino:
    - National and Community Latino leaders,
    - Parent leaders,
    - Religious leaders
    - healthclinic professional
    - neighborhood organizations
    - school leaders
    - organizers of community fairs

Through these multiple traditional and non-traditional venues, PEATC is reaching a continuously increasing number of Hispanic families of children with disabilities.

6. Trend – Multiple Intakes regarding Behavior issues. Children are being help to codes of conduct that are not meaningful to them. Parents are confused because their children have not been taught – or their child's disability interferes- with their ability to abide by these guidelines. Resulting disciplinary actions seem punitive and provide no resulting change in behaviors.