

State Special Education Advisory Committee (SSEAC)

Holiday Inn Select Koger Center
Richmond, Virginia
April 15-16, 2010

Thursday April 15, 2010

SSEAC Members					
	Present	Absent		Present	Absent
Eva Aikens	x		Mona Holmes	x	
Judy Averill	x		Lori Jackson	x	
Mike Behrmann	x		Bernadette Jones		x
Suzanne Bowers	x		Jackie Myal	x	
Bob Chappell	x		Jacqueline Nelson		x
Mary Ann Discenza		x	Jennifer O'Berry-Ham	x	
Christina Draper	x		Peter Squire		x
Fran Goforth	x		Tamara Temoney		x
Melodie Henderson		x	Carletta Wilson		x
Sandra Hermann	x				

Virginia Department of Education (VDOE) Staff			
Pat Abrams	Suzanne Creasey	Gloria Dalton	Cindy Cave
Cathy Pomfrey	Tara McDaniel	John Eisenberg	Susan Trulove
Shelley Loving-Ryder	Paul Raskopf	Susan Cumbia Clare	Doug Cox
Tara McDaniel			

Guests		
Carolyn Beckett -PEATC	Terri Webber Minnick Education Centers	Beth Haw
Hettie Garrow-The Pilot	Samantha Vanterpool -OAG	Kara White
Aspiring SPED Leaders	Dale Mann	

Call to Order

Dr. Mike Behrmann, Chair, called the meeting to order, and members of the SSEAC introduced themselves. Mr. Doug Cox welcomed Dr. Pat Addison and the Aspiring Special Education Leaders. Dr. Addison was asked to share information about the program with the SSEAC, and the members of the group introduced themselves.

Mr. Cox introduced Tara McDaniel, Specialist in the Teacher Education office at VDOE, who replaced Dr. Pat Burgess. She will be working with the personnel subcommittee of the SSEAC.

Dr. Behrmann commented on meeting room internet access and asked everyone to be aware of speakers instead of working on computers.

Business Session

Dr. Behrman determined and announced that a quorum of members was present.

Minutes

The minutes of the October 2009 meeting were approved as written.

Motion: Jackie Myal

Second: Sandy Herman

Operational Procedures and By-Laws

Dr. Behrmann reviewed the changes that had been made in both Operational Procedures and the By-Laws documents. He asked if there were any issues. There was some discussion regarding changes from last meeting. Dr. Behrmann reviewed member vacancies and stated that applications would be presented to the Board of Education at its July meeting.

Membership Update

The membership list was reviewed looking at term endings.

Subcommittee Assignments

Dr. Behrmann reviewed the committee matrix and asked members to let him know if they wished to be moved to another committee.

Annual Report

Dr. Behrmann said that the goal is to have the Annual Report finished at the end of the July 2010 meeting. Mr. Cox said the report probably will be presented to the Board of Education at its September meeting. Dr. Abrams reminded members they would be working on the report at the

subcommittee meetings at this (April) meeting. The report would consist of information from the July 2009, October 2009 and the April 2010 meeting. The February 2010 meeting was not held due to bad weather.

Follow-up to October Public Comment

Ms. Beth Haw – Concern was with regard to disproportionate number of suspensions for students with special needs. Dr. Abrams followed up regarding data and programs that were sent to this parent that shows a reduction on these cases. This information will be reviewed at the July SSEAC meeting

State Operated Programs Annual Plan Review

Dr. Abrams reviewed procedures and announced that the committee will be meeting May 11. The meeting is open to the public although there will be no opportunity for public comment. The Virginia School for Deaf and Blind in Staunton is now its own entity and is not a part of this plan review

Subcommittees

The groups will be meeting on Friday morning.

Presentations

Mr. Cox provided a brief overview of the purpose of the Joint Legislative Audit and Review Commission (JLARC) and shared their focus on autism. He announced that the first status report was submitted to the Senate Finance Committee. He then introduced Mr. John Eisenberg, Director of Instructional Support and Related Services, who provided a review of the JLARC study.

Joint Legislative Audit and Review Commission Study on Autism

Mr. John Eisenberg

Mr. John Eisenberg, the Director of the Office of Instructional Support and Related Services, reviewed the major recommendations in the JLARC report on Autism Spectrum Disorders (ASD). He highlighted the major work that VDOE has drafted to implement the JLARC recommendations. Mr. Eisenberg also provided SEAC members with Virginia's demographic data on students with ASD as well as led some group discussions on major initiatives to address the functional and academic needs of this growing population.

Break

State Assessment: VGLA Stakeholder Meeting Report

Mr. Doug Cox and Ms. Shelley Loving-Ryder

Mr. Cox introduced Ms. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment & School Improvement. Ms. Loving-Ryder provided an update of the Virginia Grade Level Alternative (VGLA).

- The Virginia Grade Level Alternative (VGLA) was first implemented in 2004-2005 in response to the *No Child Left Behind Act of 2001*. The intention was to provide another assessment option for students in grades 3-8 who were learning grade level content but who were not able to demonstrate achievement in a multiple-choice format because of their disabilities.

She reviewed participation data and discussed concerns including:

- High participation rates for students with Disabilities
- Pass rates that are not comparable to SOL pass rates
- Problematic procedures used to collect work samples for the Collections of Evidence

Public Comment

Two people indicated they wanted to make public comment.

Cherese Jenks from Virginia Beach City Schools expressed concerns about inconsistency in requirements to include curriculum on the history of individuals with disabilities who have paved the way for those today with disabilities.

Kara White from Virginia Beach City Schools expressed a desire to have disability history included in state curriculum requirements.

Lunch

Mr. Doug Cox presented a certificate to Dr. Robert Chappell who will be retiring and leaving the SSEAC. Mr. Cox expressed his appreciation for Dr. Chappell's service to children with disabilities as well as his service as a member of the Virginia State Special Education Advisory Committee.

Parent Involvement Survey – Indicator 8

Mr. John Eisenberg

Mr. Eisenberg provided SEAC members with a summary of the Virginia Department of Education's (VDOE's) approach to implementing Indicator 8 in the state special education performance plan. Indicator 8 measures the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Mr. Eisenberg provided the SEAC members with historical data on our state targets and results from past surveys. He informed members of the new survey approach as

well as copies of the new survey items. Dissemination plans and technical assistance supports were also discussed. Survey results will be available after the survey's completion at the end of September.

State Performance Plan – Annual Performance Report

Mr. Paul Raskopf

Mr. Raskopf distributed a handout and provided a brief update on the State Performance Plan-Annual Performance Report.

- Currently VDOE is providing clarification
- He reviewed Indicators
- VDOE will begin to collect data for this year from school divisions - July 2010

State Discipline Data (Indicator 4)

Ms. Susie Clare

Ms. Susie Clare reviewed the federal requirements for data analysis related to the discipline of students with IEPs. There are two analyses required:

- 1) Indicator 4A of the State Performance Plan/Annual Performance Report requires each state to determine if a locality has a “significant discrepancy” in its rate of suspension and expulsion of students with IEPs and if there were policy/procedural violations that contributed to that discrepancy. Virginia compares the rates of suspension and expulsion of students with IEPs in each locality to the state average and requires school divisions to document a review of policies and procedures to identify any violations.
- 2) Each state is required to determine if a locality has “significant disproportionality” in the frequency, duration, and incidents of disciplinary actions across race/ethnicity. Those school divisions determined to have significant disproportionality are required to utilize 15% of their federal special education grant for Coordinated Early Intervening Services.

Response to Intervention Implementation Update

Dr. Dale Mann, Managing Director of Interactive, Inc. gave the Year 1: Summary Report regarding RtI implementation at the 15 pilot schools. His report included:

- 10 schools reported an average of 8 fewer referrals to special education
- schools reported an average of 81 fewer behavior incidents
- 7 out of the 15 pilot schools are both planning and implementing RtI.
 - o 3 schools are implementing RtI
 - o 5 schools are in the planning stage of RtI
- The divisions sponsoring the pilot schools intend to add 13 new schools to RtI

Break

Assistant Superintendent's Report

Mr. Doug Cox provided a brief review of several issues:

- Provided a Legislative Update
- Reviewed OSEP Verification Visit Report
- Reviewed “Show Your Spark” program - there is a website- www.sparktop.com ; Dr. Garfield developed this program –works well with the “I’m Determined” initiative. The department paid for 60 assembly programs which have been held in more than 24 school divisions.
- Transition Forum – over 900 people were registered; 3rd year for youth summit and 2nd year for parent summit
- Virginia Academy of Special Education Symposium (VASE)
This year is the third year; VASE is an advisory group and research clearinghouse that works on behalf of the Virginia Department of Education. This symposium represents an annual event for the VASE, during which time the founding members from the special education faculties of Virginia’s colleges and universities will present and lead discussions on current issues in the field.
- Reviewed status of Virginia School for Deaf and Blind – Hampton is closed, and Staunton is now a separate entity – VDOE continues to monitor the education piece, not the day to day supervision
- Contracted with ODU to complete a survey regarding programs for students with emotional disabilities – teachers, principals, directors, parents
- SIM/CLC Update
 - Focus on adolescent literacy
 - System of demonstration sites around the state
 - 2005: Botetourt County and Hanover County
 - 2009: King William County and Culpeper County
 - 2010: Manassas City and Tazewell County

Constituency Reports	
Name	Report
Eva Aikens	Oral
Judy Averill	None
Mike Behrmann	Hears from constituents – communications between SEAC and SPED administrators – assists in improving communications
Suzanne Bowers	Fairfax County According to parents, there are two big issues in Fairfax County. • Local Screening Committees are telling parents (two incidents in the past week at different schools) that timelines begin the day of the LSC meeting, not the day of receipt of the referral. • Local Screening Committees are telling parents that they are mandated to do RTI before they can refer for Special Education evaluation. This case was even taken to an Administrative

Constituency Reports	
Name	Report
	Review, where the “professionals” told the family that the school is correct about this mandate.
Bob Chappell	None
Mary Ann Discenza	Absent
Christina Draper	• A parent is very concerned about her son services. He has a communication disability and only receives speech therapy once a week for 30 minutes. Because of his speech impairment he has falling behind in reading comprehension and cannot past academically in his class. She was told by her local school division that the reason he only receives speech therapy once a week for a 30 minute session because that is of s[peech pathologists in the school division. The Parent is concerned because of the lack of resources in the school that they are setting her son up for failure. She is worried that if her son does not get the adequate speech therapy he needs he will continue to fall further in grade level. He has also been denied the right to see if he qualifies for alternative assessment and or testing accommodations. The parent is very concerned that if he does not receive more speech therapy and testing accommodations that by the time he goes to middle school & high school he will be so frustrated & behind academically He will not be able to obtain a college education or worse drop out of school. Therefore he will just become another statistic of a student with a disability who did not graduate from high sch.ool because he fell through the cracks. This will mean he will be u nprepared for life outside of public school. Not only will the lack of resources in speech pathologists and other accommodations she has requested on behalf her son in his IEP affect him academically right now if he continues to receive inadequate services in speech and other services he needs due to lack of speech pathologist and other resources, not only is he being set up for failure and unsuccessful in academics and in his childhood he will also have an unsuccessful adult life. This is the parent’s biggest concern. • Henry County has collaborated with a non-profit organization called “Friends of Philpot” to build the first ever disability creek resort. Bowens Creek will have beach wheelchairs for the sand; they are completely reconstructing the parking lot & nature trail to be level & smooth. They are installing an elevator for the boat dock on the second level; they are building a \$125 thousand dollar totally accessible playground for all children with & without disabilities. There will also be Braille signs along the nature trail for persons with visual impairments utilizing the trail. There has been a contract signed by “Friends of Philpot” & a local engineer group in Henry County that states must maintain the creek after the project has been completed & “Friends of Philpot” move on to another project. In order to start the renovations at “Bowens Creek” “Friends of Philpot” have requested funds from the “Harvest Foundation,” other non-profit organization, major businesses, and other major corporations in the area. Frith Construction Company has accepted the project which is set to be completed & reopened by next season June or July 2011. • I will be giving a presentation on April 19, 2010 the presentation is titled “I Want a Good Life.” This presentation will be held at a non- profit organization called “We Care” in Martinsville, Virginia. This presentation promotes young persons with disabilities to make their own goals for what they want in their lives for example where & with whom they want to live. What classes they want to take, their likes & dislikes etc. There is expected to be 30

Constituency Reports	
Name	Report
	people on attendance.
Fran Goforth	- Budget discussions seem to be consuming a great deal of time for most administrators in school divisions. Cuts are forecasted for both regular education and special education for the upcoming school year and most likely for the 2011-12 school year when the stimulus money runs out. The local directors of special education have been discussing the issues related to the local maintenance of effort that is required for all LEAs. - The VCASE spring conference will be held in Virginia Beach May 26th through May 28th. The keynote speaker is Dr. Tom Jenkins and the title of his presentation is entitled: RtI Sustainability: Critical Questions, Tools and Resources.
Melodie Henderson	Absent
Sandra Hermann	Oral
Mona Holmes	- In March, PREP-Charlottesville co-hosted the "Sprout Film Festival". This is a company that tours the country promoting the film talents of people with disabilities. This was the second year PREP has hosted and the attendance was good. PREP is also working on the third annual "Live and Learn" conference/Resource Fair to be held in November. - Many of the SEAC groups from Region 5 are reporting low attendance. Everyone is looking for creative ways to attract parents out to meetings. What we have come up with is a "gathering"! This will be held at one of the elementary schools. We will provide dinner and childcare. Hopefully, this will bring about more parental interest. - Everyone is concerned about what affect the budget shortfall will have on resources for our children in special education. In Fluvanna, we have 27 students identified with Autism but only have 2 Autism specialists hired. - At our last SEAC meeting in Fluvanna, we discussed the need for more disability education in our schools. Last year the Superintendents Memos came but in mid-September stating Disability Awareness Month was in October. This was rather short notice. So this year we are getting started early and have begun discussing ways to promote awareness throughout October.
Lori Jackson	- As with most regions we are facing some tough budget cuts. This has been the most hot button topic of discussion at local SEAC's. Many of the communities in Region 3 have had town hall meetings to discuss budget cuts and discuss solutions to this issue. One of the things that has been made clear at the town hall meetings that I attended is that community partnerships will be need to be fostered. - Among the community partnerships that have been fostered so far in region 3 have been ensuring inclusion in community programs, such as the local YMCA's, Library Youth Programs, Bay School of Arts, Dream Catchers Equine Therapy as well as sharing of educational resources among the local SEACs. - Since the last SSEAC meeting, I attended the Virginia Parent Resource Center conference in Staunton where I was able to network with the Parent Resource Centers in and around Region 3. I was encouraged to see the sharing of resources among the participants at the conference. - In Mathews County SEAC has worked with the local 4-H and Parent Resource Center to

Constituency Reports	
Name	Report
	create an after school enrichment program called Brain Works in which children ages 9-14 look at how the brain functions in relation to a disability such as vision or hearing impairment. We have also started handing out folders to help them keep their information in one place. • Our next goal is to have more parent involvement beginning with Kindergarten screening next week.
Bernadette Jones	Absent
Jackie Myal	Oral
Jacqueline Nelson	Absent
Jennifer O'Berry Ham	April is Autism Awareness month. Service providers in the private sector are seeing the increase in referrals for these students, and many are specializing in this population. Many of our facilities provide ongoing training in this area, but specifically this month, there are a number of events taking place in our facilities to increase awareness for Autism. Please look up activities taking place in facilities in your area. For example, Rock Out for Autism Awareness in Roanoke on April 25 is one that will benefit Autism Speaks, as well as Minnick Education Center's Autism programs.
Peter Squire	Absent
Tamara Temoney	Absent
Carletta Wilson	Absent
(PEATC)	Information and Assistance: PEATC is Receiving Calls from All Regions of the Commonwealth of Virginia • From October, 2009 through March 2010 PEATC received more phone calls and emails from parents and professionals in all regions of Virginia. The total number of intakes for the first quarter of the PTI grant was 1,952 intakes. The total number of intakes for the second quarter of the PTI Grant Year 1 ending March 31, 2010 is 2,395. The target number for Year 1 of the grant is a total of 6,500 intakes; therefore at 50% of the year, we are at 67% of our goal. IEP Checklist for iPhone • PEATC developed an IEP Checklist for the iPhone and iPod Touch. The IEP Checklist lays out the IEP components with simple explanations paraphrased from the original statute as identified at http://idea.ed.gov. The app is available in Spanish and the product is free of charge to all users. There have been 5,563 downloads and interest in replication in Canada. NEXT STEPS Transition Program • The 2010 Transition Webinar Series has enjoyed a great response with 1008 people registered as of March 1, 2010. There have been numerous requests for Community Rehab Credits (CRC) and Continuing Education Credits (CEC). • PEATC Transition Project Coordinator Catherine Burzio who will be presenting on NSTTAC Summary of Performance webinar in late March. PEATC Transition Project Director Cathy Healy will present in late May the PEATC Next Steps program to a national

Constituency Reports

Name	Report
	audience of the OSEP Funded Exiting Community of Practice - IDEA Partnership hosted by the National Association of State Directors of Special Education (NASDSE). Outreach to Richmond, Central and Southeast Virginia - At Richmond city and south Virginia regions we have been implementing an intensive outreach program for minorities with media coverage (local radio programs and newspapers), creating new partnerships with schools system and strengthening our previous partnerships. As result of this we will have a series of workshops both English and Spanish for families of those areas in the next three months. We have already presented special education workshops in Norfolk. Understanding Special Education in Spanish will be presented this week for Latino families in partnership with Richmond City Public Schools. Media Coverage - PEATC has appeared on UNIVISION television and two radio programs in the last month. We also have a Spanish media contacts list for Virginia and are reaching out to get the message out about PEATC. Latino Parent Leadership Group - A leadership group for Latino parents, who have children with disabilities, was born as an initiative from PEATC back in 2007, when a group of Spanish speaking parents in the Northern Virginia area, started meeting regularly. We will formalize their leadership training with Parents as Collaborative Leaders training on April 17th. TRENDS Increase of Calls from Parents of Children Who Are Targets of Bullying - It is hard to know if the news story of Phoebe Prince, the 15-year old girl in Massachusetts that committed suicide in order to escape the intense bullying she was suffering is the reason for the return of a trend within the calls and emails to PEATC on the topic of bullying. However, there have been several calls to PEATC from parents looking for guidance on what to do for their student who is being targeted for bullying. The types of bullying the students are experiencing vary from physical (pushing, shoving, knocking books, and throwing food) to name calling and texts on cell phones. PEATC works with the families to give them information on putting their concerns in writing, accessing the high-quality resources offered by PACER, the Minnesota PTI, as well as offering a list of advocates whom the parent may need in order to have a third-party communicate the parent and student's concerns to the school. Follow-up will be done in the month of April with the parents of these students to assess the outcomes for each child. Changes in FERPA Beginning to Create Communication Snag - PEATC has heard from many Virginia parents and professionals that at the beginning of this school year, September 2009, they were informed that a teacher is no longer allowed to communicate with parents via email. A few of the reasons given by the various school administrations to the parents and teachers are: - Due to the changes in FERPA (Family Educational Rights to Privacy Act) in December 2008, all emails that have personally identifiable information (student name, student ID, etc.) must be printed and put into the student's educational file; - Confidential information pertaining to a student could be at risk of being sent to an incorrect recipient and; therefore, be a liability issue to the school for violating FERPA; - With schools facing severe budget cuts, the expense of printing each and every email

Constituency Reports	
Name	Report
	received and/or sent by every school personnel member that pertains to a student could put an undue burden on their budget to cover the cost of paper. This issue is denying parents of students in special education the convenience and consistency of email which is increasingly used by teachers and parents of typically developing students. PEATC is researching this dilemma. In the meantime, PEATC's in takers have offered the suggestion to parents that they call or write a note to their child's teacher and ask how the teacher would like to communicate information about a student between home and school.

Friday April 16, 2010

SSEAC Members					
	<i>Present</i>	<i>Absent</i>		<i>Present</i>	<i>Absent</i>
Eva Aikens	x		Mona Holmes	x	
Judy Averill	x		Lori Jackson	x	
Mike Behrmann	x		Bernadette Jones		x
Suzanne Bowers	x		Jackie Myal	x	
Bob Chappell	x		Jacqueline Nelson		x
Mary Ann Discenza		x	Jennifer O'Berry-Ham	x	
Christina Draper	x		Peter Squire		x
Fran Goforth	x		Tamara Temoney		x
Melodie Henderson		x	Carletta Wilson		x
Sandra Hermann	x				

Virginia Department of Education (VDOE) Staff			
Pat Abrams	Suzanne Creasey	Tara McDaniel	Cindy Cave
Cathy Pomfrey	Tara McDaniel	Doug Cox	Susan Trulove

Guests		
Carolyn Becket -PEATC	Samantha Vanterpool -OAG	Aspiring SPED Leaders
Hettie Garrow-The Pilot		

Call to Order

Dr. Mike Behrmann called the meeting to order. He shared that a public comment had been received by e-mail Thursday evening.

Dr. Behrmann asked Dr. Abrams to advise the group on procedures to use for subcommittee work on the annual report. Members then divided into groups to work on their respective parts of the annual report.

Ad Hoc Subcommittee's Report

Constituency

Ms. Christina Draper reported for the Constituency Subcommittee. The Constituency subcommittee identified challenges related to communication between regional parent representatives on the SSEAC and the chairs of local special education advisory committee in their regions to determine if

there are concerns or issues that need to be brought to the state special education advisory committee. Since e-mail is the most efficient and cost effective way to communicate with local SEAC chairpersons, it was suggested that the Department secure both telephone numbers and e-mail addresses for all local SEAC chairpersons to distribute to each regional parent representative. This information has not been included as a part of the information collected through the Annual Plan process. The Office of Dispute Resolution and Administrative Services has been assigned the responsibility for technical assistance and communication with local SEACs and has requested local e-mail information. Once this information is collected, the parent representatives on the SSEAC will be provided the contact information for those SEACs in their respective regions. Once the regional parent representatives have this information, they will forward the information announcing quarterly meetings of the SSEAC, as well as other relevant information that they receive both locally and at state meeting to their local SEAC counterparts. The Constituency subcommittee also recommends that the Office of Dispute Resolution and Administrative Services communicate to all SEAC chairs the name and contact information for the SSEAC parent representatives from their respective regions. Due to the importance of effective communication between SSEAC parent representatives and their local counterparts, they recommend that an operational template be developed to guide their interactions and follow-up appropriately with information they receive.

Personnel

Ms. Jennifer O'Berry-Ham reported that the Personnel Subcommittee discussed Chapter 202 [H2224] Approved March 27, 2009 by the General Assembly, which states that the "Advisory Board on Teacher Education and Licensure, in consultation with the Department of the Blind and Visually Impaired shall make recommendations to the Board of Education and the Chairman of the House Committee on Education and the Senate Committee on Education and Health regarding certification of Braille instructors." The IDEA mandate states that Braille instruction should be provided to students with visual impairments unless the IEP team determines, after an evaluation, that Braille instruction is not appropriate for that student. Concerns were raised regarding teacher preparation in Braille instruction, maintenance of skills for Braille instruction, and the evaluation instruments used to make determinations.

This subcommittee was asked to make recommendations regarding what this certification may look like for both pre-service and in-service teachers. These recommendations will be added to the list of recommendations made by the ABTEL subcommittee. In lieu of an additional assessment for certification in Braille, the sub-committee reviewed the current licensure requirements for a teacher of Visual Impairments in VA. In addition to other requirements, these include two required Braille courses. The first is a Foundation of Braille, and the second is an advanced Braille course. These courses have been deemed appropriate for Braille instruction preparation. The subcommittee made a recommendation that these two courses may serve as the certification requirement for pre-service teachers. For in-service teachers only having a foundations course, this may mean that they would need to take the advanced course requirement. Grant options or other payment options should be considered so that this course would be at no cost to teachers. Additionally, it was recommended that at the time of teacher recertification, an on-line course/training option should be considered as a

requirement to train and maintain skills in the use of Braille.

RTI

Ms. Lori Jackson reported that in July 2009, Dr. Cynthia Cave and Ms. Susan Trulove provided an update on the progress with the RtI statewide pilot program. They introduced the 15 RtI pilot divisions, and the criteria for school selection. Two statewide RtI institutes for the selected school divisions met in July 2009 in Roanoke and Williamsburg. In October 2009 members were informed about additional materials posted to the Response to Intervention (RtI) website:

<http://www.doe.virginia.gov/VDOE/studentsrvcs/RTI/> . The committee requested that the Virginia Department of Education provide additional information to the entire SSEAC committee regarding the process and data collected with the pilot RtI sites.

Public Comment Review from Thursday a.m. and Thursday p.m.

Mike Behrmann read the public comment received Thursday evening by e-mail.

Catherine Ivy Kennedy expressed a concern regarding disability education curriculum. With October being Disability History and Awareness month (resolution 321), she would like for SSEAC to find out what is being done to follow this resolution in schools.

SSEAC supports the inclusion of Disability History into VA curriculum. It is more difficult to change SOLs. Dr. Abrams indicated that disability history is currently broadly referenced in the current SOLs, but does not specifically state disability history.

Suggestions for Future Agenda Items

Suggestions for Next Meeting:

- SSEAC would like to see final performance data and significant disproportionality data
- Report on Disability History
- Information on Modified Curriculum
- VMAST update

Dr. Bob Chappell suggested that the SSEAC select a current student from each region to sit on the committee in the future. Doug Cox commented on the students that attended the Youth Summit as potential prospects. These students were also the ones who had the governor proclaim October as Disabilities History month. They may be able to assist with curriculum.

Other Topics for Future Meetings:

- Grade policies
- Off level assessments
- More communication with local SEAC
- Looking at local profile assessments

- Autism Programs
- Parent Survey results
- Personnel prep activities in the state
- ED study results
- Updates on Restraint and Seclusion

Future Meetings

July 15-16, 2010 – Tentatively @ Airport Doubletree

October 14-15, 2010

February 10-11, 2011

April 14-15, 2011

July 14-15, 2011

Motion to Adjourn: Christina Draper

Second: Bob Chappell

Meeting was adjourned