Action Plan Review Minutes
SEAC Subcommittee Meeting
Nov. 13, 2019
TC Williams Principal's Meeting Room

Attendees: Mike Behrmann (Chair), Sandra Strachan-Vieira, Jeff Zack, Abena Durity,
Cindy Hart, Pree Ann Johnson

6:05 pm Meeting Opened

All present were highly familiar with both the PCG report and the VDOE report so review was
not needed.

Stated goal of meeting: to assess if the Action Plan responds to the needs discovered; to assess
further action that SEAC might request

Overall the subcommittee found the Action Plan to be a high level document without specifics
on activities, responsible personnel, due dates and metrics to evaluate progress. The group
could not assess if the Action Plan responds to all of the needs identified in the PCG and VDOE
reports. Tracing evaluation findings to actions in the Plan was difficult. The following items are a
summary of comments by the subcommittee and the SEAC to improve the Action Plan and
subsequent Working Plans. Lists of missing elements and questions are at the end.

Connection of Action Plan to reports
- An index or matrix of some sort is needed to see which parts of Working Plan address
  the various needs listed in the reports
    - Linkage of findings to activities: The goal of the committee was to assess if the
      Action Plan addresses all of the findings of the PCG/VDOE evaluations. The plan
      was grouped into the same high level headings as the PCG report but has no
      direct line from each finding to the specific actions in the plan. SEAC would like a
      traceability matrix which draws a direct line from each finding to specific actions
      that are supposed to resolve the finding. Such a matrix will ensure that all
      findings are being addressed and all actions are addressing at least one finding.
      Without a traceability matrix, we risk not addressing all findings, which would
      prevent gains in performance of students with disabilities.

Working Plan
Though Working Plans are not yet available, the subcommittee wants to be sure that they
provide the following:
- Activity owners: one staff position responsible for each action (consider color coding so
  that it's easy to see the responsibilities of a given staff position)
    - The Action Plan often identifies committees, ACPS organizations (in some cases
      multiple Organizations) responsible for each activity. Best practice is to have a
      single person the owner of each activity to ensure accountability for the

accomplishment of the activity. Multiple owners of an activity raises the risk of not getting it done. To quote Milton Friedman: "When everybody owns something, nobody owns it, and nobody has a direct interest in maintaining or improving its condition."

- Detailed steps to accomplish each action, showing how activities are linked together so they build upon each other
- SMART (Specific, Measurable, Achievable, Realistic and Timely) activities and goals
- Milestones: The dates of the Action Plan are by quarter or half-year units. Interim specific milestones should be provided in to identify activities that are behind schedule, rather than waiting for the final date. A rule of thumb for a project of 6-12 months is to have milestones every 6 weeks.
- Metrics to monitor completion of activities
- Distinction between actions required for elementary vs middle and high school

Due Dates
- Many seem too far out

MTSS
- Sufficiently addressed and prioritized in Action Plan
- Would like to see outcomes linked to disproportionality
- SEAC may want to add exemplary school-wide programs to Anne Lipnick awards (for MTSS, PBIS, co-teaching)

Professional Development
- Though Professional Development prioritized in Action Plan, teacher training needs to be mandatory, supports and models should be provided, and outcomes measured (with a link to disproportionality)
- Mandatory training with accountability aligns all schools in division with best practices =>addresses issue of variability among schools
- Budgetary implication of mandatory training: teachers will need to be paid for extra time (if out of school hours) or subs will need to be paid (if during school hours)—SEAC may need to play a role in getting this approved
- Gen Ed teachers also need basic knowledge of best practices for SWD
- Administrative training may also be needed (ideally by other successful administrators)

Human Resources
- OSI involvement in hiring is essential; SEAC may need to encourage this

Career and Transition
- Needs more attention, including curriculum, quality of teachers, grants for support, connections with community colleges, communication with DRS, etc.

Literacy
- Reading instruction is barely addressed in Action Plan

- At middle and high school levels, need to evaluate numbers of reading specialists and interventions used
  - Parents have experienced that some programs in use do not fit the needs of students (in MS)

Behavior
- ABA services are often needed by students with disabilities
- MS/HS: In addition to consulting services, need staff in the building that can intervene quickly

Scheduling
- SPED scheduling needs to be done by staff with SPED background

Interdepartmental Collaborative Team (ICT)
- This team can independently change the Action Plan, without outside review

Compliance
- It is unclear who has responsibility for compliance for the district; many compliance issues noted in the VDOE report, indicating a need for clear authority –it was noted by Terry Werner at the November SEAC meeting that Cindy Jackson is in charge of compliance

Inclusion Resources
- Need sharing among staff at different schools to improve alignment and improve practice

Missing Elements
The Action Plan did not address:
- Culture issues in ACPS
- How to change to site-based management, which impacts alignment of programs
  - There need to be clear accountability measures for MTSS implementation, staff training, and all non-negotiables
- Instructional Quality; the Action Plan does not address the below components:
  - math and reading interventions
  - training for Gen Ed staff in behavior management; some need SPED 101
  - adapted resources to assist inclusion
- Metrics to monitor completion of activities
- SMART (Specific, Measurable, Achievable, Realistic and Timely) activities and goals

Questions:
- Can ABA therapy be a service listed in the IEP?
- Who is currently in charge of compliance?
- Shouldn't there be some sort of review before the ICT changes the Action Plan?

- What are the "non-negotiables" in each instance mentioned?

Next Actions
- Working Plans should address the issues above and SEAC would like to review and provide feedback to the OSI and the School Board at a later date.
- SEAC has a role in communicating the Plan to parents but the level of writing is very high. SEAC requests that ACPS summarize the plan of action in understandable language that can be easily translated. Creation of a 1- to 2-page handout would be ideal.

9:05 pm Meeting concluded