

**Special Education Advisory Committee Meeting**

**Date: October 20, 2021**

**[Virtual Meeting via Zoom Webinar](#)**

**7:00-9:00 pm**

**Alexandria City High School**

**Agenda**

	Name	Role	Present	Not Present
SEAC Members				
	Cindy Hart	Member	X	
	Ashley Simpson Baird	Member	X	
	Michael Behrmann	Vice-chair	X	
	Janet Eissenstat	Member	X	
	Laura Fontaine	Teacher Member	X	
	Lauren Golubski	Chair	X	
	Carolyn Meza	Member	X	
	Jennifer Niccolls	Member	X	
	William Olson	Member	X	
	Sabrina Reilly	Member	X	
	Alexis Stackhouse	Member	X	
	Sandra Strachan-Vieira	Member	X	
	J-Lynn Van Pelt	Co-Secretary	X	
Consultants				
	Meagan Alderton	School Board Liaison	X	
	Linda Ricks	Principal Liaison	X	
	Theresa Werner	Staff Liaison	X	
Other	Courtney Davis	PRC Liaison	X	
	Janet Reese	PRC Liaison	X	
	Terry Mozingo	Chief of Teaching, Learning, Leadership		X
	Margaret Lorber	School Board Member	X	

## 10.20.2021 SEAC Agenda

Meeting was called to order at 7:02 pm.

1. Meeting documents (5 minutes)
  - a. Written Public Comment (attached below)
2. Introductions and Attendance (10 minutes maximum)
  - a. Each member gave an introduction as this was our first meeting this school year.
  - b. Attendance was taken when introductions were given.
3. Review Meeting Norms (5 minutes)
  - a. Lauren Golubski gave an overview of norms for each SEAC meeting. Norms included:
    - i. Present for 75% of meetings
    - ii. Actively engaged
    - iii. Work to serve ACPS' students with disabilities at large (**refrain from bringing own child's concerns to meeting**)
    - iv. Innovative and solution-oriented mindset to problem solve and work as a committee for the best outcome for students
4. Old Business and Action Items (2 minutes)
  - a. Approve minutes from June 16, 2021
    - i. Minutes from June 16 were requested to provide more detail and paraphrase Amendment 3 under the ByLaws Section. Cindy Hart will provide more detail and update prior to the next meeting for review for committee members.
5. New Business and Reports
  - Reports
  - Executive Director of Specialized Instruction (Budget) (10 minutes)
    - In the process of turning in the operating budget, but allocated the same amount from last year and stayed much the same as last year. ACPS has two funding streams 1) operating budget-money that is provided to special education through the Superintendent's budget, which is funded by state, federal, and local revenue budget 2) Individuals with Disabilities Education Act (IDEA): Federal Grant is typically given in the Spring.

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- Budget: Proposals for Specialized Instruction Department, which will go to School Board City Council
- Several years ago there were budget cuts; the budget is now operated on student instructional needs:
  - City Wide Programs
  - Vision, Hearing Impaired, ID,
  - OT, PT, Speech
  - Fund intermittent teacher salaries
  - Personel: Request an additional transition specialist for next year, expanding outreach; changes taken by states mandates and best practices.
- Project Search: Partnership between ACPS and Melwood, NOVA Hospital (extensive transition and work programming) expanding to general education
- Increased need for Hearing Impaired, Recommendations for School-Based Staff
- Numbers because of COVID enrollment, highly volatile, not sure of the stable understanding of ratio regarding the projection of students for next year.
- 7 reserve positions and will hold on making additional staffing
- Identification and Staffing Needs: Substantial Members, more for moving
- Allocations under
  - ESSER I (\$218,000) & ESSER II (\$287,000): used to get students back in school, pay for RBT-Registered Behavior Technicians, and other supports
  - ESSER III (35 million grant for the district)
    - a portion is dedicated to SPED, and will fund COVID recovery program, designated to provide supports to get students back in schools

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- Additional \$900,000-IDEA grant (Part B-Pre-school & C:school-age);
  - \$65,000 towards preschool materials & supplies
  - \$174,000 & more to CEIS, hire another LCS Clinical
  - \$700,000 to materials, supplies, continuing to promote COVID recovery
- Dr. Carolyn Wooster and Literacy Team (20 minutes maximum)
  - The Literacy team gave an update regarding Early Literacy and the curriculum chosen for K-2 Phonics and Phonemic Awareness being *Really Great Reading*. The curriculum is focused on the use of Mult-Tiered Systems of Support (MTSS), word recognition, bridging processes, language comprehension, and more.
  - A goal of the Literacy team is to expand to K-4 early literacy initiatives. In response, SEAC will continue to hold a Literacy subcommittee and collaborate with the Literacy Department to support early literacy initiatives District-wide while supporting families and students with disabilities.
- School Board Liaison (5 minutes)
  - Setting budget priorities and areas for this of focus:
    - Social-emotional learning (SEL) recovery, bolstering MTSS supports
    - Expanding literacy focus to grades K-4
    - Math recovery: expanding student support team
    - Middle School educational experience
    - Focus on Hispanic Male Population
      - Improvement in graduation rates
      - Invest in: early warning systems (continued), internships, externships, and workforce development

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- Early College Programs: course sequencing and development:
  - Virginia Tech
- Talented and Gifted
  - focus on identification process and service model
- Areas of continuing:
  - ACPS Strategic Plan
  - IDEA - Committee to support Equity
    - SWD: Budget of focus and will be aligned accordingly
  - AdHoc Committee Survey
- Parent Resource Center (5 minutes)
  - Excited about Disability Awareness month with library book exhibits: Mount Vernon, Minnie Howard, Washington Middle School, check out social media
  - Participated in a workshop on October 18: Strategies for a good start to the school year for students with disabilities
  - Upcoming Workshop:
    - 3 part series for families with students with high functioning Autism
  - Courtney and Janet have worked extremely hard to support multilingual families.
  - Will send a new flyer created by PRC, connect and subscribe by MailChimp.
- SEAC Chair (5 minutes)
  - Subcommittee Overview and Sign Up
    - Budget & SEAC ByLaws: Bringing up the SEAC ByLaws was discussed at the meeting. During the meeting, the consensus was that combining the committee might make

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the most sense at this point as the ByLaws will become before the budget, and in the Spring, the Budget will be a priority.

- There is an additional subcommittee that the Committee has decided to proceed with being the Pandemic Recovery: The Pandemic Remediation and Recovery Subcommittee will gather information on and support these COVID-19 recovery efforts. In particular, the Subcommittee will collect data on adverse academic and social-emotional effects attributable to the pandemic on students with disabilities, support efforts to remediate those negative effects, and identify areas of additional need for further recovery efforts.
- The Chair requested that members send a list of 2-3 committees in order of preference to sign up accordingly. Subcommittee meetings will be held after business meetings are held on Zoom currently. The goal is to have two to three subcommittees a night ranging from twenty to thirty minutes for each committee to be held.

### 6. Future Business

- a. Subcommittees will be held after formal meetings. The subcommittee will be composed of two to three members in a meeting. Within the subcommittee, there will be an agenda, minutes, and has to be available to the public and will have a minimum of two members from SEAC to serve on the subcommittee.

### 7. Announcements

No announcements were given.

Next Meeting: November 17, 2021

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Submitted on June 18, 2021, to the SEAC email address

*My child is a high school student currently in 9th grade, rising to 10th in the 2021/2022 school year.*

*He has severe autism and receives modified curriculum in a contained setting, speech and occupational therapies. My son is also immunocompromised and has underlying health needs that require him to remain out of building due to medical necessity. He has been homebound instructed through ACPS, the previous year before the current Virtual+ school year.*

*The ACPS Virtual+ Learning has been a WONDERFUL experience for my son and meets his educational and support needs, while meeting his medical needs. He has flourished in the virtual setting. The technology use is something he finds very enjoyable. Also, his autism challenging behaviors have been greatly reduced, because his sensory needs are being met much better in the home setting. My son looks forward to logging on and participating in class. He loves doing asynchronous school work via technology, also.*

*The speech and occupational services he receives through ACPS virtually have been great. I feel as a parent that I am now aware of what his services look like and I am much better able to communicate questions, concerns and suggestions that I may have with the therapist.*

*I love that he will still be able to do virtual in the fall as well! I hope ACPS can continue virtual learning for all students who need homebound instruction into the future. I think it helps them with social skills and they feel more connected with their peers.*

*Pam Smith*