

Scope of Work-for consideration/discussion at November SEAC meeting

Role of SEAC (this part is from the State of Virginia and cannot be changed)

The SEAC role, as mandated by the Commonwealth of Virginia, are to:

1. Advise the local school division of needs in the education of children with disabilities;
2. Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities;
3. Submit periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the local school board;
4. Assist the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services;
5. Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
6. Participate in the review of the local school division's annual plan.

Review of two recent evaluative reports and resulting Action Plan

Assist ACPS in setting priorities to address reports from the PCG evaluation and VDOE audit.

Review reports from Public Consulting Group (completed October, 2018) and Virginia Department of Education (completed August, 2019) regarding students with disabilities in ACPS. Review of the ACPS Action Plan (draft released early 2019; updated version released Oct. 2019) developed by the Department of Specialized Instruction to determine if it sufficiently addresses identified needs. Review the Department of Specialized Instruction's Working Plan in areas of concern to complete this analysis. Advise the ACPS School Board on the Action Plan and assist with ideas for communicating the plan to the broader ACPS community.

Monitoring Implementation of Action Plan

Assist ACPS in implementation of Action Plan prepared by the Department of Specialized Instruction to address the PCG and VDOE evaluations regarding students with disabilities in ACPS. Review monthly updates from the Department of Specialized Instruction regarding implementation and provide feedback to the School Board and Superintendent on implementation progress.

Visibility of SEAC

SEAC will work in collaboration with parent constituents, the School Board, the PRC, and ACPS leaders to give parents a strong voice and build a culture of cross-collaboration and trust. Currently many parents lack familiarity with SEAC. Data from the VDOE report noted that almost half of elementary parents and 80% of secondary parents were not aware of SEAC and/or meetings. Rarely does a parent provide public comment at a meeting. While we currently have lengthy reports detailing the needs of students with disabilities in ACPS, we need to develop additional means to learn about parent (and staff) concerns and also to collaborate with the PRC, the School Board and ACPS leadership so that needs continue to be identified and addressed.

Review of data to Prioritize student needs

Move to a more balanced qualitative and quantitative approach to identify needs in the education of children with disabilities, and to participate in the development of priorities and strategies for meeting the identified needs of children with disabilities. Ensure that special education programs have defined outcomes that are appropriate and measurable. SEAC looks to work with ACPS administration to become more "data-driven." To accomplish this, time will be allotted at every SEAC meeting to review and understand ACPS special education metrics. SEAC will work with ACPS to evolve the metrics into accurate, meaningful information.

Parent Communication

Examine current ACPS practices regarding communication with and dissemination of information to parents related to supports and services provided to students with disabilities. Make recommendations designed to improve and strengthen the relationship between parents of students with disabilities and ACPS school staff and central office staff.

Transportation

There is a perceived concern over transportation among parents of students with disabilities, the Office of Specialized Instruction, and School Board members. Gather information to determine the current concerns. Provide recommendations to the School Board regarding improvements in transportation.

Building Design

As new school buildings are designed and others are renovated, we need to ensure that spaces for instruction of students with disabilities is intentional and carefully planned. Provide guidance to the School Board Design Team on issues affecting SWD including location of city-wide classrooms and resource locations.

Career and Transition

The Action Plan provides minimal focus in the area of transitioning to career. Evaluate the Career and Transition Program to determine areas of need.

Literacy

Evaluate resources available at each school to determine areas of need. Evaluate numbers of certified reading specialists at each school and determine where additional specialists or other resources are needed. Use inconsistencies found to determine if additional support is needed in areas of training, coaching, AT resources, texts or other materials.

Behavior

Students with disabilities often need significant support in the area of behavior. Determine where more supports are needed.

***Ann Lipnick Awards**

In addition to awarding excellent staff members, determine school-wide awards to honor excellent implementation of best practices. Consider awards for excellent implementation of MTSS, PBIS, Co-Teaching and Inclusion so that these success can serve as models for other schools at different levels of implementation.

***By-laws**

***Budget**

***Policies and Procedures**

In addition to other relevant topics, ensure that Security Services have developed and familiarized staff with specialized plans for SWD (for ALICE, etc.)