

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

Attendees: Mike Behrmann (Chair), Sandra Strachen-Vieira, Jeff Zack, Abena Durity, Cindy Hart, PreeAnn Johnson

7:05 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 Action Plan responds to needs discovered; to assess further action that SEAC might request

Summary of comments:

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 prioritized in Action Plan, teacher training needs to be mandatory, supports and models 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 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)

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
- For each action, give one staff position responsible for the action (consider color coding so that it's easy to see responsibilities of a given staff position)
- Distinguish between actions required for elementary vs middle and HS

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.

Reading Specialists

- Need to evaluate at middle and high school level
- Reading instruction is barely addressed in Action Plan
- Parents have experienced that some programs in use do not fit the needs of students (in MS)

Behavior

- ABA services are needed; can this be a service in IEPs?
- Need staff in the building in MS, HS that can intervene quickly

Scheduling

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

Interdepartmental Team (ICT)

- Can independently change Action Plan

Compliance

- Who is currently in charge?

Inclusion Resources

- Need sharing among staff at different schools

Non-negotiables

- What are they in each instance mentioned?

9:05 Meeting concluded