

SEAC Meeting Minutes - 10/10/23

Convened 7:00 pm

In Attendance:

Erin Kurtz, Agnor-Hurt Elementary
Amanda Vogel, Baker Butler Elementary
Chris Seaman, Brownsville Elementary
Lauren Donnie, Crozet
Jennifer Thompson, Greer
Lisa Bushey, Hollymead Elementary
Jessica Allen, Ivy
Tracy Magee, Ivy
Jaclyn Jacobson, Mountain View
Caitlin Foley, Mountain View
Dee Curry, Scottsville
Jen Beard, Stony Point
Emily Smith, Stone Robinson
Katie Richard, Woodbrook
Jennifer Underwood, Burley
Nicole Group, Community Lab
Kendra Meiklejohn, Lakeside
Melanie Brittingham, Walton
Sean Lyons, Monticello
Betsey Soulsby, Community Rep
Laura DeNunzio, Community Rep
Tonya Evans, Community Rep (also UVA faculty member)
Katherine Jenkins, Post High

Admin/School Board:

Dr. Rebecca Berlin, White Hall District
Dr. Matthew Haas, Superintendent
Dr. Daphne Kaiser, Assistant
Ann Lancaster, Generalist Specialist (former CBASE teacher)
Ashley Struzik, Ass't Director of SPED
Katie Compel, Director of SPED

Public:

Diane Rozycki
Lindsay

Agenda

Approval of Minutes from 9.12.23 meeting

Presentation by Ann Lancaster - Learning About CBASE

- What is CBASE
 - Service delivery model for a student who is eligible for special education services and has a significant cognitive disability that allows them to participate in an alternate curriculum (VESOL)
 - Teacher who specializes in teaching an adapted curriculum
 - Designated classroom for instruction
 - Designated staff (including teaching aides)
 - Access to ACPS BCBA's
- Benefits of CBASE
 - Regular education classroom they are part of
 - Can attend all specials, lunch, schools activities
 - Field trips
 - Adult support during school day
 - Opportunity for 1:1 instruction
 - Safe space for life skills
- Definition of Life Skills and Examples
 - Time management
 - Money management
 - Housekeeping
 - Communication
 - Positive self image
 - Growth mindset
- Critical Thinking Skills
- CBASE and the IEP
- CBASE/VESOL Justification - alternative assessment in third grade -
 - Participation in VAAP (Virginia Alternative Assessment Program) optional (vs SOL track)
 - At least one of 6 characteristics required
 - Student has a disability that creates significant difficulty in learning skills and then transferring them across different settings. In particular, this student has impairments in adaptive skills in areas of (2 of 3 boxes)
 - Parental consent with check boxes
- Student snapshots
 - Elementary One
 - Elementary Two
 - Secondary (High School Level) - two scenarios
- CBASE classrooms:
 - Elementary (if not available, then next closest school)
 - Baker Butler (x2)
 - Broadus Wood
 - Brownsville
 - Greer

- Hollymead
 - Mountain View (x2)
 - Murray
 - Stone-Robinson
 - Middle
 - Burley
 - Henley (x2)
 - Journey
 - Lakeside (x2)
 - Walton
 - High
 - Albemarle (x3)
 - Monticello (x2)
 - Western (x2)
 - Post High (x3)
- What Are VESOL's:
 - <https://www.doe.virginia.gov/home/showpublisheddocument/20328/638043613644700000>
 - VESOL - standard
 - VAAP - test
 - Differences b/w ABASE (SOL track) vs. CBASE (VAAP track)
- Post High - b/w 18-22, not received standard or advanced diploma

Old Business and Updates

- SEAC Family Survey
 - Initially close today, but keep open to Friday 10/13
 - 200 responses, only 11% of total
 - Push another email to families through Bright Arrows (email service) - Dr. Kaiser will handle
 - Reach out to individual school community (principal) and ask to send reminder to eligible families
 - No social media (don't share link)
- UVA Law Community Solutions Clinic
 - Upcoming classes (11:30-12:50)
 - 10/3: Focus groups
 - 10/18: FOIA groups
 - 11/8: Survey Drafting
- UVA Department of Education, Capstone project for IEP-resources
 - Two students - web-based IEP resource
 - Specific questions about conflicts - Jessica Allen referred to Katy Compel
- Annual Report Timeline and Input
 - Currently in getting data/feedback stage
 - 10/18: Survey data from Chris Gilman
 - 10/23: Send suggestions about what to include in report

- 11/7: Final draft by leadership team, send to SEAC
- 11/8-11/13: Comments/concerns/suggested edits
- 11/14: Last SEAC meeting and take a vote
- 12/14: Annual Report about SPED presented to School Board
- Content for Annual Report
 - 1) Engagement and communication - survey data included
 - 2) Increased support for meaningful inclusion
 - Curriculum accommodations
 - General teacher training?
 - Class sizes? Thursday SB meeting - download it
 - 3) Teacher recruitment and retention
 - TAs specifically
 - Paying TAs for professional development days
 - TA mentoring program / career path?
 - \$200k grant for Pathways program for TAs/paraprofessionals to eventually become certified
 - Data on vacancy rate for TAs
 - Funding more generally?
 - 4) Pathways for advocating for more support
 - Adding Q to Gallup survey?

Current Action Items and Discussion

- Open team discussion: Best practices for communicating with your school communities
 - What to be doing as a SEAC rep? Focus on systemic problems.
 - As rep, field questions from school community
 - Statewide SEAC group
 - Chain of command for questions: (1) case manager, (2) principal, (3) coordinator
- Open team discussion: Accessibility to SEAC meetings and potential for livestreaming
 - Have run more informal than SB meetings. Livestreaming will change the formality of the meeting. It will certainly change what some members will feel comfortable sharing.
 - Recording specific presentations for subsequent online posting?
 - Method for representatives to be in touch with someone who has lists of SPED families (principals?)
 - Comfort level with in-person conversation.
 - Newsletter update once a month?
 - Translation and services for hearing/visually impaired.

New items brought to the attention of SEAC members

- School representatives - currently 100%. Formal thanks to Dr. Kaiser and community engagement.

Public Comment

- Emily Smith: Transportation at the forefront. Start of day for kids. Everdriven. Are we going to keep with this company?
- Family Council (submitted online): Call to action for better information and communication about ABASE, CBASE
- Anonymous (submitted online): In response to SEAC annual report, admin says it is never our intent to make IEP decisions based on resources. But many are concerned this is not accurate. Many teachers at their breaking point b/c want to do what's best for the students but don't feel they can.

Adjournment: 8:58 pm