

Superintendent's Advisory Council on Instruction (SACI): Thursday December 14, 2023, 7pm
Colgan High School. APPROVED. Handouts: Meeting Agenda; Tonight's Slides; Gifted at a Glance.

Welcome—Mrs. Vanessa Olson, Chair, SACI. Snacks, cookies, and water are available. If you have not been getting emails, please see Mrs. Olson to make sure you're on the mailing list. Should be at the Kelly Center for the rest of the meetings. 2 QR codes in the back—one for attendance, and one for lingering questions to send to presenters. Mrs. Olson printed out the draft minutes from November: approved as distributed. All of our presentations are tie to the Strategic Plan. Tonight's tie to Learning and Achievement for All. Please hold questions to the end. Sticky notes are in the boxes so you can write questions down if needed.

Special Education Overview—Dr. Ashley Reyher, Associate Superintendent for Special Education (not present); Dr, Aimee Holleb, Director, Specialized Instruction; Dr. Wendy Martin-Johnson, Director, Programs and Development.
Regulations: Federal Laws include IDEIA, which provides FAPE and LRE, and protection for the rights of children and parents. State regulations are available on VDOE website.

Student Support Team/Intervention Team: MTSS is the focus. Multi-disciplinary problem-solving team meets to identify, implement, and make recommendations related to specific student needs. Focus is on concerns related to academics, behavior, and social-emotional. Try to avoid over-identifying students by implementing adjustments and supports. Develops and documents a student support plan and provided to the Child Find Team (CFT). Child Find serves students through 21 (sometimes into 22) who are suspected of having disabilities in need of special education services. Also provide public awareness and CONDUCT SCREENINGS—general screenings like hearing, vision, etc. They also review and respond to referrals for interventions. 10 days upon report of possible disability to have a CFT meeting. Have to have parent permission to evaluate. Parents must have the opportunity to participate meaningfully in meetings. Evaluation, if initiated, must be completed within 60 calendar days. The evaluation process reviews existing data (including outside data from parents) and determines the need for additional data, obtains parental consent, and convenes within 60 business days to determine eligibility. Evaluation Reports must be written, available to review 2 business days before the meeting, provided to parents at no cost at the meeting, include results related to reason for referral, and contain implications for appropriate educational interventions. Eligibility determination includes parents (if possible), professionals who evaluated, a general educator, an administrator. They complete criteria worksheets and document the discussion and determine if the student is eligible for service. There is a list of areas of disability (included in the slides/handout). Within 30 days, if determined eligible in the meeting, must meet to develop IEP. Good for one year, amended as needed. Reevaluations every 3 years. If ineligible, the Student Support Team can still provide continued interventions, or a 504 plan for a health concern.

Services for students with disabilities vary based on levels, types of services, and settings. 98.5% of students use standard curriculum, only 1.5% use adapted curriculum. Provide services in least restrictive environment possible. Focus on access to general education setting as much as appropriate. Sometimes education in general education, some with resources, some co-teaching, some pull out, and/or small group. Types of services include early childhood special education for preschool-aged children (ages 2-5 found eligible), resource-level services for high-incidence disabilities accessing the general curriculum, or specialized programs (level 2). Level 1 spends less than 50% in the special education setting. Level 2 spends >50%. Services can be delivered including transportation, PT, OT, audiology, counseling, health services, interpreting, assistive technology, push-in, pull-out, etc., and by a variety of people. Providers can include general education teachers, specialists like PT and OT, counselors, social workers, school psychologists, etc. Once a student hits age 14, develop a transition plan (for after high school) as part of the IEP. There are transition specialists who help. Assistance can include work-based learning, collaborating with outside organizations, project SEARCH, etc. SEARCH is a national program that helps students learn to work in various areas of a business (like a hospital) and helps train the staff on how to work to the disabled students. Often done the final year of high school. PWCS has UVA Medical Center, one TODOs Market. For 24-25 working on another tentative SEARCH site and a tentative assisted living facility. Helps train students how to succeed in a work environment. School psychologists and social workers help students learn how to cope

with the transition. Students who are deaf or hard of hearing (including MCPS and MPPS) can choose to be education with other D/HH students at specific centers. Current priorities include enhancing Special Education services and equity, inclusive practices and LREs, supporting new teachers and staff, inclusion and instruction, parent/family engagement, supporting the IEP process, and increasing Child Find for students 2-5. Sometimes there is a delay not a disability, want to properly identify.

QA: What is the requirement to get more TAs for a school? The goal of Adding 100 TAs per year (175 so far) to level 2 classrooms in the 4-year strategic plan (only could do 75 this year due to budget). Provisional contracts available to those in the final phases that then advance to provisional teachers once they complete their required education.

How do you make sure classes adhere to the state curriculum? Co-taught classes will follow the general curriculum. Self-contained curriculum will depend on the students' IEPs and if they are having an adapted curriculum. Sometimes the self-contained classes will need to have subgroupings within the class depending on individual student needs.

Who do you contact about teacher shortage? Contact HR, the information is online, or submit to "Additional Questions" and you will be sent a link. If you have questions, we did not have time to cover or you think of later, use the QR code and they will be passed along.

Child Find identification for ages 2-5, how are we trying to contact these parents? How do we help local schools know how to help? Make sure ESs know the contacts to give to parents of parents of students with potential need. The Health Department, pediatricians, and many other people will help parents contact Child Find and let parents know what services are available.

Special Education and Student Activities—Dr. Martin Grimm, Director of Student Activities and Athletics. Students can participate in all VHSL activities and athletics. The Unified Sports Program is modified. There are also 331 approved clubs across PWCS. Schools work with IEP teams and as requested provide accommodation and support as needed. This can include helping train athletic trainers learn how to handle specific medical needs. Schools advertise clubs, activities, and athletics throughout the year. The goal is to get all students to participate in school and school culture. Unified sports allows for modifications and accommodations to athletic programs, including both general and special education students. These have meets, practices, and tournaments. Allows students who won't make the regular basketball team to participate. Unified teams get supplements for head and assistant coach. Basketball, kickball, track, and starting bowling. A lot of other Counties don't have unified teams with coach supplements—therefore not relying on volunteers.

Q&A: Fin Friends at Colgan where general education and special education students do things together. That program is at other schools called Best Buddies and is an approved club available at many schools (site-based). Creates social environment where students can interact. If your school does not have Best Buddies, contact your school activities director. School-Sponsored clubs are related to the curriculum. Student Interest clubs are not (Scouts, D&D, etc.). Unified Sports currently at HS level. Schools should list the clubs they have on their website. Most HS have 80 to 90 clubs. See your director of student activities with questions. Students can start new clubs as well.

Why wouldn't Best Buddies be available starting in ES to help with social skills at every ability, and at all schools? Generally it comes down to finding a sponsor. There is just a little training, not a full curriculum. Best Buddies can wind up helping kids talk about mental health and a lot of other issues as well, and teaching ALL of the kids empathy, patience, and valuable social skills. A lot of kids stay in contact with their Buddies even after graduation. Buddies can then help with a ripple effect informing and correcting other students in case they say something insensitive/not nice.

Barriers to participation include physical, concussion education, etc. This year having Division-wide physical program (asking for donations) which will be free for students to come in and do concussion training and physicals (after May 1st).

Equal Access: Most clubs don't need funding. For instance, D&D club just needs a supervising teacher to be present. Sports start in middle school. He can help clubs figure out how to accommodate and streamline requests.

Break 8:10-8:15

Gifted Education Overview—Ms. Brenda Bailey, Supervisor of Gifted Education and Talent Development. Definition of gifted: comes from VA regulations. High levels of accomplishment or show exceptional academic potential beyond their age peers of similar experience or environment in one or more of a set of academic areas.

Look for at home: curious, questioning attitude. Keen observer. Learns quickly. Highly sensitive to human issues, fairness, justice. Strong communication skills. Motivated to learn or develop a skill. Quick to learn second language. Enjoys problem solving.

Gifted Ed and Talent Development Program and Goals. Resource services for students whose advanced learning needs cannot be entirely met in the general education classroom. Work with gifted resource teacher on a regular basis. Engage in challenging units of study, projects, and seminars designed for gifted learners. All subject to Virginia regulations governing educational services for gifted students. PWCS' local plan 2022-27 is on the website. Every school district must publish their local plan. Develop advanced thinking skills to grow students and prepare them for advanced coursework and future careers. Use a multi-disciplinary approach, showing students how areas intersect. Once identified, the identification carries throughout their time in PWCS. There is at least one FT gifted resource teacher at every school. There is a formula to determine how many teachers they need. Direct resource services: K 25m/week, 1&2 45m/week, 3-90 min/week, 4-5 225 min/week (a whole academic day). Gifted students are cluster-grouped within a general classroom with gifted accredited teachers. There are yearly differentiated services plans (DSPs) that say how students are served in the gifted program and in the regular classroom. Students get semester progress reports for gifted education, not report cards. MS have at least one FT gifted resource teacher at every school. 6/7 two quarters per year on the arts rotation. 8th pull-out resource services (25 hrs/year) or one quarter on the arts rotation. Also extended math and LA, and HS credit classes available. Yearly DSP still. Quarterly progress reports. HS on-site at every HS. 18 hours/year of socratic seminars. Gifted Ed Multidisciplinary Services (GEMS) course. AP Seminar/AP Research. IB Theory of Knowledge (Gar-Field/Unity Reed). AICE Thinking Skills & Global Perspectives (Brentsville/Potomac). School year Governor's Schools at Innovation Park or Thomas Jefferson High School for Science and Technology, summer residential Governor's Schools (on-site at colleges). And of course lots of advanced coursework options (pre-AP, advanced, AP, etc.).

DSP outline collaboration between classroom teacher(s) and gifted resource teacher to extend and enrich curriculum. Gifted accreditation requirement for classroom teachers includes 18 hours of professional development, including required topics such as characteristics and needs of gifted learners, differentiation strategies, and identification (There are virtual, in person, book studies, and podcast options). There is professional learning for Instructional Coaches who then work with the teachers. Collaborate with content areas to embed extensions into curriculum guides (currently working with math). Push-in enrichment lessons led by gifted resource teachers to model differentiation.

Identification Process is multi-criteria, as required by the state. No single piece of data can include or exclude a student. Test scores are not exclusionary or automatically include students. Process can take up to 90 instructional days. Referral can come from a professional, parent, self, and/or universal screening/data review. They cannot collect evidence until the parent/guardian give permission. Collect evidence including test results, academic record, parent and student reports, professional reports, and student products. Identification and Placement Committee (IDP) is school-based. Includes school-based admin, school counselor, classroom teacher, etc. Parent referral can be submitted any time, forms in schools or online. Professional referrals from teachers, administrators, or other staff members. Universal screening in 2nd, 3rd, 6th, and 9th grade. Naglieri Nonverbal Ability Test in grades 2, 6, 9. Cognitive Abilities Test in 3rd. High scorers invited for further investigation to be identified. The parent report is available in multiple languages. There is a webinar on how to fill it out online. IDP committee reviews evidence and determine if evidence supports need for gifted services, then sent to division-level oversight committee for confirmation. Decisions can include yes, eligible for services; monitor more

before final decision; currently ineligible. Students K-2 can be recommended for Early Talented Development program, where classroom and gifted resource teachers collaborate to provide enrichment and extension, document student growth, then re-evaluation by end of 3rd grade. There is an appeals process.

Q&A: Yes, social and emotional needs of gifted students are covered by the program as well and included in the teacher training. No, gifted students are not always that perfect student.

Please send additional questions through the QR code so they can be forwarded.

Work Session: Positive Climate and Culture—Safety and Attendance. Submit questions by Sunday night.

Adjourned 9:01 pm. Next Meeting will be January 11, 2024 at Kelly Leadership Center.