

**King George County Public Schools
Special Education Advisory Committee
Monday, December 4, 2017
6:00pm**

L. E. Smoot Memorial Library
9533 Kings Hwy, King George, Va. 22485

Type of Meeting: Regular Schedule SEAC

Meeting Facilitator: Mollie Morris - Chair

Invitees:

General Public, KGCS Consultants and King George Co. Public Schools SEAC
Members: Ann Bueche, Mollie Morris, Jennifer Jones, Kristin Tolliver, Melissa Lamb,
Liloita Gunter, and Jessy Bryant.

Call to order and Introductions:

Housekeeping : Ground Rules

- Respect confidentiality by not referring to families, students, or school employees by name.
- Respect each member and differing points of view
- Respect people's time and stay on agenda.
- Move off topic items will be considered "parking lot" discussions for later.

Public Comment: King George Co. SEAC Members, Public Comment Forms/In-Person
Public Speaking

Reading and Acceptance of Meeting Minutes: Minutes will read from October 2nd,
2017 meeting, by Melissa Lamb.

Old Business:

New business: Presentation: I'm Determined.

Adjournment:

**King George County Public Schools
Special Education Advisory Committee**

Monday October 2, 2017

6:00p.m.

DRAFT

L.E. Smoot Memorial Library
9533 Kings Hwy, King George, VA 22485

Type of Meeting: Regular Schedule SEAC with Special Guest

Meeting Facilitator: Mollie Morris - Chair

Attendees:

General Public, KGCS Consultants and King George Co. Public Schools SEAC Members
2016-17: Mollie Morris, Ann Bueche, Melissa Lamb, Jennifer Jones, Kristin Tolliver, Sarah Davis, Billie Teague, Jessy Bryant

Call to order and Introductions: 6:06 p.m. by Mollie Morris

Housekeeping : Ground Rules

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Public Comment: King George Co. SEAC Members, Public Comment Forms/In-Person Public Speaking

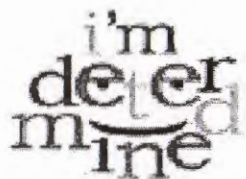
Reading and Acceptance of Meeting Minutes: February 6th minutes Motion to approve minutes with corrected changes by Mollie Morris and 2nd by Jessy Bryant. Motion carried unanimously

New business:

- Nomination & Elections of Officers: Mollie Morris –Chair, Jennifer Jones –Vice Chair, Melissa Lamb –Secretary
Motion to accept made by Jessy Bryant and 2nd by Jennifer Jones. Motion carried unanimously
- Adoption of Bylaws:
Motion to accept made by Jessy Bryant and 2nd by Mollie Morris. Motion carried unanimously
- Adoption of SEAC flyer & Public Comment form for the 2017-2018 year:
Motion to accept with corrections and dates made by Mollie Morris and 2nd by Jessy Bryant. Motion carried unanimously

- Topics of the year:
- Motion to accept with corrections and dates made by Mollie Morris and 2nd by Jessy Bryant. Motion carried unanimously
- What's new is Special Education for the 17-18 school year:
Ann Bueche presentation and attachments on...
 - For Special Educators – Online handbook
 - I'm Determined conference
 - Employment Training Program
 - PRE-TEST Program
- Topics to discuss and look into further:
 - Needed supplies for para professionals of special needs
 - Playgrounds being accessible to students with disability and or wheelchair

Adjournment: 7:02 p.m. Motion to adjourn by Mollie Morris, 2nd by Jennifer Jones
Motion carried unanimously



Innovations in Self-Determination: Keeping Kids in School

John McNaught
State Director
I'm Determined Project
VDOE
mcnaught@jmu.edu



i'm
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mine

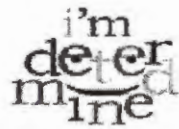
Question...

**Which is the greater influence on students'
intention to stay in school?**

- Academic performance

OR

- Students' perceived competence and self-determined motivation

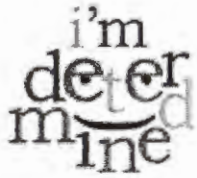


Statistics

Having at least one ADULT
CONFIDANT who is
ACCESSIBLE both in and out
of school is important to many
of these students.

www.silentepidemic.org

Know your why



Helping All Students

School approaches to encouraging self-determination skills can promote interventions that will help reduce their dropout rates and thus positively effect the lives of individuals, their families and our communities.



i'm
deter
mine

What is Self-Determination?

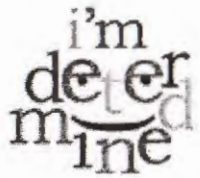
- Knowing & believing in yourself
- Knowing what you want your future to be like and how to make plans to achieve this future.
- Knowing the supports that you need to take control of your life.

What Self-Determination Means to Students

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deter
mine

Who Do You See?

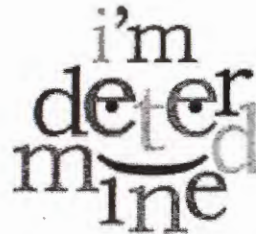




5 Interventions/strategies to help develop Self- Determination

- 1 Pagers
- Good Day Plan
- Student led conferences/IEPS
- Lesson Plans based on core components
- Goal Setting & Attainment

Name:
Address:
DOB:



Date:

My Strengths

- What am I good at?
 - Math
 - Listening
 - Soccer

My Interests

- What am I curious about?
- What do I enjoy doing?
 - Music, cooking, friends
 - Farming, shopping

My Preferences

- Where do I want to live?
- Where do I want to work?
- What do I want to do with my free time?
- Other adult choices?

My Needs

- What/Who do I need to succeed?
 - Accommodations?
 - Books on tape
 - Planner
 - Copies of notes
-

What It Looks Like In First Grade!

My Strengths	My Interests
soccer adding numbers hard worker	go to the park soccer make bracelets
My Preferences	My Needs
work at a day care be a singer practice a lot	handwriting lowercase letters reading

My Strengths	My Interests
counting with stationary writing comes help with chickens.	Playing with baby dolls help with swimming.
My Preferences	My Needs
I want to be a babysitter and help my sister with Autism.	a little toy to help me concentrate friend helper

What It Looks Like In First Grade!

determined

My Strengths

1. I can read

2. I can write

My Preferences

1. I like to be a teacher

2. I like to be a doctor

My Interests

1. I like to read

2. I like to write

My Needs

1. I need to be a teacher

2. I need to be a doctor

Address: _____

DOB: _____

determined

My Strengths

calendar

reading with

mom counting

to 100

My Preferences

quiet works pace

drive to carry

packages

My Interests

Play outside

ride my bike

My Needs

Practicing writing

Working with friends

What It Looks Like In First Grade!

My Strengths

reading groups
help grandma
with cleaning
try to make
my friends happy

My Preferences

big fire fighter
Be the best best best
+ a superhero

My Interests

play outside
See friends
basketball

My Needs

homework
breaking
words down
friends

Get a 11/10

i'm
deter
mine

Student-led Conferences



i'm
deter
mine

My Good Day Plan

IMPLEMENTATION
GUIDE

Good Day

Now

Action

Support

**What happens on a
Good Day?**

**Does it happen
now?**

**What needs to happen
to make it a Good Day?**

Who can help me?

What do I need to
have a good day?

What are my
strengths?

What makes me
happy?

What things are
always present on
good days?

Am I getting what I need
during the day?

If yes, GREAT! Keep it
up.

If not, move to next
column to think of
options and alternatives

What do I need to make
this happen?

What strategies should I
create?

What goals should I set
for myself?

What do others do to
make this happen?

Is there a reasonable
alternative?

What people can
help me have a good
day?

What people do I
need in order to
increase the chances
of things happening?

Who is my network
of support?

Can I be the support
person for this?

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mine

My Good Day Plan

Good Day

What happens on a
Good Day?



Now

Does it happen
now?

- ❖ Hot cocoa every morning before school: once in awhile
- ❖ Head phones to listen to calm music on bus ride to school – not happening now
- ❖ Greeted at bus drop-off by class buddy – not happening now
- ❖ Morning task list – tried earlier in year and dropped



Action

What needs to happen
to make it a Good Day?

- ❖ Hot cocoa packet and mug by the microwave each night before bed
- ❖ Purchase headphones
- ❖ Talk with classroom teacher
- ❖ Reformat checklist – add graphics; hang on bulletin board near door

Support

Who can help me?

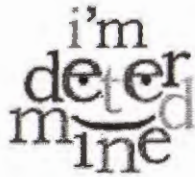
- ❖ Mom 
- ❖ Mom 
- ❖ Case manager
- ❖ Classroom teacher

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Ways We Can Begin Fostering the Development of Self-Determination Skills...

**Increase Disability and ABILITY
awareness in students, parents,
teachers and the community**





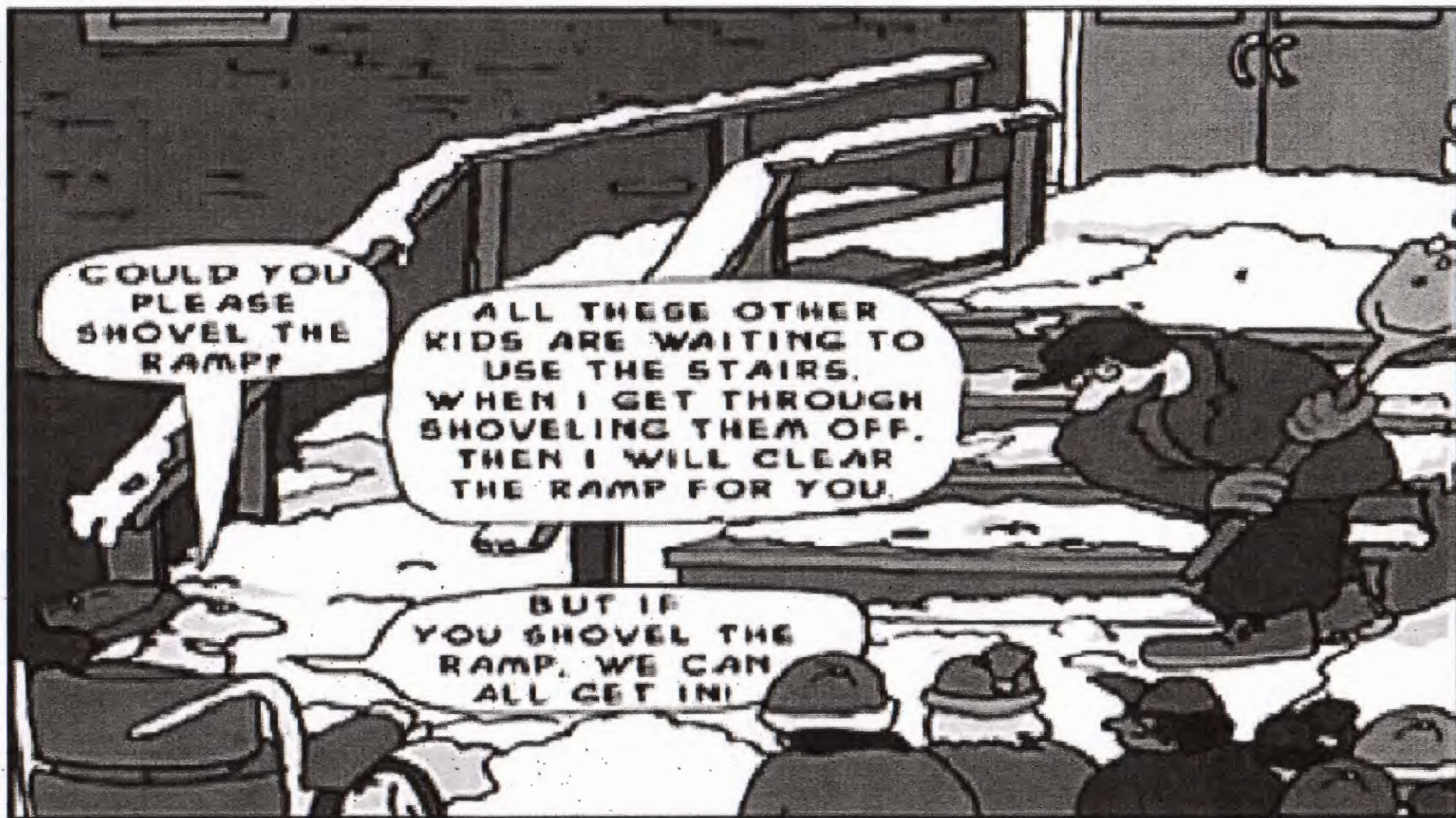
Ways We Can Begin Fostering the Development of Self-Determination Skills...

- Use a person-centered approach to planning for the immediate and long-term future.

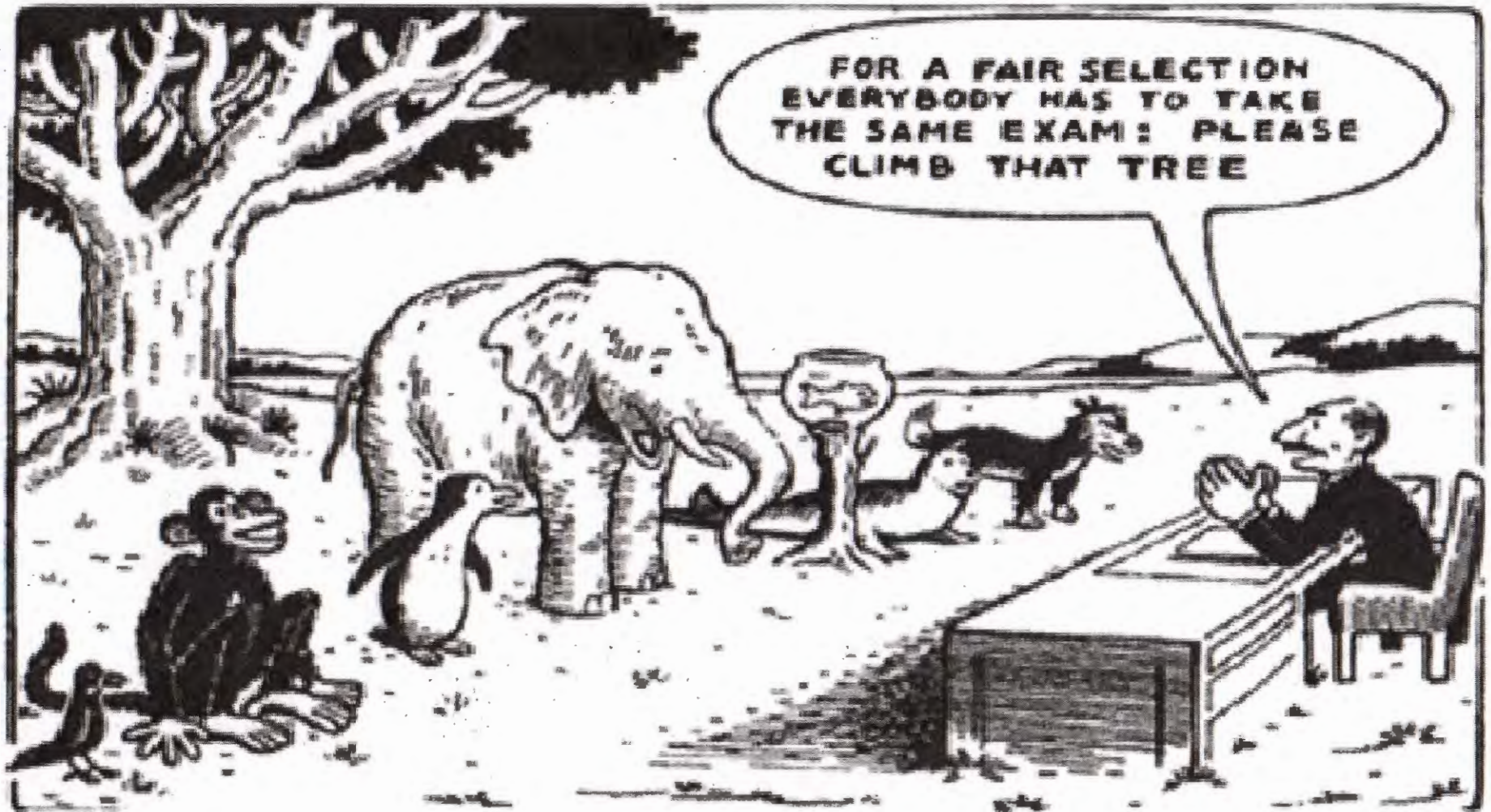
- Promote inclusion in the community
- Foster relationships
- Respect the individual and their value in society
- Help students make wise choices

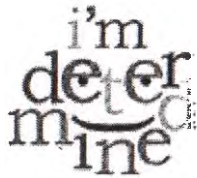






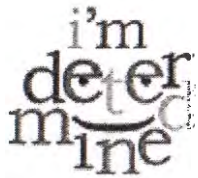
FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE





Resources

- Christenson, S., Sinclair, M., Lehr, C., & Godber, Y. (2001). Promoting successful school completion: Critical conceptual and methodological guidelines. *School Psychology Quarterly*, 16, 468-484.
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Resources

- Wehmeyer, M., & Metzler, C. (1995). How self-determined are people with mental retardation? The National Consumer Survey. *Mental Retardation*, 33, 111-119.
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- Wehmeyer, M., Schwartz, M. (1998). The relationship between self-determination and quality of life for adults with mental retardation. *Education and Training of the Mentally Retarded*, 33, 3-12.