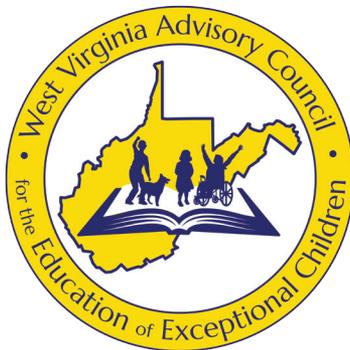


2016-2017
ANNUAL REPORT

of the

West Virginia
Advisory Council
for the
Education of
Exceptional Children



July 1, 2016 to June 30, 2017

Preface

The Individuals with Disabilities Education Improvement Act (IDEIA) requires each state to have an Advisory Panel. The West Virginia Advisory Council for the Education of Exceptional Children (WVACEEC) is also mandated by State Code 18-20-6. The Council is charged in part with advising decision makers regarding the unmet needs of exceptional children. The mission adopted by the Council is to influence the State Board of Education, public policy makers, and West Virginia's citizens in ways that continuously improve educational outcomes for children with exceptionalities. The Council is composed of members appointed by the State Superintendent of Schools.

Council Members, 2016-2017

John Milliman	Romney, WV (Hampshire)	Schools for the Deaf and the Blind
Kathy Stonemark	Fayetteville, WV (Fayette)	Parent
Vincent Schmidt	Wheeling, WV (Ohio)	Parent, Private School
Jeff McCroskey	Amma, WV (Roane)	Community Member
Patricia Homberg	Charleston, WV (Kanawha)	State Agency Representative
Rebecca Derenge	Charleston, WV (Kanawha)	McKinney-Vento (HEARTH Act)
Ashley Mann	Peterstown, WV (Monroe)	Parent, Teacher, Gifted
Conrae Lucas Adkins	Hamlin, WV (Lincoln)	Marshall University
Michelle Norweck	Barboursville, WV (Cabell)	Parent
Kelly Miller	Sweetland, WV (Lincoln)	Parent
Matthew Dotson	Moorefield, WV (Hardy)	Superintendent
Brenda Lamkin	Buckhannon, WV (Upshur)	Parent, WVPTI

Council Staff

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The activities of the West Virginia Advisory Council for the Education of Exceptional Children are supported and funded by a Federal grant from the West Virginia Department of Education, Office of Special Education.

COUNCIL ACTIVITIES

The Advisory Council plans and initiates a variety of activities in order to meet its charge and achieve its mission. The Council:

- schedules and conducts regional meetings across the state to seek input and gain information about programs and services for exceptional students.
- informs local media, local and regional special education administrators, Parent Educator Resource Centers, principals, superintendents, school board members, school improvement councils, faculty senates and community members about scheduled meetings.
- provides a forum for programs to be showcased and issues to be identified.
- develops and shares a newsletter and the Annual Report of recommendations with the State Board of Education, Legislature, schools, and members of the public.
- reviews and comments on proposed policies, regulations and procedures affecting children with exceptionalities.
- provides a part-time staff to ensure access to the Council.
- participates in related special education activities.
- assigns members to various state committees and task forces.
- provides practical information to parents on how to deal with concerns.
- participates in meetings with other groups associated with providing special education services.
- serves as a stakeholder group for the development of the State Performance Plan and the Annual Performance Report, both required by federal law.
- cooperates and collaborates with the Office of Special Education (OSE) of the West Virginia Department of Education and other public and private agencies to address the unmet needs of students with exceptionalities.

ACKNOWLEDGMENTS

2016-2017

Although the Council is charged with identifying the unmet needs of children with exceptionalities, it is important to recognize that there are many parents, families, educators, and other agencies working together to ensure access to the benefits of public education. Examples include, but are by no means limited to:

- **PARENTS, FAMILIES AND COMMUNITIES**

Enormous gratitude is extended to all the parents, families and community members committed to support and improve services for all students. Special thanks are due to all those community members who provided testimony at Council's public hearings this year, especially, The Honorable Ruth Rowan, WV House of Delegates, Mr. Paul Hardesty, BOE President Logan Co. Schools, Mr. Warren Grace, BOE President Wetzel Co. Schools and Dr. John Taylor, parent and professor of special education at Glenville State College. Mr. Lee Leftwich, spoke about the success of the MUSTER Project and Teen Court in Raleigh County. MUSTER is an acronym for Motivation, Understanding, Self-respect, Education and Role-modeling. The project provides academic tutoring, drug awareness, behavior mentoring and job skills for at risk youth. The Council admires the work of WV Parent Training & Information Inc. in its work with families of children and youth with disabilities through training, information and technical assistance. A number of counties were severely affected by the June floods. Many schools were damaged or destroyed, however with effective networking and collaboration, communities, agencies and districts found creative ways to link families and services to overcome the devastation. It takes a whole village to raise children.

- **COUNTY SCHOOL DISTRICTS**

Of the twelve school systems visited this year, all should be commended for their efforts to increase the level of student achievement and increase the graduation rate for students. Noteworthy efforts include extensive professional development opportunities, interagency collaboration, specialized training for new special education teachers, monthly support groups, computer/technology assisted instruction and enhanced collaboration with institutions of higher education. Districts articulated many innovative and creative methods used to overcome barriers that inhibit the effective provision of services to students with disabilities. While noting that compliance is essential for accountability, districts appear to be poised for changes that promote "results driven accountability" and continue to partner with external agencies for the benefit of transient and transitional students. All of these efforts strengthen the capacity of school systems to provide a free appropriate public education to exceptional students in West Virginia.

The Council would like to commend all of the districts visited for their attention to two significant concerns. Each county is focused on increasing

the graduation rate of students with disabilities through expansion of successful transition to post- secondary education, careers and community opportunities. Interagency networks are evolving to support students with emotional and social challenges through school and community based mental health clinics, parent support groups and other community enterprises. Although the success rate of students with emotional problems caused by chemical or environmental circumstances is less than optimistic, all districts are open to collaboration with other agencies to break the cycle of this national epidemic.

The Council further acknowledges the commitment and collaboration between districts and private/parochial schools, especially the Catholic Schools of WV, as they continue to expand opportunities for all students with exceptionalities through dialog, professional development, and direct services.

- **REGIONAL EDUCATION SERVICE AGENCIES**

RESAs and their respective special education administrators continue to provide valuable training, targeted technical assistance and support for school improvement activities at the local school and district level. RESAs provide a tremendous variety of professional learning during the school year, summer institutes, and academies in partnership with the Office of Special Education.

During the transition year (2017-18) from RESAs to Educational Service Cooperatives, the Council supports regional reorganization which will enable the continuation of the Cooperatives to benefit from the expertise of Regional School Support teams and administrators in the areas of early learning, graduation, non-violent crisis intervention, data collection, and systemic planning that will benefit all students across the state.

The WV Council of Administrators of Special Education (WV CASE) and the WVDE Office of Special Education are commended for establishing a mentor program for novice special education administrators. The Council supports this project in order to promote continuing knowledge and expertise in the administration of the most highly regulated and complex program of education – Special Education.

- **WEST VIRGINIA DEPARTMENT OF EDUCATION**

The Office of Special Education is to be commended for fostering partnerships with state, regional and national technical assistance centers. Collaboration with the Autism Training Center, specifically to address concerns about positive school climate, benefits all students and assists teachers with improved classroom management through Positive Behavioral Interventions and Supports and Early Childhood Positive Behavioral Interventions and Supports. The Council supports the on-going need

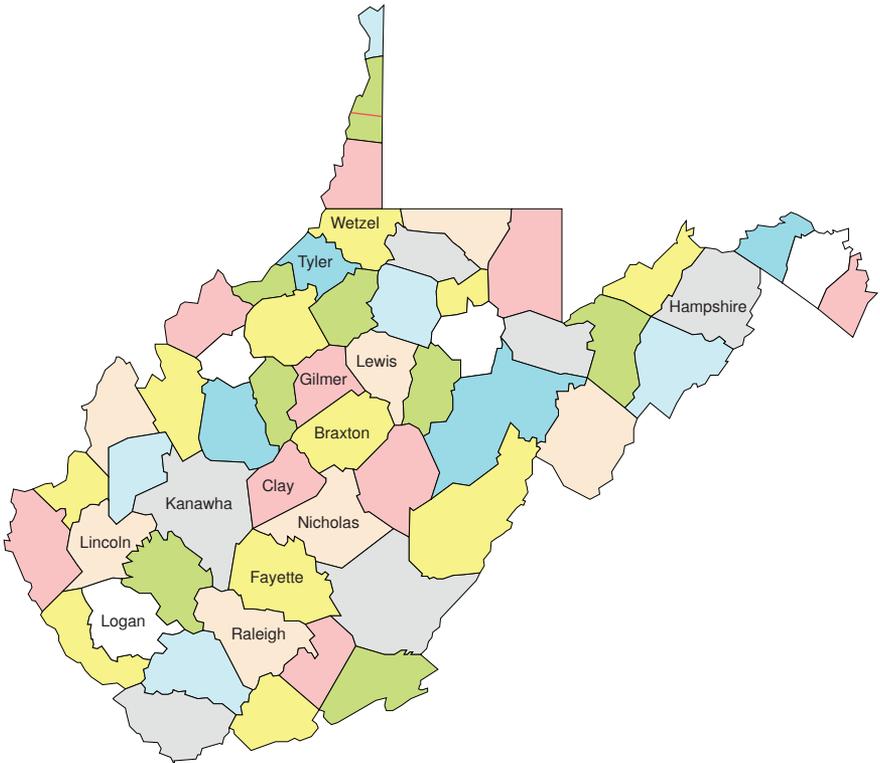
(Continued page 5)

Meeting Sites in 2016-2017

All meetings include district, regional and state reports.

September 15-16, 2016	Braxton, Nicholas, & Clay Counties
October 20-21, 2016	WV Schools for the Deaf & the Blind, & Hampshire County
December 8-9, 2016	Raleigh & Fayette Counties
January 19-20, 2017	Logan & Lincoln Counties
February 9-10, 2017	Wetzel & Tyler Counties
March 16-17, 2017	Lewis & Gilmer Counties
May 4-5, 2017	Kanawha County Annual Work Session

All meetings are open to the public for comments and reports are provided by state, regional and district staff. Additionally, speakers are invited to address topics of concern and interest.



for teacher training related to research-based strategies through summer academies, and teacher boot camps.

The Council has the privilege and obligation of serving as one of the stakeholder groups for the Office of Special Education's State Performance Plan (SPP) and Annual Performance Report (APR), both required by the Individuals with Disabilities Education Act (IDEA 2004). In 2016, the U.S. Department of Education determined that West Virginia met the requirements and purposes of Part B of the Individuals with Disabilities Education Act, additionally West Virginia did not require targeted and intensive monitoring in 2016 from OSEP. Members of the Council participated in a review of state policy changes.

Graduation 20/20 is West Virginia's State Systemic Improvement Plan which has resulted in improved graduation rates for students with disabilities and is being nationally recognized for its accomplishments. (WestEd National Center for Systemic Improvement).

- **STATE BOARD OF EDUCATION**

The Council applauds the West Virginia Board of Education for its leadership in setting strategic goals for school improvement and for developing the policy structure and accountability measures necessary to achieve them. Such leadership, coupled with policy oversight and ongoing professional development has provided many new opportunities to improve achievement for all students. The Council notes particularly the WV Schools for the Deaf and the Blind extensive outreach to children, families and their teachers in local districts through "short courses" and implementation of satellite courses to reach students who elect to remain in their local communities. The availability of the WVSDB as a statewide resource assists WV counties and parents in making crucial decisions for children with hearing or vision losses. The Council is especially appreciative of the thoughtful response to each of the recommendations contained in this report each year.

- **ALL STAKEHOLDERS**

The Council would like to recognize the collaborative efforts of parents and the entire educational community for the increased level of intensive early instructional support services for all students. While employment opportunities and population in rural counties are declining and border counties are growing, the impact is felt in a number of ways: recruitment and retention of highly qualified teachers, limited community-based work experiences for high school students, and lack of community health and behavioral health specialists. These pose tremendous challenges for small, medium, and large counties in meeting the needs of all students.

PERVASIVE CONCERNS, ISSUES, AND RECOMMENDATIONS:

Impact of Neonatal and Early Childhood Exposure to Drugs, Alcohol and Abuse

Since 2012, the Council has taken note of significant escalation in reports of very young children exhibiting extremely disturbing and aggressive behaviors. As the reports grew in intensity and teacher frustration, the Council sought additional information to better address this unmet need of children and their teachers. Trending data from numerous sources suggest, as suspected, in utero exposure to drugs and alcohol. The opioid epidemic in WV has been well documented and there are numerous efforts directed to curb the problem. However, research on the effect of neonatal drug exposure is just coming to the forefront.

In March, 2017, Dr. Todd Davies, one of the lead investigators at Marshall University's Joan C. Edwards School of Medicine, reported on the growing incidence of babies being born at Cabell Huntington Hospital who have been endangered by maternal use of drugs during pregnancy. Dr. Davies shared the following facts:

- WV has one of the highest rates of neonatal abstinence syndrome (NAS) in the nation. In 2013, 33.4 cases of NAS per 1,000 hospital births were reported in WV. (CDC Morbidity and Mortality Weekly Report, August 12, 2016)
- Current statistics reveal that one in five babies born in Cabell Huntington Hospital has been prenatally exposed to drugs.
- Starting in the year 2018, it is likely that five hundred or more children will be entering kindergarten in Cabell County with known in utero exposure to drugs.

Prenatal drug exposure has been shown to affect children's cognitive and behavioral development to varying degrees. The effects of exposure do not always end when the initial withdrawal period is over. Many of these children have learning challenges, behavior problems, and difficulties with social interactions that become most obvious upon school entry. Research finds that children who have been exposed to drugs prenatally are likely to have more executive functioning problems, including poor impulse control and emotional dysregulation, in addition to having lower language skills, visual attention, and overall school readiness than their same age peers. (Pulsifer 2008; Watson & Westby 2003; Huiznik, 2015)

Additionally, children with a history of prenatal drug exposure are more likely to be faced with environmental risk factors, including abuse, neglect, and family instability, which put them at an even greater disadvantage for learning and social development. (Watson & Westby, 2003) Schools should be safe, nurturing environments for all children to grow and to gain the skills that will put them on the path to a successful future. As students in school, children have opportunities to be supported by their teachers in an atmosphere that promotes healthy development. For schools to be optimal environments for learning and development, staff need to have factual information, training, and resources for meeting the needs of all children including this growing population of students who have been exposed to drugs.

In the October 17, 2016 issue of The Atlantic, staggering statistics were reported on the

escalating need for mental health services for children. The Center for Disease Control reports that as many as 1 in 5 children suffer from mental disorder per year which effects their ability to learn, behave, and express their emotions. The 2016 Children's Mental Health Report identifies the lack of trained psychiatric and psychological professionals to address the needs of 77% of pre-kindergarten programs. It is projected that 12,624 child and adolescent psychologists will be needed by 2020 to meet the demand, but a supply of only 8,312 is expected.

The University of California at Santa Barbara (UCSB) has developed a curriculum called Mental Health Matters to be integrated in a number of sixth grade English classes. The program aims to help children (and teachers) understand the signs and symptoms of six major mental illnesses. * attention deficit disorder with hyperactivity, * anxiety & stress disorders, * major depression, * bipolar disorders, * eating disorders, and *schizophrenia. The goal of Mental Health Matters is to increase students' understanding of mental illness, reduce the associated stigma and share wellness practices. We must be able to talk openly about mental health, have kids (and teachers) be able to have their questions answered, and not have it be a topic that's hidden.

In WV, Marshall University is leading a collaborative community response to this problem involving over 20 agencies to address the impact of pre-natal drug exposure, maternal addiction and family supports. The collaborative is called Healthy Connections. Given the lack of access to mental health professionals, classroom teachers bear the responsibility to address the social, emotional and behavioral challenges of children. In a study conducted by the University of Missouri in 2011, only 34% of teachers believe they have the necessary skills to meet their students' mental health needs. In 2017, one would expect the percentage to be much higher. Without proper training and support teachers experience additional stress on the job. This stress is likely to contribute to the use of expulsion to manage student behavior, increase potential for students to drop out of school, and drive teachers to other professions.

For these reasons, the Council recommends that the WVDE use every opportunity to collaborate with Marshall University's Healthy Connections, continue support for statewide Positive Behavioral Interventions and Supports training and implementation, promote the use of Mental Health First Aid training for classroom teachers, and investigate methods to expand knowledge of Trauma Sensitive Schools (<https://traumasensitiveschools.org>) and encourage law enforcement agencies to implement Handle With Care.

Coordination of Parent Focus and Engagement

As the complexity of the world and society expand, the need for teachers to learn enhanced strategies to effectively collaborate are apparent. The efforts of the whole village are needed to raise each child. Data and evidence support the notion that when parents are involved in the education of their children, those kids develop socially, emotionally, and cognitively better than children without a family support network. As the number of Parent Educator Resource Centers (PERCs) in West Virginia declines, the importance of every teacher's ability to communicate, engage, and encourage parent participation in education is essential. Non-profit and state agencies provide vital links between families and schools, however, these agencies are often unaware of each other. Colleges and universities may

not teach the components of effective communication and the importance of listening for understanding. Online course work may inhibit practicing and learning effective communication skills. Teacher candidates need opportunities to meet with parents to experience the parental perspective of raising a child with a disability. Teachers, especially, need to acknowledge that all children and families are different, with unique strengths, values, beliefs and challenges. Everyone's voice on IEP teams must be heard and perspective valued.

The Council recommends that the West Virginia Department of Education sponsor interagency understanding through small group discussions, and support institutions of higher education in development of communication and collaboration course work for teacher candidates designed to strengthen effective parent partnerships.

Teacher Preparation: General education teachers and students with disabilities.

Colleges and universities, that offer teacher preparation, provide information to general education teacher candidates on teaching students with disabilities that is essential for students and teachers alike. The Council seeks to ensure that general education teachers are aware of the important role they have in the complex network of laws, instruction, and disability awareness. As emphasis on educational environments shifts from segregation to inclusion, all teachers must be knowledgeable about special education laws, processes, and responsibilities to address the needs of children with special needs.

The general education teacher is often first to recognize that a student is not performing at the same level as other students. This awareness should activate a sequence of events to determine the extent of intervention the student may need to benefit from the general curriculum. Every public school in the State has a process in place known as a Student Assistance Team (SAT). This group of individuals is charged with making recommendations that will aid the teacher in addressing specific problems exhibited by the student. These recommendations may include implementation of instructional strategies, data collection, and review of responses to any previous interventions. The SAT may ultimately refer the student for an individual assessment to determine the need for specially designed instruction after interventions have been documented.

If a student is eligible for special education, general and special education teachers must work together. The co-teaching plan that results from collaboration should reflect the expertise of both general and special education teachers. Often the plan provides that the general education teacher directs the course content and the special education teacher provides specialized instruction through the use of individualized strategies, modalities, and/or modified content to address the student's special needs.

There are innate challenges in making co-teaching effective.

- Expectations for student performance may be different.
- Time for collaboration may be limited.
- Opportunity for specialized instruction may be impeded by teacher schedules and assignments

The Council recommends that colleges and universities be provided with guidance regarding what general education teachers need to know about special education to increase consistency among teacher preparation programs. The Council encourages

university faculty participation with district and state professional learning events. Additionally, the Council recommends that appropriate co-teaching models be provided for general and special educators by the West Virginia Department of Education.

Graduation 20/20

The WV Advisory Council joins WestEd National Center for Systemic Improvement (NCSI) in commending the WV Department of Education, Office of Special Education for selecting graduation as the target for Indicator 17 of the State Systemic Improvement Plan. Since 2014, the Office of Special Education (OSE) has worked with national technical assistance centers and state agencies to develop a comprehensive approach for increasing the graduation rate and reducing the drop-out rate of students with disabilities. Strategies to improve graduation outcomes included local access to data reporting systems, such as, Zoom WV and Early Warning System; school-level data analysis; regional school support specialist; and monetary incentives to pay for stipends, substitutes and activities. In two years, the percentage of students with disabilities who graduated in four years with a regular diploma has increased from 70.25% to 76.58%. Furthermore, some districts have achieved graduation rates above 90% for students with IEPs and general education students. Much of the success for the project is attributed to starting with pilot schools and sharing the knowledge and understanding of effective strategies with other schools. Currently there are 72 high schools and 20 middle schools participating in the study. Another element of success is collaboration with agencies that offer coordinated work-based experiences which prove to be high motivational incentives to keep kids in school.

The Council recommends that the Office of Special Education continues to expand the number of schools, especially middle schools, that participate in Graduation 20/20. The Council also encourages OSE to engage elementary schools with activities and academics that focus on graduation from the beginning of educational experiences.

INDIVIDUAL PARTICIPANTS

The following people attended Council meetings across the state during the past year. Some provided information, some expressed concerns as part of the informal meeting with the public and others made presentations because they had been included on the agenda. The Advisory Council expresses its gratitude for their candor and for the testimony which provides the basis for this report.

<i>Participant</i>	<i>Role/Position</i>	<i>Location</i>
		September, 2016
Christina Bailey	Director SE, Braxton Co.	Braxton, Nicholas, Clay
Kim Dennison	Director Fed. Prog. Braxton Co.	Braxton, Nicholas, Clay
Catherine Zaras	SE Teacher, Davis Elem.	Braxton, Nicholas, Clay
Brenda Wells	Director Support Ser. Braxton Co	Braxton, Nicholas, Clay
Bev Nichols	Director SE, Clay Co.	Braxton, Nicholas, Clay
Sarah Lee	Director SE, RESA 4	Braxton, Nicholas, Clay
Dawn Embrey King	Director SE, RESA 3	Braxton, Nicholas, Clay
Kathy Sibbett	Director SE, Nicholas Co.	Braxton, Nicholas, Clay
Jared Hughes	Coordinator, Office Institutional Programs	Braxton, Nicholas, Clay
L. D. Skarzimski	Principal, Pressley Ridge @ Laurel Park	Braxton, Nicholas, Clay
		October, 2016
Martin Keller PHD	Supt. WVSD&B	WVSD&B & Hampshire
Rachel Rajca	Interpreter/CAP coord	WVSD&B & Hampshire
David Simanski	Director SE, Hampshire Co.	WVSD&B & Hampshire
Shari Loar	School Counselor	WVSD&B & Hampshire
J. Mooch Mutchler	TRC Community Access Inc.	WVSD&B & Hampshire
Bridgette Kady	WV DRS Sr. Rehab Counselor	WVSD&B & Hampshire
Ruth Rowan	Grandparent, WV Delegate	WVSD&B & Hampshire
		December, 2016
Linda Palenchar	Director SE, Fayette Co.	Raleigh, Fayette
Chad Quesenberry	Asst. Principal OHHS	Raleigh, Fayette
R. Greg Bartlett	Director SE, RESA 1	Raleigh, Fayette
Allen Sexton	Director SE, Raleigh Co.	Raleigh, Fayette
Sara Morris	Compliance Coordinator	Raleigh, Fayette
Marsha Fink	Communications Coordinator	Raleigh, Fayette
Rachella Prince	Curriculum Administrator	Raleigh, Fayette
Kerri Jarrell	Autism, Virtual Homebound	Raleigh, Fayette
Michelle Moore	School Improvement Coord.	Raleigh, Fayette
Lee Leftwich	CEO MUSTER Project, Inc.	Raleigh, Fayette
Elizabeth Massey	WVU CED Parent Network	Raleigh, Fayette
Lisa (Mills) Lacy	Parent	Raleigh, Fayette
		January, 2017
Carol Sigmon	Evaluator	Logan, Lincoln
Peggy Vance	CTE Director	Logan, Lincoln
Paul Hardesty	LCS BOE President	Logan, Lincoln
Mimi Browning	SE Teacher	Logan, Lincoln
Staci Johnson	School Psychologist	Logan, Lincoln
Patricia Lucas	LCS Superintendent	Logan, Lincoln

<i>Participant</i>	<i>Role/Position</i>	<i>Location</i>
Sandy Richardson	School Psychologist	Logan, Lincoln
Kathy Farmer	Evaluator	Logan, Lincoln
Connie Adkins	Evaluator	Logan, Lincoln
Eva Marcum	Principal, Verdunville Elem.	Logan, Lincoln
Bill Linville	Asst. Superintendent, Lincoln Co.	Logan, Lincoln
Rikki Lowe	Director, SE Lincoln Co.	Logan, Lincoln
Jessica George	Director, SE RESA 2	Logan, Lincoln
Debbie Novotney	Director, SE Wetzel Co.	February, 2017 Wetzel, Tyler
Joe Paolo	Director, RESA 6	Wetzel, Tyler
Teresa Standiford	Director, Curric, PreK Wetzel Co.	Wetzel, Tyler
Warren Lee Grace	President, Wetzel Co. BOE	Wetzel, Tyler
Melinda Walton	Director, SE Tyler Co.	Wetzel, Tyler
Diane Brown	Teacher Magnolia HS	Wetzel, Tyler
Laura Hayhurst	PERC	Wetzel, Tyler
Shane Highley	Asst. Supt. Wetzel Co.	Wetzel, Tyler
Deena Swain	Director RESA 5	Wetzel, Tyler
John Taylor	Parent	March, 2017 Lewis, Gilmer
Donna B. Lake	Coordinator	Lewis, Gilmer
Brit Cooper	School Psychologist	Lewis, Gilmer
Carol Williams	Director, SE Lewis Co.	Lewis, Gilmer
Lesa Hines	Director, SE RESA 7	Lewis, Gilmer
Patricia Lowther	Director, SE Gilmer Co.	Lewis, Gilmer
Todd Davies, PhD	Dir. Of Research Marshall U.	Lewis, Gilmer
Darlene Smithson	Supervisor Gilmer Co.	Lewis, Gilmer

CONCLUSION

As another school year draws to a close, so are the Council's visits to the counties that hosted our meetings throughout the year. We are pleased to have had the opportunity to hear from parents, teachers, experts and administrators about the successes and educational needs of exceptional students in West Virginia. On behalf of the Council, I would like to thank all the people who find ways to do so much to enrich the lives of students. Their tireless attention to serving the needs of these children is a testament to their desire to ensure that every child has the opportunity for a fulfilling and successful life. The leadership and guidance of the Office of Special Education at the West Virginia Department of Education is inspiration to teachers who persevere to overcome daunting obstacles as they focus energy and effort to improve the lives of children.

As the educational process unfolds, it is evident that the cooperative efforts from all stakeholders continue to push the education of students with disabilities forward toward the goal of a brighter future. It is an honor and a privilege that the Advisory Council can be part of this process. The Council gives a voice to the needs that arise from comments and testimony presented throughout the year by individuals who serve exceptional children.

I would like to thank the hard-working people who come out each day to strive to better the life of a child. As the chair of the Council, I would like to thank our Executive Director, Susan White, whose tireless work brings us to special people and places. Her leadership is beyond value. Thanks, also, to Patricia Homburg, Executive Director of the Office of Special Education, whose guidance and direction lead the drive for teachers, parents, students to be the best that they can be.

Thanks to the West Virginia Department of Education for their initiatives, professional learning, guidance and support across all areas and levels of need. Thanks to the State Board of Education for their affirmation that all students can learn and succeed. Finally, to all the parents who advocate so fiercely for the needs of their children. Parents are the voice, the support, and the greatest asset that children have in the quest for success.

We, the West Virginia Advisory Council for the Education of Exceptional Children, bring forward these recommendations to the West Virginia Board of Education, not as a single voice, but rather as a chorus, of all the individuals who participated in our meetings, singing in harmony.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Milliman', with a long, sweeping underline.

John Milliman
Chairperson, WVACEEC 2016-17



**WEST VIRGINIA ADVISORY COUNCIL
FOR THE EDUCATION
OF EXCEPTIONAL
CHILDREN**

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Comments _____

We need your ideas, concerns and comments. Please
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