



2014 Spring Conference
& Semi-Annual Membership Meeting

**STRENGTHENING AND LEARNING FROM
PARTNERSHIPS IN EDUCATION AND
CHILDREN'S SERVICES**

CONFERENCE PROGRAM

April 9-11, 2014
The Sheraton Virginia Beach Oceanfront Hotel
Virginia Beach, Virginia

VIRGINIA ASSOCIATION OF INDEPENDENT SPECIALIZED EDUCATION FACILITIES

2014 Spring Conference and Membership Meeting
April 9-11, 2014

Strengthening and Learning from Partnerships in Education and Children's Services

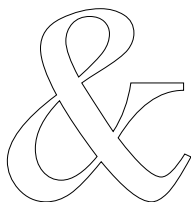
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VIRGINIA ASSOCIATION OF INDEPENDENT SPECIALIZED EDUCATION FACILITIES
2014 Spring Conference and Membership Meeting

SCHEDULE OF EVENTS

Wednesday, April 9

- 1:00 PM VAISEF Accreditation Committee – Cape Lookout
- 2:00 PM VAISEF Membership Services Committee – Cape May
- 2:00 PM VAISEF Membership Recruitment Committee – Cape Henry 1
- 3:00 PM VAISEF Insurance Committee – Linkhorn Board Room
- 4:30 PM VAISEF Board of Directors – Cape May
- 6:45 PM Dinner at Catch 31 – Hilton Virginia Beach Oceanfront Hotel

*Hilton is approximately 3 blocks south of Sheraton.
3001 Atlantic Avenue, Virginia Beach, Virginia 23451
(757) 213-3474*

*This is a self-pay function and separate checks will be processed, so
please be patient with wait staff as they accommodate our needs.*

Thursday, April 10

- 7:45 AM Registration (Capes Landing) & Breakfast – Ocean Grand Foyer
Sponsored By ELWOOD CONSULTING, LLC

Exhibitor Fair Open from 7:45 AM to 3:00 PM in Ocean Grand Hallway

Please visit our supportive exhibitors with your bingo cards!

Turn your completed card in to a member of the Membership Services Committee before the
2:00 general session and be entered to a drawing for additional door prizes!

Door prizes will be announced at the conclusion of the general session.

VIRGINIA ASSOCIATION OF INDEPENDENT SPECIALIZED EDUCATION FACILITIES
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Thursday, April 10

(continued)

8:30 AM Welcome and Keynote Presentation – Cape Charles

The CSA After 20 Years; How the System Continues to Best Serve Children and Families Through Public/Private Partnerships

Susie Clare, Executive Director, Virginia Office of Comprehensive Services

Sponsored by TIMBER RIDGE SCHOOL

10:00 AM Breakout Sessions

Special Education Resources <i>Cape Henry</i>	Other VDOE Resources <i>Cape May</i>	LEA Partnerships <i>Cape Lookout</i>
VDOE Office of Special Education Instructional Services <i>Teresa Lee</i>	VDOE Office of Test Administration, Scoring & Reporting <i>Jason Ellis</i>	Ongoing Dialogue with LEAs to Ensure Student Achievement, Success, and Positive Exits <i>Jennifer King, Fairfax County Beth Renswick, Loudoun County</i>

11:15 AM Breakout Sessions

Special Education Resources <i>Cape Henry</i>	Other VDOE Resources <i>Cape May</i>	LEA Partnerships <i>Cape Lookout</i>
VDOE Office of Special Education Program Improvement <i>Samantha Hollins</i>	School Counseling and Career Connections <i>Joseph Wharff</i>	Relationships with Providers and Preparing for LEA Placements <i>Nyah Hamlett, Henrico County Michelle Boyd, City of Richmond</i>

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Thursday, April 10

(continued)

12:30 PM Lunch – Ocean Grand Foyer

2:00 PM General Session – Cape Charles

CSA 101; The Process Explained, OCS Resources, and Q&A

Susie Clare, Executive Director, Virginia Office of Comprehensive Service

Brady Nemeyer, Program Consultant, Virginia Office of Comprehensive Services

6:00 PM Past President's Reception – Grand Ballroom Foyer

Sponsored By PARTLOW INSURANCE AGENCY

7:00 PM Annual Awards Banquet – Ocean Grand Foyer

9:00 PM President's Reception – Cape Fear

Sponsored by ELWOOD CONSULTING, LLC

Friday, April 11

8:30 AM Breakfast – Cape Lookout

9:30 AM Semi-Annual Membership Meeting – Cape May

- Update from the Virginia Department of Education
- Recognition of New Members
- Recognition of Accreditations and Reaccreditations
- Updates from Committee Chairs
- Approval of Amendments to Standards of Accreditation
- Legislative Update
- Presentation of VAISEF Outcomes Data

12:00 PM Adjournment

VIRGINIA ASSOCIATION OF INDEPENDENT SPECIALIZED EDUCATION FACILITIES

Presenter Biographies

(biographies listed in alphabetical order)

Michelle Boyd, Ed.D.

Dr. Michelle Boyd was born in Portsmouth, Virginia as the younger in a set of twins. She received her K-12 education from Penn Hills School District in Pittsburgh, Pennsylvania where she was reared most of her life. Dr. Boyd later received her Bachelor of Science in Education in Special Education and Elementary Education from Clarion University of Pennsylvania where she also received the Daniel P. Roberts Award for being the minority student with the highest G.P.A. in the graduating class of 2002. She later earned her Master of Arts in Educational Leadership and Policy Studies from the University of Maryland, College Park. Dr. Boyd then went on to complete her Doctor of Education in Educational Policy, Planning and Leadership at the College of William and Mary in which her dissertation centered on co-teaching effectiveness in an urban school division. Most recently, Dr. Boyd was among Virginia's first graduating class of the National Institute for School Leadership (NISL) Executive Development Program for Leaders administered by the Virginia Foundation for Educational Leadership (VFEL).

Dr. Boyd worked in various capacities during her professional tenure to include service in the following systems: Montgomery County Public Schools (MD), Henrico County Public Schools (VA), and the Virginia Department of Correctional Education. Since 2007, Dr. Boyd has supported students in Richmond City Public Schools as the Secondary Coordinator for Instruction, Director of Exceptional Education and Students Services and currently serves as the Executive Director of Exceptional Education and Student Services. Not only does Dr. Boyd work to support student achievement in her professional life, she supports and encourages children as a youth leader at her church and as an assistant basketball coach for Big East Youth Basketball. Dr. Boyd is committed to helping youth excel such that their goals and aspirations come to fruition.

Susan Cumbia Clare

Susan Cumbia Clare was selected as Executive Director of the Office of Comprehensive Services (OCS) in August 2011, overseeing the agency responsible for administering the Comprehensive Services Act, a collaborative system of services and funding that is child-centered, family-focused and community-based, addressing the strengths and needs of troubled and at-risk youths and their families in the Commonwealth.

Previously, Clare was a Specialist for Special Education and Student Services at the Virginia Department of Education. She began her career teaching high school students with emotional disabilities before becoming an administrator at Virginia Randolph Special Education Center, a separate public school program for students with significant disabilities. Clare then served as a Principal in the elementary and middle schools level in the King William County Public Schools.

Continuing her service to children, Clare was the Henrico County CSA Coordinator. In this role, she managed the fiscal and programmatic implementation of state-mandated services for at-risk youth and families.

BIOGRAPHICAL HIGHLIGHTS

PRIVATE PROVIDER EXPERIENCE

Executive Director,
Private Day School

CSA EXPERIENCE

Local CSA Coordinator – 6 years
CSA Coordinator Rep. to SLAT – 2.5 years (Chair - 1.5 years)
VDOE Liaison to CSA (and SLAT Rep) - 3 years

PUBLIC SCHOOL EXPERIENCE

Special Education Director
School Principal
Special Education Teacher

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Presenter Biographies

(biographies listed in alphabetical order)

Jason Ellis

Jason has been working at the Virginia Department of Education for 9 years, the last 7 years with the Division of Student Assessment and School Improvement, in the Office of Test Administration, Scoring and Reporting. Prior to arriving at the VDOE, Jason served as a teacher and building level administrator for 9 years in Henrico County Public Schools. Jason is the father of two high school students, Jordan, a senior headed to VA Wesleyan in the fall, and Colin, a sophomore. In his spare time, Jason enjoys coaching travel softball, surf fishing, and anything that allows him to spend time with his family.

Nyah Hamlett

Nyah Hamlett has served as a special education teacher, reading specialist, and district administrator over the past ten years in Virginia Beach City Public Schools and Henrico County Public Schools. Ms. Hamlett is the Director of Exceptional Education and Instructional Support for Henrico County Public Schools. She currently supervises and supports special education programs, gifted education programs, related services, school psychologists, school social workers, as well as, Response to Intervention and Preventative Behavioral services for the school division. She works closely with the Henrico Policy and Management Team, FAPT team, and school-based FAPT team in Henrico, also known as the multi-disciplinary team in order to strengthen partnerships and foster a systems of care approach to meet the needs of Henrico students and families.

Ms. Hamlett's primary full time job is wife and mother of a 5 year old and 1 ½ year old. In addition, she has been accepted and will be beginning the Executive EdD program with The College of William and Mary this summer.

Jennifer King

Jennifer King has a BS degree in Therapeutic Recreation from the University of Maryland and an MA degree in Psychological Services from Marymount University. She worked in two private day schools in Northern Virginia for a total of close to 20 years and has worked in Contract Services for Fairfax County Public Schools for the past 8 years. Her work experiences have provided her with both the private and public sector perspectives. Being a parent of a child receiving special education services gives her some understanding from a parent perspective of what it is like to navigate through a school system to access services to support them.

Samantha M. Hollins, Ph.D.

Dr. Samantha Marsh Hollins, Ph.D. is the Director of the Office of Special Education Program Improvement at the Virginia Department of Education. She earned a BS in Psychology, Masters in Teaching and her doctorate in Special Education and Disability Policy from Virginia Commonwealth University. While in Richmond, Samantha worked as a community services organizer for Richmond City Schools.

(Hollins biography continued on next page)

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Presenter Biographies

(biographies listed in alphabetical order)

Samantha has worked in the public school setting as a special education teacher as well as a behavioral and academic consultant. Samantha is also a graduate of the Virginia Leadership Education in Neurodevelopmental Disabilities (Va-LEND) program working with the Partnership for People with Disabilities in Richmond, Virginia. While completing her graduate work at VCU she conducted research on reading skills in students with Autism Spectrum Disorders as well as the management of behavior of at-risk children in the preschool setting. Additionally, Samantha has taught courses related to professional development in working with individuals with ASD at the undergraduate and graduate level.

In 2008, Samantha was awarded the 2009 Disability Policy Fellowship at the Association of University Centers on Disabilities (AUCD) in Washington, D.C. and then began working there as their full time Policy Analyst. While in D.C., Samantha focused on the policy agenda of education, employment and training and the civil rights of persons with disabilities. As part of the Legislative Affairs staff she helped to pursue the advocacy and legislative goals of the network as well as assisting program staff in fulfilling contract activities with the federal government.

Samantha has also previously served as the Educational Specialist for Autism, Intellectual Disabilities and Assistive Technology for the Virginia Department of Education. Samantha continues to participate in national conferences and conduct trainings related to the education of children with disabilities, state and federal data reporting and school improvement efforts related to students with disabilities.

Teresa S. Lee, Ed.D.

I serve as an Educational Specialist for the Virginia Department of Education in Special Education Instructional Services with a focus on instructional services for students with Specific Learning Disabilities and Attention Deficit Disorder. I provide guidance and technical assistance to parents, teachers, school divisions and community upon request. Prior to my work at the state department, I served as a teacher of students with specific learning disabilities and assistant principal in Chesterfield County School, Assistant Professor of Educational Leadership at Virginia State University and principal in Amelia County Schools. I am a certified Strategic Instruction Model Professional Developer through the University of Kansas Center for Research on Learning.

As an educational specialist, I co-produced guidance documents including, Response to Intervention and the Eligibility Process, Supporting the Identification and Achievement of Twice-exceptional Students, Implementing Standards-based IEPs and Guidelines for Educating Students with Specific Learning Disabilities.

I have a bachelor degree in education from Virginia Tech, masters in administration and supervision from Radford University, a doctorate in administration and supervision from University of Virginia and special education certification from Central State University, Wiberforce, Ohio.

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Presenter Biographies

(biographies listed in alphabetical order)

Brady Nemeyer

Brady has worked with the Office of Comprehensive Services for over 6 years where he provides technical assistance around CSA policy as well as training to local CSA systems. He also serves as the liaison to the Private Provider community. Brady has held various roles in the private sector working for a private day school and with a company that provides TFC and community based services. Brady has a degree in Child Life-Psychology from Syracuse University. Brady met his wife while in college. In 2001 they moved from New York to Virginia and now call Virginia their home.

Beth Renswick, M.Ed.

Beth received her undergraduate degree in special education from the University of Delaware and her graduate degree in education (agency counseling) from The College of William and Mary. She has worked in general and special education programs exclusively in Virginia for over 25 years, working with students and their families in a variety of settings in the Hampton Roads, Richmond, Middle Peninsula, and Northern Virginia areas. She taught students in resource, self-contained, inclusive, and collaborative classrooms mainly in elementary and middle schools.

While in King William County, Beth was the Coordinator of Special Programs for four years. During that time, she became responsible for students who were placed in the private sector through the local CSA process and was an active member of that Family Assessment and Planning Team. Other areas of responsibilities included, but were not limited to, compliance, testing, and transition.

Beth has most recently been employed by Loudoun County Public Schools as a case manager for students with disabilities requiring placements in private schools for students with disabilities.

Aside from her experience in public education, she has worked in the mental health field and the addiction field providing both direct and indirect services in public and private agencies and colleges.

Joseph Wharff

Joe is the School Counseling Career Connections Specialist at the Virginia Department of Education. His duties in the Career and Technical Education (CTE) division include the Academic and Career Plan Initiative, Career Connections Program, RU Ready magazine, High Schools That Work (HSTW), industry credentialing, transcript regulations, and technical support for school counselors in Virginia. Prior to the position in CTE, he was the School Counseling Specialist working in Middle/High Instruction at VDOE. Joe has worked as a school counselor and director at Hermitage High School in Henrico County. He earned his Bachelor's degree from Ohio University and his Masters and Post-Masters degrees from Virginia Commonwealth University. He is a Board Member for the Virginia School Counselors Association (VSCA), Virginia Career Development Association (VCDA), and the VCU Counselor Education Advisory Board.

VIRGINIA ASSOCIATION OF INDEPENDENT SPECIALIZED EDUCATION FACILITIES
2014 VAISEF Margaret Shepherd Teaching Award

Melissa Shuler
Rivermont School - Fredericksburg

The Margaret Shepherd award annually recognizes a teacher who works with students with special needs and is employed by a school, which is a member of VAISEF. Directors of schools may nominate someone from their facility who demonstrates a level of excellence and commitment consistent with the teaching career of Margaret Shepherd. The award nominations are considered by a panel of outside judges; one from the Virginia Department of Education, one from a local government, and one from an external education institution.

A nominee should be a teacher who:

- Possesses a commitment to children which will not allow failure;
- Shows flexibility in teaching; is willing to try anything to enable a child to be successful;
- Holds high expectations with respect to academic and social behavior; teaches children to be good citizens, as well as good students;
- Shows an openness to collaborating with other teachers and professionals, and to trying new ideas;
- Is committed to influencing children to behave through praise and encouragement, rather than punishment; and,
- Realizes the importance of children having fun and enjoying learning.

The following is Melissa's letter of nomination by Jenny Oxendine:

As I reviewed the teacher characteristics of a Margaret Shepherd Teacher Award Nominee, one outstanding teacher came to mind meeting or even exceeding each descriptive bullet. This teacher represents the epitome of commitment and flexibility. In addition, she demands rigor in both academic and social performance. Understanding the importance of building a trusting relationship, she is the natural spokesperson of positive behavior supports within our school. Finally, this nominee is a consummate team player promoting success for all students and staff members.

Within the first few minutes of a potential student's IEP, this teacher has made a personal connection with the student and his family. Her innate gift of relationship building enables the student's support system to quickly recognize her commitment. She puts hours into her lesson planning, as she knows that many of our students have given up on the lessons within traditional textbooks. For instance, when she presents an 11th grade English standard, she will dig deep for content that touches individual students. One of her students had given up on school and was at-risk of quitting altogether. Through conversation and interest interviews, she knew that becoming a firefighter was the one dream onto which he held. She created his academic curriculum around this interest and he is thriving today, becoming a member of the volunteer fire department due to her commitment to his success.

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Another example of her commitment and flexibility was evident during an unannounced visit to her classroom. She was presenting a geometry lesson, and the students looked confused and frustrated. She quickly modified her lesson, bringing the students to the floor in the front of the classroom with a roll of masking tape. She provided a kinesthetic learning experience using the tape to form angles on the floor and the students were able to grasp the original concept. The students are confident of her belief in them and consequently, they have increased positive behaviors during instruction. Due to the respect she has gained from her students, she is able motivate them to reach their greatest level of academic rigor. Last year, two students who had failed in every other setting, were able to earn their high school diplomas with her specialized support.



Though her students enter her classroom with a plethora of needs and an extensive history of maladaptive behaviors, she rapidly promotes the increase of positive behaviors through her consistent and individualized classroom management system. When a student earns the highest behavioral level in her classroom, he is allowed to participate in a bi-weekly service project at a local church serving food to the community's needy. This experience has promoted self-esteem, community awareness, and friendship. Another earned social opportunity is having a lunch out in the community with peers and staff. Though students participate in daily social skills lessons, these earned social situations raise the awareness that being in a healthy peer relationship is a responsibility that reaps rewards. This teacher does an outstanding job pre-teaching social behaviors. She models appropriate behavior and expects them to mimic her teachings. Though, she has high expectations, she also recognizes the limits of each student. For instance, rather than nagging a student for their lack of focus or

inability to remain still during instruction, she meets them where they are. She has brought two rocking chairs into the classroom for students who have difficulty remaining still and rotates them according to need and behavior level. Students are able to move within their area during independent work as long as they do not take advantage of her flexibility. With her extensive bank of accommodations, she has only provided the support of two therapeutic holds during the last year and a half. These same students required more interventions in prior settings, but due to her effective prevention strategies, more restrictive supports are no longer required.

In conclusion, though this nominee is one of the newer staff members to the teaching profession, she has earned the respect of her more experienced peers. Due to the extensive time she gives to planning engaging lessons, she comes across engaging instructional strategies, including technology and kinesthetic opportunities. She readily shares these resources with any interested staff member. If she sees that a staff member is struggling with a student, she will quickly step in and ask if her help is needed. Our staff welcomes her support, as her knack for building trust spills into other classrooms. In addition to her engaging lessons and behavioral success throughout the school, she has also become the "go-to" teacher for reviewing present levels of performance for new teachers. She is able to capture the complete picture of the students within her student summaries. Currently, there is a waiting list for a seat in her classroom, as community stakeholders have also recognized her passion of the teaching profession. This outstanding teacher is a one in a million educator and deserves my highest recommendation for the Margaret Shepard Teaching Award.

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2014 VAISEF Making A Difference Award

Love Jones Youth For Tomorrow

“The importance of what you are doing is greater than you are”

- Richard Warren

This award is intended to recognize a staff member that truly is “making a difference” in the lives of young people. The award is open to all Professional and Para Professional Staff (except teachers, CEOs, presidents, and executive level positions) who work with students with special needs and is employed by a school, which is a member of VAISEF. Directors of schools should nominate someone from their facility who demonstrates a level of excellence and commitment to their children.

Description (definition) of exceptional services:

- Services made over and above standards of expectations established for the staff position being recognized
- Creative and innovative services that have assisted the organization (school) to far exceed its goals and objectives for the success of the students

Criteria for exceptional services (choose at least one and no more than three areas):

- Significant contribution
- Extended Family Services
- Exceptional guidance, educational and or life lessons service to children with special needs and their families
- Innovative cutting edge services to students demonstrated by verifiable results
- Development of creative ways to reach students with special needs to make a difference in their lives documented by results
- Investigation and research of new alternatives for developing, counseling, educating students with special needs
- Mentoring and coaching success strategies that are demonstrated by verifiable results

Following is Love’s letter of nomination by Dr. Gary Jones:

Our nominee has devoted 15 years of her life to the children served by our organization. For seven years she made a daily round trip, in non-rush hour a commute of 2 ½ hours just to serve our children in any capacity requested. In some cases it was to listen to the heartaches and heartbreaks of boys and girls who had been abused or abandoned by their parents; other days it was to actively address the emotional issues distraught girls wanted to share with someone who was willing to lend a “mother’s ear” and then other days it was to creatively apply her ingenuity and gifting to generate financial resources for our facility to meet the operating costs of providing for the clinical needs of the kids. Seven years ago our director hired our nominee as our Development Department Director of Special Events. In this capacity, our nominee has been able to combine her love for our children with her skills and talents.

As a mother and grandmother, our nominee smoothly translates what she has learned in parenting and real-life experiences to help our children in need. What she offers our children, not unlike the rest of the children in VAISEF facilities -- considered by many to be “the least, the lost and the lonely” -- is a good listener, offering quiet but insightful logic, a tender heart for the dispossessed and a learned approach to recognizing the clinical needs of a child. She combines these attributes through parenting and experience with a God given ability to make a child feel valued, to create opportunities for a child to interface with others in public forums and to know where to go and how to convince others with financial means to place their resources where they will “Make A Difference”.

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SIGNIFICANT CONTRIBUTIONS: Our nominee's contributions to the lives of the 1018 boys and girls placed in our four residential care programs and our off-campus behavioral health services last year can be summarized in the following activities in which she has been instrumentally involved:

1. Child Centered Events: We host several "special events" during the school year for which our nominee is principally responsible:

a) Community Service Month: At our nominee's suggestion, we committed the month from post-Thanksgiving through Christmas Day to developing opportunities for the children of our programs to "reach out" and touch the lives of others in need in the community. This past Holiday Season, our residents visited an Assisted Living facility for senior citizens in our local community. Under our nominee's leadership, our girl residents took Christmas presents to 25 elderly residents of the facility who were expecting no one to remember them at Christmas and no presents from anyone. A "songfest" was featured with our kids sitting beside the Assisted Living elderly and leading them in Christmas songs. The gift presentations were highlighted by gifts our girls had personally petitioned our staff to purchase. The girls personally presented gifts to each elderly man or woman. The smiles on the faces of the elderly as well as our girls were priceless. Tears ran down the cheeks of several of the elderly and they simply pleaded for our girls to stay for dinner. Our girls realized how fortunate they were to be young and healthy, that life was full of opportunity to make others feel better about themselves and, at the same time – they began to feel better about themselves as well.



Another activity during the month included personally distributing home-made cookies and brownies from a kitchen in one of our girl's homes to over 50 donors and Trustees. These delicacies, made by our girls from "scratch", were accompanied by chocolates, monogrammed sweater vests with our logo and imprinted writing pads, also with our logo. Our girls learned the value of making things in their own kitchen as a way to say "thank you" to those who have made their experience possible and meaningful.

The month was concluded by a magnificent Christmas Party for our 72 children including a large Christmas bag filled with personalized gifts for each child, four entrée' dinners in our homes for our guests followed by house to house visits by 55 guests attending the evening's festivities. Many of the gifts were donated through an Angle Tree initiative, which was made possible by soliciting 18 corporations to donate gifts for each child in residence. The absolute delight and exuberant happiness expressed by each child was something special. Our children were taught how to express immediate gratitude to the guests for such generous support to our boys and girls. The next day, each resident wrote thank you letters to the donors of the hundreds of gifts given to our residents the previous evening.

b) Thanksgiving Celebration: Each year on the Saturday before Thanksgiving, a special celebration is organized to teach the children the American values encompassed in the historic Thanksgiving Holiday. A drama presentation, featuring 15-20 of our children is held for the entire campus community followed by a "family Thanksgiving" dinner celebration. Parents of our children and placing agency officials are invited to attend as well. This event gives the children an opportunity to appear before a large audience which gives them an important opportunity to develop self-confidence and poise and the importance of appreciation and gratitude while also teaching them about an important event in American history.

c) Therapeutic Day Treatment Recognition Awards: Recognizing the importance of children succeeding at something to which they commit, our nominee organized a day of activities and a luncheon ceremony for all the 45 kids in our Therapeutic Day Treatment summer session to celebrate their individual achievements. The kids were accompanied by several principals from the public schools in which we participate, our Behavioral Specialists and parents of the children. Recognition and achievement awards were presented to each TDT student. The pride of accomplishment was evident on the face of each child. The TDT program was acclaimed by the local school district representatives for the behavioral and sociological progress each child had made during their TDT experience.

d) Behavioral Health Services (BHS): Our five BHS programs got off to a slow start in 2012 with services provided to only 245 from our immediate area. After speaking with several clinicians and researching the length of time children were waiting for therapeutic services to be delivered by local

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public health offices (e.g. 4-6 months), our nominee became determined to “tell the community about the immediate availability of our behavioral health services. She put a marketing plan together which included open houses at our satellite office, initiated a “public awareness” campaign through social media and wrote lead stories in our quarterly Newsletter. The BHS client base increased to 646 – over a 100% increase in one year! Parents have registered their sheer joy with our Director of Program Services for the immediate availability of treatment and especially with the clinical results for their children. As a result of the strong demand for these services, we recently opened a BHS office on our campus to serve the increasing needs of our community.

2. Fundraising Events to meet Resident Needs: We have three high producing fundraising events each calendar year for which our nominee is responsible for organizing and executing. The events raise an aggregate sum in excess of \$3,000,000 each fiscal year to meet, in part, the needs of the children in our ten (10) residential and mental health programs. Many of the funds are targeted towards the programs to underwrite the costs of providing services to sex trafficked domestic girls, for our After Care program serving our graduates and the five behavioral health services programs (mental health) including two satellite offices and adding funds to our Endowed Scholarship Fund. The ratio of costs (\$.86M) to revenue (\$3.3M) for these events is only 26%.

a) Our annual February Gala event generated revenue of \$1.012M attracting 914 guests including Hollywood icon Tom Selleck, country music artist Sara Evans, former Hollywood star of CHiPs, Erik Estrada. In three years, this event has nearly doubled in size and funding – number of guests and total revenue. Despite our distinguished guests, the real “star” of the night was former resident, “Jessica”, who, as a sex trafficked victim, gave her testimony at our nominee’s request. “Jessica’s” compelling story of unspeakable abuse and violence and subsequent unconditional love she has experienced in our program held the audience in absolute silence for five minutes.

b) Our annual late spring fundraising banquet in 2013 generated \$1.4M in revenue attracting 758 guests. Once again, our nominee’s relationship with one of our residents was important -- the most captivating speaker was former resident “Diamond” who spoke about her years “on the street” and was now on her way to college on a full tuition scholarship provided through our endowed scholarship fund. She gave our program credit for her successful re-direction and specifically thanked three staff members, including our nominee. This was the seventh consecutive year, under our nominee’s direction, that the Banquet has generated revenue in excess of \$1M.

c) Our on-campus fall outdoor event set an attendance record of 18,610 guests with revenues reaching \$936,000. This event is our largest public relations event drawing guests from as far away as 100 miles from campus. This is structured as a “family fall festival” supported by over 100 corporate sponsors which permits the low price of a \$ 5 admission ticket for children and only \$10 for adults which provides free access to the fair’s 75 rides and activities offered for children of all ages. The day includes recruitment and utilization of 350 volunteers from the community, meeting all public health and safety standards, receiving permit approval from several local government agencies and parking thousands of cars. All of this while organizing all the residents on campus for days to make preparations for this festival – teaching them discipline, accountability, honesty and responsibility.

Since our nominee became Director of Special Events in September 2007, after her eight years as a volunteer, the net revenue generated by these events has increased 33 %, and the number of guests (cumulative) more than doubled. Due in large part to her energetic, creative and skillful leadership, we have been able to meet our operating budget in six of her seven years as Director of Special Events - missing only the year of the great recession in 2009.

Our nominee has dedicated her life to our program and our children for 15 years. She is creative, intelligent, selfless and tireless in her work and, as her record of performance illustrates, is dedicated, faithful and compassionate in her love for ensuring that the behavioral and clinical needs of the boys and girls are met – regardless of disabilities, age, gender, religious preference, race or ethnicity.

Through her personal and professional efforts, our nominee upholds the highest traditions of the VAISEF community of providers, has earned unmitigated respect among her peers and the donor community, and is a most worthy nominee to be considered for the prestigious “Making A Difference” award.

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2014 VAISEF Volunteer of the Year Award

Wade Puryear

Elk Hill

Wade Puryear has been awarded the Volunteer of the Year Award by the VAISEF Board of Directors for his exceptional service to the association as a member of the Accreditation Committee and his leadership in establishing a process for system accreditation of VAISEF schools. Wade led an ad-hoc subcommittee to develop standards, policies, and procedures for the process, as well as led the site visit team for the first system review conducted by the Accreditation Committee. The association thanks him for his leadership and resolve to ensure that VAISEF member programs have a thorough and thoughtful process for system accreditation.

2014 VAISEF President's Awards

Tommy Barber

HopeTree Family Services

Awarded for his ongoing leadership serving on the Accreditation Committee; chairing an Ad-Hoc Subcommittee focused on accreditation of residential facilities and leading site visit teams.

Amy Hartswick

The Kellar School of Inova Kellar Center

Awarded for her committee's attention to a variety of issues important to VAISEF member schools.

Jim McGee

Rivermont Schools

Awarded for his ongoing leadership serving on the Accreditation Committee; regularly leading site visit teams and contributing to ongoing standards review and systems accreditation development.

Brian Summo

Rivermont School – Alleghany Highlands

Awarded for the excellent conferences and programs planned and executed and for his regular and effective engagement of the Membership Services Committee.

Conference Sponsors



Conference Exhibitors

Since 1978, ACS Technologies has developed outstanding technology solutions specifically for faith-based organizations. Each of the company's products and services are designed to work together to



increase your organization's efficiency and effectiveness, allowing you to take your ministry to the next level.

ACS Technologies enables churches to manage groups, events, finances, donor relationships, volunteers, staff, child care, schedules, mailings, reporting, Web sites, growth strategies and so much more. Whether online, offline, or wireless, the tools you need to help you connect your community are totally integrated under one roof.

Failure Free Reading is a highly-structured, non-phonetic, reading approach that directly teaches reading comprehension, vocabulary and fluency to students who have not had success using more conventional interventions.

Well-grounded in theory, Failure Free Reading's methodology is one of the most thoroughly researched in K-12 education! In scores of studies, the program has consistently produced significant/sustained gains in word recognition/attack, comprehension, and spelling for students testing below 15%, without the need for expensive tutoring or coaching. Student's attitudes, behavior, and self-confidence also consistently improved!



Conference Exhibitors



The Five Ponds Press publishes a comprehensive, Virginia-specific textbook program for Grades K-7 Social Studies and Grades

2-5 Science. Each program is designed specifically for Virginia students and teachers, with an extensive teacher program created by Virginia classroom teachers. Our 100% aligned curriculum provides instructional material and textbooks that follow the Virginia Standards of Learning. Differentiated strategies provide suggestions for students needing more support as well as those who are ready to go beyond the basics. Eye-catching, full-color photos and informative captions engage all learners. The online audio feature, plus art and music integration and kinesthetic activities help teachers reach a variety of learning styles.

Contact Laura@fivepondspress.com for temporary electronic access to preview our programs. Stop by the exhibit for a free sample textbook.

Harbor Point Behavioral Health Center is located in Portsmouth, Va. Our center offers hope and healing to youth with several psychiatric diagnoses and/or developmental disabilities. We exclusively treat children and adolescents ages 5 – 21.

At Harbor Point, we offer the following residential programs for treatment:

- Intensive Psychiatric Programs for Children
- Intensive Psychiatric Programs for Adolescents
- Self-Injurious/Non-Suicidal Behavior Program
- Female Intellectual Disability Program
- Sex Offender & Sexually Reactive Treatment Programs
- Sex Offender Treatment Services for Intellectual Disability



Harbor Point's is extensively trained and has many years of experience working with patients who have experienced trauma. Our staff consists of experienced medical and psychiatric professionals who are committed to providing the highest quality of care to patients. Our facility has a full-time, board certified child and adolescent psychologist. Each patient works with a dedicated team of psychiatrists and medical staff to help guide them on the road to a successful recovery.

Conference Exhibitors



In 1979, Jerry Partlow developed a relationship with a residential treatment center in Winchester in need of insurance services. The risk proved well-placed, and soon the program received the endorsement of the Virginia Association of Independent Specialized Educational Facilities (VAISEF). In 1985, the National

Association of Private Special Education Centers (NAPSEC) endorsed the agency, followed by ASAH, the New Jersey Association, in 1990. In 2009 associations in Illinois and Arizona added their endorsements.

In 2007, John M. Markwood, Ph.D., joined the agency upon his retirement as Executive Director of Timber Ridge School. John brings to the agency 30 years of experience as CEO of a private school, a strong belief in the advantages of Association Insurance programs, and a long history of Association support and leadership. More recently, Brian Partlow, Jerry's son, joined the agency, also focusing on insurance for special education and related programs.

Today the Agency and its staff of 20 insure over 70 Schools and Programs in 10 States. With annual program budgets ranging from less than \$1,000,000 to over \$60,000,000 and enrollments from 10 to over 500 students representing all disabilities, the Agency offers insurance solutions to a wide range of programs. We are exceptionally well qualified to meet your insurance needs.

QBS, Inc. provides quality behavioral solutions to complex behavioral problems. Using evidence-based procedures supported by decades of scientific research in the field of applied behavior analysis, QBS offers behavioral training, consultation, and software for residential and day treatment programs, psychiatric hospitals, schools, nursing facilities, families and agencies who provide services to adults, children or adolescents.



Safety-Care Behavioral Safety Training™, trained in thousands of provider settings, is the only crisis

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