

Arlington Special Education Advisory Committee Meeting
March 21, 2017
7:00 - 9:00 p.m.
2110 Washington Blvd., Arlington, VA (Syphax Building)

Attendees

- **Members:** Donna Owens (acting chair), Cloe Chin (secretary), Margy Dunn, Nadia Facey, Wendy Pizer, Kay Luzius, Tauna Szymanski, Rebecca Patterson (new member as of this month), Jennifer Johnson
- **Absent Members:** Paul Patterson, Michelle Best, Nick Walkosak, Gary Steele, Heather Alderman, Nadine Asef-Sargent, Genevieve Heighberger student members
- **Staff:** Paul Jamelske (Director of Special Education), Wendy Carria (Supervisor of Special Programs), Vickie Barr (Parent Resource Center), Kathleen Donovan (Parent Resource Center) (arriving at 8:35 p.m.)
- **Guests:** Leila Carey (?), Stephanie **Alisuag-Schreiber**

Public Comment

- Wendy Pizer: What happens to 2E kids during intervention blocks? Some kids are being pulled out of their gifted classes to get remediation for their area of disability. Can this topic be referred to the 2E Task Force? (led by Janet Quantrille, different from GSAC, which Wendy is on)
 - Paul Jamelske: Still have silos, trying to break down and build better partnerships. Cheryl McCullough (Gifted Supervisor) sent him a message yesterday or today - working on a "data retreat" on 3/30 with Office of Planning and Evaluation to dig deep on data available county-wide, coming out of program evaluation from external consultant on APS gifted services. Paul was invited but is unavailable that day. Will be sure at least two people from the Special Education office are able to attend - Janet and at least two other people. They are also inviting teachers, ELL folks, to get different perspectives. Gifted screeners done in 2nd and 4th grade - using Naglieri and CogAT. If a student comes into APS after 4th grade, there is no universal screening, so up to parents, students or teacher initiative. Last year did administer the Naglieri to the Swanson ESOL-HILT population though and identified several students.
 - Jamelske: All elementary schools now have an intervention block this year. ATSS Coordinator Kelly Krug says best practice is a three-week cycle of assessment and intervention (but they are not all like that). Student grouping should be fluid.
 - Donna Snyder is guru in elementary master scheduling
 - **ASEAC members should submit requests for gifted-related data inquiries to Paul Jamelske and Janet Quantrille before March 30**
- Tauna Szymanski - Cheryl Jorgensen Inclusive Education professional development workshop on March 18 was well-attended and got excellent feedback
- Donna Owens - School Board is scheduling ATSS and Inclusion work session either the last week of April or first week of May

Meeting Notes

- **Outstanding ASEAC Inquiries**
 - Special ed representation on ELA committee - still pending
 - Textbook and reading intervention adoption - still pending

- Recording or livestreaming ASEAC meetings like School Board work sessions - still pending
- IEP meeting survey - Jamelske trying to generate an automated survey for the meetings that result in an agreed-upon IEP
 - ASEAC: But what you want to know about are the meetings that aren't resulting in agreed-upon documents
 - Nadia: At her school there is one person who schedules all the IEP meetings -- she could notify the central office about all the meetings
 - Donna O. was handed a feedback card at the end of her eligibility meeting today and the special ed coordinator said she should just hand it back to her when she was done (incorrectly!)
- **Draft APS Special Education Annual Application for IDEA Funding** (required under sections 611 and 619 of IDEA) - Paul Jamelske
 - **Jamelske will share (1) the actual draft Annual Application and (2) tonight's presentation slides with ASEAC after the meeting**
 - Slides handed out in hard copy by Wendy Carria
 - 2016-2017 Annual Plan is accessible from ASEAC webpage
 - 16 page document setting out how the IDEA funding will be used to support SWD
 - Tonight is being presented to ASEAC as first public presentation so far
 - Will be presented to School Board on April 6 as an information item
 - April 20 School Board meeting will be voted on, and then will go to VDOE
 - Funding we get from this grant supplements SB appropriated funding through normal budget process
 - Bulk of our budget comes through APS
 - Federal funds are a smaller supplement
 - Funds come through VDOE as a chunk
 - Can pay for professional development (e.g., Orton-Gillingham training is \$1000 per teacher, have trained 350 teachers over past two years; recently had a PECS Level I and Level II training and that was paid for with this funding)
 - Reporting is broad, but if you are audited you need to be more specific so they keep careful accounting
 - Special Education December 1 count (includes pre-K) = 3762 on Dec. 1, 2016 (was 3627 (2015), 3605 (2014), 3440 (2013), 3363 (2012)) - all within 14.1% and 14.9% of total student population range, slightly above the national average
 - ASEAC notes 13% increase in DD, 9% increase in autism, 1% decrease in SLD from last year's numbers
 - 513 students classified under the autism category in 2016
 - IDEA funding can pay for employee positions too
 - APS diplomas, graduation rates
 - 94% of SWD have on-time graduation (includes all diploma types)
 - Elementary reading SOL performance = 30% failure rate among SWD
 - Donna: But overall fail rate in reading SOL for SWD is 44% - why are we not showing that?
 - Elementary math SOL performance = 30% failure rate among SWD
 - FY17 (2016-2017) Goals
 - These goals are both the OSE "meta goals" and the goals to use the federal funding for
 - Expand reading and math interventions (like Math 180); expand tiered system of job supports for HS students; collaborate with HR to increase dually certified teachers; support PRC family engagement classes and

trainings; specialized training courses in autism, behavior (use Crisis Prevention Intervention), early childhood; support ATSS; expand social skills, executive functioning and 2E support training, support and expand inclusive practices; collaborate with lead coordinators for recruitment, development and retention of related service providers

- Recruited at national ASHA conference - have offered some early contracts for next school year for SLPs; sent 5 SLPs to ASHA, including Lauren Bonnet - just about fully staffed for next year for SLPs; next Saturday is APS annual job fair at Wakefield - Paul will be doing screening interviews there
- FY18 (2017-2018) Goals
 - Continuing all the FY17 goals
 - Additional goals:
 - Greater support for dual-IDed ELLs and SWD
 - Expand collaboration between Departments of Special Education and Instruction (breaking down silos)
 - Provide greater support to teachers and schools for instruction and compliance monitoring (1-2 additional special education coordinator positions)
 - One of roles of special education coordinator can be coaching on instruction, UDL, inclusion, co-teaching
 - ASEAC comment: But every time parents ask for central office involvement and resources in a school, the school doesn't want OSE in their business. No accounting; no one in charge of data monitoring. OSE doesn't have leverage for that accountability because the principals report to Superintendent
 - Paul: There should be data supporting IEP goal progress, should be reported at least quarterly. APS has not met Indicator 5a (inclusion) the past few years. Want to look at lowest performing schools on inclusion in APS. Not reported to the state by school, but we have that data.
- Funding Sources
 - FY18 Proposed Budget for OSE = \$15,396,240
 - Salaries and benefits, staff development, contractual services, materials & supplies, equipment (assistive technology)
 - FY18 Mandated Services = assistive technology, audiological and hearing services, Child Find, ESY, functional vision services, OT, PT, SLP, transition
 - FY18 Major Services = disability specific support, instructional support, compliance support, parent support, English learner support, inclusion
 - FY18 Estimated IDEA State-Allocated Funds = \$4,701,645
 - 98% = personnel services and employee benefits
 - Specialists (autism, low incidence, behavior, related service providers)
 - Coordinators (assistive technology, transition, parent resource, special education, Reed IS)
 - Paraprofessionals
 - Elementary ESOL/HILT Resource Teachers

- Special Education Coordinators
 - 1% = purchased services (PD training)
 - 1% = materials and supplies (PRC, Synergy)
 - <1% = other services
- IDEA Part B Section 619 Funding (ages 3-5)
 - Total proposed budget = \$106,704
 - 62% to personnel services and employee benefits
 - 27% to materials and supplies
 - 8% to instructional and assessment materials
 - 3% to professional development
 - Each year a proportionate amount of federal funds must be set-aside for private school students including home-schooled students and must include IDEA Annual Plan funds. For FY18, an estimated \$58,739 from the IDEA funds will be directed toward the private school set-aside.
- Timeline: April 2017 will be submitted to School Board; May 2017 will be submitted to VDOE
- **Submit comments on the draft annual plan in writing to Paul Jamelske, Office of Special Education (paul.jamelske@apsva.us)**
- **ASEAC Annual Report to ACI**
 - Draft was circulated to ASEAC last week by Paul Patterson
- **ASEAC Annual Report to the School Board from Sub-Committees**
 - **Three subcommittees will file one-page reports; submit to Margy Dunn**
- **ASEAC Leadership for Next Year**
 - Need a chair and a secretary next year (Paul P. has agreed to serve in vice-chair position again next year)
 - Nadia Facey offered to be secretary
- Adjourned at 9:05 p.m.
- 9: 10pm Wendy Pizer offered to serve as Vice Chair if Paul Patterson continues as Chair.