

Arlington Special Education Advisory Committee

January 9, 2018

Topic: Seclusion and Restraint in Virginia

Members Present: Paul Patterson (Chair), Wendy Pizer (Vice-Chair), Nadia Facey (Secretary), Alison Acker, Michelle Best, Leila Carney, Jennifer Johnson, Margy Johnson, Caitlin Davies, Tauna Szymanski Cloe Chin, Sarah Jane Owens, Kay Luzius, Rebecca Patterson, Hannah Dannenfelser, Alison Dough, David Rosenblatt

Members Absent: Keith Channon and Nick Walkosak

Staff: Paul Jamelske (Director of Special Education), Kathleen Donovan (Parent Resource Center) Colleen Koval (Compliance Specialist), Monique O'Grady (Member, School Board) and Kelly Mountain (Parent Resource Center)

Guests: Alisa Cowen, Courtney Fox, Erin Haw, Juliet Hizney, Mimi Koumanelis, Caroline Levy, Colleen Miller, Donna Owens and Carrie Rice

Agenda Items	Discussion/Decisions	What to do/who/when
Welcome		
Paul Patterson	Welcome and introductions	
Public Comments		
Juliet Hizney	<p>I am here today to bring one technical and legal issue to the committee about removal from the classroom, I would like to raise this with the School Board, staff and the Assistant Superintendent.</p> <p>Virginia Code section 22.1-276.2 requires localities to establish regulations governing student conduct, including criteria to remove students with disruptive behavior. Arlington Public Schools Policy Implementation and Procedures (PIP) on discipline is 25.1-3. The PIP dates to November 2014 and the policy dates to 2016. This has created a misalignment of great concern. The policy and PIP need to be reviewed and updated on an expedited basis.</p> <p>The PIP section contains policy and procedures about the removal of a student from class and requires completion of student discipline referral form. However, I have heard multiple times that this procedure is not being followed by APS staff. If a child is removed from class without proper documentation a student could go for years without receiving proper services. It is important to also note that this obligation applies to all children in APS, not just students who have an IEP or 504 plan.</p> <p>This is personally important to me. In my own personal experience my son was removed and the principal handled it very well and did follow the procedure. This helped me understand what happened when my son was out of the classroom for 2.5 hours. By the time I arrived at school he had engaged in self-injurious behaviors. To me this further emphasized why it was so inappropriate for the school to remove him from his classroom.</p> <p>Finally, I would like to ask is for a memo to go to the staff reminding everyone of their obligation to carry out these requirements every time a student is removed from the classroom.</p> <p>Policy: https://www.apsva.us/wp-content/uploads/legacy_assets/www/bc16f666bb-25-1.3-Discipline.pdf PIP: https://www.apsva.us/wp-content/uploads/legacy_assets/www/329230844a-25-1.3-discipline_PIP.pdf</p>	
Alisa Cowen Chair, Arlington Career Center Parent Advisory Committee (Former ASEAC Chair)	<p>I am Alisa Cowen, I am here tonight as Chair of the Arlington Career Center Advisory Committee on behalf of students at the Career Center and specifically Arlington Tech. There are many students who are not being provided with appropriate special education services to support their 504s and IEPs.</p> <p>I am here to inform ASEAC of unacceptable issues and circumstances, and to request that Mr. Jamelske and his staff step up to the challenge and address the matters immediately with staff training, APS practice and legal guidance.</p> <p>This is what I am hearing:</p>	

1)
...That Arlington Tech, as a new program, doesn't have the resources to manage their own IEP student studies or IEP writing sessions. The staff keep using the lingo of "we're just starting, we don't have enough specialized staff, we're phasing in the supports" ...none of which help the current students.

2) I'm hearing ...
...That IEP meetings are being held at the home high schools. Is that the case with IEP's for students at HBW Program? I don't believe that it is.
I fail to see how administrators at YHS, WHS, or W&L have a clue about the resources and interventions that can/will be implemented at Arlington Tech. Arlington Tech needs to run its own legal, thorough, timely 504 and IEP meetings that are focused on the program's Project Based Learning curricula.

...I'm hearing that the students in the Academic Academy Program and the PEP program have their IEP's crafted at the Career Center. So why is it that Arlington Tech's students cannot be treated equally?

3) I'm hearing ...
...That the parent requests for accommodations in 504s or IEPs that reduce homework load, (such as every-other math problem, reduced word-count on written assignments) are being met with statements that such accommodations are not allowed as they don't satisfy curricula requirements. So the students are continuing to flounder and fall behind, and then fail. That is really happening. To me it screams for training interventions and senior staffing guidance immediately.

4) I'm hearing
...That draft, updated 504s are being implemented, into which staff have written modified accommodations. These are modified 504s that have not been agreed to, nor signed off on by the parents. It is the students who are suffering irreparably from a process being wrongly applied.

5) And, I'm hearing...
... That there is the lack of interim accommodations put in place for the support of struggling students during the lengthy student study and IEP development process. So, what? No IAT strategies at Arlington Tech?

The Arlington Career Center is a school serving more than 1,000 students each day. The school has a legal obligation to provide the special education supports for any and all of the special education students attending any classes in that school building. Special education accommodations and services as appropriate are necessitated for students whether they are attend the PEP program, the Academic Academy, the HILT program, Arlington Tech, or attend a single Career and Technical elective class. The time has come for APS to provide equitable application of federal and state Special Education laws at the Career Center.

Mr. Jamelske, I ask that you investigate these major shortcomings and implement trainings, and process improvements immediately. And, I as that you work to remediate the damage done to students and families being denied timely and appropriate services.

ASEAC, I request that you hold Mr. Jamelske accountable for resolving this matter in short order.

Arlington Tech is intended to provide 800 high school seats as part of the APS county-wide effort to satisfy the high school capacity crisis.

If Arlington Tech's project based learning isn't proving to work for "all students", then this is a huge problem for APS. Arlington Tech is intended to be a model of inclusionary curricula as project based learning is designed as a universal learning pedagogy.

Arlington Tech students are truly getting short-changed on accommodations and on the school staff's understanding and implementation of current law.

	<p>APS is literally failing these students.</p> <p>And, the reputation of Arlington Tech is on the line.</p>	
<p>Sharon and Ben White (Read by Michelle Best)</p>	<p>Hello Alisa and Michelle,</p> <p>I am reaching out as I understand you can raise concerns about Special Education at Arlington Tech at the ASEAC meeting.</p> <p>Overall I believe the Project Based Learning environment is a good fit for our son and his learning style, however we are encountering problems with his special education supports.</p> <ol style="list-style-type: none"> 1. He struggles with executive function challenges and is often confused over assignments, misses when assignments are assigned, loses work, and struggles with understanding rules on retaking quizzes. Due to poor homework performance his grades are tanking and this is increasing his stress and anxiety over school. 2. He has IEP goals related to managing assignments and his work, but in light of his current problems we are very concerned about what supports and coaching he is receiving at school to work towards achieving these goals. 3. As parents we have been confused as to who to contact when we have problems regarding the IEP and his teachers and they have not been as quick to respond as we needed. I have cleared up the contacts to some degree and I think the school has been more responsive just recently. 4. My student feels he has received some negative feedback so has been reluctant to approach teachers for help. <p>Unfortunately none of his schools have done an excellent job of implementing his special education, and goals roll onto following years. As busy parents we have appreciated his teachers' efforts and were thankful for what progress he has made. But now we are getting close to the end of his K-12 education and we are concern about him having the skills necessary to succeed at college. We tried this year to let him manage himself and not have us consistently micro manage him, but based on his performance he is not ready to fly solo. We need Arlington Tech to teach him not just the PBL skills of critical thinking, communication and collaboration but also the executive function skills which are also important but for which he is sorely lacking. As parents we will provide support at home, but we need some basic supports to happen at school for there to be progress.</p> <p>Thank you.</p>	
<p>Courtney Fox</p>	<p>My name is Courtney Fox and I am a now former Nottingham parent; my older daughter attended K through 5th grade and my younger daughter, who started in Kindergarten and is now in 4th grade, was enrolled until January 1, 2018.</p> <p>Given the nature of our situation at this point in time, I am not at liberty to share details. What I can say is that I have experienced some of the best of APS and some of the worst.</p> <p>My 7th grader, who is identified gifted in all core subjects but who has a 504 for anxiety, is enrolled at Thomas Jefferson Middle School. I could not be more pleased with our experience.</p> <p>The school has gone out of its way to support her emotionally and challenge her intellectually.</p> <p>Her teachers and 504 team -- including the head of counseling, her grade-level counselor, and the school's social worker -- are creative thinkers who see through her straight A academic achievements and recognize the toll that her anxiety takes and how much harder she has to work as a result.</p>	

	<p>Our 504 meetings with them are not only cordial, they are enjoyable. We are a true team...parents and APS teachers/staff.</p> <p>Without any doubt, I know that they have her best interests at heart and will get creative and do what they need to do to support her.</p> <p>My daughter is thriving at Thomas Jefferson Middle School, which is not our neighborhood middle school. I feel so lucky to be a part of this wonderfully diverse, inclusive and caring community.</p> <p>My 4th grader, by contrast, had such a terrible experience at Nottingham, even the physical building became a trigger for her. She took to referring to Nottingham as “that wretched place” and “the death trap.”</p> <p>While I cannot share the details, I have dozens and dozens and dozens of emails with Nottingham teachers, staff and administrators, dating back years, sharing our concerns and asking for help. We participated in many meetings over the years as well.</p> <p>Concerned that she literally was too stressed to learn, we hit rock bottom last year and, unaware that APS tested children with suspected disabilities, had her privately tested.</p> <p>The result was a diagnosis of dyslexia and ADHD along with an IQ that puts her in the 99.7% percentile. In the fall of 4th grade – with an IEP for dyslexia and ADHD, plus a gifted identification in English/Language Arts – she became one of the 355 twice exceptional students enrolled in APS.</p> <p>None of that -- the disabilities nor the giftedness -- was identified by Nottingham in spite of textbook signs that were present as early as fall of kindergarten.</p> <p>Not only did we miss critical remediation opportunities, but the compounding effect of their failure to ID was so detrimental to her emotionally and academically that we had no other option but to remove her from APS.</p> <p>Her transformation, in the 19 days since she last walked out of Nottingham, has been nothing short of stunning.</p> <p>There exist serious and systemic issues around hidden disabilities at Nottingham that are alarming to say the least.</p> <p>I am crushed by what my younger daughter had to endure while enrolled at Nottingham.</p> <p>I am equally saddened to hear the stories of other children in the growing membership of the Dyslexic Families of Nottingham group we founded this past summer.</p> <p>None of these children were identified in a timely manner and almost all of the families have been forced to seek costly private interventions.</p> <p>Fearing retribution, there are some who may never come forward publicly.</p> <p>I’ll conclude by reiterating that I have experienced the best and worst of APS. I feel like my two children were enrolled in completely different schools districts. In spite of the obvious geography, our experiences would suggest that they actually were.</p> <p>Thank you.</p>	
<p>Anne-Marie Schmidt (read by Wendy Pizer)</p>	<p>My name is Anne-Marie Schmidt. I have been an APS parent of two boys since 2000. I currently have a 16 year old son who is a 10th grader at Yorktown High school.</p> <p>Our journey with him began at the end of Kindergarten - 11 years ago at Nottingham Elementary School. He had trouble reading basic words and writing. His 1st grade teacher (who is no longer there) was instrumental in helping him on her own time after school. I met with the school</p>	

	<p>administration at the time including Ms.Polosky and Dr McCormac and it was determined he was “ fine’ identified as “ being on track”</p> <p>From that time my son has always had to seek additional help on his own -it has been 10 years of staying after school, going in early, working through lunch, countless emails, meetings - all just to “ stay on track “</p> <p>Things were no different at Williamsburg. I recall a meeting in 7th grade with his entire team where each teacher was asked specifically if they saw anything that might identify a learning disability - the consensus was he needed to apply himself better.</p> <p>In 8th grade - he failed the Algebra SOL, in 9th grade he failed the Geometry SOL. Both times intense remediation was immediately available At school to get him to pass the retake - where was that sense of urgency and help on a daily basis?</p> <p>In 9th Grade, we had him tested privately.</p> <p>He has been identified with Dysgraphia and Spatial Dyslexia. A 504 was put in place at Yorktown. This did nothing to help him.</p> <p>In addition The Ed center misplaced his paperwork which was only discovered after he took the PSAT without any special accommodation - something he did not know until the Proctor took his test from him after regular time. This was in the fall of 2017. This has been rectified.</p> <p>Since then - his disability has been reclassified by APS and we are finally after almost 11 years moving forward with the IEP process. Due to a backlog within the county - he will not be tested until February 2018 (our private testing is not enough) and if approved his IEP will not be in place until March 2018 so realistically we are looking at 11th Grade.</p> <p>It is heartbreaking as a parent to watch this daily struggle and even worse for the student. Please make some changes NOW so other families do not have to experience this. It needs to start at the Elementary School Level.</p> <p>Thank You</p>	
<p>Carrie Rice</p>	<p>My name is Carrie Rice and I am a Nottingham Elementary School parent. I have a total of four young children who will be students at Nottingham Elementary School. I would like to note that my concerns are with the Nottingham administration and nothing is directed at the instructional staff. Thank you.</p> <p>As a dyslexic myself, I experienced first-hand the challenges of learning to read in early elementary school. My own experience was far different, and this was over 30 years ago. I was taught coping skills and received specialized attention. I would not be the successful professional business-owner I am today without early intervention. I am unclear why this cannot happen at Nottingham Elementary School. I am truly saddened by the lack of support we have received.</p> <p>I have six key areas that are concerns of mine:</p> <ol style="list-style-type: none"> 1. Administration is reluctant to aggressively address learning delays through an IEP and prefers to offer piecemeal accommodations or 504 plans. It is very difficult to navigate the system to obtain the necessary testing and ultimately an IEP. I am still unclear why the administration would not want to help students. It simply does not make sense to me for administrators, who are in the teaching industry, to not help students who are struggling. 2. Once an IEP is in place, the team tries to set very soft, easily achievable learning goals so they can check them off and commend themselves or make it seem like major progress has been made when very little actually has. When I asked for more challenging goals – the administration told me it would “involve” a lot of paperwork if child did not meet the goals. 3. I do not feel the committee has free rein to openly voice their concerns. Multiple faculty and staff have told me that there is a hesitance at Nottingham to define an IEP for a student. This 	

	<p>was reiterated by a private tutor and we have had other Nottingham families tell us they feel the same way.</p> <p>4. The general feeling is that if the school administration drags their feet long enough, parents will give in and pay exorbitant sums for private tutors and services. The feeling seems to be that “Nottingham parents are rich” and can afford it. Unfortunately, we cannot afford it nor should we have to, since the services should be (by law) provided by the school.</p> <p>5. Administration refuses to document any specific teaching methodologies in the IEP. For example, we asked to have Orton-Gillingham or similar methods specifically in the plan and were told that this is not allowed. The reason given was that “your family may not come back for future IEP meetings and your child could go to middle school having to be taught OG.” The answer didn’t even make sense to us, honestly. And I know of schools - like Tuckahoe - where OG was specifically written into the IEP.</p> <p>6. We have attended County-offered workshops and seminars on special education, dyslexia, and Orton-Gillingham. It seems like many other elementary schools in Arlington County are much farther along in their special education offerings than Nottingham. It comes as no surprise to me that Nottingham students with disabilities’ scores on the State SOL assessments were one of the worst in the county. There seems to be very little effort put in to special education.</p> <p>Thank you for your time.</p>	
<p>Allison Crawford, Read by Wendy Pizer</p>	<p>My 9 year old daughter attended Tuckahoe for kindergarten and first grade. Our planning unit’s neighborhood school changed to Nottingham in 2015, and she completed second and third grade there. In September 2017, I began homeschooling her for (initially) entirely logistical reasons connected to a move out of Virginia. Within 6 weeks of homeschooling, my daughter underwent a private neuropsychological assessment. She is “twice exceptional” with profound giftedness, ADHD, dyslexia and dysgraphia.</p> <p>I’m still puzzled how my child spent four years with dedicated, caring teachers who all missed signs of learning differences. Perhaps more teacher training in early identification is necessary at both schools? I’m worried about other families whose concerns are being brushed aside because they don’t know their rights. How much longer would my child have struggled before I discovered the “right words” to ask for a student survey? What about all the parents who can’t spend more than \$3,000 for a private assessment and then spend weeks or years pressuring APS for IEP services? Screening and identifying kids with learning differences should be universal, and services should be transparent. It’s astounding that kids with similar needs receive vastly different services depending on their school and parental involvement.</p> <p>While it is too late for my daughter to benefit from the support and services at Nottingham, I hope that more children with hidden learning differences will be identified earlier as a result of current and former Nottingham parents coming forward.</p>	
<p>Donna Owens (Former ASEAC Chair)</p>	<p>When secondary students lack effective self-advocacy skills, we should think about whether their lack of skills stems from an elementary school history in which their parents (their role models) may have also experienced difficulty advocating.</p> <p>Our children learn what they see - not what we tell them. If the students have seen years of their parents’ concerns being dismissed, or schools that are slow to respond, or haven’t seen what a truly collaborative family/school working relationship looks like, then we shouldn’t be surprised to learn that the secondary student now lacks effective self-advocacy skills.</p> <p>We have to recognize that the relationship and tone between parents and elementary school is likely the foundation of self-advocacy skills for our students. If our kids are learning that it’s too difficult to self-advocate from watching their parents during elementary school, then we are missing out on a valuable learning opportunity. We need to ensure we are doing everything we can to strengthen that family/school collaboration during elementary school so that our kids are learning to be their own effective self-advocate by high school.</p>	

Seclusion and Restraint in Virginia

Guest Speaker
from the
disAbility Law
Center of
Virginia

Colleen Miller,
Executive
Director

ASEAC invited Colleen Miller and Erin Haw from the disAbility Law Center of Virginia (dLCV) to talk about seclusion and restraint practices in Virginia. dLCV is the designated Protection and Advocacy organization of Virginia. They serve all 800,000 people with disabilities in Virginia including about 65,000 – 70,000 children. Using funding received from federal grants, they help clients with disability-related problems such as abuse, neglect and discrimination.

They provide advocacy services or legal representation for Individuals each year. dLCV is funded to work on issues for people – we can work on any legal rights issue for any peoples with a disability. They have a huge mandate, authority and access. Unfortunately, dLCV is not able to serve everyone who needs support. In order to make the most dramatic input they work on systemic issues where their efforts can provide the greatest impact state wide.

Colleen first came to dLCV in 2003, one of the first things she started working on was seclusion and restraint. It quickly became clear that dLVC can't work on this issue this one child at a time, unfortunately, they can't take all cases – they try and learn from the issues from the cases we do take and try and make systemic change. Since 2003, they have been working to make strides for children within the school system who have been subjected to inappropriate seclusion and restraint.

Earlier, dLVC was able to get appointed to the state special advisory council, they didn't have a lot of power but they did get state to issue guidelines, however these guidelines were ignored by most school districts and dLCV kept getting complaints from across the state.

In 2011 dLCV began a study to see what practices are being used state wide and published the report in 2014. Using their Federal mandate they filed Freedom of Information Act (FOIA) requests with all 133 school districts and asked for policy and practices. The received responses from 128 school districts, Arlington County did not respond to this request.

The dLCV 2014 study showed that fewer than half of the school districts were following state guidelines, many didn't even have guidelines. Again, Arlington County did not provide any response to this FOIA request (see Appendix C). They shared the results of their survey with the VA legislate commission on youth.

In 2015, the Virginia General Assembly adopted a law to protect children from restraint and seclusion in schools, §22.1-279.1:1. Regulations already exist in most other public facilities such as nursing homes, group homes and private schools, now with the passage of the law in 2015 the law requires VDOE to write regulations that are consistent with the U.S. Department of Education's Fifteen Principles and Virginia's 2009 Guidelines for the Development of Policies and Procedures for Managing Student Behavior in Emergency Situations.

Unfortunately, Virginia is still waiting on the regulations required in the 2015 law to be enacted. Ms. Miller stated that this is still likely over 1.5 years away at the earliest. dLCV is continuing to monitor and work with VODE to track and eventually enforce the regulations once published.

It is important to understand that when a child is restrained or secluded in school, this is a failure. The starting point should be that seclusion and restraint is not appropriate and if ever used should only be used to prevent serious harm, it cannot be done to as a punishment. If seclusion and/or restraint is used parents need to be notified by the school system as soon as possible.

Materials on Seclusion and Restraint

disAbility Law Center of Virginia: <http://dlcv.org/>

dLCV Seclusion and Restraint in Virginia's Public Schools: Investigative Study of Policies and Procedures to Protect Students August 2014: <http://dlcv.org/wp-content/uploads/2014/08/Final-School-Restraint-Seclusion-with-App-A-B-C.pdf>

USDOE 15 Principals on Restraint and Seclusion:

<https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf>

	<p>USDOE Fact Sheet on Restraint and Seclusion: https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201612-504-restraint-seclusion-ps.pdf</p> <p>Guidelines for the Development of Policies and Procedures for Managing Student Behaviors In Emergency Situations in Virginia Public Schools Focusing on Physical Restraint and Seclusion: http://www.doe.virginia.gov/support/student_conduct/guidelines_managing_behaviors_emergency.pdf</p>	
<p>Guest Speakers from the disAbility Law Center of Virginia</p> <p>Erin Haw, Disability Rights Advocate</p>	<p>Erin began with a brief overview of her history. When she first joined dLCV she was assigned to an investigation at a psychiatric facility for children and she witnessed things she had never seen before and didn't know what was happening. She remembered thinking if people knew what was happening people would be outraged. She thought it was scary that this was happening in public school totally unregulated. It's still unregulated. She learned that children with trauma history were being restrained and children who have behaviors that are injurious need good FBA in order to understand why these behaviors are happening.</p> <p>Erin addressed the individual and systemic approaches schools can (or in some cases must!) utilize to promote positive behavioral interventions and protect children from unnecessary seclusion and restraint.</p> <p>The Individual Piece:</p> <ul style="list-style-type: none"> • IDEA and state regulations – functional behavioral assessments (FBAs) and behavior intervention plans (BIPs) (http://www.doe.virginia.gov/support/student_conduct/fba_guidelines.pdf) • When a student's behavior impedes his/her learning or the learning of others, the IEP team must consider the use of positive behavioral interventions and supports to address the behavior. • VDOE's position is that a BIP must be implemented with the same fidelity as the rest of a student's IEP. <p>The Systemic Piece:</p> <ul style="list-style-type: none"> • Virginia Tiered System of Supports (https://vtss-ric.org/) and Arlington Tiered System of Support (ATSS) (https://www.apsva.us/student-services-special-education/arlington-tiered-system-of-support-atss/) <ul style="list-style-type: none"> ○ Data driven decision-making framework for school divisions. <ul style="list-style-type: none"> ▪ Tier I: All students have the majority of their academic, behavioral, social and emotional needs addressed. ▪ Tier II: Up to 20 percent of students may need supplemental instruction and supports. ▪ Tier III: Up to 5 percent of students may need intensive, individualized instruction and supports. • Positive Behavioral Interventions and Supports (PBIS) / School Wide Positive Behavior Supports (SWPBS) (already being used by thousands of schools across the country) (http://www.pbis.org/school/pbis-and-the-law) <ul style="list-style-type: none"> ○ ABA based framework to help schools adopt evidence-based interventions to enhance academic and behavioral outcomes for all students. • Governor's proposed budget calls for: Increased funding for positive behavioral supports and interventions. Increased funding to expand the number of schools implementing a system of positive behavioral interventions and supports with the goal of improving school climate and reducing disruptive behavior in the classrooms. Provides \$500,000 GF in FY 19 and FY 20. • Trauma informed/trauma sensitive schools (https://traumasensitiveschools.org/) <ul style="list-style-type: none"> ○ VA FACT publication http://www.fact.virginia.gov/wp-content/uploads/2017/04/FACT-ISSUE-BRIEF-TRAUMA-INFORMED-SCHOOLS-final1.pdf • VCU Autism Center for Excellence (Cindy Pitonyak - seclusion and restraint are not teaching tools, they do not prevent crises, and they do not teach positive alternatives to problem behaviors) <ul style="list-style-type: none"> ○ Behavior and ASD https://vcuautismcenter.org/resources/behavior.cfm ○ Evidence Based Practices https://vcuautismcenter.org/resources/EBP.cfm 	

	<p>Ultimately, it is exceptionally important to ensure that staff has been trained in de-escalation techniques and the ability to provide positive reinforcement and supports to all students. PBIS, which is rooted in Applied Behavior Analysis (ABA) is positive and preventative in nature. She noted that in the proposed budget by Gov. Northam he has included more money for PBIS funding. She hopes Arlington is utilizing PBIS.</p> <p>If parents have questions about special education or other disability rights issues, they have an advocate on duty Mondays, Wednesdays, and Fridays from 8:30 am-4:00 pm. Folks are welcome to call us at 1-800-552-3962 to discuss their particular issue or concern.</p>	
<p>Discussion on Restraint and Seclusion</p>	<p>Following the formal presentation members of ASEAC and guest engaged in a conversation on restraint and seclusion. Discussion included the following:</p> <p>Q: What about kids who are removed from classroom throughout the day? Colleen Miller: Proposed regulations do incorporate the corporal punishment statute - allowed to remove "to quell a disturbance," but they are not sure it would explicitly address removal to the principal's office for instance. Erin Haw: Cyndi Pitonyak advocates that inclusion in neighborhood school and that she has seen evidence to suggest it seems to reduce R&S</p> <p>Q: Is there a cost involved in training teachers and staff? Colleen Miller: Yes, but avoiding R&S is cost-saving.</p> <p>Comment from Caitlin: As a teacher, I think regulations would be fantastic. Frequently I have been in a situation where a restraint was necessary. The regulations basically seem to say don't get to that point, but if you do, get trained to handle it well. There's not really a how in here. When the behavior is so extreme that the child is attacking you on a daily basis. Sometimes restraint in an appropriate manner is required. The regulations should be clearer about what you are supposed to do. In her training she was shown 2 appropriate restraints but they don't work.</p> <p>Comment from Michelle: My child needed to be restrained in order to attend school. Otherwise he was running out of the building. I am against restraint overall, it should be used rarely, but there need to be guidelines so we can keep kids in school.</p> <p>Q: Why is there a double standard? Why aren't public school employees arrested for abuse like private school employees are when restraint and seclusion occur? Colleen Miller: Private schools already have regulations, we considered going the child abuse route, but decided to try getting a law and regulations in place was best. Hopefully, when we issue another FOIA request to all school districts about seclusion and restraint APS will respond this time. They will send an FOIA on the topic of concussions and expect APS to respond.</p> <p>Q: Currently, there's no data about how much this is happening. Will regulations require reporting and collecting data? Erin Haw: Best practices do require data collection</p> <p>Q: Isn't USDOE collecting R&S data? Erin Haw: They do, but caution that the data isn't consistently reported. Colleen Miller: passes out what to do in the meantime, Fact sheet from USDOE on Restraint and Seclusion. Including whether R&S is a FAPE violation or ADA violation. Notification requires notification on day of R&S to parent - has to be in writing within 2 days. That's in the final draft proposed VDOE regs.</p> <p>Q: What is the current status of parental notification in APS? Paul Jamelske: APS had already begun revising its R&S policy. He participated through Virginia Council of Administrators of Special Education (VCASE). Dr. Murphy shared feedback with CEC and State Superintendents on the VDOE draft policy on R&S a year ago. APS opened a discussion on R&S Policy and Procedure, and has paused as the state has pulled back and not yet produced final regulations, and APS wants to make sure the policy is consistent.</p> <p>Q: Why is APS delaying issuing the policy, is it just because you want to avoid having to revise it?</p>	

	Paul Jamelske: APS is ready and willing to launch a PIP [Policy Implementation Procedure] on this, but want to make sure what they do is consistent with the state reg. The Fifteen Principles have been around for a while and are a good general practice.	
Updates from Strategic Planning Working Group		
Jennifer Johnson, Member, Strategic Planning Working Group	They are going to have mission, vision and value statement – should be coming out soon. It should be a 2 week comment period. Many statements for us to comment on and provide input. The committee is now working on developing goals.	Invite co-chairs to discuss plan with ASEAC
Open Discussion Period		
Advisory Committee on Instruction (ACI), Paul Patterson	ACI needs feedback on top 3 recommendations for the year. We recently got the rubric. They need feedback by 1/15/18. ASEAC will send members info for a vote on ACI recommendations.	Members need to vote
Wilson Building Design, Paul Patterson and Tauna Szymanski	Tauna started the discussion by sharing that a letter of concern will be sent to School Board and Superintendent tomorrow signed by over 100 members of the community including national disability organizations. The letter states that regardless of what one thinks about whether APS should have a program like Stratford in the first place, we don't need to make it even more segregated than it already is. We need to do what is right for the future, not what is right for the past. Paul P: We have been speaking with school board members. In 2015 concerned parents sent a letter and they did ask about parent feedback but at that time the input wasn't necessary heard. General concerns from committee members and guests: <ul style="list-style-type: none"> • Common space for Stratford is in the basement. • Will the Stratford friends program continue – will it improve? • Schools will continue to have very different cultures. • Time current Stratford students need to spend in the Reed Building. 	
Special Education Program Evaluation updates and discussion		
Paul Patterson, Wendy Pizer and Nadia Facey	Thank you to everyone for your feedback. We recently attended a lengthy meeting with the APS planning team and we felt like the meeting was positive and collaborative. We believe Regina is going to continue to work on including additional feedback. We are overall optimistic about this process. Once we get another draft we will pass it on to the committee.	Once RFP is submitted pass on to full ASEAC committee
Committee Information		
ASEAC Coverage at other meetings	ASEAC members are needed to attend other meetings within Arlington and report back on issues and topics of importance and relevance to the committee. We are looking for members to take turns attending School Board meetings, SEPTA meetings and ACI meetings.	
February Agenda	Discussed agenda for February we will have a guest presentation on assistive technology.	If you have question please get them to Paul P. by 1/31/18
Meeting Adjourned	Meeting Adjourned at 9:10	

NEXT MEETING: February 13 from 7:00 p.m. - 9:00 p.m. at Syphax Education Center - Room 101

AGENDA:

- 7:00 - 7:10 pm Welcome and public comments
- 7:10 – 7:20 pm Update on past public comments
- 7:20 - 7:35 pm Wilson Building Discussion, Guest: Dr. Karen Gerry
- 7:35 - 8:30 pm Assistive Technology and Augmentative Communication, Guest speakers: ASP AsTech team
- 8:30 - 8:45 pm APS Strategic Plan Discussion, Guest: Meredith Purple and Ted Black
- 8:45 - 9:00 pm Open Discussion