

**Arlington Special Education Advisory Committee
Minutes
January 22, 2019**

Members Present:

Wendy Pizer (chair), Nadia Facey (vice-chair), Margy Dunn (co-secretary), Nick Walkosak (co-secretary), John Best (student member), Kay Luzius, Amber Baum, Alison Dough, Caitlin Davies (teacher member), Tauna Szymanski, Kurt Schuler, Cristina Yacobucci, David Rosenblatt, Leila Carney, Kristin Gillig, Keith Chanon, Cloe Chin

Members Absent:

Alison Acker, Sarah Jane Owens

Staff:

Paul Jamelske (Director of Special Education)
Kelly Krug (Supervisor)
Kathleen Donovan (Parent Resource Center)
Kelly Mountain (Parent Resource Center)
Jeanne Cary (Patrick Henry special ed teacher)

Guests:

Kim Leland, Matt Leland, Donna Owens, Nicole Davidson, Dan Corcoran (Co-Chair of GSAC), Kristin Neun, Elaine Maag, Lisa Blackwell

AGENDA:

Agenda Items	Discussion/Decisions	What to do/who/when
Welcome		
Wendy Pizer	Welcome and introductions	
Public Comments		
	There were no public comments	
Paul Jamelske - Office of Special Education (OSE) Update		
	<p>Hope to defer responses from December public comment to the next meeting. Inconsistency point has been made a lot recently. Working on responses.</p> <p>Have one new SLP starting next Monday, and another starting 2/4/2019. One will be at Ashlawn and the other at Carlin Springs. At that time we will be fully staffed with SLPs across all schools. A few students will require makeup services.</p>	

Wendy Pizer (ASEAC Chair) and Nadia Facey (ASEAC Vice Chair) –Updates

- Compiled and sent recent ASEAC public comments to School Board (SB).
- Last week's SB Work Session on Special Education was great; over half of ASEAC was in attendance. Very positive.
- Have heard a lot of feedback on every level that people are hungry for next steps after our December ASEAC meeting and the Work Session, so please be thinking about those.
- Dr. Murphy did get back to Wendy on a couple of actions. They are drafting a letter to principals, and he has opened dialogue with the principals on some of the issues that came up.
- SB wants to hear more from ASEAC on low-hanging, budget-friendly action items.
- Program Evaluation: Send confidential email to program evaluation PCG - that email will close on January 31. PCG will come on-site to do student shadowing - Randolph, Discovery, Claremont, Gunston, Williamsburg, W-L. Letters went out last weekend to parents if their kids *may* be observed. They can opt out.
- ASEAC's non-recommending year report is due to ACI on 3/25, and we have the opportunity to present it at the ACI meeting on 4/1. ASEAC is not making any new recommendations to ACI this year. This report would be a brief update on status of last year's recommendations and their implementation. Accountability and PD Working Groups would be asked to draft this because that is what we recommended last year.
- We are also working on our annual recommendations to the SB separately as part of our state regulatory function.

Kelly Krug (Arlington Tiered System of Support) – Transition to New Process

	<ul style="list-style-type: none"> • Described issues with current student study, identification, and evaluation process. • Working group crafted vision last spring and summer for streamlining the assessment process. • Consulting with stakeholders now to flesh out some of the details including staffing and training needs. • Have decided we need to ensure consistent practices. We are inconsistent due to inconsistent training and a lack of written practices. Similar issues can play out differently at different schools due to different practices and training. We need to do a better job on consistency. At the first indication of need, every teacher needs to immediately put supports in place for that student. We have lots of resources and expertise in the county at our disposal. • Proposing that a “Student Support Team” come together and meet; create an IAT (individualized intervention plan), schedule a student study right then and there to move forward with evaluations if parents consent to start the 65 day timeline. If the parents come to the meeting with existing documentation, e.g., about ADHD, then maybe could have a 504 meeting right then and there. Goal is to minimize the amount of time that parents have to come to the school, and that teachers will be out of the classroom. • You can have a 504 plan while the student is going through the IDEA evaluation process. • At a minimum, you should be leaving with an IAT intervention plan. Could include accommodations and instruction or just accommodations. • Caitlin Davies: Can sped teacher implement OG without an IAT or 504 or IEP? • KK: yes, as long as you aren’t pulling the child out of class. • KK: We are working on paperwork modifications, Synergy, Meeting Notices and training. It should get rolled out in the fall. Everything is status quo for this year. A lot of training will happen in the pre service week and be ongoing. We can’t deliver simultaneous training for two thousand employees, so there will be online options for administrators to roll out to their staff. This going to be a big change and take a true team effort to implement this. We will need to get feedback from parents and teachers, and need to be flexible and ready to problem solve. The process makes sense to everyone but will need to be open about what is working and what is not, and anticipate annual updating to the manual. • We want teachers putting in supports quickly – 1 to 2 week timeframe. The decision to move to a SST depends on how those supports go. • Three possible outcomes of the eligibility meeting at the end of the 65 day evaluation process: <ul style="list-style-type: none"> ○ You are eligible for specialized instruction <ul style="list-style-type: none"> ▪ Meet within 30 days to do an IEP 	
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	<ul style="list-style-type: none"> ○ You have a disability but don't need specialized instruction <ul style="list-style-type: none"> ▪ Roll immediately to a 504 plan - do not reconvene - should be incumbent on APS to do this should not be incumbent on parents to advocate for this ○ You do not have a disability • Q&A <ul style="list-style-type: none"> ○ Wendy Pizer: Concern that low identification rate issue in some schools in APS may get worse if interventions are deployed earlier in the general ed setting • KK: There will be a manual online; transparent. The first version will be 150 pages, dense, designed for teachers and then we will develop a more parent-friendly version. It is going to be a big change. • Anticipating that the initial meeting will likely need to be 1.5 to 2 hours. • KK: Within a week or two of receiving assessment results, student feedback, parent feedback, the teacher needs to implement supports. She would like a smaller subset of parents from ASEAC/SEPTA to look through the draft manual. Also, please send her feedback on this process if you have them. Looking for ideas and suggestions. Pretty open. <p>Wendy: Let ASEAC leadership know if you want to participate in those groups.</p>	
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Gifted Services Advisory Committee (GSAC) Discussion

	<p>Chloe Chin brought up the issue last year about twice exceptional services and made a data request from OSE. For example, at W-L approximately 55% of students are in advanced ELA/IB, but in the special education population it is 3%. We want to raise the bar and give them opportunities. We believe this is about staffing, and training the staff to offer the supports.</p> <p>Based on various problems brought up, there seems to be a broader basis than just children identified as 2E – over half the children in the advanced classes are not identified as “gifted”, so that classification should not be a barrier for children with an IEP or 504 from taking advanced classes when appropriate. Acceptance into these classes should be based on strengths and passions and be made available to children with 504s or IEPs with a range of supports. Conversations about this should be had annually at the IEP or 504 meetings.</p> <p>OSE had meetings with various groups in December and January (asst principals, counselors) about being mindful of having these conversations at the meeting table with families and students with IEPs and 504s. The last week of January and the first week of February is when course requests go in.</p>	
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	<p>Group discussion ensued. Important topics and items of note from the discussion:</p> <ul style="list-style-type: none"> - IEP team decision to take into consideration whether something is a accommodation vs modification to take an advanced course - Tauna asked if students in self contained settings are ever administered gifted testing – the answer was unknown and needs follow up. - 80% inclusion is the VDOE goal (indicator 5a). - Caitlin Davies pointed out that children receiving training on assistive technology early on is critical to start training for access later to advanced classes and there needs to be a way to foster that. - Action steps: if ignorance of this being an option for SWD is a barrier, then parents and students needs to know about this even being possible BEFORE December/January when courses are being selected and the master schedule for the following year is being built. The IEP and CRF processes are not connected, so many conversations need to happen early in the year if a student wants to take an advanced class the following year. 	
<p>Meeting Adjourned at 915PM</p>		

NEXT MEETING: Tuesday, February 26th 2018 from 7:00 p.m. - 9:00 p.m.
 Syphax Education Center, 2110 Washington Blvd, Room 456, Arlington, VA 22204