

MEMORANDUM

TO: Arlington School Board

FROM: Arlington Special Education Advisory Committee

DATE: June 18, 2019

SUBJECT: Annual End-of-Year Report to the School Board

This end-of-year report is submitted to the Arlington School Board in accordance with Arlington Special Education Advisory Committee (ASEAC) responsibilities under state law (8 VAC 20-81-230 D), as follows:

1. Advise the local school division of needs in the education of children with disabilities;
2. Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities;
3. Submit periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the local school board;
4. Assist the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services;
5. Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
6. Participate in the review of the local school division's annual plan.

School Division Commendations: ASEAC would like to thank the School Board for devoting attention this past school year to the challenges faced by students with disabilities (SWD), especially for holding work sessions on special education, academic performance data and policies relating to inclusive education, and for ensuring that an external program evaluation of special education and related services was commenced.

APS has made important progress by working to develop a guidance manual for the implementation of the division's obligations under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Arlington Tiered System of Support program (ATSS). This manual is expected to be finalized in summer 2019. APS has also taken initial steps to improve staff training by developing the Professional Learning Framework. ASEAC looks forward to more progress in this area to ensure that all educators receive the professional development and tools they need to support all students, including those with disabilities. ASEAC also commends the school division for developing and publicizing a graphic communication flow chart to provide direction to parents if they experience problems or have questions regarding special education matters.

Inequities in the delivery and implementation of special education services and disability-related accommodations across different schools in the system persist and this remains an area of critical challenge for APS. ASEAC would like to thank Dr. Murphy and Dr. Natrass for attending ASEAC's December 2018 meeting and engaging in a candid discussion about opportunities for positive change in expectations and accountability at the school level. Dr. Murphy's letter to staff in the Spring of 2019 was a good start, and we hope that more progress is forthcoming.

The Parent Resource Center (PRC) continues to do a phenomenal job providing resources and educational opportunities to families of SWD.

Meeting Topics: ASEAC met every month during this school year. The topics that we addressed included:

- September: Welcome by Monique O'Grady, School Board Liaison to ASEAC; Orientation for members on the role of a Special Education Advisory Committee in Virginia; Formation of working groups;
- October: Office of Special Education Annual Update, by Paul Jamelske, Director of Special Education;
- November: Special Education Program Evaluation, with the Public Consulting Group (PCG);
- December: Discussion regarding Accountability for Special Education, with Dr. Patrick Murphy, Superintendent, and Dr. Tara Natrass, Assistant Superintendent for Teaching and Learning;
- January: Visioning for Student Support (A Review and Consolidation of APS Processes for SPED/504/IAT/ATSS), Kelly Krug, Supervisor, Arlington Tiered System of Support; and Discussion regarding Support for SWD in Advanced Classes, with the Gifted Services Advisory Committee;
- February: Presentation of the Special Education Annual Plan, by Paul Jamelske, Director of Special Education;
- March: FY2020 Budget; ACI Non-Recommendation Year Report; Presentations by Accountability and Professional Development Working Groups;
- April: Presentation by Outreach Working Group;
- May: Presentation by Mental Health Working Group; ASEAC End of Year report; Election of new leadership;
- June: Introduction of New Member Applicants; Presentation on the new Student Support Process by Kelly Krug; Presentation by Policy Review Working Group; Planning for 2019 - 2020 school year

Working Groups: At the beginning of the year, ASEAC created five standing working groups to address identified areas of priority need:

- Accountability
- Professional Development

- Mental Health
- Outreach
- Policy Review

Working groups have added great value to ASEAC’s work by allowing in-depth consideration and analysis of needs and potential recommendations. Our working groups consist of both ASEAC members and community members. Each working group made a presentation to the full committee during the second half of the 2018-19 school year. Please see the attached reports (Attachments A through C) from some of our Working Groups for more information on the groups’ work and recommendations.

ASEAC also spent a significant amount of time this year working with staff in ad hoc working groups to address targeted areas of need, including the communication flow chart and the manual for special education/ATSS/504 plans. These groups included ASEAC members, community members and APS staff. This collaborative model was very successful and ASEAC very much appreciates the willingness of staff to work with ASEAC to address needs in our school division. These groups’ work are described in the “Key Activities and Accomplishments” section below.

Key Activities and Accomplishments:

- Program Evaluation: ASEAC representatives have been pleased to work with staff on an ongoing basis to support the Program Evaluation for Students with Special Needs.
- Parent Communication Flow Chart: ASEAC was pleased to convene a working group to work with the PRC to develop the Communication Flow Chart for Parents, which was released this year. The flow chart was developed in response to needs identified by ASEAC. The chart provides direction to parents on how to address a problem or concern with special education.
- Student Support Manual: ASEAC identified the need for a manual in recommendations last year. ASEAC has been pleased to convene a working group to provide input to staff on the Special Education/504/ATSS Manual.
- School Board Work Sessions: ASEAC appreciated the opportunity to present to the School Board as part of the Work Session on Special Education in January 2019. ASEAC was also pleased to participate in School Board work sessions on Academic Performance Data, Discipline, and the Inclusion, Equity and Transgender Students Policy.
- ASEAC Communications:
 - In addition to its year-end report, and in accord with its mission, ASEAC also provides targeted communications to the School Board on a timely basis as needs arise throughout the year. This year, ASEAC sent two communications to the School Board. In response to the receipt of a large number of community concerns via public comments, ASEAC compiled public comments and sent them to the School Board directly in January 2019. In March, ASEAC sent a second

communication to the School Board to express concerns regarding the impact of the Superintendent's proposed budget on SWD.

- ACI Non-Recommendation Year Report: On May 1, 2019, ASEAC presented an update on the status of its 2017-18 recommendations on Accountability and Professional Development to the Advisory Council on Instruction.
- School Board Policies:
 - Policy Review: ASEAC reviewed and provided feedback on three policies this year: Graduation, Retention, and Promotion. Additionally, ASEAC participated in policy work sessions on Discipline, Inclusion, Equity, and Transgender. While these work sessions were informative and productive, that venue did not allow ASEAC to fully communicate recommendations to those policies that specifically address special education. Per state regulations that require ASEAC to review policies and procedures related to special education, ASEAC expects to be provided the opportunity to review the final drafts of those policies. Moreover, some policies were revised and adopted through School Board consent agenda vote that ASEAC requested to review but did not receive that opportunity. These policies included technology equipment and structure, reporting students enrolled in programs, and use of animals. Finally, when the evaluation policy draft was posted to Board Docs for Information at a School Board meeting, ASEAC leadership raised concerns with the Department of Teaching and Learning about the removal of language regarding accountability, a review that should have occurred much earlier in the process. ASEAC requests improved communication with APS staff responsible for policy review in the coming year. As an APS stakeholder representing students with disabilities, it is critical that policies impacting SWD be reviewed by ASEAC during each revision. A formal list documenting the policies with ASEAC interest would ensure that this occurs.
- Community Outreach:
 - ASEAC maintains a listserv of community members who are interested in our work. This year, we provided information to the community via this listserv and other avenues regarding the Special Education exit survey, the development of the "Your Voice Matters" survey, the Communications Flow Chart, the Program Evaluation, support for SWD in advanced classes, and School Board work sessions, among other issues. We also sent regular communications regarding committee meetings and activities.
 - ASEAC formed an ad hoc work group to work with APS staff to update the ASEAC website. The updates made the website more accessible and user-friendly.
 - ASEAC was pleased to work with the Parent Resource Center and SEPTA to participate in two training sessions for Special Education parent liaisons.
 - ASEAC representatives met with APS staff to provide feedback on improvements to the "Your Voice Matters" survey.
 - An ASEAC representative participated in a focus group for the PRC's Special Education Telenovela initiative.

- Public Comments: ASEAC welcomes public comments from the community regarding the needs of SWD in APS, in accord with VDOE guidance for Special Education Advisory Committees (SEACs) in Virginia. The comments help ASEAC to better understand the needs of SWD in APS and have been an important source of data for our recommendations.
 - From September 2018 through May 2019, ASEAC heard 17 public comments regarding the needs of SWD.
 - Themes included: transition from elementary to middle school concerns; Special education quality and flexibility shortfalls at Discovery Elementary; reading camp disappointment; systemic failures of special education (identification, training, strategies, class size ratio); dissatisfaction with response to issues and complaints; accountability of Central Office and for personnel; problems with SWD having access to advanced classes and receiving appropriate supports when they do gain access; communication and plan for transportation issues for SWD; improve professional development options, especially for high school math; and regarding special education programming on a macro level, suggested APS shift focus to improving outcomes for SWD.
 - ASEAC followed up with some of the commenters and with OSE to track progress on the issues raised in the comments. Parents reported variable levels of satisfaction.
- Transportation - ASEAC members met several times with APS staff and SEPTA to explore opportunities for improvement in services, inclusive practices and greater efficiencies.
- Special Education Exit Survey - The survey initiative began in 2015 but experienced distribution problems that limited its reach. ASEAC worked with the Office of Special Education to identify barriers to receipt of the Special Education exit survey. We hope that with better distribution, this survey can provide helpful data.
- 504 Training - After hearing of problems from the community, ASEAC learned that administrators had not received 504 training in several years. ASEAC communicated this need to APS and encouraged APS to hold a training session. A training session was held in the fall of 2018. ASEAC encourages APS to train all administrators annually on 504 requirements going forward.

Prioritized Needs and Recommendations:

(1) Recommendation: Appoint a Special Education Ombudsman.

We recommend that APS create a new position of Ombudsman for Special Education. ASEAC has heard a large number of reports of problems with the administration of special education at the school level. Inconsistent implementation is one of the primary challenges facing special education in APS, and leads to problems accessing needed supports and services. Currently, many of the personnel with the appropriate knowledge to remedy problems

lack the authority to do so, necessitating the involvement of high-level APS personnel to resolve individual problems.

High-level personnel spend too much of their time resolving individual problems, reducing the time they have available to address problems at the institutional level. At ASEAC meetings, committee time has also been consumed by reports of individual problems from families. Families without the resources, knowledge, or wherewithal to elevate their problem to the appropriate level see no path to resolution. Even if a family does elevate, it is no guarantee that their issues can get resolved, especially if the issues relate to the very institutional problems that APS does not have time to solve.

The main function of the ombudsman would be to resolve school-related problems as quickly and efficiently as possible. The ombudsman could attend IEP and 504 meetings as needed, employ conflict-resolution and mediation techniques as appropriate, and provide technical assistance to schools, IEP teams and 504 committees. All employees of the school system could be directed to cooperate with the Ombudsman, resolving the inefficiencies in our current system. With an Ombudsman's involvement, conflicts could be appropriately and efficiently de-escalated and family-school relationships could be repaired or preserved.

It is worth noting that the creation of an Ombudsman position could also create efficiencies. When students receive needed interventions in a timely fashion, educational costs are much lower in the long-term. Additionally, when problems are fixed earlier, the school division's resources are better used for educational purposes rather than for legal fees.

This is not a new idea. ASEAC has raised this idea before, at least as far back as 2009. Our neighboring school divisions in Fairfax County, the District of Columbia and Montgomery County all have ombudsman positions already.¹

¹ Some school systems have a dedicated ombudsman for special education, while others have a general ombudsman who handles special education, among other issues.

See Fairfax County Public Schools Ombudsman

<https://www.fcps.edu/departments/office-family-student-ombudsman>;

Fairfax County Assistant Ombudsman for Special Education

<https://www.fcps.edu/news/school-board-approves-assistant-ombudsman-special-education-position?fbclid=IwAR0ic5mQlzqsi0th20G-RH7DB2myl71cmu3fBNDMytwmedn3l0n2kU438qc>;

District of Columbia Office of the Ombudsman for Public Education

<https://sboe.dc.gov/page/office-of-the-ombudsman-for-public-education>;

District of Columbia Office of the Ombudsman for Public Education Annual Report 2018

https://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/OMBUDSMAN%20ANNUAL%20REPORT%202018%20HIGH%20RESOLUTION%20PDF%2010.12.18_0.pdf;

Washington Post article regarding DC Ombudsman

https://www.washingtonpost.com/local/education/dc-names-public-education-ombudsman-as-liason-with-families-schools/2014/04/10/229c69c2-c0ce-11e3-bcec-b71ee10e9bc3_story.html?utm_term=.ef3aead6efc3; and

Montgomery County Public Schools Ombudsman

(2) Recommendation: Utilize 90 Day Plans (formerly known as School Management Plans) to Improve Special Education by Requiring all Schools to Include a Special Education-Related Goal. Publicize the Results of the 90 Day Plans on an Ongoing Basis.

There are expectations in place for the delivery of special education in APS but we hear regularly that those expectations are not being met in some schools, leading to concerning disparities in student experiences across the school division. Of the dozens of public comments compiled from September 2017 through December 2018, 33 comments described negative experiences with special education at certain schools that do not fit with the expectations articulated by the Office of Special Education, the Department of Teaching and Learning, the Virginia Department of Education, and in some cases with applicable laws and regulations. In contrast, parents at other APS schools appear to be pleased.

The need for greater accountability and consistency at the school level is also demonstrated by stark disparities in the rates of identification for special education across APS schools. During the 2018-19 school year, identification rates at APS schools varied from a low of 7.6% at McKinley to a high of 23% at Kenmore. While McKinley had the lowest rate, several other schools also noticeable under-identified students for special education, including ASF at 8.5%, Oakridge at 8.5%, Key at 9.2%, ATS at 10.2%, Taylor at 10.6% and Tuckahoe at 10.7%. On the other hand, Kenmore was not alone in over-identifying students for special education. Other schools with high rates of identification included Campbell at 20.7%, Barrett at 19.8%, Jefferson at 18.4% and Wakefield at 18.4%. The national average for identification for special education is 14%,² the state average is 12.9%³ and the APS average is 14.2%.⁴ If schools in APS were appropriately identifying students for special education, we would expect to see fairly similar rates at every APS school, not the wide variations that we see now.

The need for improvement is further demonstrated by academic performance data that shows that SWD in APS significantly underperform on SOLs as compared to their non-disabled peers. Even more concerning, SWD SOL results in reading, math, social studies and science have all declined in recent years.⁵

<https://www.montgomeryschoolsmd.org/boe/about/ombudsman.aspx>

² See U.S. Department of Education, National Center for Education Statistics, “The Condition of Education,” A letter from the Commissioner. https://nces.ed.gov/programs/coe/indicator_cgg.asp

³ See The Annie E. Casey Foundation Kids Count Data Center, <https://datacenter.kidscount.org/data/tables/3248-students-receiving-special-education-services?loc=48&loc=2#detailed/2/any/false/1726,1636,1635,1634,1633,1632,1631,1630,1629,1628/any/10792>

⁴ See “Rates of Identification for Special Education at APS Schools” (Attachment D)

⁵ See “Success for All Students: Academic Performance Update” by Sarah Putnam, Director of Curriculum and Instruction (August 30, 2018)

[https://www.boarddocs.com/vsba/ariington/Board.nsf/files/B44R556C4313/\\$file/E-1%20Academic%20Performance%20Update%20presentation.pdf](https://www.boarddocs.com/vsba/ariington/Board.nsf/files/B44R556C4313/$file/E-1%20Academic%20Performance%20Update%20presentation.pdf)

90 day plans are an important tool for making needed improvements in schools. These plans are tailored individually to the needs of each school, and as such, can be an important tool for improvements and increased accountability in Special Education at the school level. This year, many more APS schools have voluntarily included goals related to SWD in their 90 day plans, which is a positive step. However, not all schools have elected to include goals specific to special education. We recommend that APS require all schools to include goals related to improvements in the education of SWD in their School Management Plans every year. Goals should be measurable, specific, data-driven, based on district expectations and priorities for the education of SWD, and targeted to the particular special education needs of each school.

APS should also require all schools to publicly post the results of their 90 Day Plans. Making the plans and performance results public, so that parents can see the results, will be an important step in holding schools accountable for the goals they set in areas of need.

(3) Recommendation: Develop Guidelines on Restraint and Seclusion.

In April 2018, ASEAC wrote to the School Board to inform it that APS lacked a policy or guidelines on the use of restraint and seclusion of students, and unfortunately this still holds true more than a year later. ASEAC recommends that the School Board establish guidelines as soon as possible, but no later than January 1, 2020. ASEAC is concerned that without guidelines on restraint and seclusion, APS students lack basic appropriate protections, and teachers and staff are operating without guidance in this difficult and sensitive area.

APS has the fundamental responsibility of ensuring that schools foster learning in a safe and healthy environment for all of our children, teachers, and staff. Guidelines are needed to define the limited circumstances under which restraint and seclusion may be used, to provide criteria and steps for the proper use of restraint or seclusion, and to promote the use of positive reinforcement and other, less restrictive behavioral interventions.

Numerous reports have documented the improper use of restraint and seclusion nationally in various settings, including schools, with many of these incidents leading to very serious consequences, including death. Negative situations involving restraint and seclusion have occurred here in Arlington as well.

In 2015, Virginia adopted a law to protect children from restraint and seclusion in schools.⁶ This year, the Governor reaffirmed Virginia's commitment to ensure the safety of students in schools by signing a law that directs the Virginia Department of Education (VDOE) to identify and prohibit the use of any method of restraint or seclusion that it determines poses a significant danger to the student and establish safety standards for seclusion. VDOE is in the process of adopting regulations to implement the 2015 law.

⁶ See Code of Virginia §22.1-279.1:1
<https://law.lis.virginia.gov/vacode/title22.1/chapter14/section22.1-279.1:1/>

APS does not need to wait for VDOE to adopt regulations. As of January 2018, 82 school divisions, including Fairfax and Loudoun, had adopted, either in whole or in part, the Virginia School Boards Association (VSBA) model guidelines regarding seclusion and restraint. APS has the resources and tools available to put appropriate restraint and seclusion guidelines in place as well, and should not delay this any longer.

Other Needs:

(1) Include special education metrics in performance reviews for teachers and administrators.

Performance evaluations for administrators and teachers should include measures assessing implementation of differentiated instruction, ATSS, 504 and other special education and disability-related standards.

There are seven performance standards for administrators, based on state guidelines: (1) Leadership, (2) Climate, (3) Human Resource Management, (4) Organizational Management, (5) Communication and Community Relations, (6) Professionalism, (7) Student Academic Progress or Program Progress.⁷

There are seven performance standards for teachers, also based on state guidelines: (1) Professional Knowledge; (2) Instructional Planning; (3) Instructional Delivery; (4) Assessment of and for Student Learning; (5) Learning Environment; (6) Professionalism; and (7) Student Academic Progress.⁸

We continue to encourage APS to include metrics for progress in differentiated instruction, ATSS, 504 and special education standards in performance evaluations. We believe these could fit under the Student Academic Progress standard, among others.⁹

(2) APS should reexamine its organizational structure to ensure better accountability for the delivery of special education services in the schools.

⁷ See VDOE Principal Evaluation Training Materials:
http://www.doe.virginia.gov/teaching/performance_evaluation/principal/training/index.shtml; see also APS Administrator (P-Scale) Evaluation:

<https://www.apsva.us/professional-development/aps-administrator-p-scale-evaluation/>

⁸ See VDOE Board of Education Teacher Performance Standards & Evaluation Criteria:
http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml

⁹ The Code of Virginia requires that school boards' procedures for evaluating principals address student academic progress. Local school boards have responsibility for determining how this requirement is met.

A few years ago, APS partially reorganized its structure by merging the Department of Special Education & Student Services with the Department of Instruction, forming the Department of Teaching & Learning. This was a positive initial step, bringing special education together with other instructional offices. Now attention needs to turn to how the current organizational structure is working in the realm of implementation and service delivery. We believe that more work needs to be done in this area.

Under APS's organizational structure, special education visioning and expectations are set by the Office of Special Education in the Department of Teaching and Learning. However, the Office of Special Education does not have responsibility for the delivery of special education. Principals are responsible for the delivery of special education in their schools. OSE does not supervise the principals in their delivery of special education and OSE does not have authority to ensure that the schools are meeting expectations for special education. Nor does the Department of Teaching and Learning.

Principals are directly supervised by and report directly to the Superintendent. Under APS's organizational model, the Superintendent is the only person in APS who can hold the principals accountable for the delivery of Special Education in the schools.

Under this model, the implementation of special education in the schools varies widely, and is largely dependent on each principal's approach to special education. See "Rates of Identification for Special Education at APS Schools" (Attachment D) showing that the rates of identification for special education in schools in APS vary from 7.3% to 23%. Principals have a great deal of authority. In a large and rapidly growing school division, with a known problem with lack of consistency in delivery of special education services, it is time to reconsider this model.

We recommend that APS re-examine its organizational structure, specifically the direct reporting relationship from principals to the Superintendent, to ensure that the organizational model supports effective supervision of, and accountability for, the delivery of special education in the schools. We note that lack of consistency across the school division is an issue that has been raised over and over in special education, along with other areas. This change could yield positive benefits far beyond special education.

(3) Provide clear guidance to school staff regarding the requirements of classroom assistants (both hourly and salaried) to participate in professional learning activities.

Special education assistants are employed throughout the school division to support SWD. ASEAC recommends that APS provide clear guidance to school staff regarding the requirements of assistants (both hourly and salaried) to participate in professional learning activities, and to ensure that schools fully understand that hourly assistants must be compensated for time spent in trainings. Additionally, ASEAC recommends that APS ensure that course offerings are tailored to enable assistants to address unique student needs (e.g., behavior regulation, use of communications devices, etc.).

Data to Support Needs:

“Success for All Students: Academic Performance Update” by Sarah Putnam, Director of Curriculum and Instruction (August 30, 2018),

[https://www.boarddocs.com/vsba/arlington/Board.nsf/files/B44R556C4313/\\$file/E-1%20Academic%20Performance%20Update%20presentation.pdf](https://www.boarddocs.com/vsba/arlington/Board.nsf/files/B44R556C4313/$file/E-1%20Academic%20Performance%20Update%20presentation.pdf)

Special Education Monitoring Report (June 6, 2019),

[https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BCPR7R5D43BC/\\$file/E-3%20Special%20Education%20Update%20June.pdf](https://go.boarddocs.com/vsba/arlington/Board.nsf/files/BCPR7R5D43BC/$file/E-3%20Special%20Education%20Update%20June.pdf)

U.S. Department of Education, National Center for Education Statistics, “The Condition of Education,” A letter from the Commissioner, https://nces.ed.gov/programs/coe/indicator_cgg.asp

U.S. Department of Education, National Center for Education Statistics “Fast Facts”

<https://nces.ed.gov/fastfacts/display.asp?id=64>

VDOE Board of Education Teacher Performance Standards & Evaluation Criteria,

http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml

VDOE Principal Evaluation Training Materials,

http://www.doe.virginia.gov/teaching/performance_evaluation/principal/training/index.shtml

APS Administrator (P-Scale) Evaluation,

<https://www.apsva.us/professional-development/aps-administrator-p-scale-evaluation/>

The Annie E. Casey Foundation Kids Count Data Center,

<https://datacenter.kidscount.org/data/tables/3248-students-receiving-special-education-services?loc=48&loct=2#detailed/2/any/false/1726,1636,1635,1634,1633,1632,1631,1630,1629,1628/any/10792>

Virginia Department of Education School Quality Profiles - Arlington County Public Schools

<http://schoolquality.virginia.gov/divisions/arlington-county-public-schools>

Public Comments and follow-up with commenters

VDOE State Indicators

Interviews and meetings with APS staff

LEA Manual

APS Professional Learning Framework

Data on disparities in identification

Data regarding access to advanced classes

PCG Program Evaluation 2013

ASEAC past reports and staff responses

APS Organizational Chart

Federal and state laws, regulations and guidance

Research on best practices and practices in other jurisdictions

Monitoring of parent concerns raised on APS listservs and social media (i.e. ADHD listserv, ArlingtonReading listserv, Arlington Education Matters Facebook group, etc.)

ASEAC appreciates the opportunity to work with the School Board, APS Staff and the community towards the shared goal of improving educational outcomes for students with disabilities. ASEAC would like to thank our School Board Liaison Monique O’Grady and our

Staff Liaison Paul Jamelske, for their collaboration and support of ASEAC's work. ASEAC would also like to thank Kathleen Donovan and Kelly Mountain, the Coordinators of the Parent Resource Center, for their dedicated support of families in APS.

The Arlington Special Education Advisory Committee:

ASEAC Leadership (2018-19)

Wendy Pizer (Chair)

Nadia Facey (Vice Chair)

Nick Walkosak and Margy Dunn (Co-Secretaries)

ASEAC Committee Members (2018-19)

Alison Acker, Amber Baum, John Best (Student Member), Michelle Best, Leila Carney, Keith Chanon, Caitlin Davies (Teacher Member), Ali Dough, Kristin Gillig, Jay Hamon, Jennifer Johnson, Sara Jane Owens (Student Member), Kay Luzius, Kurt Schuler, Tauna Szymanski, Minerva Trudo and Cristina Yacobucci

Staff Liaison: Paul Jamelske, Director of Special Education

Attachment A

Accountability Working Group Report

After the September ASEAC meeting, the Accountability subcommittee gathered to discuss the goals and objectives for the group:

- The group identified our charge as focusing on achieving greater consistency in the implementation of SPED requirements across APS to create greater accountability for the schools.
- The group recognized that schools need to have a certain level of flexibility to be responsive to the school culture, but also recognized that there is a high level of inconsistency in the way SPED services and supports are implemented across the school system, with pockets of excellence and schools that need to improve.
- Questions were raised about how to reinforce accountability with the principals. It was unclear if there could be more accountability through their performance appraisal or through the school management plan. These are potential areas for further exploration.
- It was determined that our first, exploratory steps should be to review past ASEAC reports and/or meeting minutes that discuss this issue and to determine what data is available to identify disparities and discrepancies.

After the October ASEAC meeting in which Paul Jamelske presented the annual planning update, the ASEAC Accountability subcommittee met and discussed whether the Special Education Performance Indicator Data Points could be useful in identifying schools that need to improve.

An email request was made for the following Indicators to be broken down to the school level if possible:

Indicator 3: Participation and Performance on Statewide Assessments

Indicator 4: Suspension/Expulsion

Indicator 5: School Age LRE

Indicator 9: Disproportionality in Special Education & Related Services

Indicator 10: Disproportionality in Specific Disability Categories

Indicator 11: Timeline for Part B Eligibility

After making the request, we were informed that there was a new APS policy for data requests. Data requests need to be approved at the Assistant Superintendent level now. The request should be in writing and accompanied by the reason it's needed. The subcommittee has not yet submitted a new request. Indicators 9 & 10 have been suggested. Since using Special Education Indicators as a potential performance measure in the 90 day plans and principal evaluations, we welcome input from the full ASEAC about which indicators to request.

The December ASEAC meeting featured Dr. Patrick Murphy speaking about Accountability. Dr. Murphy indicated that he would discuss the idea of including a Special Education Indicator in the Principal Performance Documents with the principals. A letter to principals went out in April. The following ideas have been put forth to improve accountability:

- Release communication sheet for parents
- Standardize 90 day plans to include SpEd targets
- Use Special Education measures in principal performance evaluations
- Incentivize schools/principals to reach out to Central Office for resources/help with Special Education
- More frequent written communications of expectations from OSE/Central Office
- Require annual 504 and IEP training for LEA's (principals and vice principals)

Two generic communication flow charts for special education were developed and recently released to the public. One is for Pre-K and Elementary level and the other is for Middle and High School Level. We recommend that individual schools should use the chart and fill in their specific personnel names and contact information for the school wide positions.

On March 25, 2019, we learned that APS is in the process of updating and revising the Policy and Policy Implementation Procedures related to Program Evaluation, *Policy A-6.31 Accountability and Evaluation*. The Accountability Subcommittee has not had time to discuss this as a group but did notice that Revised Policy A-6.31 has dropped Accountability from its Title. An email was sent to Ms. Van Horne inquiring whether there is a separate policy on Accountability.

Two Accountability recommendations were ranked in the top six (from a preliminary poll of ASEAC members) that were then voted on at the May ASEC meeting. Those two Accountability recommendations were:

1. Utilize 90 day plans to improve Special Education by requiring all schools to include a Special Education goal. Publicize the results of the 90 day plans;
2. Include Special Education metrics in performance reviews for teachers and administrators

The first of those recommendations received enough committee support to be selected for the ASEAC annual report recommendations.

Thoughts for the future:

1. The Special Education Indicator data could be useful in identifying appropriate Special Education goals to include in the 90 day plans if that recommendation is approved. The committee should pursue trying to obtain that data from APS to identify areas which need improvement for each school.
2. The committee never received a response to our email inquiry about whether there are any written policies on Accountability since the Revised Policy A-6.31 had dropped Accountability from its Title. If there are no actual policies regarding Accountability in APS, perhaps one should be crafted.

Group Members:

Kay Luzius, Co-Chair

Jennifer Johnson, Co-Chair

Amber Baum

Kristin Gillig

Nick Walkosak (leadership liaison)

Attachment B

Community Outreach Working Group Report

Current Community Outreach:

- ASEAC relies on our listserv of about 300 emails of parents, staff members, community members; organizations lists; social media (AEM facebook); word of mouth; the ASEAC link on the APS website; and PRC newsletters and announcements.
- Agenda and meeting announcements are sent every month as well as other happenings.
- Some schools pull from these announcements and put ASEAC meetings in PTA newsletters, but likely not happening system wide

Community Outreach Plan Updates:

- Identity (Logo, lettering, etc.)
We should have a logo that identifies us and that can sets us apart from other organizations. All our internal and external communications should be identified with our logo as well.
 - Suggestion: Develop a Logo - currently being developed by a volunteer and part of ASEAC's team

- Modernize the website - currently in process, to address the following needs:
 - The current lettering and size is inconsistent
 - The content is very dense and disorganized
 - Info about the members is not accurate or missing
 - Depends on APS employees to update our info
 - The link needs to be updated
 - Possibilities of translating into Spanish to reach Hispanic community members

<https://www.apsva.us/special-education-advisory-committee/>

- ASEAC Flyer - currently in process
 - Currently ASEAC does not have a flyer
 - We should have a printable & electronic flyer. This is a small tool that can be used to reach a big portion of our community, one targets all of those that have access to internet and others that do not have access.
 - Our flyers should be distributed on IEP meetings, welcome packets, PTA meetings, SEPTA, Parent Liaisons, case carriers, School Admins, Peachjar, APS different distribution lists and Newsletters.
- Does APS have a budget?

Questions / Ideas?

How did you hear about ASEAC for the first time?

Group members:

Cristina Yacobucci, Chair

John Best

Wendy Pizer (leadership liaison)

Attachment C

Professional Development Working Group Report

Focus Areas:

The Working Group prioritized the following four areas:

- APS Teaching and Learning Framework (TLF)
- Training for School Administrators (LEAs)
- Early Identification of Learning Disabilities and Interventions
- Embracing a Culture of Acceptance and Inclusion

Information Sources:

- Meeting with Sarah Putnam (Director of Curriculum and Instruction) and Paul Jamelske, (Director of Special Education)
- Conversations with school staff and administrators
- Email communications with Heather Rothenbuescher (Supervisor, Special Education) and Collen Koval (Compliance Specialist)

Overall Considerations:

Due to the importance of professional development in supporting the unique needs of students so they can achieve their goals, continued work is necessary to gain a better understanding of APS' plans and implementation activities on this topic. Important advancements are being made by the central office with the Teaching and Learning Framework and the development of a manual for training school administrators, but these efforts are not completed. Thus, the recommendations below are designed to support and guide the professional development efforts.

Recommendations:

A. Professional Learning Framework (PLF)

1. Specific training activities should be required for teachers, on a regular basis, who interact with students with disabilities (SWDs), including general education teachers. This should include training for the early identification of learning disabilities. Also, to facilitate effective inclusion and meet APS's goal for SWDs to spend at least 80% of their time in the general education setting, teachers need tools and strategies to incentivize students and manage behavioral issues.

a. Currently, APS has not established requirements for the implementation of the PLF. We support APS' plans to implement a staged process whereby teachers will be required to take certain courses within 1 year, 3 years, and 5 years of service.

2. Establish a robust monitoring and evaluation framework to assess the effectiveness of the PLF countywide that goes beyond the use of surveys for each individual training course. APS should set clear goals and indicators for the PLF and report on classroom outcomes linked to the training program. This will require effective and regular two-way communications between the central office and administrators and teachers at the schools.

3. Integrate the implementation of the PLF in school 90-day plans. In order to strengthen the linkage between professional development and student performance, school teams should consider how best to integrate the PLF into their school-based 90-day plans.

B. Training for School Administrators/Local Education Agency (LEA) Representatives

1. Revise and restructure the current APS LEA training and Training Manual. The current manual is comprised of a mix of materials from different sources and is outdated. Ensure that new LEAs hired mid-year receive training prior to participating in special education meetings with parents (e.g., IEPs and 504s).

a. The Working Group recognizes that APS is in the process of developing a new manual and is re-organizing the LEA training approach. We look forward to reviewing the new materials and approach when it is completed.

C. Other Recommendations:

1. Create incentives for teachers to obtain dual teaching certifications in both general and special education. This would provide greater flexibility for schools and increase expertise in special education while facilitating effective inclusion.

2. Provide clear guidance to school staff regarding the requirements of classroom assistants (both hourly and salaried) to participate in professional learning activities. Ensure that course offerings are also tailored to enable assistants to address unique student needs (e.g., behavior regulation, use of communications devices, etc.).

3. APS should systematically participate in the Virginia Department of Education (VDOE) Training and Technical Assistance Center (TTAC) programs and contract recognized experts to provide training using novel methodologies and approaches.

Working Group Members:

Leila Carney
Keith Chanon (Chair)
Tina Chiappetta
Diana Gordon
Kimiko Lighty
Donna Owens

Wendy Pizer (leadership liaison)
Minerva Trudo
Heather Wishart-Smith

Attachment D

Rates of Identification for Special Education at APS Schools - 2018, 2017, 2016

		Students with Disabilities - % of Student Population			
APS - Students with Disabilities		3,918	14.3%	14.1%	13.6%
Total # Students w/ Disabilities -					Location in
Elementary School	2018	2018-19	2017-18	2016-17	Arlington
McKinley Elementary	60	7.6%	6.6%	7.3%	North
Arlington Science Focus School	58	8.5%	7.6%	8.2%	North
Oakridge Elementary	67	8.5%	9.3%	8.5%	South
Francis Scott Key Elementary	66	9.2%	9.7%	10.2%	North
Arlington Traditional	57	10.2%	11.7%	11.8%	North
Taylor Elementary	70	10.6%	11.7%	10.8%	North
Tuckahoe Elementary	57	10.7%	11.5%	8.9%	North
Claremont Immersion	89	11.9%	11.8%	11.3%	South
Abingdon Elementary	81	12.1%	9.3%	9.4%	South
Discovery Elementary	72	12.1%	10.1%	NA	North
Nottingham Elementary	63	12.6%	10.9%	10.2%	North
Glebe Elementary	75	12.8%	13.1%	12.7%	North
Ashlawn Elementary	100	13.0%	14.8%	14.5%	North
<i>APS Average</i>		<i>14.3%</i>	<i>14.1%</i>	<i>13.6%</i>	
Jamestown Elementary	87	14.5%	13.1%	13.0%	North
Henry Elementary	93	14.6%	14.5%	14.0%	South
Hoffman-Boston Elementary	79	14.7%	15.4%	14.8%	South
Barcroft Elementary	65	15.0%	11.9%	12.6%	South
Drew Model Elementary	103	15.3%	14.2%	12.4%	South
Randolph Elementary	71	15.7%	15.8%	18.8%	South
Carlin Springs Elementary	102	16.5%	16.4%	14.6%	South
Long Branch Elementary	106	16.8%	18.4%	19.4%	North
Barrett Elementary	111	19.8%	17.1%	17.0%	North
Campbell Elementary	92	20.7%	20.7%	16.0%	South

Middle & High Schools	Total # Students w/ Disabilities -				Location in Arlington
	2018	2018-19	2017-18	2016-17	
Swanson Middle	149	11.2%	13.1%	12.8%	North
Williamsburg Middle	161	11.7%	11.5%	10.6%	North
Gunston Middle	146	13.7%	14.9%	12.8%	South
<i>APS Average</i>		<i>14.3%</i>	<i>14.1%</i>	<i>13.6%</i>	
Washington-Lee High	388	15.6%	14.3%	13.9%	North
Yorktown High	370	16.0%	15.8%	14.5%	North
Wakefield High	430	18.4%	18.9%	19.5%	South
Jefferson Middle	218	18.4%	20.6%	19.1%	South
Kenmore Middle	230	23.0%	20.5%	21.8%	South

Students with Disabilities Definition (Provided by VDOE representative):

" ... a student who is eligible for services under the Individuals with Disabilities Education Act (IDEA) and who has an Individualized Education Program (IEP) or services planned."

Data Source:

Main APS Link: <http://schoolquality.virginia.gov/divisions/arlington-county-public-schools>

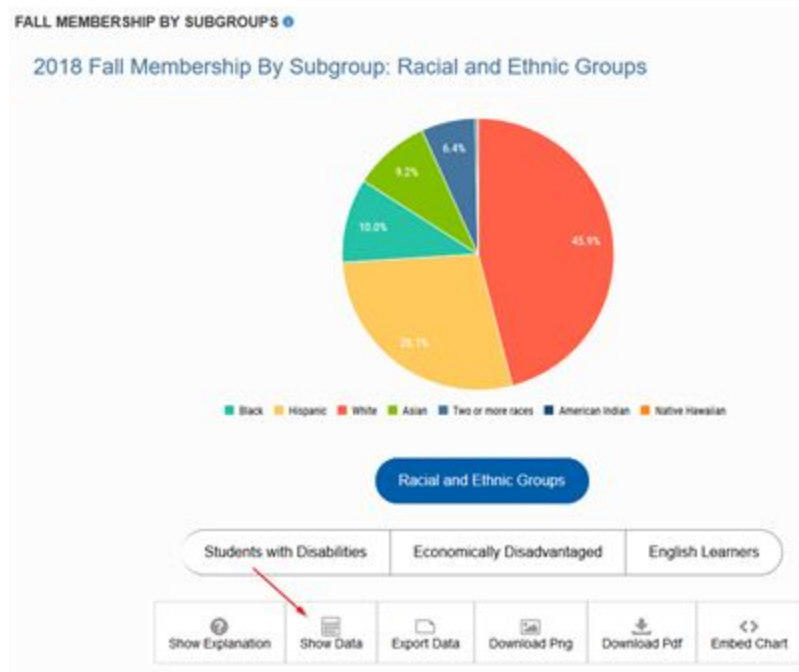
Click into each school individually. All numbers are taken directly as calculated by the VDOE from the School Quality Virginia site.

- McKinley Elementary 1030 N McKinley Rd Arlington, VA 22205
<http://schoolquality.virginia.gov/schools/mckinley-elementary>
- Arlington Science Focus School 1501 N. Lincoln Street Arlington, VA 22201
<http://schoolquality.virginia.gov/schools/arlington-science-focus-school>
- Oakridge Elementary 1414 24th St S Arlington, VA 22202
<http://schoolquality.virginia.gov/schools/oakridge-elementary>
- Francis Scott Key Elementary 2300 Key Blvd Arlington, VA 22201
<http://schoolquality.virginia.gov/schools/francis-scott-key-elementary>
- Arlington Traditional 855 N. Edison St Arlington, VA 22205
<http://schoolquality.virginia.gov/schools/arlington-traditional>
- Taylor Elementary 2600 N Stuart St Arlington, VA 22207
<http://schoolquality.virginia.gov/schools/taylor-elementary>
- Tuckahoe Elementary 6550 26th St N Arlington, VA 22213
<http://schoolquality.virginia.gov/schools/tuckahoe-elementary>
- Claremont Immersion 4700 S. Chesterfield Rd. Arlington, VA 22206
<http://schoolquality.virginia.gov/schools/claremont-immersion>
- Abingdon Elementary 3035 S Abingdon St Arlington, VA 22206
<http://schoolquality.virginia.gov/schools/abingdon-elementary>
- Discovery Elementary 5241 36th Street North Arlington, VA 22207
<http://schoolquality.virginia.gov/schools/discovery-elementary>

- Nottingham Elementary 5900 Little Falls Road Arlington, VA 22207
<http://schoolquality.virginia.gov/schools/nottingham-elementary>
- Glebe Elementary 1770 N. Glebe Road Arlington, VA 22207
<http://schoolquality.virginia.gov/schools/glebe-elementary>
- Ashlawn Elementary 5950 N. 8th Road Arlington, VA 22205
<http://schoolquality.virginia.gov/schools/ashlawn-elementary>
- Jamestown Elementary 3700 N Delaware St Arlington, VA 22207
<http://schoolquality.virginia.gov/schools/jamestown-elementary>
- Henry Elementary 701 S Highland St Arlington, VA 22204
<http://schoolquality.virginia.gov/schools/henry-elementary>
- Hoffman-Boston Elementary 1415 S Queen St Arlington, VA 22204
<http://schoolquality.virginia.gov/schools/hoffman-boston-elementary>
- Barcroft Elementary 625 S Wakefield St Arlington, VA 22204
<http://schoolquality.virginia.gov/schools/barcroft-elementary>
- Drew Model Elementary 3500 South 23rd Street Arlington, VA 22206
<http://schoolquality.virginia.gov/schools/drew-model-elementary>
- Randolph Elementary 1306 S Quincy St Arlington, VA 22204
<http://schoolquality.virginia.gov/schools/randolph-elementary>
- Carlin Springs Elementary 5995 South 5th Road Arlington, VA 22204
<http://schoolquality.virginia.gov/schools/carlin-springs-elementary>
- Long Branch Elementary 33 N Fillmore St Arlington, VA 22201
<http://schoolquality.virginia.gov/schools/long-branch-elementary>
- Barrett Elementary 4401 N Henderson Rd Arlington, VA 22203
<http://schoolquality.virginia.gov/schools/barrett-elementary>
- Campbell Elementary 737 S. Carlin Springs Rd. Arlington, VA 22204
<http://schoolquality.virginia.gov/schools/campbell-elementary>
- Swanson Middle 5800 N Washington Blvd Arlington, VA 22205
<http://schoolquality.virginia.gov/schools/swanson-middle>
- Williamsburg Middle 3600 N Harrison St Arlington, VA 22207
<http://schoolquality.virginia.gov/schools/williamsburg-middle>
- Gunston Middle 2700 S Lang St Arlington, VA 22206
<http://schoolquality.virginia.gov/schools/gunston-middle>
- Washington-Lee High 1301 N Stafford St Arlington, VA 22201
<http://schoolquality.virginia.gov/schools/washington-lee-high>
- Yorktown High 5200 Yorktown Blvd Arlington, VA 22207
<http://schoolquality.virginia.gov/schools/yorktown-high>
- Wakefield High 1325 S. Dinwiddie Street Arlington, VA 22206
<http://schoolquality.virginia.gov/schools/wakefield-high>
- Jefferson Middle 125 S Old Glebe Rd Arlington, VA 22204
<http://schoolquality.virginia.gov/schools/jefferson-middle>
- Kenmore Middle 200 S Carlin Springs Rd Arlington, VA 22204
<http://schoolquality.virginia.gov/schools/kenmore-middle>

		Students with Disabilities - % of Student Population			
APS - Students with Disabilities		3,918	14.3%	14.1%	13.6%
Total # Students w/ Disabilities -					
Elementary School	2018	2018-19	2017-18	2016-17	Location in Arlington
McKinley Elementary	1	2	3	4	5
Arlington Science Focus School					

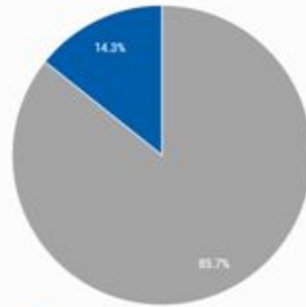
1. To see total **number** of students with disabilities, click **"Enrollment"** tab, and then click **"Show Data"** button to expand subgroup data.



2-4. To see total **percentage** of students with disabilities, click **"Enrollment"** tab, and then filter by clicking **"Students with Disabilities."**

FALL MEMBERSHIP BY SUBGROUPS

2018 Fall Membership By Subgroup: Students with Disabilities



■ Students with Disabilities ■ All Other Students

Racial and Ethnic Groups

Students with Disabilities

Economically Disadvantaged

English Learners

Show Explanation

Hide Data

Export Data

Download Png

Download Pdf

Embed Chart

5. Location in Arlington based off school mailing address.

North designates addresses with North in them; South designates addresses with South in them.