

Arlington Special Education Advisory Committee
MINUTES
 February 23, 2021
 Via Zoom

Recording of Meeting: <https://vimeo.com/519340101>

(Meeting Chat pasted in Appendix 1)

ASEAC Members:

First Name	Last Name	Present?	Vote on January 2021 meeting minutes
Nicholas	Walkosak	Y	Y
David	Rosenblatt	Y	Y
Keith	Chanon	Y	Y
Nadia	Facey	Y	Y
Jason	Love	Y	Y
Tauna	Szymanski	Y	abstain
Margaret	Dunn	Y	Y
Michelle	Best	Y	abstain
Kristin	Gillig	Y	Y
Kurt	Schuler	Y	Y
Minerva	Trudo	Y	Y
Cristina	Yacobucci		
Sonia	Rosen	Y	Y
Matt	Leland	Y	Y
Paul	Timm	Y	Y
Symone	Walker	Y	Y
Kathryn	Pericak	Y	Y
David	Siu	Y	Y

Eli	Berg	Y	
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Attendees:

Nick Walkosak, David Rosenblatt, Kathy Pericak, Keith Chanon, Nadia Facey, Kathleen Donovan, David Siu, Heather Rothenbeuscher, Janna Dressel, Jason Love, Kelly Krug, Kristin Gillig, Kurt Schuler, Margy Dunn, Matt Leland, Paul Timm, Sonia Rosen, Tauna Szymanski, Eli Berg, Reade Bush, Emma Parral Sanchez, Minerva Trudo, Wendy Pizer, Alison Cassels, Kathryn Linehan, Kelly Smith, Cecilia Kline, Vicki Taylor, Superintendent Duran, Michelle Best, Soraya (translator), Kelly Mountain, Cristina Diaz-Torres, Arron Gregory, Charles Smith, Dwight Smith, Elaine Perkins, Trisha Moslin, Kelly, Jennifer Crain, Sofia, Symone Walker, Justin Swaynie

Agenda:

- 7:00 - 7:20 pm Welcome, Member Introductions and Public Comments
- 7:20 - 7:30 pm OSE Updates and Response to January 2021 Public Comments
- 7:30 - 7:40 pm OSE Comments on Distance Learning Memo
- 7:40 - 8:40 pm Superintendent Chat
- 8:40 - 8:50 pm ASEAC Updates

Welcome and Member Introductions:

Chair started the meeting at 7:05.

Public Comments:

Began at 7:10 pm. In order of RSVP:

Reade Bush

Concerned about delivery of education in the virtual environment. His daughter dropped-out of Level 1. His son (with autism) is not learning, even with 1 on 1 assistance with an aide. He has given-up on assignments. He needs 5-days a week of instruction and is not making progress currently in APS. Feels that no one in APS is taking his case seriously. SWDs need to be more engaged by teachers and APS staff.

OSE Updates and Response to January 2021 Public Comments:

DIBELS: English Language Arts (ELA) website being revised to include FAQs. OSE Met with ELA last week and is planning to host information sessions for families about DIBELS assessments. Facing some challenges in terms of inconsistent implementation across schools. Sent letters to families, but admits that the communications between teachers and families could be improved. Reports are available for parents.

COVID-19 has made it challenging for APS to deliver all possible interventions. APS is convening small student groups and using tools such as Orton Gillingham. OSE advises that families always work directly with teachers regarding any instructional issues.

Phonemic Awareness and phonics knowledge is important. DIBELS is used to flag student needs with reading and to alert teachers and parents to the need for other tools.

Vaccines and In-Person Instruction: Vaccines have been made available to all educators by the State without any prioritization. This included educators from private schools and registered daycare workers. Personal information regarding staff choice in getting vaccinated is not publicly available.

Do not know if all of the staff have received both of their doses, but many staff are on their way.

Christina Diaz-Torres said that staff who have not received appointments should check their email for availability. Appointments are available.

Concerns on Augmentative and Alternative Communication (AAC) Device Backup and Process: ASTECH created a central backup system in Google Docs in Dec. 2019. Devices are backed-up at least every quarter. For students who are not returning to school (e.g., Hybrid schedule), APS will work with them to back-up devices. Designated an Information Services (IS) Liaison to assist with IT issues. Expect a 24 hour turn-around on requests. Files are typically downloaded via Airdrop at schools by the speech therapist (SLP). SLPs and ASTECH have access to backup files. It is important to have low-tech back-ups in the classroom. Average timeline to get a new device is one week.

Instruction and State Guidance: Level 2 and 3 return dates have been announced which will include in-person instruction (not just support).

OSE Comments on Distance Learning Memo:

ACTL collected information from all of its committees on distance learning. ASEAC submitted a memo to ACTL. OSE will circulate a survey to collect more detailed information about general trends and other concerns identified by ASEAC, including concerns about inconsistencies across schools' implementation of services.

Mental health concerns and isolation: Services have been made available by Student Services staff. There have been significantly fewer risk assessments administered during virtual learning. Heather R. showed data across previous school years to demonstrate this point. OSE also noted a few reasons why the number of risk assessments is lower this year.

After School Activities: All schools are offering activities, posted on their websites.

Lack of Communication with Families: Primary concern about inconsistencies. OSE has provided guidance documents to schools and met with various groups from different schools. If

an IEP team is not responsive, OSE suggests that families share questions in advance of meetings and utilize the PRC, etc. for assistance.

Inefficient Use of Instructional Assistants: OSE worked hard to provide training to assistants.

Lack of After School Hours: The PRC maintains a list of tutors and community resources, including mental health resources.

Inconsistent Use of Technology: APS has offered resources through the Parent Academy and APS Technical Support website video. There is also a Family Call Center.

Q&A

- OSE encourages parents to communicate with teachers and school administrators and to contact OSE if there continues to be difficulties.

Superintendent Chat: (7:35)

Welcome from Cristina Diaz-Torres (School Board Liaison). Consider her as a resource. She is always open to meeting with families.

Welcome from Dr. Duran. He emphasizes that SWD are students first. They should have access to all APS offerings and get what they need. He welcomes opportunities to hear concerns and what is working well. Identified the importance of the Inclusion Officer, Aaron Gregory.

Nick provided background on the development of the ASEAC questions for Dr. Duran.

Recovery Services

1. *What is plan for compensatory services?* There will be a need for recovery services. Will build-in opportunities this summer to provide additional support and is also exploring opportunities to provide needed support over the next school year. Is anticipating receiving CARES Act funding to support summer services and additional state funds. Budget currently has a \$3 million set-aside for summer school. Will focus on reading and math.
2. *What is the timeframe for summer school dates?* Plans to provide information to the community in March.
3. *Any Grants for Recovery Services?* No grants other than the State funds and Federal American Rescue Plan.
4. *Will ESY be offered as part of recovery services?* ESY and recovery services will be treated separately.
5. *Chat Questions: Difference in summer school from previous years?* Yes, focusing on early grade students and SWD who can benefit from additional instructional hours. DTL is developing new criteria to determine eligibility for summer school.

Camera Guidance

1. *Policy on camera use is sensible, however its implementation is of concern. What is being done?* Purpose of guidance was to engage students. Dr. Duran has learned of some cases where the guidance is not being followed. He appreciates learning about specific cases at certain schools so action can be taken. Considering making virtual backgrounds available to students. Recognizes that changing guidance midyear is difficult. Encourages parents to contact their teacher and Principal if problems persist. Dr. Duran has worked to clarify the policy and ensure its consistent implementation. The use of cameras is not required.
 - a. Nick: Shared that some students/families have been forced to turn-on cameras and haven't submitted complaints. Dr. Duran will continue to raise awareness across APS. Camera use was a key recommendation of the RTS Task Force.
 - b. David: It is insufficient to expect students and parents to take the initiative to express concerns to their teachers. It seems there needs to be more robust efforts from APS to ensure the guidance is implemented appropriately.

Budget

1. *APS needs additional resources, especially for SWD. What is your commitment to prioritizing investment in supports for SWD in the budget process?* It is a short and long-term need. For this coming year, there is an expected revenue loss. Hope to get more revenue through federal funds. Special education programs will not lose funding. Plan to invest, over-time, in services needed for SWD.

Behavioral, Social, and Emotional Support

1. *Resources were limited before the pandemic, and now exacerbated for SWDs. How is APS working to provide behavioral and social emotional supports going forward?* This is an important area for investment. Each school has a psychologist and social worker. There has been strong focus on anger and anxiety. Interlude and IEP services are very important. Dr. Duran agrees that additional resources are needed.
2. *Some students have become dependent on an adult while being at home. How will APS address this?* APS will return to strategies used previously to promote independence. Prompting and reinforcements will be applied.
3. *One of the benefits of NOT being in school is less or no bullying and exclusion from groups/cliques. How can we bring back students without bringing back bullying and such?* APS is working system-wide, examining the curriculum, the "No Place for Hate" program (will expand this to high schools and middle schools). Will also provide training to teachers. While the benefit of being out of school may have reduced bullying, it is still occurring (i.e., cyber-bullying). APS will reach out to ASEAC to address some of these issues.
 - a. APS will consider using Extended Day staff to support behavioral needs when students are back in school. Kelly K. encourages all families to share any specific dependencies of their students with school staff.

Distance Learning

1. *How are teachers being supported?* APS is adding a Professional Learning day to assist teachers with the concurrent model. HR staff is working on employee programs and counseling for teachers. The Monday synchronous day is critical for teachers to plan and meet with colleagues. Time is priceless. Need to continually think about what more can be done.
2. *Positive aspects of distance learning. How have those been collected and how can we leverage them in hybrid and once all students have returned to school?* Learning that it has been successful for some students with anxiety. Considering how the virtual model can be incorporated in the future for these students. Collecting information from the Distance Learning Task Force. Does not want to return to the way things used to be. Please encourage others to share positive experiences with teachers. Need to appreciate the efforts of teachers who had to change their teaching methods overnight. Will consider making schools more sensory safe.

Equity

1. *What is the plan to address disproportionalities?* We want to make sure everyone feels that equity is mainstream and part of everyone's work. Some students don't have access, have been marginalized, and have not been included. This includes SWDs. There is a need for a deep and honest dialogue about what can change in APS. Dr. Duran reiterated his commitment to equity. If this message is not being received, it needs to change. Dr. Duran and Mr. Gregory will own it.
 - a. Aaron Gregory: He meets regularly with OSE, discusses inclusion, reviews data, and is focusing on internal needs. Looking at IEP and LREs. Introduced an LRE tool. Having routine meetings with advocacy groups (i.e., Inclusion Task Force). He is always thinking about children with special needs. Training equity teams to talk about ableism and to have courageous conversations. Provided October 12th training for all employees on what is equity? This will be utilized through a Framework being developed by Equity Teams. Also considering race. Goal is to shift mindset and culture. Wants to have a community discussion around SWD and ableism.
 - b. Equity teams include community members, families, staff (Framework was launched in January). Families should reach-out to their school Coordinator or Principal to become involved.
 - c. *Will ASEAC have the opportunity to help design the equity tool?* The tool already exists. Will train Equity Teams on how to utilize the tool (10 dimensions on equity leadership).
 - d. Dr. Duran recommends ASEAC invite Aaron to ASEAC meetings to discuss equity opportunities. There is a need to change the culture and mindset, implementation of practices, and communications with families. Would like to see a "Let's Talk Panel" on ableism. Will work with ASEAC to identify panel members.
2. *Why is APS switching from PALS to DIBLES?* PALS has acknowledged that it was not intended to identify students with learning disabilities (i.e., dyslexia, struggling

readers...). The time required for conducting PALS is too intensive. Switching to DIBLES will require State approval. Will train teachers. PALS is a good example of some students being left-out, having not been identified through PALS.

- a. Kelly K.- Working with the literacy team. Will propose a plan for VDOE approval. Will have to collect and report on data for PALS and DIBLES over the course of a year. Will begin a pilot phase next year to collect the data. Hopes to implement fully for K-5 the following year.
- b. *What is being done to educate teachers and parents and how to ensure comparable responses to data collection across schools?* The Language Arts program is providing a lot of guidance to the schools. Will provide sessions through the PRC for parents. Dr. Duran finds the DIBLES reports to be much more helpful than PALS.

Cristina Diaz-Torres: Wants to emphasize the importance of DIBLES. This is an important transition. Sees APS as being a model that other districts can follow.

ASEAC Updates:

Policy Update:

Kathy Pericak, ASEAC's Policy Review Sub-Committee Chair

Initial comments on the existing policies due to APS by March 1st for:

I-11.1 Family and Community Engagement

J-5.4 Leaving School Grounds

J-6.3.6 Prohibited Substance Use

J-6.3.8 No Tobacco Policy

J-6.7 Search and Seizure

K-7.3 No Smoking Policy

M-1 Reporting Serious Incidents

Public comments on the revised policy due to APS by March 2nd for:

Policy G-1.2 Staff Electronic Technologies Acceptable Use

Public comments on the revised policies due to APS by March 17th for:

I-7.2.8 Instructional Delivery Options

J-6.8.1 Student Safety – Bullying/Harassment Prevention

ASEAC will cover the Distance Learning Working Group and Bylaws Subcommittee at the March meeting.

Planning Factor Working Group - No activity at the moment

ASEAC members approved the January 2021 Minutes. Meeting was adjourned.

Appendix 1 ZOOM Meeting Chat

19:01:53 From David Rosenblatt to Everyone (in Waiting Room) : Thanks for your patience - just working out a tech issue.

19:03:50 From David Rosenblatt to Everyone (in Waiting Room) : Thanks for your patience! We will start soon.

19:05:40 From Nathan Facey to Everyone : Thanks ASEAC Leadership, we all struggle with tech issues at times, so thankful for all you are doing to improve access.

19:08:43 From emma.parralsanchez to Everyone : Si necesita interpretación simultánea, Por favor marcar este número (888-721-8686) en su teléfono. Y esta es la clave que tiene que marcar 4890423639# Por favor, poner su teléfono en silencio. Gracias

19:12:11 From Kristin Gillig to Everyone : Thank you!

19:20:50 From Bush to Everyone : The question about vaccinations for staff in Phase 1 has nothing to do with individuals or HIPAA. It was why the extended day staff who are working a lot in Phase 1 were scheduled after the teaching staff. Many parents heard this from the staff who, bless them, have been willing to be in the school with kids prior to vaccines. This is not a question specific to any person that would require no real answer based on HIPAA reasons.

19:22:10 From Nathan Facey to Everyone : Hey Mr. Bush and all, as this was my public comment, I am happy to have a conversation and share what I heard back from Mr. Stockton, it was very helpful and I'm happy to talk off line with anyone if that is helpful.

19:22:26 From Cecilia Kline to Everyone : Do we know if every staff who wanted to receive a vaccine has gotten their two vaccine doses?

19:28:56 From Sonia Rosen to Everyone : The link to Wakefield after school activities has nothing to do with SpEd kids.

19:29:41 From Kristin Gillig to Everyone : RE: OSE open office hours, do staff attend and leverage this resource?

19:31:00 From kelly.krug to Everyone : Yes we do have staff come every week.

19:31:26 From kelly.krug to Everyone : The link is for after school activities available to all students.

19:31:48 From Sonia Rosen to Everyone : I continue to receive communications from families at all levels that their IEP teams ignore their concerns and don't believe the parents, or are not concerned about the students' lack of progress. They contact me sometimes for information about private schools for students with disabilities because they know I pulled my son out of APS for middle school.

19:32:29 From kelly.krug to Everyone : Please try to encourage them contact us. We can't help if we don't know.

19:33:01 From Sonia Rosen to Everyone : I do, Kelly, absolutely!

19:34:08 From Jason Love to Everyone : I believe after-school activities are meant to be inclusive for all students, not necessarily specific to gen. ed or SPED students.

19:36:39 From Sonia Rosen to Everyone : Jason -- the issue is what after school activities are available for SpEd students. That is not what is on a general after school activities school website.

19:45:20 From Kelly Smith to Everyone : Will there be any differences in what is required to be

eligible for summer school this year as opposed to other years?

19:47:49 From Wendy Pizer to Everyone : Would it be possible for a SWD to just access related services this summer, as part of recovery services?

19:48:16 From heather.rothenb to Everyone : Wendy, yes. That could be an option.

19:48:22 From Wendy Pizer to Everyone : thanks!

19:51:06 From Sonia Rosen to Everyone : Dr.Duran, for many students who have high anxiety about turning their camera on, the extra pressure from teachers, counselors, social workers etc is traumatic. Do students have the opportunity to just say no?

19:51:23 From kelly.krug to Everyone : yes

19:51:36 From Sonia Rosen to Everyone : that is NOT in the guidance, however,

19:52:09 From David Rosenblatt to Everyone : I am not able to turn my camera on *right now* because of background noise

19:52:52 From David Rosenblatt to Everyone : It is not sufficient to treat this as a "bad apple" situation -- many families and students will not have the awareness/resources to speak up about this

19:53:40 From Nathan Facey to Everyone : As a member of the distance learning task force, myself and other parents shared our concerns about making changes to the guidance, for the exact reasons Nick just shared and because not all students do better with the camera on.

19:53:50 From Sonia Rosen to Everyone : The Student Services Committee had just the opposite recommendation. And ASEAC raised concerns. So folks representing vulnerable populations had MANY concerns about this policy.

19:53:59 From Sofia to Everyone : Hi! When will OT, PT, and ST services be delivered in person? This is not being done equitably now. Thank you

19:54:53 From heather.rothenb to Everyone : In person related services will increase in level 2 and 3

19:55:14 From Wendy Pizer to Everyone : I was also on the distance learning task force and do not recall the Task Force recommending the the camera guidance be changed. In fact, many of us expressed concern about the new guidance after we were informed that it was going to change.

19:58:13 From Sonia Rosen to Everyone : The fact that persons on these committees report that the DL task force did not recommend changing the camera policy is seemingly part of a communication breakdown when committee reports reach the DTL leadership level. We saw that with the DTL report of the ACTL reports to the Board, which were not a reflection of the hard work of the advisory committees.

20:02:13 From Sonia Rosen to Everyone : Kelly - wrt to the camera policy, if it is okay for students to just say no to turning on their cameras for whatever reason, then it should be okay for us to share that info on our listservs,etc -- correct?

20:02:46 From kelly.krug to Everyone : Yes students are allowed to decline to turn their camera on.

20:03:01 From Sonia Rosen to Everyone : Thanks! that is super helpful.

20:03:28 From kelly.krug to Everyone : We asked for teachers to encourage, support, and help build up to but mandate.

20:03:47 From kelly.krug to Everyone : But Not to mandate- sorry

20:04:56 From Justin Swaynie to Everyone : why does Taylor elementary have an

occupational therapist that has been back in person seeing students?

20:07:43 From Kelly Smith to Everyone : I think the concern with taking a gradual approach to increasing independence is that there may not be sufficient staffing to help all the students who will require additional assistance as a result of learned dependence. Has any thought been given to increasing staffing, especially in the younger grades and/or inclusion classrooms?

20:08:11 From Sonia Rosen to Everyone : What the schools do NOT do is address the SE health of the kid who is bullied or socially isolated. The focus is on no tolerance, but once the bully is identified, the kid who was bullied still has needs to be addressed. I've never seen counselors, etc do this

20:09:34 From Justin Swaynie to Everyone : So will my daughter receive 4 days of in person instruction or will she only receive in person instruction 2 days a week with the other 2 being virtual learning at school?

20:10:06 From Kelly Smith to Everyone : Thank you!

20:11:39 From kelly.krug to Everyone : Mr. Swaynie- I would suggest talk to your school about what will be provided for your child and what the 4 days will look like.

20:14:49 From Kathleen Donovan to Everyone : I believe there is a question addressing unexpected positive outcomes in the upcoming parent survey.

20:15:29 From Kathleen Donovan to Everyone : Hopefully we can continue building on these successful practices

20:16:36 From david siu to Everyone : A deeper question is how can school be redesigned to be more sensory safe

20:18:08 From Jason Love to Everyone : While virtual learning has been a challenge for many, as mentioned, some students are thriving in this environment. Is there are plans for an APS virtual school in the future for kids who this does benefit?

20:18:29 From Vicki Taylor to Everyone : Thank you for your thoughtful responses Dr. Duran.

20:20:16 From Tauna Szymanski, ASEAC Member (she/her) to Everyone : Thank you, Dr. Duran, for that statement.

20:21:18 From David Rosenblatt to Everyone : Will ASEAC have an opportunity to participate in the design of the "division-wide equity tool" that has been discussed as part of an equity audit for all schools?

20:21:57 From Tauna Szymanski, ASEAC Member (she/her) to Everyone : The term "special needs" is considered a slur in the disability community.

20:22:15 From Nathan Facey to Everyone : What recommendations do you have for parents when we witness ableism in APS, especially from administrations or teachers.

20:23:17 From Symone Walker to Everyone : There are systemic issues with IEP implementation.

20:23:22 From Sonia Rosen to Everyone : Dr. Duran - in the secondary level, school counselors across the board regularly track SWDs, minority students, etc away from advanced classes. In some high schools, counseors and LEAs refuse SWDs access to co-taught advanced classes. This is systemic and must change. School counselors need to receive training in SWDs as most of them fundamentally do not understand learning differences, which has a significantly negative impact on students. This is not just about words or mindset.

20:23:59 From David Rosenblatt to Everyone : This is the first we have heard about the LRE tool?

20:24:22 From Tauna Szymanski, ASEAC Member (she/her) to Everyone : "Special needs" is an ableist term.

20:24:51 From Kathryn Linehan to Everyone : We refer to student with disabilities because students with disabilities have rights, not "special needs"

20:25:23 From Sonia Rosen to Everyone : How will equity teams be trained in the needs of SWDs? ASEAC should have a role in this,

20:25:30 From Keith Chanon to Everyone : Does every school have an equity team?

20:25:31 From Symone Walker to Everyone : Who comprises these equity teams?

20:26:17 From Sonia Rosen to Everyone : Why aren't students and parents a part of the equity teams from the START?

20:26:26 From Wendy Pizer to Everyone : Will there be disability representation on the equity teams?

20:28:01 From Wendy Pizer to Everyone : Arron, I would encourage APS to put out information about the equity teams at schools.

20:28:28 From Symone Walker to Everyone : How are community members and parents selected? What is the outreach to recruit?

20:28:33 From Sonia Rosen to Everyone : How will APS make sure that the Equity teams are actually representative of all parts of the school, and not just the folks that always volunteer? How will equity teams be INTENTIONAL?

20:29:31 From Kristin Gillig to Everyone : Agreed with Wendy's comment about APS putting out universal communications. I have children at 2 different schools and haven't heard anything about these teams from either school.

20:29:59 From Sonia Rosen to Everyone : Did you get input from the ASEAC community on the equity tool? If not, why not?

20:30:17 From Sonia Rosen to Everyone : And if not, how are we to trust the process?

20:32:06 From Sonia Rosen to Everyone : Is there accountability built in to this equity effort? Will Mr. Gregory be presenting an annual or semi-annual report on the his office's efforts to the Board?

20:32:57 From Symone Walker to Everyone : APS dances around issues of race and glosses over it to make everything seem fine. let's hope the ableism talk will be more authentic.

20:33:15 From Arron Gregory to Everyone : As with all ELT offices, there will be monitoring reports to the Board, per the Equity Policy.

20:34:02 From Sonia Rosen to Everyone : My question is whether you will be presenting a report to the School Board on the work of your office?

20:34:43 From Sonia Rosen to Everyone : What is the update on an Equity Policy PIP?

20:34:55 From Kristin Gillig to Everyone : Great answer. I hope this is included in the updated webpage FAQ :-)

20:35:21 From Nathan Facey to Everyone : Thank you Dr. Duran for your leadership on this.

20:36:03 From Kristin Gillig to Everyone : Yes, thank you. This is huge

20:36:03 From Arron Gregory to Everyone : @WendyPizer, Many schools have communicated via Peach Jar. Additionally, letters were provided in the top 5 languages for each building to announce No Place for Hate in ES and HS.

20:37:42 From Arron Gregory to Everyone : Yes, there will be monitoring reports to the Board.

20:38:18 From Kristin Gillig to Everyone : Kelly, if this is approved, is there language included

that says that other districts don't have to jump through these crazy hoops.

20:38:55 From Wendy Pizer to Everyone : Thank you for the great progress on literacy and screening.

20:40:43 From Arron Gregory to Everyone : Facey, the first step is always to address concerns at the building level. I'm excited about having a community talk so staff can better understand what ableism looks like, sounds like, and feels like.

20:42:33 From Nathan Facey to Everyone : Mr. Gregory, thanks for the comment. I think a community conversation about ablism is necessary and I know ASEAC looks forward to working with you on all your work.

20:43:05 From Kristin Gillig to Everyone : This conversation has been very encouraging. Great team work, Dr. Duran, Kelly, Heather, Mr. Gregory, Ms. Diaz-Torrez and the rest of the leadership team! Nice work.

20:43:15 From Dwight S. to Everyone : Are the slides that were presented posted somewhere we can reference at a later time?

20:43:16 From Symone Walker to Everyone : UVA will never give up PALS. They are trying to improve it with PALS 2.0.

20:43:46 From Minerva Trudo to Everyone : Thank you Dr Duran, Mr Gregory, Ms Diaz-Torres, Heather and Kelly!

20:43:59 From Nathan Facey to Everyone : Kathy, your work has been amazing, thanks for all you do to help move the policy work forward.

20:44:03 From david siu to Everyone : "Special needs" is an ineffective euphemism
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5256467/#Abs1title>

20:44:13 From David Rosenblatt to Everyone : @Dwight - we can email the slides to you, and the meeting recording is posted publicly each month.

20:44:49 From Symone Walker to Everyone : Thank you Kathy!

20:45:18 From Kathy Pericak to Everyone : Pericak.kathy@gmail.com. Please contact me about policy reviews.

20:46:52 From Nathan Facey to Everyone : The SRO workgroup is really important I would love to hear more about that next month. Thanks.

20:48:44 From heather.rothenb to Everyone : Thanks everyone!

20:49:07 From Jason Love to Everyone : Thank you!

20:49:09 From Cristina Diaz-Torres (she/her) to Everyone : Thank you everyone.

20:49:11 From Sonia Rosen to Everyone : Thanks Everyone!