

**Arlington Special Education Advisory Committee**

**MINUTES**

March 23, 2021

Via Zoom

Recording of Meeting: <https://vimeo.com/528105583>

(Meeting Chat pasted in Appendix 2)

**ASEAC Members:**

<b>First Name</b>	<b>Last Name</b>	<b>Present?</b>	<b>Vote on February 2021 meeting minutes</b>
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	y
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		
Kathryn	Pericak	Y	y
David	Siu	Y	y

Eli	Berg	Y	y
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**Attendees:**

Nick Walkosak, David Rosenblatt, Kathy Pericak, Keith Chanon, Nadia Facey, Kathleen Donovan, David Siu, Heather Rothenbeuscher, 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, Vicki Taylor, Michelle Best, Arron Gregory, Lane Peters (ASL interpreter), Jamie Karlinchak (ASL interpreter), Soraya Strobach (Spanish translator), Deborah Hammer, Jennifer Wheelock, Jeff Seiff

**Agenda:**

7:00 - 7:20 pm Welcome and Public Comments

7:20 - 7:45 pm OSE Updates and Response to February 2021 Public Comments

7:45 - 8:00 pm ASEAC Updates

8:00 - 8:30 pm Office of Diversity, Equity and Inclusion

**Welcome and Member Introductions:**

Chair started the meeting at 7:05.

**Public Comments:**

Began at 7:07 pm. In order of RSVP:

Reade Bush:

Repeating question from January 2021. Referred to VDOE guidelines prioritizing in-person instruction for young SWD. APS is not adhering to this guidance. APS continues to provide in-person support (e.g., student is using an iPad with an aide) but not in-person learning. Why is this?

Equity: Some students in self-contained settings are receiving instruction 4-days/week, but other students with 30 hours of specialized services in their IEPs can only do a hybrid schedule with in-person learning 2-days/week. This is not equitable. Why is this happening? All of these students should be receiving in-person instruction full-time.

Wendy Pizer:

I'm here to talk about plans for virtual instruction this fall. Most students will not be vaccinated by the start of school. This means many students, including those with high risk medical conditions, will still require a virtual option as an accommodation in the coming school year. This is an issue of concern for the disability community because many students with medical conditions are students with disabilities, with protections under the ADA and other federal laws.

I ask OSE and ASEAC to work to ensure that APS will accommodate these students by providing them with a virtual option within their home schools in the coming school year, as APS is doing now. Students who require a virtual accommodation should not have to move out of their schools into a separate virtual academy or Virtual Virginia.

I want to be clear that I'm talking here about virtual instruction when it's a temporary accommodation for COVID. For students who are high risk, this is a need, not a preference. This is different from longer term planning for a virtual academy as an option program, as that would be a choice.

Unfortunately, I am now hearing some calls in the community to move high risk students who need a virtual accommodation out of their schools into some sort of a separate virtual program. This is extremely disturbing.

Calls to remove and isolate students from their schools - because they require a medical accommodation - are ableist, unwelcoming, not at all inclusive, and frankly, just downright ugly.

Inclusion is a core value of APS. And APS's equity policy states:

"Inclusion is the belief and practice that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community. APS is committed to providing inclusive learning environments for our students, families, and staff. All students in APS are welcomed, valued, and shall be included and supported in all schools, classrooms, curricular, and co-curricular activities."

APS needs to ensure this policy is followed by supporting students with a virtual option in their schools. And clearly, some in our community need to be educated on inclusion and equity.

I urge APS to put out a statement so that everyone will know that students who are high risk for Covid will continue to be accommodated with a virtual option within their schools in the fall. Students who are high risk for Covid need to know that they will be valued, welcomed, and supported by APS within their schools, not excluded and isolated from their school communities. These students are and should continue to be full members of their school communities.

Thank you.

Jennifer Wheelock:

Good Evening. My name is Jennifer Wheelock and I will speak on two topics this evening.

First, our daughter is a dyslexic second grader. She is currently at a kindergarten level in reading, writing and math. We are thankful that she has finally returned to hybrid but she continues to receive some services virtually. We remain concerned those cannot be delivered with fidelity in a virtual environment. Not only has she failed to make meaningful progress, she has actually regressed this year.

Please prioritize returning students like Lindsay to in-person school 4 days a week for the

balance of this school year if their families choose it. Governor Northam prioritized these children last summer. APS never meaningfully followed through and families are seeing this failure every day. School doors are open; teachers are vaccinated; there should be no further barriers to meeting their needs today.

Second, I urge APS to think outside the box for the upcoming school year. APS has a tremendous opportunity based on recently enacted federal support. Briefly, let me share recent figures with you:

- Congress enacted \$82 bn in December for the Education Stabilization Fund, of which APS was initially allocated more than \$8 mn, according to the [Virginia Department of Education](#).
- Congress just enacted nearly \$130 bn in the American Rescue Plan (ARP), of which more than \$3 bn was set aside for compliance with the IDEA Act. According to Rep. Beyer, APS is estimated to receive more than \$19 mn, exclusive of the additional funds for IDEA Act compliance.
- In addition, the Congressional Research Services estimates that Arlington County is expected to receive \$46 mn and the state of Virginia is expected to receive an additional \$3.8 bn. These additional amounts can be used for a variety of pandemic and economic recovery purposes, including education.

With this historic level of funding in mind, I have two initial suggestions for APS, based on our recent frustrations:

- 1) Consider offering parents a choice to obtain a private evaluation at public expense. Allowing parents a choice might lessen this workload on teachers and staff and help parents get necessary services faster for their students.
- 2) With regard to dyslexia, dysgraphia, and dyscalculia interventions, I remain extremely concerned by the unevenness within APS. I recognize recent progress within APS, but am uncertain how APS is prepared to serve my child today. In this area, I direct APS to an interesting partnership between the [Atlantic Seaboard Dyslexia Education Conference \(ASDEC\) and Frederick County Schools](#). Local families know ASDEC for their successful summer program and school-year academic therapists. They are well-regarded for both their reading and math interventions. Frederick County Public Schools, [which serve 44,000 students](#), set up a 5-year program with ASDEC for less than \$500,000 to train more than 120 teachers. Is this a model that Arlington could consider? APS could allow ASDEC therapists to serve students in APS schools now, while helping to build more uniform capacity within APS for the future.

Thank you for considering these requests.

**OSE Updates and Response to February 2021 Public Comments: (7:17pm)**

[Return to School in-person 5 Days/Week](#)

Heather R.: Thank you for your advocacy. I understand the desire to return to a normal schedule as soon as possible—we all want this for our students. We have been encouraged by recent improvements in the health metrics, progress with the vaccine, and our community's adherence to mask requirements and other mitigation measures. The CDC's announcement Friday is another positive step forward. Encourages everyone to attend this Thursday's School Board meeting to hear further discussions.

#### Summer School Planning:

Dr. Duran will propose some changes at Thursday's School Board meeting. Some of the initial plans will change. Heather encourages everyone to tune-into the meeting on Thursday.

- Only students with IEPs will be eligible.
- APS will convene IEP meetings to consider both ESY and Recovery services.
- APS is prepared to provide ESY to any student who is eligible.
- OSE has provided specific guidance on how Recovery services will be delivered to APS staff.
- SWD will not be charged for any services.
- Breakfast and lunch will be served during ESY at all summer school sites.
- OSE is working with Transportation Services to provide timely information for summer school.
- Appreciated responses to the survey on distance learning.
- ELA website has been updated. Includes new information on DIBLES and PALs.

#### Q&A:

The APS distance learning survey was targeted to related services, assistants, communications with LEAs, and other challenges that had already been identified by ASEAC. It was not meant to solicit information about all challenges.

#### OSE Annual Application (7:35pm)

Kelly K.: Every year, APS submits an application to the Virginia Department of Education (VDOE) for grant funding, as required by law. OSE will also share more details at the Thursday School Board meeting. The report describes how federal funds will be spent (IDEA 611 and 619). It is based on the number of SWD beginning December 1st, 2020.

APS uses funding for mandated services, including assistive technology, Child Find, ESY, related services, etc. 99% of 611 funding was used for staffing and employee benefits. 62% of 619 (pre-school) funding was used for personnel services and employee benefits.

FY 22. APS is proposing to use these funds for assistants, Child Find teachers, clerical support, SPED Coordinators, privately placed students, psychologists, tech support specialists, instructional materials, and employee benefits.

APS will submit the plan to VDOE on May 24, 2021.

Q&A:

Special education services are not being cut.

Where would you like to see APS put additional resources for special education with one-time additional funding? OSE will need more time to think about this and can reply to ASEAC later. Considering literacy resource needs (ELA).

OSE is requesting \$100,000 for Recovery Services. OSE looked at previous Extended School Year (ESY) costs as a baseline. APS received another grant for Recovery Services (\$77,000 for a Summer Academy). The American Rescue Plan is providing \$20 million to APS. APS will have \$4 million to address learning loss among all students.

No additional budget request for a Low Incidence Specialist. Plans are to fill a current vacancy.

OSE is closely tracking SWD who left APS during the pandemic and anticipate that many will return. Tracking students who opted for home instruction and private schools. Was less than 100 students. Do not know how many chose not to return to school for other reasons.

February Minutes Approved. (7:51pm).

Policy Update:

On March 1, 2021, ASEAC's policy review sub-committee provided initial comments on the following existing policies that are beginning the APS review/revision process:

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

On March 17, 2021, we also provided public comments on the following two revised policies:

J-6.8.1 Student Safety – Bullying/Harassment Prevention, and

I-7.2.8 Instructional Delivery Options.

We are also submitting comments and a mark-up of Section 1 of the Students' Rights and Responsibilities: Student Code of Conduct by March 24, 2021.

Accessibility Working Group - No Update

### Ableism Committee

David Siu and Sonia Rosen are ASEAC Reps. Also partnering with SEPTA (Alison Cassells). ASEAC and SEPTA plan to send a memo to APS soon. The Inclusion Task Force, through Tauna S., also provided input into the memo.

### School Resource Officers (SRO) Working Group

ASEAC and SEPTA leadership created a survey for the community. Deadline has been extended to this Friday. It is translated into Spanish. Survey link: <https://forms.gle/bWVWyio3Ta6qT9Qm9> Please circulate through PTAs and other groups.

### ACTL Update:

Work session is scheduled for April 15th and 20th. ASEAC will present on April 15th and will prepare an Executive Summary.

### ByLaws Subcommittee:

Kirk is developing some ideas that Nick will share with the Committee.

Seeking volunteers for ASEAC Leadership next year. Seeking nominations for the next meeting. New leadership team will take over in June 2021.

Kelly: OSE is planning for how to provide virtual instruction to a subset of students for next year and is seeking ideas from ASEAC. Would like to convene a small group following spring break or collect ideas from ASEAC. Kelly shared some ideas with ASEAC leadership, including:

- Would a K-12 Virtual school stand-alone or part of each site?
- Ideas for how to ensure inclusive practices and a sense of community?
- Use concurrent instruction or no?
- Should there be some guiding considerations for families to think about in selecting an all-virtual model or not?
- Supervision?
- Staffing?
- Impact on (CTE, Arts, WL) singletons?
- Access for students who have been or continue to be marginalized in DL experience?

Currently, less students at the secondary levels are choosing to return to school.

OSE is in the initial stages of planning for summer school. Many teachers are exhausted, so may have to recruit more summer school teachers.

### **Office of Diversity, Equity and Inclusion:**

Arron Gregory (8:11pm)

Mr. Gregory apologized for the delay, and hoped to come back and speak with us again. He provided the following information about the Office of Diversity, Equity and Inclusion:

How many employees: The organization chart for the office includes: Chief Diversity, Equity, and Inclusion Officer, Executive Administrative Specialist, 2 Equity Specialists, and a FACE Specialist (in the Office of Family and Community Engagement).

DEI Specialists provide strategic coaching and support. FACE partners with educators, families and the Arlington Community. There are 10 FACE action team coordinators at 10 sites. However, when looking at a strategic plan, only 7% of the FACE policy is being implemented.

Mr. Gregory's role is to hold a mirror up to the organization to examine the conditions of learning and the barriers. Developing the strategic vision around DEI.

There will be additional staff within DEI as part of APS' realignment- This includes a Supervisor of Equity and Excellence, Coordinator, Federal Program, and a Specialist, FACE. Need more staff, but a great start.

Since the 2019 APS Infrastructure Assessment was completed, APS has met 6 of the 7 recommendations.

Education Equity in Virginia - DEI seeks to eliminate the predictability of student outcomes based on race, gender, zip code, disability, and other factors.

Equality vs Equity: In equality, the system is providing the same input and students are surviving, but with equity, the system differentiates inputs so students thrive.

Action Plan - equity work is slow going because it is about changing minds and hearts.

Year One is establishing the work - first have to define what equity is. Develop common language and recognize when it is inequitable. Prepare for organizational change. Listen first, learn, and then lead. Asset mapping - DEI is collecting data on what is being done well so it can be replicated.

High-Yield Strategies: Organizational commitment, create Equity Teams, build consensus of inclusionary practices; identify levers of change, and develop an equity plan

Equity Day of Learning - was on October 12th - over 5000 employees attended. Started listening to what is equity.

What is a school equity team? Groups of engaged and committed stakeholders. Goal is to promote institutional change within the school system to better serve students and staff by ensuring that they receive what they need. Data driven.



Launched in January 2021 - some buildings have functional teams already, but other buildings are launching it now. Very intentional and very slow to build well. Getting started, selecting team members, team development, setting the focus and goals, foundation of equity literacy.

Can go to the equity team website for more information:

<https://www.apsva.us/diversity-equity-inclusion/>

At the division level, have monthly meetings - bring in representatives to discuss how they are progressing.

Mr. Gregory welcomes everyone to get involved.

Who are it's members? Equity Team Leads. Visit DEI webpage. Members are a diverse representation of the Professional Learning Community (PLC) - administrators, staff, counselors, students, parents, community members.

Communication strategy - did ask schools to strategize and to build a communication plan. Reach out to equity team facilitators for more information on that work. Some schools may still be building teams, if ASEAC members want to join for this year.

How are those members selected? Neutral process. Some buildings prepared equity team interest forms and circulated them electronically.

Some buildings have separate Equity teams and No Place for Hate Teams.

No Place for Hate provides PreK-12 schools with a support and consultation framework for combating bias, bullying and hatred. Make sure students are signing pledge and signing onto the No Place for Hate work. DEI meets monthly with the No Place for Hate coordinators. This is a strong network that has been able to address issues.

Equity teams are focused on closing the gap. Looking at how data are used regarding access, advanced courses, basic skills, graduation rate, and behavior. Disaggregating by a number of factors to help staff view data through the lens of equity.

#### Q and A:

Do schools have separate equity and inclusion teams? No, not separate teams. Some school buildings have separated their "No Place for Hate" teams from the equity teams.

Ableism resource. What is that resource? He can send a link to ASEAC.

How do you discuss ableism and inclusion with staff? He discusses this with Kelly and Heather. Have not yet done a deep dive into the data. Has focussed, initially, on training.

Question raised about the memo put out earlier today by principals addressing racism. Catalyst was the incident at Wakefield. How is your office engaging in that situation? Mr. Gregory explained that racial slurs were used against the Wakefield football team. Players have been dealing with the racial slurs all game, and in the 4th quarter a student spat on one of our students. There was an altercation. He has worked with Black Parents of Arlington, and other groups. He talked to the players in his capacity as a concerned father, and an African American man. How are you doing? How can you process the situation? This is not just a Wakefield thing. It is not normalized behavior. We need to band together on this one. He is still pretty torn in terms of the fact it should not have happened. It was a Macro Aggression. On all of us to step up and do something. Looking into VHSL and the officiating. Looking into resolution with Fairfax for cultural training with coaches, staff, and students so we become more aware.

When a student experiences discrimination based on disability, what do you recommend that person do? He is not an ombudsman, but him hearing about those situations brings up patterns and trends that need to be addressed. He wants to know about those incidents so that we can fix them.

Is the No Place for Hate disability curricula being used in APS? Curricula is not mandated. Start a committee, sign pledge, do an activity. In some of the elementary schools, counselors may use No Place for Hate strategies.

Has APS provided professional help, counselors, for students who have been traumatized by the incident with the Wakefield football team? Mr. Gregory said that supports are in place, but doesn't know if they have been provided professional help. Counselors are available, but he doesn't know if anyone has reached out to them.

People can apply for equity teams, but how do parents apply, and at what point should the schools go out to the parents? Mr. Gregory said that DEI has monthly meetings with the coordinators, but did not have one in March - developing communication plans. Posting their minutes, and having an agenda, with equity coordinator meetings.

How do you define students with disabilities? How do you apply equity to them? He thinks of it as all students have needs, and APS needs to address the needs of each student. He looks at it in terms of what policies, practices and procedures are needed to eliminate barriers. He considers the IEP as a contract. Are we meeting our contractual obligation to these students? Looking at an LRE tool and the 5 year plan.

Just began rolling out the No Place for Hate framework in January. Only 1 requirement for an activity this year. Have not done a curriculum, but lessons are being done all the time.

Appendix 1

Written information provided by Arron Gregory to ASEAC via email to Heather R

**Equity Teams:** Equity teams are groups of engaged and committed stakeholders who “collaborate around equity issues, potential equity issues, or proactive ways to engage stakeholders about future challenges arising from inequities.” The No Place for Hate framework is a strategy built around engaging a team of students, staff and family/community members in addressing school-based issues. By utilizing the resources of No Place for Hate, we will build our Equity Teams to include the key student, community and family voices we need to foster safe and healthy school climates.

**Looking to the future:** Establishing Equity Teams is the first step in working towards achieving more inclusive school communities. By the end of the 2020-2021 school year, Equity Team members will participate in division-wide equity training, all schools will complete equity audits/assessments and all schools will include diverse, underrepresented parent voices in decisions that affect students and inform and influence policies, practices and programs. No Place for Hate offers school climate assessment tools and requires parent and family involvement to earn designation. While our participation in No Place for Hate is one piece of the puzzle, it is a piece that will help inform our work and provide structure.

*A goal is to ensure all members on equity teams have been trained through either Oct. 12 trainings or Equity Literacy Institute modules linked below*

*Training for staff*

*[Training for parents/community members/students \(Secondary Students\)](#)*

I encourage you to learn more about the work here:

<https://www.apsva.us/diversity-equity-inclusion/equity-in-action-at-aps/>

**No Place for Hate Rollout:**

<b>2020-2021 school year</b>	<b>2021-2022 school year</b>	<b>2022-2023 and beyond</b>
All elementary schools and high schools participate in the initiative. Select secondary programs may opt in as well.	Middle schools will begin implementation.	All Arlington Schools will have successfully implemented No Place for Hate.

**Framework Overview:** Each year, schools will register to participate in the initiative. Below outlines what the expectations to earn designation each year schools participate.

<b>Expectations for 1<sup>st</sup> year of implementation</b>	<b>Expectations after 1<sup>st</sup> year of implementation</b>
-Form a committee of students, staff and family members (you can use your equity teams as a starting point and add the folks you don't currently meet with)	-Form a committee of students, staff and family members (you can use the committee you had the previous year and build from there)
-Sign the No Place for Hate Pledge (all students in the school should sign the pledge)	-Sign the No Place for Hate Pledge (each year you will have all students sign the pledge)
-Complete at least one school wide activity that meets the No Place for Hate guidelines (you are always welcome to complete more activities)	-Complete at least three school wide activities that meet the No Place for Hate guidelines (activities should be spaced out throughout the school year)

## Appendix 2

### Saved Zoom Chat

19:21:10 From David Rosenblatt to Everyone : Please change your profile name to reflect your full name if possible.

19:24:02 From David Rosenblatt to Everyone : I had a student support coordinator tell me in an IEP meeting \*last week\* that no guidance had been provided regarding recovery services.

19:24:53 From Nadia Facey (she/her) to Everyone : Can the guidance document be made public?

19:25:35 From kelly.krug to Everyone : Guidance came out last week so I'm not sure why that was said but please let us know what school and we can support

19:26:15 From kelly.krug to Everyone : We can share some of the guidance- a lot of it is really only relevant to things in Synergy

19:27:15 From Sonia Rosen to Everyone : Why did the survey not ask families about challenges? It only asked about what is working. Parents are upset about this because they don't feel heard.

19:37:13 From Nadia Facey (she/her) to Everyone : Thanks to ASEAC and APS for really doing an amazing job making things more accessible, a year ago we didn't have a meeting in March because of Covid and now here we are together and more accessible than we ever have been before... these are the things I hope we can keep as we get back...

19:42:18 From Reade Bush to Everyone : Thanks for the overview

19:43:06 From Tauna Szymanski to Everyone : Thanks, Kelly, for your advocacy.

19:43:21 From Jennifer Wheelock to Everyone : Where would you like to see APS put additional resources for special education with one-time additional funding

19:44:39 From Nadia Facey (she/her) to Everyone : Reading, but is a need math too!

19:45:53 From Reade Bush to Everyone : Is there any budget for additional low incidence specialists?

19:47:15 From Tauna Szymanski to Everyone : Are you concerned about a potential influx of SWD who are homeschooling or in private school now (for COVID) trying to come back for summer school/ESY? Just trying to figure out if that is a potential issue.

19:55:03 From Tauna Szymanski to Everyone : Thanks for the opportunity.

19:55:21 From David Rosenblatt to Everyone : Please remember to fill out the survey regarding the experiences of SWD with school resource officers:  
<https://forms.gle/bWVWyio3Ta6qT9Qm9>

20:01:04 From Tauna Szymanski to Everyone : Please fill out the SRO survey!

20:04:42 From David Siu to Everyone : Yes, thank you

20:07:23 From Tauna Szymanski to Everyone : Just FYI for folks who don't know, all students with I/DD are at higher risk (2-16x higher) of dying from COVID. And many cannot mitigate that risk. So it's not a "choice" for those families to stay remote.

20:07:45 From kelly.krug to Everyone : Of course Wendy! I'm sorry- I always include them in my mind but forget to say it out-loud.

20:09:12 From Nadia Facey (she/her) to Everyone : Does APS have a breakdown of the % of students who have chosen to stay virtual vs. hybrid at each school?

20:09:24 From kelly.krug to Everyone : We do

20:09:36 From kelly.krug to Everyone : I don't know the data off the top of my head though.

20:09:37 From Reade Bush to Everyone : We have heard some schools are concerned about having adequate staff for summer school. Do you anticipate shortages of teachers? Or a need to hire outside teachers?

20:09:38 From Nadia Facey (she/her) to Everyone : Can you share??

20:09:38 From Jennifer Wheelock to Everyone : Is there a sense of whether kids have been missed in identification this school year? E.g., perhaps year-over-year comparisons? Curious if APS would expect to have a backlog in the next school year.

20:09:53 From kelly.krug to Everyone : We can ask for it and share it.

20:10:01 From Nadia Facey (she/her) to Everyone : Thanks Kelly

20:12:27 From David Siu to Everyone : In thinking about virtual options for next year, are you considering a modular or bespoke hybrid option that would allow kids to blend in person and online instruction in ways that would work best for them?

20:14:33 From kelly.krug to Everyone : I don't think we will have a backlog of evaluations for next year as we plan to continue to do evaluations over the summer.

20:14:36 From heather rothenbuescher to Everyone : The planning for virtual options will be coming soon.

20:15:30 From kelly.krug to Everyone : David Sui- great idea and yes please submit that idea with ASEAC's suggestions for us to share.

20:26:59 From Nadia Facey (she/her) to Everyone : Mr. Gregory thank you so much for being here, when you are discussing equity with APS staff can you please speak more directly to how you discuss disability and inclusion?

20:30:25 From Nadia Facey (she/her) to Everyone : Why do schools have separate equity teams and inclusion team? It seems to me that this work is related, can you please speak more to this? Thank you.

20:37:53 From Tauna Szymanski to Everyone : What is the ableism resource?

20:44:37 From Sonia Rosen to Everyone : Has APS provided professional help/therapists to work with kids who have been traumatized?

20:44:49 From Nadia Facey (she/her) to Everyone : Mr. Gregory when a student experiences discrimination based on disability what do you recommend that student and family do?

20:47:32 From Nadia Facey (she/her) to Everyone : To be clear I'm referencing discrimination by a teacher....

20:48:38 From David Rosenblatt to Everyone : Mr. Gregory, can you clarify whether the No Place for Hate disability-related curricula are currently being used in APS during the 20-21 school year?

20:48:40 From Nadia Facey (she/her) to Everyone : Just so everyone knows, APS needs an Ombudsman, this has been a long standing ASEAC recommendation.

20:52:12 From Sonia Rosen to Everyone : How would you define Students With Disabilities and how equity is applied to SWDs

20:52:58 From Tauna Szymanski to Everyone : To the earlier question about the current No Place for Hate program, did I hear your answer right that there is nothing about disability in what is being rolled out this year?

20:54:14 From Jenn Seiff (she/her/they) to Everyone : I've suggested an Ombudsman for awhile now. I wish it were implemented. I also wish the Diversity, Equity and Inclusion Team existed long before the pandemic happened.

20:57:11 From David Rosenblatt to Everyone : That lesson has a lot of issues. Would be great to engage on it before it gets deployed.

20:57:57 From David Rosenblatt to Everyone : ADL materials on disability include inaccurate information and are overwhelmingly focused on physical disabilities.

20:58:24 From Nadia Facey (she/her) to Everyone : Mr. Gregory I'm very thankful to you for raising these issues, I can speak from experience that my kids have experience ableism from teachers and staff in APS and I am thankful for all you are doing to try and move things forward.

20:58:26 From Arron Gregory to Everyone : Me too, Jen.... But I am happy to be here.

20:58:26 From Sonia Rosen to Everyone : ADL is not the resource to use for Ableism.

20:58:49 From Nadia Facey (she/her) to Everyone : Thanks to ASEAC Leadership!!!!

20:58:58 From Jenn Seiff (she/her/they) to Everyone : Thank you Mr Gregory

20:59:13 From Arron Gregory to Everyone : Thanks everyone! I look forward to coming back and sharing with you all.

20:59:19 From Minerva Trudo to Everyone : Thank you everyone! Have a restful spring break!

20:59:24 From David Siu to Everyone : Thank you all!

20:59:27 From margy dunn to Everyone : Yes thank you Mr Gregory