

**Arlington Special Education Advisory Committee**  
**MINUTES**  
September 29, 2020  
Via Zoom

**Attendees:**

<b>First Name</b>	<b>Last Name</b>	<b>Present?</b>	<b>Vote on June minutes</b>
Nicholas	Walkosak	y	Y
David	Rosenblatt	y	Y
Amber	Baum	y	Y
Keith	Chanon	y	Y
Nadia	Facey	y	Y
Jason	Love	y	Y
Tauna	Szymanski	y	Y
Margaret	Dunn	y	Y
Michelle	Best	y	Absent
Kristin	Gillig	y	Y
Kurt	Schuler	y	Y
Minerva	Trudo	y	Y
Cristina	Yacobucci	Y	Y
Sonia	Rosen	y	Y
Matt	Leland	y	Y
Paul	Timm	y	Y
Symone	Walker	y	Y
Kathryn	Pericak	y	Y
David	Siu	y	Y

Introductions are **highlighted** in the chat transcript at the end of this document, followed by the list of participants.

7:00 - 7:20 pm Welcome, New Member Introductions and Public Comments

Meeting began 7:03.

Chair Nick Walkosak welcomed members and attendees. Most introductions were in the chat (see end of this document for transcript). New members gave verbal introductions:

- Kathy Pericak introduction. Started working w ASEAC last year through Wendy Pizer, joined this year. Worked in national SPED Policy at Dept Ed and law firms representing school districts. Now has a child w 504 plan. Works on Policy committee
- David Siu introduction. Frequent attendee and familiar w ASEAC's advocacy. Father blind and an immigrant so aware of the role of services and interventions from early age. Child w autism at tuckahoe. Sees positives and negatives in his experience. Teacher for over 10 years at K level.
- Jason Love, teacher representative. First experience at last June's meeting. 15th year at Wakefield SPED, after 10 years at ffx, does self-contained and cotaught math and other subjects, 2E also. No two kids or experiences are the same. Interested in building community in Arl, personal touch vs ffx. Can have impact on teacher side of things.
- Eli Berg, prospective student/first meeting. Senior at wakefield.

Public comment period began at 7:13. In order of RSVP:

Cassie Meyer: not present

Reade Bush: parent of two SN kids at Tuckahoe in 2nd 3rd. Daughter CP and speech, son autism and ADHD. Here to talk about concerns about where the kids are at. Really struggling w virtual learning. Son in particular went from HFA last spring to low-functioning due to (docs say) social isolation and changes. Peer to peer contact, no SEL, no camps or school, he's gone from outgoing to a kid spending 95% of time in imaginary world, hard even to get attention. Desperate to get kids back to school and out of low functioning. Thinks a normal social environment will help him improve. The plan keeps pushing back--now it's to do virtual learning in school w an aide, no other kids for months. Doesn't address the concerns we have, and setting up for continued deterioration. Not an appropriate education. Teachers are trying, but right now they are hearing no plan. Concerned about Stage 1, right now they are doing 1:1 at home but the plan is for 2:1 at school and his kid needs more than that. Also Stage 2 means they'll go from 4 to 2 days a week at school. Not a real plan and not viable to improve the situation for SPED kids.

Cecilia Kline:

I am a lawyer. I understand liability. But I am saddened to see that it seems to be the driving force behind many of the decisions being made about virtual education.

The last straw for me was this week's notice that students will receive lock down, fire and earthquake drills online.

I'd like to make 2 points. First, about individualized services, and Second about innovation.

I have spent more hours in meetings discussing and reviewing my son's IEP than he has spent receiving instruction. This isn't because great changes were being made or innovative ideas added to enhance his educational experience, but rather counting hours which have not even been able to be delivered because effective strategies were not in place.

My understanding of the IEP purpose is to provide individualized services based on student strengths and needs. This is equity. But what I see happening is teachers being prevented from providing individualization because they have to deliver the same services virtually.

My son received outstanding education in an integrated prek special ed setting last year as a toddler. My first concern was raised, not due to the pandemic or virtual learning but because my son could not continue in his original school because there was enough space for his power wheelchair and the class size would have been too large. What about accommodations for his wheelchair? What about one on one assistance so his needs are met in the larger class.

While we accepted the transfer to another school, we voiced our concern about the transitions, (not to mention the loss of inclusion) which for my son is not just getting a new teacher, but also a new speech therapist, occupational therapist and physical therapist. All in a virtual setting. Aside from having one or two sessions online where both old and new service providers were on the screen, no other transition plans were made.

Three weeks into school my son is still throwing tantrums during his sessions, something he never did prior to the start of this school year.

I don't know what virtual training was provided to teachers to adjust to online teaching, but somehow instruction has evolved into a version of Inception, where instead of teachers singing songs, they are playing videos of other people singing songs. Instead of reading books, they are playing videos of other people reading books. I am sure no special education provider would ever put a computer video on of a book being read while teaching in person. So why is this being done online? Even further distancing students from human contact and learning.

Regarding innovation:

I picked up my son's materials at school yesterday and my son was able to see his teacher in person for the first time, three weeks into school. Why could this not have been planned before the beginning of school? If meal and kit distribution can be arranged safely in person, certainly we can think of a way to have an optional in person 10 minute outdoor story time offered once a week, or an outdoor PE session, in the field, or outdoor distanced blacktop chalk drawing art class, or outdoor distanced physical therapy session so that I don't have to engineer ways that I can hold up an IPAD while I hold up my son as he receives coaching on walking in his gait trainer.

My son has an underlying medical conditions that make him especially vulnerable in this pandemic, and we have been quarantining for 6 months now. I am the first person to be cautious, yet I still believe there are creative ways that we can provide some innovative socially distant instruction and interaction to students, even before full in-person teaching resumes.

I cannot imagine the frustrations that all teachers and administrators are going through and I applaud all the efforts that have been made. But I think we can all do better.

As I said, I understand liability, but I also understand that there are ways to reduce risks and manage liability risks and put individualized learning interests before liability, as IEPs require.

Lets demand the county lawyers work harder at finding ways to allow teachers to do their jobs and students to receive better education under these difficult circumstances.

Anika Dey: muted

Tauna Szymanski:

With regard to the "Level 1" support plan, while I am happy that APS recognizes there are students who need full-time physical supports just to turn on their iPads to access virtual learning, I am dismayed that APS appears to be telling the families of those Level 1 students that, while they recognize the need, the only way to get those supports is to take exponentially greater health risks to receive them in a school-based group setting.

Students without disabilities are not being asked to risk their health to access virtual learning. While some families will be comfortable taking that added risk, it is discrimination on the basis of disability to tell students with disabilities that they have no choice but to take health risks that students without disabilities don't have to take just to access virtual learning.

This situation is made even worse by two factors. First, most Level 1 students, by definition (because most Level 1 students have an I/DD-related disability) are at greater risk of complications if they contract COVID-19. Second, very few Level 1 students, because of their disabilities, will be able to wear PPE and follow CDC recommended hygiene protocols.

I'm also concerned that this situation is putting our most marginalized families at greater risk. Families who are privileged enough to be able to quit or take leave of their jobs to be their students' school aide but who aren't willing to put their children at this higher risk, will be able to keep their children safe by self-financing the accommodations that APS isn't providing. But those who don't have those privileges don't have that choice. That could lead to greater inequities not just based on disability, but also along race and economic lines.

APS *can* figure out how to provide 1:1 physical supports to Level 1 students safely, either in supervised 1:1 pairs in each school classroom, or in student homes, where many Level 1 student aides have said they would be willing to work to support their students in that safer environment.

As APS figures out how to avoid these discrimination risks to ensure *all* students can safely access virtual learning, I strongly urge APS to collect data on the demographic characteristics of Level 1 families, in terms of who they are as a whole, and then who is raising concerns about safety, who is asking for a safer option to receive those necessary accommodations, who is declining because of concerns about having to place their children's health and safety at risk in a group setting in a school building, and who is accepting the offer because they say they feel they don't have any choice in the matter. Many families will be comfortable taking the risk, but I am concerned about the families who are not, and especially those in that group who cannot self-finance the necessary access accommodations but still want their children to get an education this year.

Steffany Roca: not present

Anonymous:

I am concerned that students in life skills programs are being excluded from the same quality of specials (PE, music, art, etc.) as their peers without disabilities. The reasoning for this is that it is “too much” for students or that they are not participating or engaged with specials. These students are no longer being provided with live specials, but instead are being provided with powerpoints for assistants to teach or pre-recorded videos for the students to watch. This is concerning because many of those students receive services such as APE, which requires the APE certified teacher to provide the direct services and take data on student progress. Additionally, videos are difficult to access for students with visual impairments, which may impact some students in life skills programs. Lastly, this is unfair to those students because their non-disabled peers are receiving live and interactive specials lessons while they are expected to utilize pre-recorded videos.

ASEAC’s School Board Liaison, Tannia Talento, spoke starting at 7:27. This is her first ASEAC meeting. Her term ends Dec 31 so we will have a new rep after that, she hopes to serve to the best of her ability with her time left on the board. Great to see the public comment process. She knows there are mixed feelings and angst regarding the reopening. Promoted the SB’s open office hours on Mondays as a great way to access SB members. If they don’t work for your schedule, you can always email the SB to make an appt and she will meet with anyone in ASEAC capacity.

(you Can do office hours virtually w signup genius, or in person)

Vice-Chair D Rosenblatt explained the Public Comment response process and how ASEAC analyzes them.

Around 7:30, D Rosenblatt gave “ASEAC 101.” [See slides for content.] [copy slides into minutes?] Presentation covered the committee’s roles and regulatory justification: ASEAC is a public body w recordkeeping rules that apply. Described SEAC expectations, member responsibilities.

7:40 NW and DR had a back and forth about how ASEAC seeks to balance staying systemically-focused w sharing individual stories so we can add them up to a pattern.

ASEAC can report to the SB as needed, not just on a schedule, but also have a reporting schedule to ACTL.

APS Strategic Plan as a touchstone for ASEAC.

Kelly Krug, OSE Update

Responses from June

Safety for Students: An extensive protocol will be implemented. Masks will be required but exceptions can be requested. Students and staff will maintain 6 ft distance, to the extent possible, and staff will have additional protective equipment when 6 ft cannot be maintained.

McKinley Challenges: OSE is working with the school to consider ways to collaborate with families. (Parent raised concern about retaliation, cited data on low IEP ratios for the school. Also concerned about bullying and departure of SPED teachers. Kelly indicated that these data would require a FOIA request to obtain).

Improvements for SPED services: OSE focusing on a 5-year plan. Will focus on inclusive practices, accountability, outcomes for all students.  
Heather R.

### Return to School - Update

Worked with school IEP teams to provide fall guidance and address any questions on how to adjust IEPs to address related services and support executive functioning needs and to provide frequent check-ins.

#### Q&A:

Concern that parents were told they had to reduce IEP hours to meet the new virtual instructional model.

- OSE provided further guidance to schools to reframe the discussion. Please reach-out to Heather or Kelly if families need assistance. The message is not to reduce hours, but to help the student be successful.

### OSE Updates

Level 1 Work Group: SPED students needing 1:1 support

Level 2 Work Group: Remainder of SPED students for the hybrid model

Kelly described the "Return to School Timeline." Level 1: Mid to late Oct; Level 2: Early to mid-November; Level 3: All students choosing hybrid; Level 4: All students return to school. Timeline is contingent on operational readiness and health metrics. Transportation and staffing are also key factors.

Q&A (Nick): Will parents be able to change their selection regarding hybrid options?

- Heather: New survey sent today. Parents can change their mind

#### Operational Considerations:

- Bus routing, COVID-19 safety equipment, isolation equipment, health measure compliance (school division, city, state), staffing availability, cleaning supplies (many were back-ordered)

OSE is beginning to implement the 5 year plan. Will share publically at the end of October. Identified 7 schools to implement "Model Inclusive Practices."

Developing an "Inclusive Practices Guide" for schools

Crisis Prevention Intervention (CPI) - Will provide training for parents and follow-up training in-person. More details to come

### Q&A

- How to address students with intensive medical needs?
  - Kelly: APS will work with families and consider other options on a case-by-case basis.
- Will there be changes in the teachers and their students?

- Kelly: The model is fluid. It is possible some students may have changes with teachers.

Level 1: Tues-Friday model implemented throughout the full school day. Will provide support from assistants to SWD students who need this support to access instruction. Bus routing will be a key factor to determining timing.

Level 2: English Learners, CTE, Prek-3rd grade, and SWD. ~4900 ELs, ~461 CTE, ~9250 Prek-3rd grade, ~3800 SWD

#### Q&A

- How will Level 1 students be supported on Mondays? Same as currently (check-ins)
- What will the Level 1 transition to the hybrid model look?
  - Haven't determined all details.
- Compensatory/Recovery Services.
  - Kelly: VDOE guidance. Start to review data and regression at week 6. Parents will have an option to wait so that recovery services can be provided in-person.
- Are Mondays considered instructional?
  - Teachers should be checking-in with students. Mondays are shorter days. Schools should be willing to work with families if they are having issues with Mondays.

#### ASEAC Updates:

Voting on Minutes: Approved

Return to School: No further information

Policy Update: Policy information is posted on the Engage Website under the Policy Tab.

ASEAC can provide guidance at the beginning and at the end of the policy review process. School health services - provided comments. Will be presented to SB in the fall.

Provided comments on SPED policy in May. It has been postponed. Construction Policy.

Provided comments in September. Policy on volunteers in the school. Provided comments in

September. Existing policies on student safety and records management. Will be considered by SB in December. Seeking additional volunteers to help review policies. Don't have to be an ASEAC member. Only the Chair needs to be a member.

#### By-Laws Revision:

Seeking volunteers.

#### Return to School Work Group:

Margy Dunn: Found the discussions to be depressing. Fielded numerous questions. Issues were very complex. Now adjusting as we go. Encourages parents to provide real-time feedback to teaching teams. Participation was worthwhile.

#### Transportation Update:

Nick: ASEAC has put this on hold since transportation is not happening currently. Will reengage.

Program Evaluation: ASEAC will re-engage this fall with OSE.

## CHAT TRANSCRIPT--PASTED

18:59:47 From Allison Beresford : Will there be captions for this session?

18:59:52 From Amber Baum : Hello! I am the ASEAC co-secretary and have a kid at Campbell and one at Fleet in the CPP Communications classroom.

19:00:32 From Keith Chanon : Please be sure to rename your device to show your first and last name. Click on "Participants", then on your name, and then "Rename."

19:01:22 From David Rosenblatt : Sorry Allison - we don't have live captioning for this meeting.

19:01:45 From Allison Beresford : That's alright. I can work around the issue. Thank you for having me here tonight.

19:02:48 From David Rosenblatt : Dave Rosenblatt - Vice Chair, three students at Fleet including one with complex support needs/AAC user

19:03:18 From Allison Beresford : Allison Beresford - SPED major from Marymount, deaf, and excited to learn!

19:05:16 From margy dunn : Margy Dunn - 2 elementary SWD, cerebral palsy and down syndrome, Barrett Elementary

19:05:27 From Paul Timm : Paul Timm - ASEAC Member. One student at Campbell Interlude w/ASD and multiple disabilities. Another at Jamestown w/504.

19:05:47 From Minerva Trudo : Hello, This is my third year as a member of ASEAC. I have 3 kids. Two have graduated from Washington-Liberty. My youngest son is autistic and a 6th grader at Williamsburg middle school. He uses a speech generated device.

19:06:01 From Keith Chanon : Keith Chanon - Co-Secretary. Have a 2nd grader at Jamestown.

19:07:05 From Kristin Gillig : Hi all - Kristin Gillig. Two kids with Autism Spectrum Disorder, ADHD and Dyslexia. One is currently a 5th grader at Ashlawn, and the other has just started as a 6th grader at Hamm.

19:07:21 From Kathleen Clark (SEPTA) : Kathleen Clark - SEPTA Co-President. Three kids, 2 SWD. 1 PreK @ Tuckahoe, and 2 at McKinley.

19:07:29 From David Rosenblatt : Welcome Kathy!

19:07:41 From Nadia Facey (She/Her) : Welcome all, Nadia Facey, past chair, I've got two kids at different places on the spectrum both at Thomas Jefferson Middle School

19:09:53 From David Rosenblatt : Welcome, David!

19:10:07 From Michelle Best : Michelle Best - 3 teens (13, 16, 19) with disabilities including autism, adhd, medical stuff and mental illness.

19:12:07 From David Rosenblatt : Welcome, Jason!

19:12:41 From David Rosenblatt : Welcome, Eli!

19:13:06 From Minerva Trudo : Welcome to our Kathy, David, Jason and Eli!

19:13:12 From Symone Walker : Hi everyone. I'm a returning member. I have a daughter at GMS (neurotypical) and a 9th grader who is dyslexic and reading on a 5th grade level, whom I just pulled from APS and placed him at The Siena School.

19:13:17 From Minerva Trudo : \*our team

19:14:23 From Sonia Rosen : Hi Everyone! Glad to be back. I'm Sonia Rosen, the parent of a student with dyslexia, ADHD.

19:33:58 From MH : I'm Mary Hazzard, mom to 5 including one with disabilities.

19:44:50 From Janna Dressel (SEPTA Past President) : Will these recordings be available for later viewing by the public?

19:45:22 From Janna Dressel (SEPTA Past President) : Thanks!

19:49:07 From Tauna Szymanski : Tauna Szymanski, 6th (and final) year ASEAC member. My child, a full-time AAC user with significant support needs, is in 6th grade (fully



included) at Dorothy Hamm Middle School. I am also co-chair of the Arlington Inclusion Task Force, which you can learn more about here: <https://www.arlingtonsepta.org/inclusion-task-force/>

19:50:04 From margy dunn : Can someone let Cristina into the meeting

19:51:14 From Amber Baum : Done, Thanks Margy and our apologies Cristina!

19:53:03 From margy dunn : Thank you Amber!!!

19:54:39 From Amber Baum : Reminder: please introduce yourselves in the chat if you haven't already.

19:55:42 From Anna LaVardera : Anna LaVardera, special education teacher at Fleet

19:55:46 From Sonia Rosen : Question: We've been hearing that Case Carriers/LEAs are telling parents they need to reduce hours in their IEPs. Most parents are very confused and don't understand that the goal of the Fall IEPs is to identify individualized needs for students in distance learning. Can you comment/clarify please? Can there be follow-up at the school level?

19:55:59 From Charles Smith : Hi im Charles Smith, I'm a special needs bus driver for APS

19:56:43 From Alison Cassels : Alison Cassels, co-president Arlington SEPTA

19:56:46 From ChristinaChiappetta : Hello, Tina Chiappetta, mom to four, one with Down syndrome in 3rd grade at Jamestown.

19:57:17 From Kathy Pericak : Hi Everyone - I introduced myself as a new member, but for the chat, I'm Kathy Pericak. Mom of two APS students - sophomore at Yorktown, and 7th grader at HBW. My son has Type 1 Diabetes and a 504 plan.

19:57:45 From Janna Dressel (SEPTA Past President) : Janna Dressel, SEPTA Past President, former FCPS special-education teacher, and mom to two boys at Jamestown ES. My oldest in 5th grade has autism, multiple disabilities, and complex medical needs.

19:57:53 From kathleen.donovan : Hi, everyone - so good to see you all and virtually meet ASEAC's new members. Kathleen Donovan - Special Education Coordinator at your Parent Resource Center (PRC).

19:59:16 From Adam Mann : Hi, I'm Adam. My oldest son Isaac is in the Communication Program at Fleet. I served as SEPTA treasurer for 3 years.

20:00:11 From Cecilia Kline : Cecilia Kline mother of superhero with prek IEP at Drew previously at integration station

20:00:53 From Minerva Trudo : Which schools are identified as the 7 Model Inclusive Sites?

20:01:38 From kelly.krug : Barrett, Long Branch, Randolph, Nottingham, Kenmore, Jefferson, Wakefield

20:01:58 From Minerva Trudo : Thank you!

20:02:50 From Nadia Facey (She/Her) : If we have a "Level 2" student if we choose to stay home for level 2 will we be able to make changes to choices before Level 3 starts? Thanks!

20:04:47 From Tauna Szymanski : How will Level 1 students be supported on Mondays to access and participate in asynchronous educational requirements and expectations?

20:04:55 From margy dunn : Is it true that if you have a level 1 student who goes in 4 days/week, that once level 2 is implemented, that student then reverts to only 2 days in school/week?

20:06:42 From Tauna Szymanski : They aren't being supported right now.

20:07:33 From Tauna Szymanski : Level 1 is to provide physical, in-person supports. There are educational expectations to complete on Mondays that still require physical, in-person supports. If you aren't providing those supports on Mondays, how are you ensuring equal access?

20:08:10 From Adam Mann : Thank you, Heather and Kelly, for advocating for that. That was a major concern of ours as well that Isaac would be going back to 2 days a week during level 2.

20:08:36 From Kelly Mountain : Hi Everyone--Welcome back. Kathleen and I remain available to support families, albeit virtually. Feel free to reach out via email--prc@apsva.us or voicemail--703-228-7239. Take care everyone. Good to see everyone.

20:10:53 From Tauna Szymanski : Asynchronous instruction is still instruction.

20:11:18 From Symone Walker : Are Monday asynchronous days not considered "instructional"?

20:11:56 From Keith Chanon : Is there any planning around providing compensatory services?

20:13:33 From Sonia Rosen : David -- what you describe is for pre-K to 8th grade. High School schedules are different.

20:14:21 From Jason Love : When students transition to different levels (i.e. Middle to High School), sometimes IEP's come in with hours not correct, which is another reason some IEP hours have to be adjusted. For example, I had a freshman come in with hours for 8 classes, when we only have 7 class periods. This is probably a small percentage of those changes in IEP hours, but figured it would be good to throw out there.

20:16:18 From Tauna Szymanski : Remote "check-ins" are not physical supports that are needed for access.

20:16:44 From Minerva Trudo to Amber Baum(Privately) : For those family who chose virtually learning (because of health reason) and their students still needs 1:1 support, will APS provide an in-house IA?

20:16:45 From Jason Love : Monday's at the high school level are not "new instruction," but none-the-less, instruction is happening. Remediation with students, helping students with organization, etc., so not typical "class" but definitely time used to support students.

20:17:29 From Amber Baum : We certainly get a lot of pings through Canvas if we don't check in on Mondays, in elementary :)

20:17:45 From Rebecca Hunter : Some high schools are expecting new work on Mondays. not direct instruction, but 'homework'

20:19:43 From Rebecca Hunter : Rebecca Hunter

20:20:03 From Nadia Facey (She/Her) : My kids are experiencing "new work" on Mondays in middle school too... but honestly are spending a ton of time after school and on weekends doing work that was assigned during "async time" but their teacher used the whole learning block to teach and didn't give any async time.

20:20:47 From Rebecca Hunter : Rebecca Hunter - 2 10th graders. 1 at Wakefield, 1 at Arlington Tech. Both with ASD, Adhd, specific learning disabilities, etc. Also, Chair of ACTL 20-21

20:22:16 From Rebecca Hunter : I have also had to have conversations with teachers that even if they think it is only 20minutes. My students can turn that into 2hours. so really need to understand the critical need to differentiate and be sensitive to how much time some students actually need vs what it is meant to take

20:22:41 From Nadia Facey (She/Her) : Huge thanks to Kathy! She has been amazing working over the summer and early fall on policy!

20:22:47 From Tauna Szymanski : As a member of the Policy Committee, can I just share how impressed I am with Kathy?

20:22:57 From David Rosenblatt : Kathy is rocking it!

20:22:57 From Amber Baum : Hear hear. Fantastic work

20:28:50 From David Rosenblatt : Thanks for your hard work, Margy!

20:29:06 From Nadia Facey (She/Her) : Margy, you did so much for ASEAC and the disability community, thank you so much again for all you did!

20:30:21 From Paul Timm : Thank you, Margy!  
 20:30:30 From Kathy Pericak : Thanks, everyone! It's a great effort by the subcommittee. Thanks for all of your work!  
 20:30:41 From Allison Beresford : Thank you for all of y'all's hard work!  
 20:31:36 From kelly.krug : Heather and I meet with transportation every week and are moving work forward  
 20:31:47 From Nadia Facey (She/Her) : Really thankful to APS for moving the program evaluation forward and seeing the action plan later this year.  
 20:32:13 From David Rosenblatt : Thanks, Kelly, for keeping the focus on transportation  
 20:34:28 From Nadia Facey (She/Her) : Great meeting Nick and all, thanks so much.  
 20:34:42 From Janna Dressel (SEPTA Past President) : Thanks everyone for a great 1st ASEAC meeting of the school year!  
 20:35:24 From Jason Love : Thank you all! I appreciate your time and all of the information.

Participants (Listing may not be complete and is transcribed from the Zoom attendees list):

Keith Chanon	David Rosenblatt	Amber Baum
Nick Walkosak	Allison Beresford	Anika Dey
Anna LaVardera	Cecilia Kline	Charles Smith
David Siu	Eli Berg	Erin Hannon
Heather Rothenbuescher	Janna Dressel	Jason Love
Kathleen Clark	Kathleen Donovan	Kathryn Linehan
Kathy Pericak	Kelly Mountain	Kelly Krug
Kristin Gillig	Kurt Schuler	Lupita
Margy Dunn	Matt Leland	Minerva Trudo
Nadia Facey	Paul Timm	R Bush
Rebecca Hunter	Sonia Rosen	Symone Walker
Tannia Talento	Tauna Szymanski	