

Arlington Special Education Advisory Committee
MINUTES
 April 27, 2021
 Via Zoom

Recording of Meeting: <https://vimeo.com/542439007>

(Meeting Chat pasted in Appendix 1)

ASEAC Members:

First Name	Last Name	Present?	Vote on March 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	Ab
Margaret	Dunn	N	
Michelle	Best	Y	Y
Kristin	Gillig	Y	Y
Kurt	Schuler	Y	Y
Minerva	Trudo	Y	Y
Cristina	Yacobucci	N	
Sonia	Rosen	Y	Ab
Matt	Leland	Y	Y
Paul	Timm	Y	Y
Symone	Walker	Y	Ab
Kathryn	Pericak	N	
David	Siu	Y	Y

Eli	Berg	N	
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Attendees:

Nick Walkosak, David Rosenblatt, Keith Chanon, Nadia Facey, Kathleen Donovan, David Siu, Heather Rothenbeuscher, Jason Love, Kelly Krug, Kristin Gillig, Kurt Schuler, Matt Leland, Paul Timm, Sonia Rosen, Tauna Szymanski, Reade Bush, Minerva Trudo, Wendy Pizer, Alison Cassels, Vicki Taylor, Michelle Best, Jennifer Wheelock, Alisa Cowen, Eric Heighberger, Kathryn Linehan, Symone Walker, Emma Parral Sanchez, Asst Sup for Teaching and Learning Bridget Loft, Cristina Diaz Torres (School Board member)

Agenda:

- 7:00 - 7:20 pm Welcome, Member Introductions and Public Comments
- 7:20 - 7:30 pm OSE Updates and Response to February 2021 Public Comments
- 7:30 - 7:40 pm OSE School Board Update
- 7:40 - 7:50 pm SRO Survey Results
- 7:50 - 8:20 pm Recovery/Compensatory Services
- 8:20 - 8:30 pm ASEAC Updates

Welcome and Member Introductions:

Chair started the meeting at 7:04.

Public Comments:

Began at 7:05 pm. In order of RSVP:

Sonia Rosen: Good evening. My name is Sonia Rosen and my son is a senior at Wakefield High School. Until about a week ago, my son believed he would graduate with an advanced diploma – something that is very important to him as he feels he needed to prove to Wakefield that he was smarter and more resilient than they thought he was. He wanted to show he could earn something his counselor and IEP team didn't think he could earn. Last summer his counselor told him all was good to go for an advanced diploma. But last week, his case carrier told me – oops, no one looked at his record and he doesn't have enough SOL credits for an advance diploma. Actually, Eli's case carrier only told me about this because he was afraid of Eli's reaction. Eli felt disrespected that his case carrier did not contact him directly. We still have not heard anything from the counselor.

From the beginning of Eli's freshman year, Wakefield staff and faculty tracked him into a path of less challenging courses and away from a rigorous academic load required to be admitted to a good 4 year college. Both he and I have fought for him to take co-taught advanced classes when his IEP team wanted him to take Remedial Reading with a reading specialist who believes OG is a fad. We've had to overrule the decisions of teachers, all the senior staff, counselors, LEAs, etc up to and including the Principal.

No one listened to him nor helped him attain his goal of an advanced diploma despite multiple conversations and communications with his IEP team. Eli himself figured out how to reach his goal and then worked extremely hard, under difficult conditions, to succeed. But they failed to advise him or me at any point that he needed to take another SOL..... until eight weeks before the end of his senior year.

But for the mistakes, oversights, and poor guidance of Wakefield staff, Eli would never be in this situation. To date, Wakefield has not taken responsibility or ownership for creating this problem. I asked APS to wave the SOL requirement in this case but they have decided there is nothing they can or will do short of having Eli take the Geometry SOL a few week prior to graduation – a test covering an entire year of instruction for a class Eli took 2 years ago and does not remember. Had we been given accurate information last summer, we would have had the chance to restructure Eli's schedule for his senior year to accommodate the need to take another math SOL. But he was not given that choice. Neither the counselor nor the Case Carrier did their job and as result, prevented my son from getting an advanced diploma. I have spoken with the Principal, the Chief of Staff and the Chair of the School Board. The principal called the situation a mere confusion, and tried to place blame on me and put the responsibility for rectifying the situation on Eli.

There are serious lifelong emotional scars that result from the failure of a school system to adequately educate and advise students with disabilities and students of color.

Eli's experience at Wakefield and APS is that no one really listens to or cares about students. His high school experience has left him feeling disrespected, cynical and sour about the world. Unfortunately, his experience is just one of many. The social-emotional impact on a student after 4 years of the Wakefield Admin staff not having faith in him, giving him bad advice, attempting to prevent him from taking co-taught advanced classes and being indifferent to his pain is severe.

There are systemic discrimination and tracking problems at Wakefield, particularly against Students with Disabilities and Students of Color, of which Eli is both. Just this year, the Wakefield Principal publicly and privately repeated false information that the "role of a co-teacher generally is to modify the curriculum." (This is absolutely not true. The role of the co-teacher is to modify the instruction, not the curriculum). He goes further to state that students with IEPs cannot take co-taught AP classes because the AP curriculum is set by the College Board and cannot be changed. The Principal has been told this is inaccurate, has been given guidance documents from the US Dept of Education AND APS but continues to spread false information that prevents SWDs entry to AP courses. This is illegal under the IDEA. And students with disabilities at Wakefield are actively being discriminated against under the explicit direction of the principal.

As a side note, my son is taking a co-taught AP course this year. No one has modified the curriculum and the co-teacher is an enormous help. I think Eli was allowed to take this AP

course co-taught because of my advocacy. But more than likely he is the only one. This too is wrong.

Privately, other Wakefield families share similar horror stories but are afraid to speak up. Eli has succeeded despite Wakefield and with me having to be his advocate nearly full time for 4 years. Most kids don't have that level of support. We must do better. There needs to be consequences for faculty and staff who penalize students like this, and accountability for an Administration that actively discriminates against students with disabilities.

Ellen Fitzenrider: Daughter is in 9th grade at Washington-Liberty. Moved from North Carolina. Commenting to introduce herself. Was a member of the SEAC in NC. Is a strong advocate.

Cecilia Kline: Pass

Rebecca Hunter: N/A

Reade Bush: Two students at Tuckahoe with IEPs. Interested in recovery services. Had son's IEP meeting last week. Regressed in reading and is struggling. APS devised recovery plan includes only 30 minutes/week. Would not get 1:1 reading assistance. He is concerned that this is not enough. IEP Team did not think there is sufficient time in the week to increase amount of recovery services, but he could get them on Mondays. The burden seems to be on the Case Manager. This is a lot of responsibility on the teachers. He thinks we need to advocate for hiring more teachers and specialists on contract. Should use Federal recovery funds to hire more teachers.

Genevieve Heighberger: Good evening. My name is Genevieve Heighberger. I have two children at Thomas Jefferson Middle School and was a member of ASEAC from 2011 to 2017. I was also a member of the APS Workgroup on Inclusive Practices that started in 2015.

I am here tonight to request APS support for inclusion of students with significant support needs at the middle school level.

Our child is a kind, funny, and shy 7th grader who loves going to school. He also has significant support needs due to multiple disabilities. He was successfully included in the general education environment at Patrick Henry and has consistently shown that he prefers to be in the classroom with his non-disabled peers.

While some teachers at TJ have gone above and beyond to make our child feel welcomed, since the transition to middle school, we have received significant resistance to even including him in grade-level special education classes.

We are being told that if he is unable to master the content without accommodations, he will need a different placement (specifically MIPA) and that teachers in content areas do not have

time or skills to provide anything other than the exact SOL content, without accommodations or modifications.

Administrators and teachers have continued to express discomfort with our child's attendance in their classrooms. We continue to hear that accommodating his disability-related access needs (even to make materials physically accessible for his motor disability) constitutes something unfair or beyond the scope of the program they provide. They have even expressed that they are not allowed to do so, and that they don't know how.

A clear vision for an inclusive school needs to be communicated to all staff at every school. As APS strives to become more inclusive, we request that APS first set clear expectations with staff, that all students belong.

We further request that APS set up clear roles and responsibilities for staff members at the middle school level. My child has 7 classroom teachers. Who is responsible for making adaptations to class materials in each of those classes? Who is responsible for tracking and overseeing IEP goals and accommodations that are not classroom specific, such as safety goals? If modified content is required, who is responsible for overseeing the modification? How are grades assigned for students using adapted or modified assignments? How is training on including students with significant support needs in academic classes being provided for teachers and assistants?

We have been in the planning phase for inclusion in APS since at least 2015. I'm disappointed that 6 years later I'm still explaining that (as stated in IDEA regulations) my child should not be "removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum."

We look forward to hearing from you about how APS can clarify expectations and responsibilities for including our students moving forward. Thank you for your time.

Heidy Canas: N/A

Yan Wen: N/A

Diana Ramirez: N/A

Jennifer Reynolds Wheeler (Wheelock): Good Evening My name is Jennifer Wheelock. I am asking some clarifying questions tonight regarding recent public comments by APS officials.

First, I want to acknowledge the efforts by Claremont Principal, Dr. Panfil and the Claremont and broader APS staff for inviting our second grader and 5 other second graders with IEPs back for 4 days per week this past month. While it perplexes me that APS could not previously prioritize the equivalent of 6 2nd graders systemwide for in-person education, I sincerely appreciate these efforts.

However, I am inquiring tonight regarding APS's official policy regarding inviting back students with IEPs or 504 plans. I recognize that some students will not be able to safely return until they are vaccinated, but as I talk with friends and neighbors, there seems to be a hodge podge of school decisions rather than a coherent APS policy. For example, my dyslexic 2nd grader is at school 4 days per week, but hybrid dyslexic 2nd graders at other schools have been told they cannot come back 4 days per week. While there is not a one-size fits all approach for this population, it seems reasonable there should be some public criteria guiding how students are invited back. Specifically, what are APS's criteria for inviting students back for 4 days per week and how are you communicating that to parent?

Second, at the recent school board meeting, Dr. Duran suggested that APS is providing services to special education students on Mondays. This, however, was news to me, and I suspect to many parents in APS. Like many, our daughter's hours were cut and she did not receive reading or math services on Mondays, despite guidance from APS, SEPTA, and even our own disagreement in the prior written notice. It is too late to get these past months back, but I am concerned that after a year of neglect that APS is now using our students as a shield in these broader community debates on return-to-school. Next week, I will ask in our IEP meeting that her recovery services be provided on Mondays, rather than using her limited break on the other 4 days of the week. I recognize those services will be virtual, as many of her services continue to be virtual on days when her teachers are not in the buildings. I know APS has provide written guidance for schools and families, and yet Mondays do not seem to be fully utilized. What are the barriers at the school level to providing services on Monday and how can APS help remove those barriers? While the weeks remaining in the school year are few, it is not yet over. Frankly, if APS is going to congratulate itself on belatedly prioritizing these students then it is not too much to ask for services for my child on Mondays.

Finally, Secretary Cardona recently released guidance to states and school districts regarding the use of American Rescue Plan Funds. That guidance calls for "meaningful consultation with stakeholders and the public to develop plans." How does APS plan to address that guidance?

OSE Response (Kelly Krug): 7:22

1. Why are students with greatest needs (30 hours of specialized services) not all receiving 4 days in-person support (Reade Bush)? Answer is nuanced and specific to each student. The response depends on each student, not just how many hours they have on their IEP. Drive in APS now is to bring as many students back into the school for hybrid as much as possible. For Mondays, services can be provided asynchronous and synchronously. No in-person instruction on Mondays, except for tests and assessments. There are instructional learning stations where students can work in the schools on their asynchronous learning.
2. Comment from Wendy Pizer about distance learning for next year. Ms. Loft and OSE met with ASEAC and SEPTA leadership, including Ms Pizer, to discuss teaching models for next year and will discuss later tonight.

3. Comment from Ms. Wheelock: Prioritizing for 4 days. These are individualized discussions. For this summer, instruction will be 5 days/week. Shared information on partnerships that was provided by Ms. Wheelock with certain offices in APS. Private evaluations. Families can request Independent Evaluations (IEE) with the IEP Team.

OSE Updates (Heather R.) 7:27

1. Parent survey deadline for next year learning model extended to May 3rd. See FAQs for more details on the learning models. Also have posted an update on recovery services. Draft restraint/seclusion policy has been posted.
2. Distance Learning FAQ: Reviewed FAQ posted online. <https://www.apsva.us/school-year-2021-22/faq/>

Tauna Szymanski: What "option" should families elect if they will be requesting an ADA reasonable accommodation to access their regular classrooms in their regular schools virtually?

Response: Heather: Only two options being offered: in-person and distance learning. Distance learning model is a K - 12 program that is connected to the school through the counselor, case carrier and other touch points, but virtual classes will be taught by virtual teachers. Accommodations will be provided in both models. Will look at special situations on a case-by-case basis.

Alison Cassels: For students with one on one aides, will they have access to them in the virtual model and will there be opportunity for that assistance at home?

Response: 1:1 assistance will be available in virtual model. No home instruction being provided as of yet. APS will not determine this until this summer

Nadia Facey: Can you explain more about concurrent instructions is already planned to be happening?

Response: Two models are distinct. Does not anticipate having a concurrent model.

Sonia Rosen: just to clarify - the IEP for student in virtual remains with the student's home school? Will teachers from Virtual be a part of the IEP team?

Response: Yes. Case carriers will remain the same no matter which model is selected.

Sonia Rosen: Will APS be hiring SpEd staff for the Virtual Learning model?

Response: Yes. It will be APS staff. It could be new staff or it could be existing staff.

Reade Bush: Is there any plan to hire additional special education teachers, speech therapist, OT, etc to assist with recovery services? Or is the existing school staff expected to deliver all of the recovery services on top of their existing case loads?

Response: No plans to hire additional staff for recovery services.

Nadia Facey: Will virtual secondary programs have the same schedule as in person, for example blocks in middle school with A/B days.

Response: Not determined yet.

Jennifer Wheelock: It seems these recommendations, as written, put the onus on parents to know and ask for a different timeline. Will this be widely communicated to parents and clearly conveyed at the school level?

Response: PRC sent a message to all families with emails in Synergy today for students with IEPs.

Tauna: Should the ADA reasonable accommodation requests to access home school classrooms virtually be submitted to principals?

Response: Start with IEP Team (Case Carrier)

David Siu: How will the virtual model be able to accommodate advanced high school course work (e.g., AP chemistry or BC calculus?) Will the virtual model be able to offer the full range of courses offered by APS?

Response: Waiting to see who selects virtual model and courses being requested. DTL will work with Virtual Administrator to determine what can be offered virtually. May consider concurrent classes or other options.

Reade Bush: How can this group help the office of special education to get additional teaching resources for recovery service delivery?

Response: Still gathering information on scope of recovery services to be provided. Don't have the data needed to determine additional resources that may be needed.

Wendy Pizer: How will 2E students be supported in the virtual model given that there will not be an RTG assigned to the virtual academy?

Response: Will ensure that needs of these students will be met. Gifted Resource Teacher from the school of record will support students in both models.

Tauna: Will you be adding a FAQ to inform families they have a legal right to request the reasonable accommodation of concurrent instruction under the ADA if they are high risk and cannot mitigate that risk?

In past meetings, we heard APS was applying for grants for recovery services. Did APS get any grants?

Response: Received funding for Covid relief, American Rescue Plan, and others.

Nadia Facey: Do you have any preliminary ideas about the number or percent of students who will be back? The superintendent said today they expect it will be high and there will not be 3 ft distancing. Thank you.

Response: Receiving daily updates. Still is preliminary. 5% indicated distance learning option so far.

Question from the registration for the meeting asked about ASEAC's position on using the current model of concurrent learning for next year. Nick responded that it is ASEAC's position that concurrent learning should be available for those students who need it, but not as a model in general. We were able to get clarification that the accommodation of concurrent learning might be available through the IEP/504 team, if everyone agrees.

Recovery Services Questions, ESY, and Compensatory Services (7:49)

In general, APS will provide summer school to any student who has met the eligibility requirements. SWD can automatically participate in summer school. IEP Team can determine that the student also needs ESY. This is often offered concurrently with summer school, but it can be offered at a different time. Recovery services can be provided beginning this fourth quarter and onward. Compensatory services are provided when the school division is at fault for not providing services. Recovery services are different for compensatory services because they are specific to COVID and services and learning loss that are attributed to the COVID pandemic. Recovery services can look at any IEP goal from last March until now, and are not limited to critical life skills like ESY.

FAQs are posted on the website. There is a translation tool on the website.

<https://www.apsva.us/special-education/summer-school-information-and-clarification-on-compensatory-extended-school-year-and-recovery-services/>

Nick: What types of data will be collected and assessed?

Response: Depends on the goal. Will include teacher observational data, such as observing the number of opportunities given, or that a task is done. Parents should have access to this data, and should discuss with the IEP team what the teacher will be observing.

David: Based on the workload issues that have been previously mentioned, there is a strong incentive for case carriers and administrators to seek to minimize recovery services, or to consider recovery services limited by staff availability. How does APS plan to counteract this?

Response: Not experiencing this so far. Seeing that case carriers are invested to address learning loss. Will find additional staff, as needed.

Kathryn Linehan: Based on initial staff response, does APS anticipate having adequate staff, particularly Sp Ed staff, for summer school for all students who need it?

Response: Too early to tell as elementary families still have time to opt-out. Will need time to see what the numbers will be, and how many will choose virtual vs on-line.

Reade: Since APS is not planning on hiring additional staff for recovery services, and parents are being presented with plans to do recovery during the day, this will necessitate adding kids to existing reading, speech, OT, etc groups to deliver recovery services, as has already been proposed. I am concerned that this model does water down existing groups by adding additional kids, and does not allow for intensive 1:1 assistance to recover lost learning in an expeditious manner.

Karin O'Leary: An IEP accommodation for four days a week in-person for the remainder of the school year has been approved for several students at Discovery Elementary and Yorktown High Schools but Williamsburg Middle School has not permitted this accommodation. What is OSE doing to ensure consistent application of accommodations for students with IEPs?

Response: Heather is working with the Principal on this. Heather will respond to this person directly.

Kim Zarish-Becknell: Regarding the American Recovery Plan fund plans, when will APS begin the required meaningful consultation process? 2. What exactly is contemplated by APS in terms of the summer school program? Will it be an opportunity to address the learning lost in class this year? Is APS considering how to address the many students, including those with disabilities, whose GPAs have tanked?

Response: OSE can't answer this as it goes beyond special education. It is a global APS question. For summer school, SWD, ELL, and students with Ds and Es are eligible for summer school.

Questions that were submitted prior to the ASEAC meeting. OSE responded to some of the questions during the meeting, and others are addressed in the FAQs:

1. If a student is virtual now, when will recovery services discussions take place? Can a virtual student receive recovery services over the summer?

Response: Yes, can take place at any time.

2. How can social emotional learning and mental health regression be addressed in Recovery Services?

Response: Services are specific to IEP goals. IEP goals related to social emotional learning and mental health will be reviewed for regression.

3. My child was on a modified day schedule for virtual learning from Nov. 2020-March 2021 due to challenges and behaviors resistant to learning online. The instruction was prioritized for reading and math. As parents we supervised every lesson, modified lessons and provided accommodations noted on the IEP for all lessons both synchronous and asynchronous. At our discussion meeting last week for Recovery services we asked how the missed instruction would be recouped for the portion of the day our child was not present; writing, science and social studies. We were most disappointed to be told by the case carrier that we as parents are responsible for that missed instruction because our child had access to the instruction and refused to participate. As parents we barely survived the virtual learning experience and are not

equipped to teach 4th grade writing nor cognizant of the lessons missed in science and social studies. Our child will attend ESY and we were hoping the missed instructional time could be made up there. Where do we begin? Thank you in advance for any guidance you can provide.

4. For special education in particular, consistency with staff is important. How will APS reduce the transitions to new teachers through this year, summer school, compensatory services and next year.

5. What specific accommodations and services are covered in recovery/compensatory services beyond SLP/OT/PT? Are things like adaptive PE, nursing and homebound instruction included?

Response: Adaptive PE can be addressed if there is an IEP goal. Others are usually accommodations. Home bound is not a goal, so the goals should be focused on.

6. For students who were not able to benefit from or receive virtual related services (speech, OT, PT), are recovery services being offered? What options are being offered for recovery services that are not during summer school?

7. Could someone explain why this committee is recommending keeping the concurrent model in place for 2021-2022? And will special services be provided to children enrolled in the full virtual model?

Response: ASEAC's position is that the concurrent model should be available if recommended by the IEP Team.

8. How will APS respond to the American Recovery Plan funding requirement?

Parent comment: "ARP requires school districts to reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups, including students with disabilities. Evidence-based interventions include: summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs, such as providing intensive or high-dosage tutoring, accelerating learning."

9. Can recovery services be delivered on Mondays? Is this a "school by school" decision or does APS support all schools offering recovery services on asynchronous Mondays?

Response: Yes. If the IEP team is in agreement that the student is in need of services on Monday, the IEP can discuss whether virtual services on Monday would help the student recover the learning loss.

10. Can you please provide some "if ... then" statements? My questions are all geared toward high school students.

For example, "if your student made some progress toward goals and passed his classes, then" Or, if the student is not going to want to go to summer school or stay after school or go to Saturday school, then" Also, if a student is enrolled in summer school, and would receive his

IEP services by default, how would recovery services differ from this? Why would they be necessary? If possible, please publish the FAQ.

Thank you!

11. On what criteria should and will recovery/compensatory services be based, and how will they be implemented? Some students received no SPED services from March 13 2020 to late September /early October of 2020 and no or extremely limited 2020 ESY support; and there was a "cap" placed on services for most students for ESY 2020 with the assumption that most wouldn't need 1.5 hours - when services should be based on what students really need and teachers recommendations.

12. How will the IEP Team determine when there is no longer any need for recovery services?

Kim: Thank you Heather, but I am still unclear on what exactly students will be participating in if they are in summer school? For example, will AP classes be offered for students? What is offered?

Response: No. Doesn't think AP classes will be offered in summer school.

Jennifer: Another ARP funds question: Sec. Cardona released guidance that schools have "meaningful consultation with stakeholders and the public to develop plans" How does APS plan to address that guidance. This seems particularly salient given the many comments tonight regarding staff concerns for summer/providing recovery services, etc..

Response: Ms. Loft will reply to ASEAC later about the consultation process.

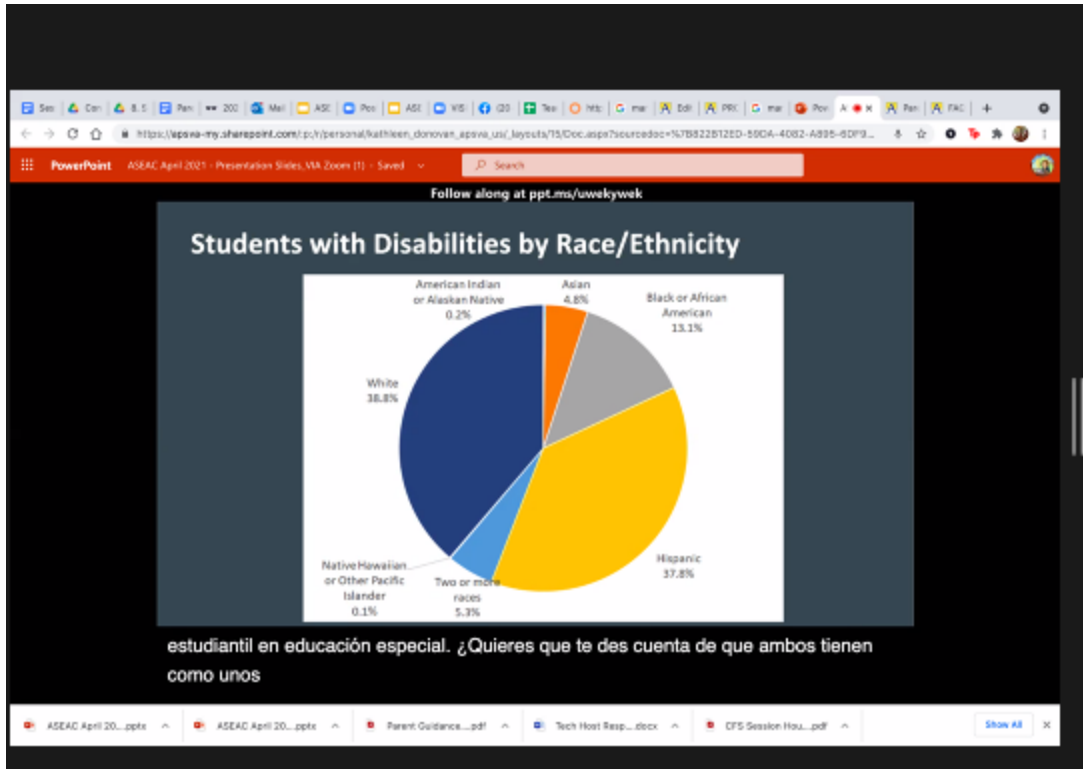
Jason Love: Has there been any discussion about using a no zero/50% grading policy, to make grading more equitable and in better alignment with the 0 to 4 GPA scale?

Response: Not being considered for summer school. But will have a School Board work session in late September to address grading and homework and will be addressing some discussion on whether they want to shift the grading.

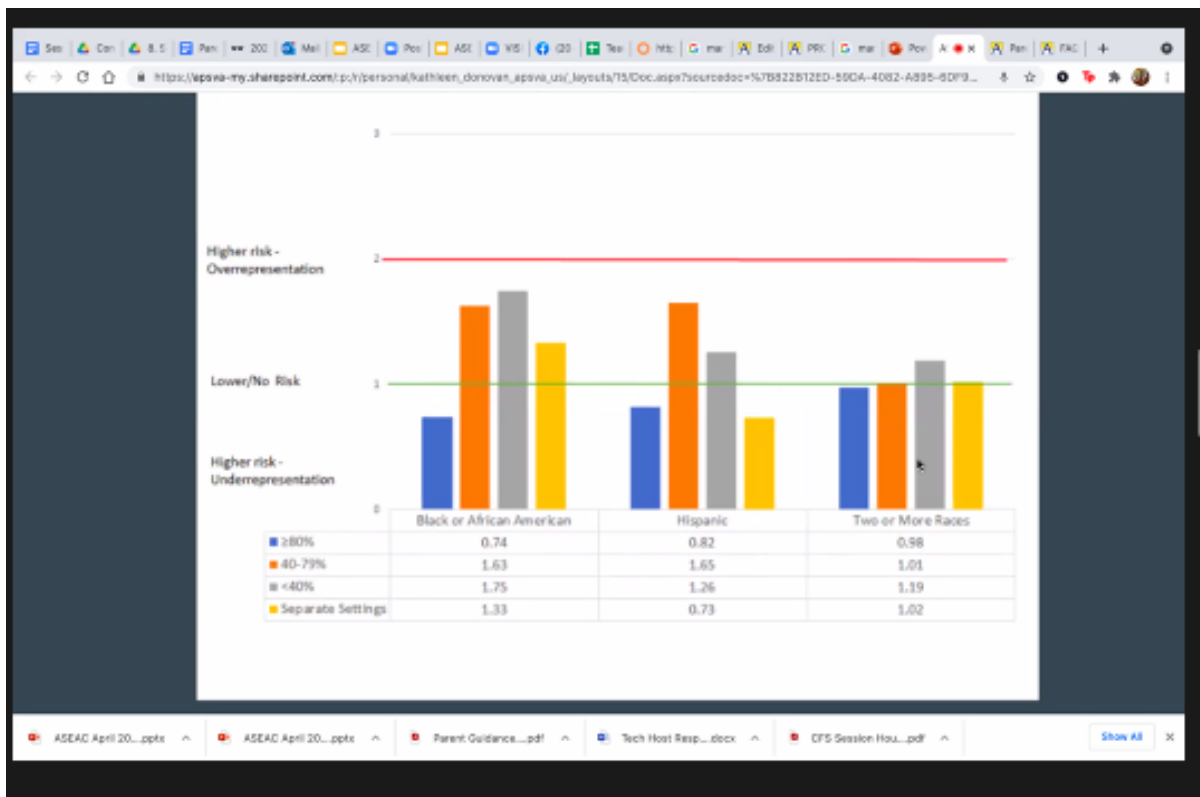
Cristina Diaz-Torres: Thursday, School Board will have its proposed budget hearing. Can raise budget issues regarding recovery service needs. She is following up on the ARP consultation issue.

OSE School Board Presentation

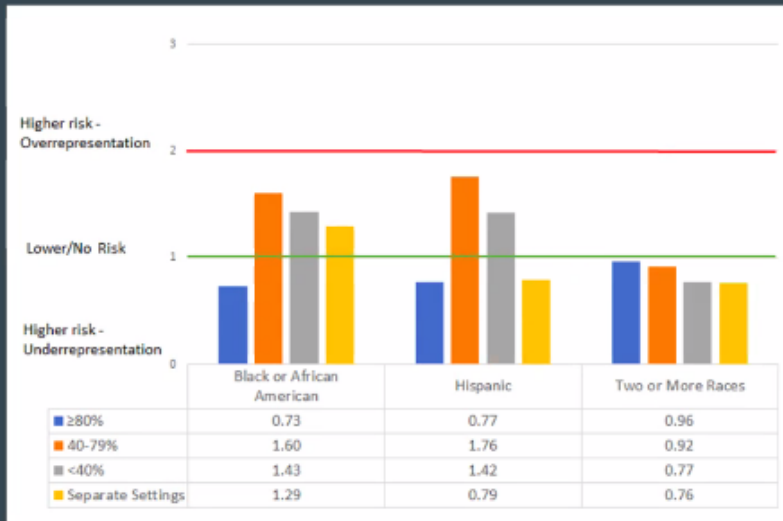
Addressed disproportionality. OSE is committed to a goal in the 5 year plan around this.



Risk Ratio: When RR = 1, equal chance of a restrictive setting. Over-represented if greater than 1; and under-represented if lower than 1.



Risk Ratio Data 2019-20



LRE Discussion Framework:

Is being drafted by OSE. Where is the best setting for our students to receive their services, starting with the general education setting?

OSE Next Steps to Address Disproportionality

- Collaboration with the Chief Diversity Equity and Inclusion Officer on drafting a new LRE discussion framework to pilot next year
- OSE will have 4 structured meetings with schools each year to review both LRE and Risk Ratio data, root cause exercises, review of practices and next steps
- Building resources to help ensure consistency in practices and implementation
- Continued focus on building mindsets and using inclusive practices

Want input from ASEAC and SEPTA on this framework. Every SWD is a general education student first.

Questions:

1. Can they share resources on root cause exercises? How will root cause exercises be conducted. Can they include ASEAC?
 - a. Response: Yes. Can share resources and maybe do exercises based on school system with ASEAC.

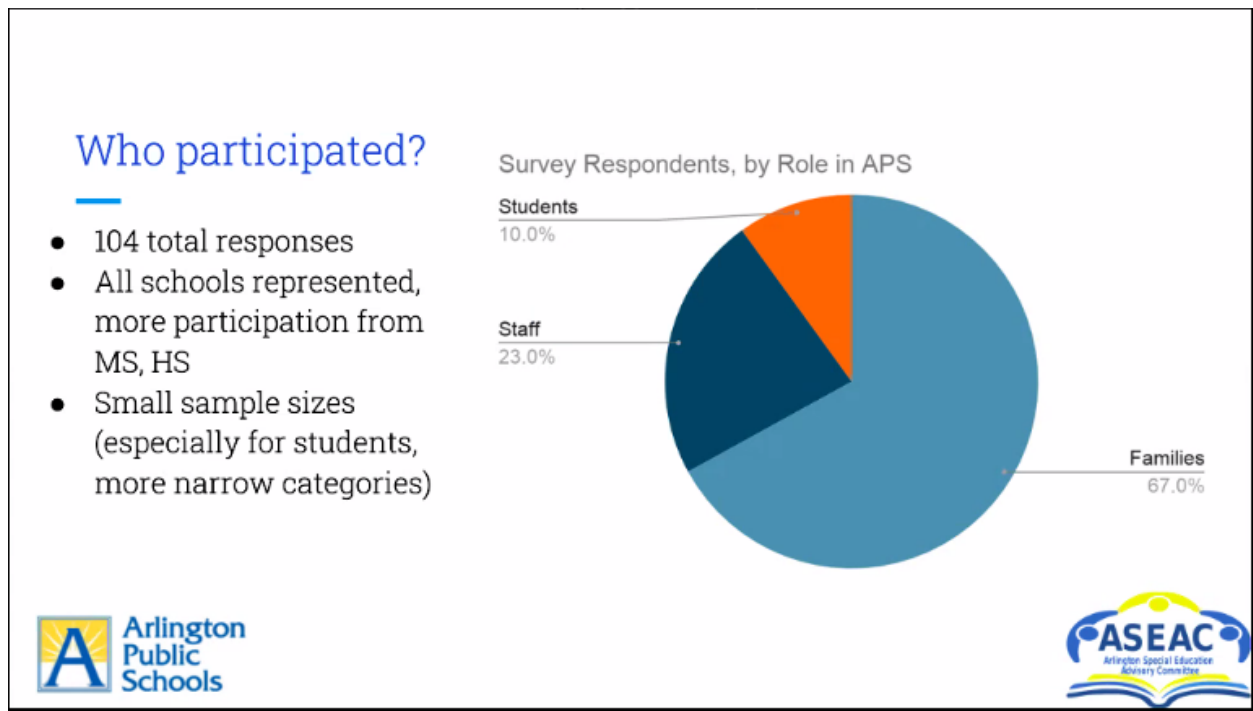
But the IDEA requires *starting* in the regular education setting with supplementary aids and services before you try a more restrictive setting.

Response: Yes, are in agreement. Want to start with general education setting.

SEPTA is inviting Paula Kluth to present to the APS community on May 20th, 7pm. She will discuss inclusive practices.

School Resource Officer Survey

David: ASEAC and SEPTA collaborated on a survey to families. Survey was available for families to respond to in March. The results were presented to the SRO work group directly.



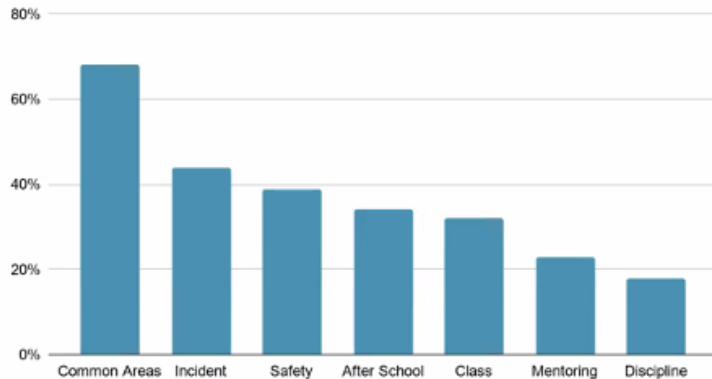
Fewer responses than we had wished for. All schools had at least 1 response. 62% of respondents self-identified as being white, 15% self-identified as latinx, 8% self-identified as black, 12% self-identified as multi-racial, and 2% self-identified as asian/pacific islander. Survey

was available in Spanish, but not translated into other languages. Received a small response from students.

Experiences with SROs

- Nearly half of families and students report *no* meaningful interaction with SROs
- Of those who report interactions, informal contact in common areas is most common, mentoring/discipline are least common.

In What Context Did Student Interact with SROs?

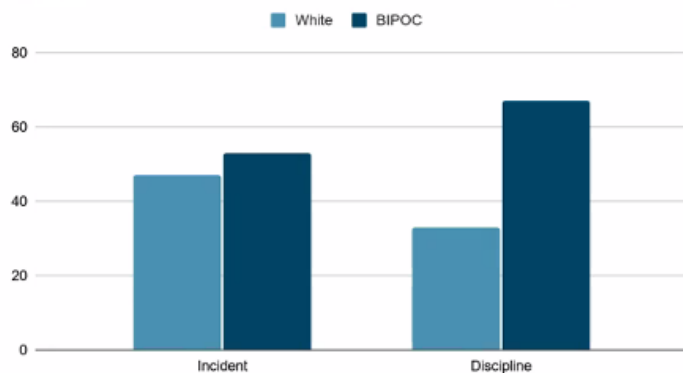


Even though small number in discipline context, it is concerning that SROs are involved in discipline issues as this should not be the case.

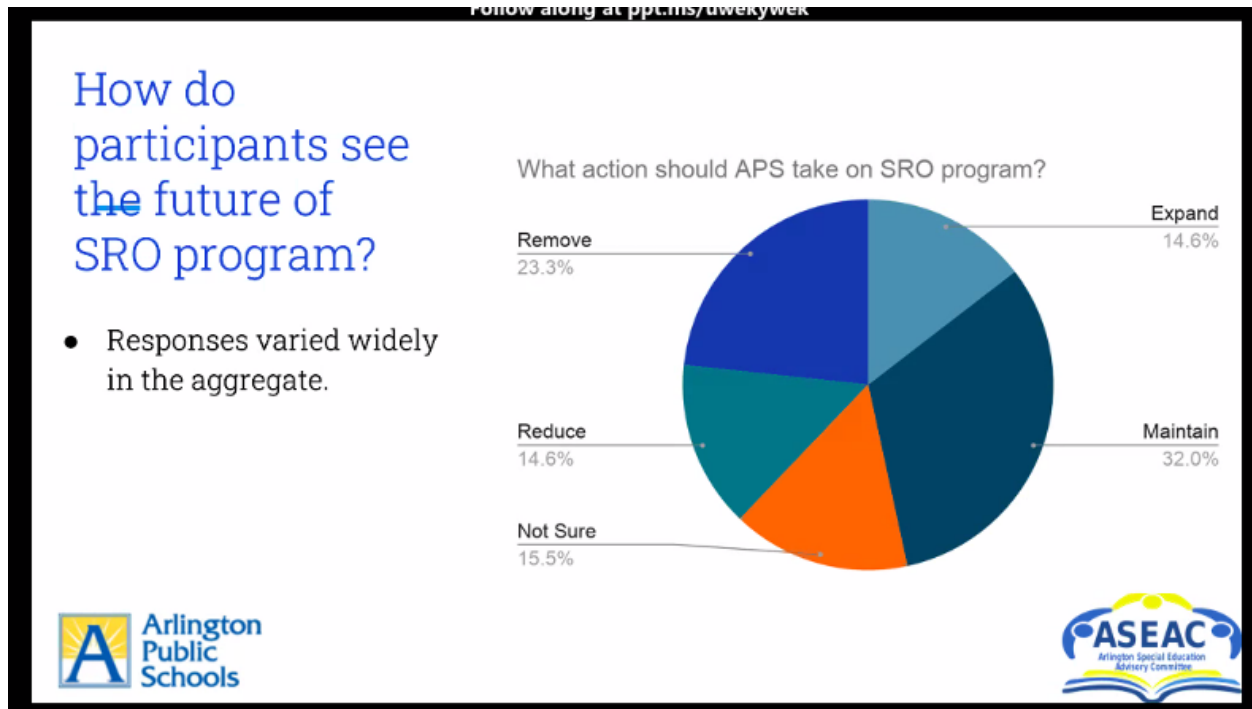
Experiences with SROs

- Responses regarding students of color made up 38% of responses overall where a racial/ethnic identity was shared.
- However, respondents referencing students of color made up 53% and 67% of incident investigations and discipline interactions.

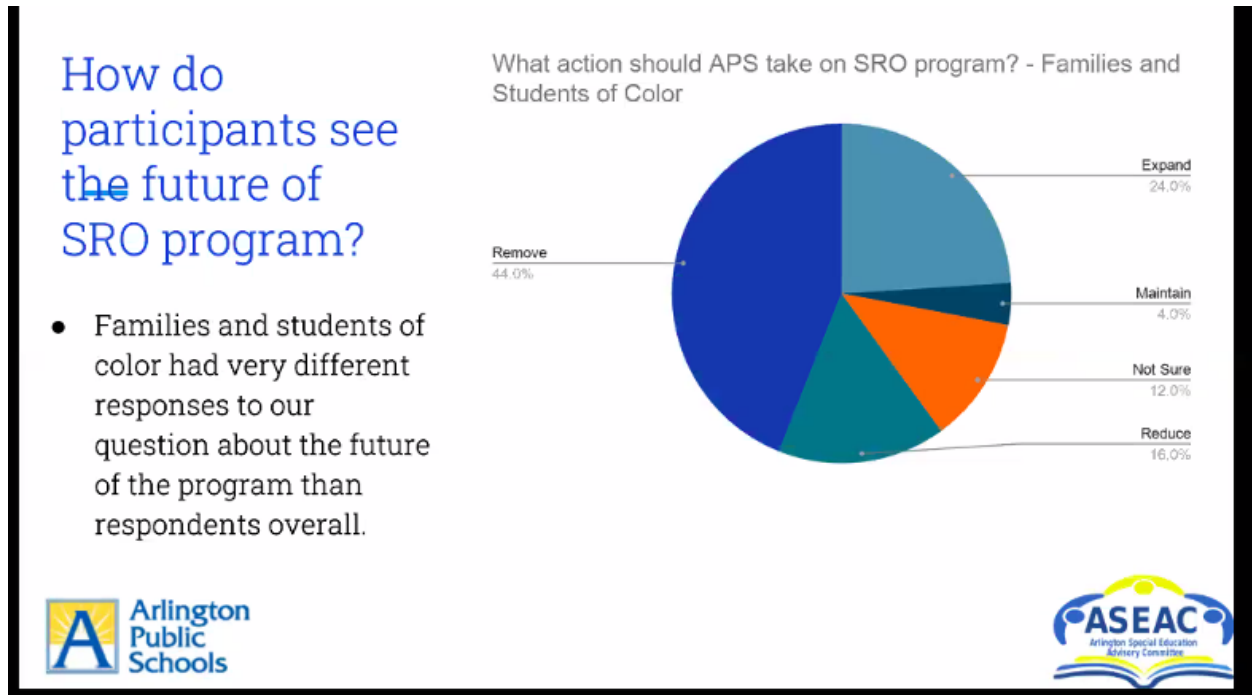
Incident and Discipline Experiences by Self-ID Race/Ethnicity



Concerns about disproportionality. More data is needed because of small sample size.



Staff preferred to keep the program as-is, but breakdown shown is pretty consistent among the respondents.



"The SRO's along with school staff got to know my child and [their] issues and supported my student effectively and with compassion. I have experienced other SRO's who were not as effective, they were smug, trying to use sarcasm and jokes to connect w a student in distress, or using idle threats to try to motivate. They appear superior and it doesn't help when dealing w an already combative situation. I think their intentions were good, I just chalk it up to improper training."

- Family Respondent



Some families responded both positively and negatively

"Because staff at [school] weren't trained in dealing with kids in emotional distress, the SRO was called to help calm my [student] calm down. my [student] was not harming or threatening to harm [themselves] or others. [They] was having an emotional outburst in an [administrator's] office. From what was reported to me, the calm presence of authority from SRO helped my [student] calm down. I'm not sure why the SRO had to be the authority figure to calm [them] down but i am grateful that the SRO didn't make the situation worse with intimidation. School staff should be trained to deescalate and not need an SRO in these situations."

- Family Respondent



SRO was requested by school to engage to help de-escalate situation.

ASEAC Updates: 8:34

Minutes: Approved

- Ableism: No activity
- ACTL: ASEAC presented recommendations on April 15th
- Bylaws Subcommittee: Work is ongoing and documents will be sent to the membership in the next month.
- Planning Factor Group - No activity
- Leadership for next year: Seeking a Co-secretary and Vice-Chair. David R. is nominee for Chair and Keith C. for Co-Secretary
- Also have at least 3 openings in the ASEAC membership.

Nick requested a breakdown for SWDs choices with respect to the two learning models, current data showing 95% requesting in person and 5% in virtual. Kelly thinks they can provide that breakdown.

Appendix Zoom Chat

18:55:49 From Kathleen Donovan to Everyone : <https://translate.it/WXIKY>

18:58:30 From David Rosenblatt to Everyone (in Waiting Room) : Thanks for your patience - we'll get started shortly

18:58:32 From emma.parralsanchez to Everyone : Buenas tardes! Para la sesión de esta noche vamos a tener subtítulos en español y también vamos a utilizar la aplicación de traducción de Microsoft. Por favor baje esta aplicación en su teléfono <https://translate.it/WXIKY>

19:02:06 From emma.parralsanchez to Everyone : Buenas tardes! Para la sesión de esta noche vamos a tener subtítulos en español y también vamos a utilizar la aplicación de traducción de Microsoft. Por favor baje esta aplicación en su teléfono <https://translate.it/WXIKY>

19:21:02 From emma.parralsanchez to Everyone : Buenas tardes! Para la sesión de esta noche vamos a tener subtítulos en español y también vamos a utilizar la aplicación de traducción de Microsoft. Por favor baje esta aplicación en su teléfono <https://translate.it/WXIKY>

19:21:54 From Keith Chanon to Everyone : Please send your formal comments to the ASEAC email at: aseac.mail@gmail.com

19:29:37 From Kelly Krug to Everyone : Link to FAQ <https://www.apsva.us/school-year-2021-22/faq/>

19:29:39 From Reade Bush to Everyone : APs has a Big equality of access problem that for Level 1 kids with IEPs who could not access virtual learning at all, some were given 4 days in person support with a Special Ed teacher since November and others were given only in person support, spending all their time on an iPad, with no in person teacher.

19:29:59 From Kelly Krug to Everyone : <https://www.apsva.us/school-year-2021-22/faq/>

19:31:16 From David Rosenblatt to Everyone : The slide says May 4, the FAQ says May 3 for decision

19:31:52 From Kelly Krug to Everyone : Sorry- we can fix that.

19:33:06 From Tauna Szymanski (she/her) to Everyone : What "option" should families elect if they will be requesting an ADA reasonable accommodation to access their regular classrooms in their regular schools virtually?

19:33:47 From Alison Cassels to Everyone : For students with one on one aides, will they have access to them in the virtual model and will there be opportunity for that assistance at home?

19:37:02 From Nadia Facey (she/her) to Everyone : Can you explain more about concurrent instructions is already planned to be happening?

19:37:10 From Sonia Rosen to Everyone : just to clarify - the IEP for for student in virtual remains with the student's home school? Will teachers from Virtual be a part of the IEP team?

19:37:51 From Sonia Rosen to Everyone : Will APS be hiring SpEd staff for the Virtual Learning model?

19:38:14 From Reade Bush to Everyone : Is there any plan to hire additional special education teachers, speech therapist, OT, etc to assist with recovery services? Or is the existing school staff expected to deliver all of the recovery services on top of their existing case loads?

19:38:57 From Nadia Facey (she/her) to Everyone : Will virtual secondary programs have the same schedule as in person, for example blocks in middle school with A/B days.

19:39:00 From Jennifer Wheelock to Everyone : It seems these recommendations, as written, put the onus on parents to know and ask for a different timeline. Will this widely communicated to parents and clearly conveyed at the school level?

19:39:21 From Tauna Szymanski (she/her) to Everyone : Should the ADA reasonable accommodation requests to access home school classrooms virtually be submitted to principals?

19:39:28 From David Siu to Everyone : How will the virtual model be able to accommodate advanced high school course work (e.g., AP chemistry or BC calculus?) Will the virtual model be able to offer the full range of courses offered by APS?

19:40:24 From Reade Bush to Everyone : How can this group help the office of special education to get additional teaching resources for recovery service delivery?

19:42:27 From Wendy Pizer to Everyone : How will 2E students be supported in the virtual model given that there will not be an RTG assigned to the virtual academy?

19:42:53 From Tauna Szymanski (she/her) to Everyone : Will you be adding a FAQ to inform families they have a legal right to request the reasonable accommodation of concurrent instruction under the ADA if they are high risk and cannot mitigate that risk?

19:44:37 From Reade Bush to Everyone : In past meetings, we heard APS was applying for grants for recovery services. Did APS get any grants?

19:45:19 From Nadia Facey (she/her) to Everyone : Do you have any preliminary ideas about the number or percent of students who will be back? The superintendent said today they expect it will be high and there will not be 3 ft distancing. Thank you.

19:47:14 From Tauna Szymanski (she/her) to Everyone : Will you be adding a FAQ to inform families they have a legal right to request the reasonable accommodation of concurrent instruction under the ADA if they are high risk and cannot mitigate that risk? This is not a small

number of students. ALL students with developmental disabilities are at much higher risk of dying from COVID. That is over 1000 APS students.

19:49:21 From Tauna Szymanski (she/her) to Everyone : That should not be an IEP team decision.

19:49:56 From Sonia Rosen to Everyone : Agreed w/ Tauna

19:50:16 From Karin O'Leary to Everyone : An IEP accommodation for four days a week in-person for the remainder of the school year has been approved for several students at Discovery Elementary and Yorktown High Schools but Williamsburg Middle School has not permitted this accommodation. What is OSE doing to ensure consistent application of accommodations for students with IEPs?

19:50:32 From Tauna Szymanski (she/her) to Everyone : The ADA provides the right to concurrent instruction as a reasonable accommodation for students with disabilities.

19:51:44 From David Rosenblatt to Everyone :

<https://www.apsva.us/special-education/summer-school-information-and-clarification-on-compensatory-extended-school-year-and-recovery-services/>

19:54:06 From Kathryn Linehan to Everyone : Based on initial staff response, does APS anticipate having adequate staff, particularly Sp Ed staff, for summer school for all students who need it?

19:57:19 From Keith Chanon to Everyone : Is the deadline for family selection of teaching/learning model now May 3rd or May 4th?

19:57:44 From Kelly Krug to Everyone : May 3

19:58:06 From Keith Chanon to Everyone : Thanks!

19:59:12 From David Rosenblatt to Everyone : Based on the workload issues that have been previously mentioned, there is a strong incentive for case carriers and administrators to seek to minimize recovery services, or to consider recovery services limited by staff availability. How does APS plan to counteract this?

20:00:47 From Kathryn Linehan to Everyone : Based on initial staff response, does APS anticipate having adequate staff, particularly Sp Ed staff, for summer school for all students who need it?

20:01:29 From Reade Bush to Everyone : Since APS is not planning on hiring additional staff for recovery services, and parents are being presented with plans to do recovery during the day, this will necessitate adding kids to existing reading, speech, OT, etc groups to deliver recovery services, as has already been proposed. I am concerned that this model does waters down existing groups by adding additional kids, and does not allow for intensive 1:1 assistance to recover lost learning in an expeditious manner.

20:01:53 From Karin O'Leary to Everyone : An IEP accommodation for four days a week in-person for the remainder of the school year has been approved for several students at Discovery Elementary and Yorktown High Schools but Williamsburg Middle School has not permitted this accommodation. What is OSE doing to ensure consistent application of accommodations for students with IEPs?

20:02:04 From Kathryn Linehan to Everyone : what if you don't have adequate staff?

20:02:50 From Kim Zarish-Becknell to Everyone : 1. Regarding the American Recovery Plan fund plans, when will APS begin the required meaningful consultation process? 2. What exactly is contemplated by APS in terms of the summer school program? Will it be an opportunity to

address the learning lost in class this year? Is APS considering how to address the many students, including those with disabilities, whose GPAs have tanked?

20:05:54 From Kim Zarish-Becknell to Everyone : Thank you Heather, but I am still unclear on what exactly students will be participating in if they are in summer school? For example, will AP classes be offered for students? What is offered?

20:06:37 From Jennifer Wheelock to Everyone : Another ARP funds question: Sec. Cardona released guidance that schools have "meaningful consultation with stakeholders and the public to develop plans" How does APS plan to address that guidance. This seems particularly salient given the many comments tonight regarding staff concerns for summer/providing recovery services, etc..

20:07:54 From Jason Love to Everyone : Has there been any discussion about using a no zero/50% grading policy, to make grading more equitable and in better alignment with the 0 to 4 GPA scale?

20:09:55 From Kim Zarish-Becknell to Everyone : What classes are being offered in summer school? It sounds like the same old same old to me, respectfully. I cannot make a meaningful public comment about ARP plans until I know what's being offered.

20:11:17 From Kim Zarish-Becknell to Everyone : Just fyi, ARP meaningful consultation is a requirement, it is not an option.

20:13:49 From Symone Walker to Everyone : Heather is the data abke to be further disaggregated by LD vs non LD?

20:14:19 From Tauna Szymanski (she/her) to Everyone : Or disability type generally, preferably, Symone.

20:14:50 From Symone Walker to Everyone : Yes, thank you Tauna

20:14:58 From Kelly Krug to Everyone : Yes it can be.

20:15:17 From David Rosenblatt to Everyone : Symone - the last time we looked at the data students with LD labels were dramatically more likely to be included >80% of the time

20:15:43 From David Rosenblatt to Everyone : Students with ID, Multiple Disability and Autism labels tended to be most segregated.

20:15:44 From Tauna Szymanski (she/her) to Everyone : The ITF asked a couple of months ago for Indicator 5 data to be broken out by school too. That would be helpful in identifying hotspots.

20:17:58 From Tauna Szymanski (she/her) to Everyone : Page 6 and 7 of this doc has some of this disaggregated data, but it is outdated at this point:

https://docs.google.com/document/d/1afkba6aDz4G8pn0m_HfBP6G758JFtajIDSfc02jjW3l/edit?usp=sharing

20:18:04 From Symone Walker to Everyone : Thanks David.

20:19:05 From Tauna Szymanski (she/her) to Everyone : But the IDEA requires *starting* in the regular education setting with supplementary aids and services before you try a more restrictive setting.

20:21:50 From Kathryn Linehan to Everyone : who at APS is leading this endeavor?

20:21:56 From Sonia Rosen to Everyone : At what point will you also look at instruction for SWDs?

20:22:01 From Reade Bush to Everyone : Does APS have the staff resources to achieve these goals of inclusion?

20:22:15 From Tauna Szymanski (she/her) to Everyone : Fantastic speaker. Highly recommend.

20:22:35 From heather.rothenb to Everyone : The office of special ed is leading this endeavor

20:22:57 From Sonia Rosen to Everyone : Would be interested in learning how success will be defined and data collected, as well as what will be accountability measures.

20:23:02 From Tauna Szymanski (she/her) to Everyone : Will you release LRE data by school?

20:23:04 From heather.rothenb to Everyone : Instruction is also a focus of our 5 year plan

20:23:32 From Sonia Rosen to Everyone : Will SpEd parents be involved in the school based work?

20:24:02 From Nadia Facey (she/her) to Everyone : I'm sorry if I missed this, but can you post the LRE tool?

20:25:01 From heather.rothenb to Everyone : We are still developing the LRE tool. We will share our draft for feedback as soon as we have a good framework.

20:27:44 From Nadia Facey (she/her) to Everyone : Thanks Heather, as I'm sure you know ASEAC wants the opportunity to work with APS on this tool.

20:28:23 From Wendy Pizer to Everyone : I second Tauna's comment that it would be helpful to see the LRE data broken out by school.

20:33:11 From Tauna Szymanski (she/her) to Everyone : To see where our "segregation hotspots" are

20:33:42 From Kathleen Donovan to Everyone : If you are following along in Spanish on MS Translator, please join a new conversation at <https://translate.it/AHJGX>

20:33:55 From Reade Bush to Everyone : Thanks David for the summary

20:34:39 From Karin O'Leary to Everyone : Thanks, David. Good information to help APS make a more informed decision for the future of SROs and their roles in our schools.

20:35:02 From emma.parralsanchez to Everyone : nuevo link: <https://translate.it/AHJGX>