

Arlington Special Education Advisory Committee
MINUTES
 January 26, 2021
 Via Zoom

Recording of Meeting: <https://vimeo.com/505070012>

(Meeting Chat pasted in Appendix 1)

ASEAC Members:

First Name	Last Name	Present?	Vote on December 2020 meeting minutes
Nicholas	Walkosak	Y	Y
David	Rosenblatt	Y	Y
Keith	Chanon	Y	Y
Nadia	Facey	Y	Y
Jason	Love	Y	--
Tauna	Szymanski	Y	--
Margaret	Dunn	Y	Y
Michelle	Best	N	
Kristin	Gillig	Y	Y
Kurt	Schuler	Y	Y
Minerva	Trudo	Y	Y
Cristina	Yacobucci	Y	--
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	--

Attendees:

Nick Walkosak, David Rosenblatt, Kathy Pericak, Keith Chanon, Nadia Facey, Kathleen Donovan, David Siu, Heather Rothenbeuscher, Janna Dressel, Jason Love, Kelly Krug, Kristin Gillig, Kurt Schuler, Margy Dunn, Matt Leland, Paul Timm, Sonia Rosen, Tauna Szymanski, Eli Berg, Reade Bush, Emma Parral Sanchez, Minerva Trudo, Anthony Spain, Scott Lively, Wendy Pizer, Karen Archer, Deborah Hammer, Kathleen Clark, Heidi Canas, Alison Cassels, Kathleen Clark, Kathryn Linehan, Mashhurah Alrahidi, Kelly Smith, Kristin Haldeman, Cecilia Kline, Vickie Taylor

Agenda:

- 7:00 - 7:20 pm Welcome, Member Introductions and Public Comments
- 7:20 - 7:40 pm OSE Updates
- 7:40 - 8:00 pm Transportation
- 8:00 - 8:20 pm Superintendent Preparation Breakout Groups
- 8:20 - 8:30 pm ASEAC Updates

Welcome, Member Introductions and Public Comments

Meeting began - 7:03

Vice-Chair David Rosenblatt opened the meeting and thanked Kathleen Donovan and Emma recognizing their work to provide language translation through captioning. Kathleen shared the link to use to access other language captions (up to 70 languages and audio up to 10 languages).

Chair Nick Walkosak welcomed members and attendees and also thanked Kathleen and Emma for their assistance with the virtual translation services. Nick provided an overview of the agenda. Introductions were in the chat (see end of this document for transcript).

Public comment period began at 7:08. In order of RSVP:

Kristin Gillig

I'm the parent of a 5th and 6th grader with dyslexia, and I wanted to share my feedback about APS's DIBELS rollout. DIBELS is the Dynamic Indicator of Basic Early Language Skills, and replaced PALS Plus this fall as a measure of reading foundational skills.

First, I'd like to say thank you to APS for taking another step toward structured literacy assessment and instruction. As with any new program, rollout can be bumpy especially during a pandemic, and I'd like to flag the following areas for additional focus:

- a. Improved parent communications about DIBELS and what to do with the results; specifically, I'd like to see
 - i. a FAQ web page for parents by our next ASEAC meeting, and
 - ii. request the Parent Resource Center host a DIBELS webinar and Q&A like they did for Lexia.
- b. Improved consistency of rollout across schools.

In my experience, there was very limited communication with parents about the implementation of this new Reading assessment. It was not offered at the Middle school level. I requested it for my 6th grader, only because I knew about it from my other child in elementary school.

After I received the score report, the DIBELS Parent Report created more questions than answers, providing summaries like, "Your student's score is well below the goal," which means they are "At Risk / Need Intensive Support." "Additional support may be needed. Reach out to your child's reading teacher." After a meeting to review scores for one of my children, I was told the solution was to "Do more Lexia." As a parent, I want to know all the options at APS' disposal, so I can advocate for appropriately targeted instruction. Over my years at APS, I've learned the hard way that you can't assume teachers know about all the options available to help close reading gaps.

Finally, APS does not offer Phonemic Awareness or Phonics subtests to children above 3rd grade, and I think this is a critical gap for both identifying and monitoring progress for our struggling readers. Kids with dyslexia often struggle with phonics, and I requested that my kids be given these subtests to get a more comprehensive picture of their reading skills. I was told that APS only has up to 3rd grade benchmarks, and could not offer the DIBELS phonics or phonemic awareness for 4th grade or higher.

As I said earlier, I do see DIBELS as a positive step forward for our struggling readers, and appreciate the work APS has done to-date. But, there is more work to be done, and improving parent communications and consistency of rollout should be top priorities.

Nadia Facey

My comments tonight are simple, why didn't APS prioritize teachers, staff and everyone who is currently working with phase 1 students in buildings for the vaccine? At a time when we seem to constantly hear about the importance of equity - this decision was not equitable and further puts kids at risk. Of course, I believe teachers and staff and everyone in APS who works with students should receive the vaccine, I'm glad they are part of the 1b priority group. The fact APS

didn't first ensure people currently working with students were prioritized is difficult to comprehend; I am simply at a loss to understand how APS came to this decision.

It is well documented that individuals with intellectual disabilities are more likely to contract COVID-19 and are at a higher risk of mortality than the general population from the virus.

When you report back on public comments next month, as a member of ASEAC, I respectfully request that you report back to us about where this breakdown of decision making happened within APS. If they believe this was an equitable decision, I would like someone to explain why they believe this is so. Finally, next month could you please share what number and percent of teachers and staff who are teaching in person with level 1 students have been partially and fully vaccinated, I understand individuals choosing to take the vaccine is voluntary.

Thank you in advance for your time.

Reade Bush

Lowest paid staff are the last ones receiving the vaccine. Raised discrepancy about RTS. State guidance calls for "in-person learning" vs. "in-person support." APS has only been providing in-person support. Students are not learning through this method.

Janna Dressel

Tonight I would like to make a public comment regarding Augmentative and Alternative Communication (AAC) services in APS specifically as it relates to our family's recent and past experiences with my son's Speech Generating Device (SGD) which is an APS-issued iPad with the LAMP Words for Life App on it.

Before getting into the specifics that brought me to speak tonight, I would like to take this opportunity to say thank you to the AsTech Team for their recent efforts to engage with parents of AAC users in order to improve student and family communication outcomes including the Project Core classes for parents offered this fall through the PRC and the working group discussions with staff and parents in both the Communications Working Group and the Accessibility Working Group. I know that our AsTech team of just three APS staff works tremendously hard but I want to take this moment to air my frustrations and ask some questions publicly so that hopefully what has now happened twice to my son can be avoided for future students in APS who rely on AAC to access their civil right to communicate.

Imagine being a minimally speaking kindergartener with autism and a multitude of other health issues starting at a new school where you don't know anyone in the building, and you rely heavily on AAC to communicate with familiar adults and peers let alone new people. That was my son 6 years ago when he began his elementary school journey. During his first weeks at school a well-meaning SLP did an update on my son's SGD and completely wiped out his entire language system of customizations, photographs, and locations specific to my son's individual needs and life experiences. We were absolutely floored and dismayed that his individualized vocabulary system that had been painstakingly made with the input of countless educators,

family members, and therapists over the years was not backed up by APS anywhere! My son was given a new device but the vocabulary available to him was simply the generic menu of buttons that came with the app. He would go to where the buttons used to be on his device for preferred items, foods, or personalized comments and start crying, bawling, and screaming in confusion and frustration.

His SGD or “talker” as we call it, is literally his voice to the world and losing his personalized data was equivalent to taking away his words. I cannot overstate the trauma that this caused not only for my son but for our entire family. It took months to get the app back to the level of personalization that he once had and required my son to learn new motor plans for each word that was not necessarily in the same place anymore. My husband and I were promised that this would never happen again. We were told that there would be processes in place to make sure that all students’ AAC vocabulary was backed up by the county at regular intervals in a central place.

I am speaking tonight because I have some very real concerns about whether or not APS has processes in place for backing up Augmentative and Alternative Communication (AAC) vocabulary data for students, occurring systematically at regular intervals across the county.

I felt a dreaded sense of déjà vu when my son’s talker went through an automatic update this past Wednesday night locking him out completely. I had hopes that it was just a simple password reset needed but was informed by AsTech that they “recently learned that the iTunes account (used countywide) is no longer supported and thus the update has locked down the device.” A new device would need to be issued. They wrote that they “will request a new device and check with their inventory for the necessary parts. They also wrote that they have been “working diligently with vendors to get the parts but some have been on backorder making the turnaround time longer than we would like.” Then they asked me as a parent if I had his latest vocabulary backed up. I was once again beside myself with frustration as a similar situation occurred when my son was in kindergarten. (See above comments.)

Unlike in kindergarten where they were unable to retrieve any of his data, yesterday I learned that my son’s vocabulary from April 2020 was recovered and would be reinstalled on his new device when we get it. We are still waiting to hear when we should expect to receive his device.

How long has APS been aware of this “issue with iTunes” and why weren’t efforts made to proactively save students’ AAC vocabulary before the devices do updates rendering them useless?

Who specifically in APS is in charge of backing up students’ AAC vocabulary data and where is this stored?

It is best practice to back up vocabulary every time a change is made. At what intervals is this vocabulary data backed-up in APS?

Why should a child who relies on their talker to communicate have to wait for backorders when it is literally an iPad that can be quickly issued by IS and an app. that can be quickly downloaded? Is this due to the siloed approach of the IS and AsTech departments?

I have heard from other families over the years that this issue and other incidents with non-working SGD's has happened to a number of other students in APS and that alarmingly in some cases it took months to get resolved which is inexcusable.

What is the average wait time for students to get their initial SGD's once identified? What is the average wait time for students waiting on replacement SGD's or recovered AAC vocabulary? In comparison, what is the average wait time now during virtual learning for a student to receive an iPad from IS? Who is tracking this critical data?

What specific steps is APS taking now during virtual learning to back up students' AAC vocabulary?

In other districts, parents are part of the AAC team of contributors where staff and families alike have continual access to students' backed up vocabulary in a shared drive. Can this team approach be implemented county-wide with fidelity? Why or why not?

Thank you for your attention to this matter.

With much appreciation,

Janna Dressel

OSE Updates 7:21 pm:

- Instructional Programs and Pathways (IPP)
 - OSE edited the APS presentation to reflect comments received by ASEAC.
- Restraint & Seclusion Policy and PIP
 - The ASEAC Policy Committee is reviewing the policy. OSE is thankful for ASEAC's review.
- Return to School
 - See today's email from the Superintendent. Some CTE students will return soon for hybrid. Staff are also beginning to return to their classrooms. Teachers (3rd-12th grade) will be receiving training next Thursday-Friday. Training will also be provided to elementary students next Friday.
- Budget
 - Superintendent will share his budget with the School Board in February. OSE is not aware of any cutbacks to the special education programs for the current school year or for SY 2021-22. OSE does not know if additional funding requests will be fulfilled. OSE is receiving some additional Federal funding. Kelly assured the group that no additional budget advocacy is needed currently, but could be

useful if funding is needed to address student needs (e.g., recovery services, etc.).

Q&A:

- Concurrent learning. APS is confident that the concurrent learning model will work well for grades 3 - 12, and not just high school students.
- APS is prepared to provide ongoing support and training for teachers, as needed, beyond the two days of professional learning.

Transportation, 7:35pm:

Kristin Haldemen and Karen Archer

Bus planning and routing - about 6000 students eligible for bus transportation who are returning for hybrid. Working with a consulting company to plan routes and estimate whether there are enough buses available to handle the need. Modified arrival and dismissal times are expected to help accommodate bus scheduling. Some buses might do double routes to cover all students. Masks will be required on the buses, unless an exception is made for a medical reason. Riders will need to use a single door for screening purposes.

Arlington County colleagues will enhance walk and bike programs as buses can only carry 11 students at a time. Expanding walk zones on a temporary basis. Looking to increase crossing guard support at certain intersections and walk zones.

Working with Kelly and Heather to understand the number of students with disabilities returning in Level 2 and Level 3: There might be 300 students with disabilities who may be eligible for transportation.

Level 1 - currently transporting an average of 120 to 125 students daily. Had scheduled 165 students, but for various reasons, not all of the students are riding the bus, but varies from day to day. After this week, they will be scheduling for the Level 2 and 3 phases. Some students have mask exemptions, accompanied with a doctor's note.

Q&A

Are the special education buses only carrying students with disabilities? Priority will be given to SWDs. Due to social distancing requirements, there are generally only 4 to 5 seated passengers on a special education bus, including an attendant.

Will siblings be allowed to ride on special education buses? - Not planning to have siblings on the bus, but will ultimately depend on whether there is space.

Currently, 32 buses are being used for Level 1 (~123 students). APS' current fleet of specialized buses is 61, but they hold some in case a back-up is needed, so they use about 54 specialized buses. There are 137 general buses in the APS fleet, but after subtracting the reserves, they use about 123 general buses. There is concern that the total fleet of buses will not be sufficient for the Level 2 and Level 3 students.

It is critical for APS to know who will require bus transportation in order to plan appropriately.

Will students from different classrooms be on the bus together? Yes. There will be bus rosters each day in order to track any COVID exposures that may occur at school or on a bus.

Communication with parents - APS had hoped to pilot an app for parents to track buses, but this was sidelined last March. Bus routes will be different and APS hopes to communicate early with parents.

Routing in general is changing daily as APS works through the process. So many different models have been used, and have not done this before, especially if buses are looping to pick up more students. Using a lot of large size buses for small numbers of students.

Health information is now being transmitted to the bus drivers through synergy. They are using existing health categories for flagging the top 5 categories on general education buses, and they have worked out with the transportation supervisor how to transmit other information.

No transportation being provided to contract schools currently.

Superintendent Preparation Breakout Groups:

See Appendix 2 for notes from breakout groups.

ASEAC Updates

Approval of past Meeting Minutes

OSE Distance Learning Working Group members include:

David Rosenblatt

Nadia Facey

Alison Cassels/Kathleen Clark

Michelle Best

Wendy Pizer

Group is large and unwieldy. Members welcome any ideas from ASEAC and the general public. One can also submit comments through SEPTA's feedback form.

Policy Update:

Kathy Pericak, ASEAC Policy Sub-Committee Chair

Working on Restraint & Seclusion policy. Will send initial response to APS by this Friday.

Transportation Update:

APS draft form in progress

Accessibility Working Group
SRO Working Group

Welcome any input for the group.

ACTL Update:

At last meeting, committees provided brief summaries of their Progress Reports. ASEAC will present its Progress Report on February 3rd.

ASEAC Progress Report
Q & A with ACTL members

Seeking volunteers for the new OSE Planning Factors group, scheduled to begin in April. David Siu volunteered for the Planning Factors group.

Still seeking ASEAC volunteers to update the ASEAC Bylaws.

Appendix I: Zoom Chat

18:53:41 From Kathy Pericak :
https://docs.google.com/document/d/14tkoBUejnlxxf6hM9FcioF-_eTq72Jk25qOBHFhI69I/edit

18:53:52 From David Rosenblatt : We'll get started at 7pm, thanks for waiting.

19:00:21 From David Rosenblatt : Hey everyone - we will start in a moment - just working through some tech stuff.

19:03:49 From Kristin Gillig : Very cool; nice job!!!

19:04:19 From Minerva Trudo : Happy New Year everyone!

19:04:24 From kelly.krug : I echo the thanks to PRC!!!!

19:04:46 From heather.rothenb : Thanks Kathleen and Emma!

19:06:20 From Nadia Facey (She/Her) : I'm so thankful to everyone who keeps working to make these meetings more and more accessible.

19:06:43 From Minerva Trudo : Ditto.

19:17:58 From emma.parralsanchez : Buenas tardes, para traduccion por favor entrar a:
<https://translate.it/XWCQR>

19:19:03 From David Rosenblatt : مساء الخير للترجمة يرجى زيارة : <https://translate.it/XWCQR>

19:26:54 From Sonia Rosen : Will high school teachers be available to work with students on their asynchronous days? I think that needs clarification

19:29:11 From Nadia Facey (She/Her) : Thanks for the budget info.

19:29:12 From Wendy Pizer : Kelly, are there things parents can do to support OSE's budget requests now?

19:29:20 From Bush : Thanks for the budget info.

19:29:41 From Sonia Rosen : that makes sense -- I think the kids and students just need to know, PD is impt!

19:30:11 From Wendy Pizer : Thanks, Kelly and Heather!

19:30:14 From Bush : Ms. Loft previously stated that concurrent learning could only work i the high school model because student have developed executive functioning and skills sets to do it.

19:31:12 From Bush : Can you share the research plea?

19:31:14 From Bush : please?

19:31:33 From Sonia Rosen : Is 2 days of PD enough for teachers to do this well?

19:31:42 From Bush : thanks

19:33:07 From david siu : Is it only half a day of PD for 3-5?

19:34:09 From david siu : thank you

19:35:35 From Sonia Rosen : I hope everyone saw the 2020-21 Student Dyslexia Panel Video! Thanks to Kelly & Kathleen for making it happen, and Cloe for being a great moderator. <https://www.youtube.com/watch?v=GuVQmkwvlwY>

19:36:44 From kelly.krug : The video is amazing!!!!

19:39:47 From emma.parralsanchez : Buenas tardes, para traduccion por favor entrar a: <https://translate.it/XWCQR>

19:42:27 From David Rosenblatt : Can you address the plan for siblings of SWD who might typically ride the smaller buses?

19:43:42 From David Rosenblatt : What has been the experience during level 1 of mask use by students on buses? How are we planning to support students who struggle to wear masks consistently?

19:44:24 From Wendy Pizer : One comment on RTS busing. Parents were required to select yes or no for using buses, and I think I saw it say that if you don't use it, you lose it. Is there some way to be more flexible? To allow for families who could drive sometimes but not others? Realize this is complicated with the need for strict capacity (and don't know how to plan for this), but may be worth considering because if you don't allow this, parents who could drive 50%of the time will have to put their kids on the bus 100% of time just to keep that bus slot. And that takes up valuable space.

19:44:39 From Wendy Pizer : What's the current status on communicating students' medical information to their bus drivers? Both for ged ed and special education buses? Is there a permanent system in place now? I believe last time I heard, the medical info was not yet in Synergy and was being communicated to drivers outside of Synergy? Is the info in Synergy now?

19:51:02 From Bush : What is the protocol for reporting to parents that a bus was involved in an accident. Our kids were on a special needs bus that was involved in an accident last year and we didn't get any info on it until we asked, and it took 2 weeks to get an answer about what happened. Several parents of special ed kids on the bus reported their children were crying and distraught and they never got info for weeks.

19:51:54 From Wendy Pizer : Also thanks for the hard work on this, it sounds like a giant math problem!

19:52:49 From Janna Dressel - Past SEPTA President : How many contract schools are we currently transporting to right now?

19:55:01 From Nadia Facey (She/Her) : Understandably, some students can't wear a mask, are there any extra safety precautions being taken on these routes?

20:02:51 From Wendy Pizer : Why is gen ed limited to only 5?

20:03:24 From Kristin Haldeman : Gen Ed is 11. Special buses are 4-5 on avg.

20:04:06 From Wendy Pizer : I'm asking why med info is limited to "top 5 categories" in gen ed? What if a student in gen ed has a med condition not in top 5? Is that not disclosed?

20:08:31 From Nadia Facey (She/Her) : Thank you!

20:08:42 From Bush : thanks

20:08:43 From Minerva Trudo : Thank you Kristen and Karen!

20:09:00 From Kathy Pericak :
https://docs.google.com/document/d/14tkoBUejnlxxf6hM9FcioF-_eTq72Jk25qOBHFhI69I/edit

20:11:09 From Kristin Gillig : Kathy, can you make sure the doc is editable

20:11:14 From Kristin Gillig : I can't edit now FYI

20:26:49 From Paul Timm : we haven't been able to edit the doc

20:26:55 From David Rosenblatt : If people weren't able to access the notes, please email notes to aseac.mail@gmail.com

20:27:03 From David Rosenblatt : Thanks for your patience!

20:27:34 From David Rosenblatt : If people weren't able to access the notes, please email notes to aseac.mail@gmail.com
Thanks for your patience!

20:28:17 From David Rosenblatt : If people weren't able to access the notes, please email notes to aseac.mail@gmail.com
Thanks for your patience!

20:28:46 From Kathleen Clark - SEPTA : Cristina is having internet issues and is trying to get back on

20:29:43 From mashhurah's iPhone : yes

20:31:33 From Wendy Pizer : I'm on it too!

20:31:35 From Sonia Rosen : Eli and I have to jump off to go to a college zoom call!

20:32:04 From Wendy Pizer : Also you can provide feedback through SEPTA's feedback form and we will share with ASEAC and all

20:32:26 From Nadia Facey (She/Her) : I'm the middle school rep and would welcome any feedback.

20:32:43 From Wendy Pizer : I'm the 9th - 10th grade rep

20:33:21 From Wendy Pizer : <https://www.arlingtonsepta.org/community-feedback/>

20:33:49 From Kathy Pericak : Sorry everyone could not edit the document for the breakout groups. I think I just changed the access so you can drop your comments into it now.

20:34:10 From mashhurah's iPhone : thank you so much everyone have good night

20:34:36 From David Rosenblatt : Thanks for joining!

20:36:27 From david siu : I would like to volunteer for the planning factor group

20:36:48 From david siu : NP

20:36:52 From kelly.krug : Yay David!

20:37:30 From Heather Rothenbuescher : Thank you everyone! Have a nice night.

20:37:30 From Bush : Thanks!
20:37:38 From Minerva Trudo : Thank you everyone! Have a good night!
20:37:45 From Alison Cassels : Thank you!
20:37:48 From Kelly Smith : Thank you!

Appendix 2: Breakout Rooms Notes

Questions for Superintendent at next meeting

Breakout Group 1:

- Please speak to the vaccine roll out, planning, how things were decided and why level 1 staff was not prioritized.
- Dr. Duran's recent message about re-opening schools seems to contradict state guidance in that the state says to provide in-person instruction not in person support. Can you speak to the discrepancies?
- There is still inconsistency in the level of training staff have received in working with SWDs. How can we work to ensure all staff are receiving the same level of training across all sites and not operating as a system of schools?
- What can we do to support schools in working with students who need more behavioral and social emotional supports? There are only 4 countywide low incidence specialists and schools need more support.

Breakout Group 2:

Rather than specific questions, group would prefer a conversation about these topics:

1. Advanced classes and support included for SWDs
2. Recovery services, summer school - how will these be expanded or handled?
3. Social and Emotional learning and support - resources were limited before the pandemic, and now exacerbated for many SWDs. How is APS working to provide these supports going forward?
4. Structured Literacy?

Breakout Group 3:

DIBELS - This year we have reading tools that are giving us transparent data - now what? What are they doing for students who are identified as needing help based on the assessment? How are they using the data when they get it? What is being done to educate teachers and parents about what to do with the data? Parents are able to see their students struggle to read at home. Responses to the data should be consistent between the schools

Challenges beyond reading.

We will need recovery services, and some sort of broadened approach to summer school. What is the timeframe for getting information about summer school? What will it look like as far as hours? When will we have a plan for summer school? Need to get it as soon as possible so that parents can plan.

What are they providing recovery services for?

What grants have they gotten for recovery services?

Some services have been missed - what services will be made up?

Breakout Group 4:

Questions:

What will you do to achieve greater consistency across schools in the delivery of special education services?

Canvas is very challenging for MS kids with ADHD. Each teacher posts assignments in a different way and place. Why isn't this standardized? Is APS going to fix this? I have heard Bridget say home pages are standardized - and don't think that's the case - but that's not the only issue. There is a problem with assignments needing to be posted in a standard place too. Is there a plan to support transitions for SWD into buildings for hybrid?

Some students are not getting their full amount of IEP mandated instruction during virtual learning. Is this going to be fixed?

What's the plan for recovery services? When would recovery services start? What's the process? Will ESY be offered as part of recovery services?

What type of professional development is provided to special education teachers and assistants for virtual instruction? Can parents see the list of trainings provided?

Would you consider prioritizing students in self contained programs for an earlier return? And could they go for 4 days instead of 2?

How is inclusion being handled during virtual learning? How can it be improved?

Teachers seem stressed, how are they being supported?

Breakout Group 5:

Some of our topics:

Discrimination/insensitivity and how teachers can develop lesson plans while considering SWD.

Instruction Recovery. Some students did better than others in distance learning. What is the plan to bring those who may have fallen behind in instruction or recollection of prior year's back to grade level?

Social/Emotional. One of the benefits of NOT being in school is less or no bullying and exclusion from groups/cliques. How can we bring back students without bringing back bullying and such?

Positive aspects of distance learning. How have those been collected and how can we leverage them in school?

Some parents are not happy with the Equity/Diversity Officer. He says all the right things in meetings but actions are not consistent with the message.

Some parents have experienced some learned dependence tendencies since distance learning at home. After generally being able to participate in a general ed classroom with limited support from the special ed teachers some students become much more dependent on parents or caregivers to be actively engaged with him when doing school work. Concerned about what the transition back to a regular classroom will look like (whenever that happens) and that some children in the younger grades who have become almost dependent on having a one-on-one adult to assist them with their work. How are teachers and administrators planning to handle those issues when kids return to school?