

Arlington Special Education Advisory Committee
MINUTES
 May 25, 2021
 Via Zoom

Recording of Meeting: <https://vimeo.com/555009765>

(Meeting Chat pasted in Appendix 1)

ASEAC Members:

First Name	Last Name	Present?	Vote on April 2021 meeting minutes	Vote on ASEAC Bylaws	Vote on ASEAC officers for 2021-2022
Nicholas	Walkosak	Y	Y	Y	Y
David	Rosenblatt	Y	Y	Y	Y
Keith	Chanon	N	Ab	Ab	Ab
Nadia	Facey	Y	Y	Y	Y
Jason	Love	Y	Y	Y	Y
Tauna	Szymanski	Y	Y	Y	Y
Margaret	Dunn	Y	Y	Y	Y
Michelle	Best	Y	Y	Y	Y
Kristin	Gillig	Y	Y	Y	Y
Kurt	Schuler	Y	Y	Y	Y
Minerva	Trudo	N	Ab	Ab	Ab
Cristina	Yacobucci	N	Ab	AB	Ab
Sonia	Rosen	Y	Left early	Left early	Left early
Matt	Leland	Y	Left early	Left early	Left early
Paul	Timm	Y	Y	Y	Y
Symone	Walker	Y	Y	Y	Y
Kathryn	Pericak	Y	Y	Y	Y

David	Siu	Y	Y	Y	Y
Eli	Berg	N	Ab	Ab	Ab

Non-Member Attendees:

Kathleen Donovan, Heather Rothenbeuscher, Kelly Krug, Reade Bush, Wendy Pizer, Lauren Mann, Kristin Neun, Melissa Schwaber-Hawkins, Genevieve Heighberger, Jennifer Wheelock, Alison Cassels, Cecilia Kline, Cristina Diaz-Torres, Ellen Fitzenrider, Janna Dressel, Jenn Seiff, Kathryn Linehan, Kelly Mountain

Agenda:

- 7:00 - 7:20 pm Welcome and Public Comments
- 7:20 - 7:30 pm OSE Updates and Response to April 2021 Public Comments
- 7:30 - 7:40 pm Recovery/Compensatory Services Update
- 7:40 - 7:50 pm PRC Announcements
- 7:50 - 8:30 pm Presentations/Discussion: Student Conduct Policies/Handbook
- 8:30 - 8:35 pm ASEAC Business
- 8:35 - 8:45 pm ASEAC Updates

Welcome and Member Introductions:

Chair started the meeting at 7:05

Public Comments:

Began at 7:06 pm. In order of RSVP:

Reade Bush

Express concern about recovery services. IEP meetings are starting, and hearing that recovery services are anemic. His son is a year behind in reading, and given short time for reading. Added to existing reading group. Will not catch him up. Staff have not been given support. Additional burden to teachers, and kids. Equity will not be achieved in an expeditious manner. He is not going to get to reading to learn. He is still learning to read. Summer school has an 11 students to 1 teacher ratio, not going to catch up in summer school. Kelly and Heather are probably not getting the resources they need. Pouring resources into summer school, but there should be funds available for special education. As a group, are we advocating for additional support for special education?

Nick - do not normally respond, but ASEAC leadership has had numerous conversations with OSE about this issue.

Lauren Mann

Hello! My name is Lauren Mann, and today I would like to comment on the decision to end the communications classroom at Fleet, where my son Isaac is in first grade. Isaac is a delightful eight year old who doesn't fit any mold; he has a rare chromosomal deletion, is non speaking, and has global developmental delays among other diagnoses. Isaac has been a student at APS since he was two years old-before he could even walk! We went through four years of smart, kind teachers with no experience in implementing AAC (he uses the LAMP system) before Isaac was finally admitted to the communications classroom. Our goal was always to get Isaac the full six years of this program and even held him back a year to try again when he was denied the first time. Then COVID hit and we went online, leaving Isaac losing skills and struggling like many other students. We also heard that the older classroom, grades 3-5, may be phased out. At least we had one more year, one full year to give him the precious gift of immersive AAC learning. Then, less than 4 weeks ago at our IEP meeting we were told that the communications classroom was ending.

I want to share with you some of my concerns about how the situation was handled. We were told that this decision was made for the sake of inclusion, and that for the past 2 years APS has been building the capacity to educate AAC users in their home schools. However, we were not recommended a classroom OR teacher, just told to return to our zoned school and the teacher we end up with will receive training. The strength of the communication classroom was an intensive learning environment with highly specialized teachers and aids who were proficient in AAC, knew how to teach it, and did not just receive a crash course the last week of August. I am very excited about training throughout APS and further inclusion of students using AAC, but we are not there yet, and we can't put these kids through another year of limbo while we get there. It was completely inappropriate to make this decision without allowing other teachers to observe the communication classroom or without consulting any of the teachers, parents, current students, or alumni of this wonderful program. I have hired an advocate and personally spent countless hours over the past few weeks researching, emailing, calling, advocating.... just to get basic information about options for next year. I have put up a big fight. Over the past few days I feel like we are finally being heard with administration admitting that they should have handled the situation differently, and promising to take seriously Isaac's support needs for the fall. But the trust has already been damaged, we still don't have a teacher, and training hasn't started. And even if after all this work we find a good place for Isaac, what about the AAC users who come after him?

My goal as a parent of a nonspeaking child is that he will be able to communicate his needs, and that others will take the time to listen to what he has to say. Arlington completely dropped the ball by making this decision without input from non speaking students or those who care for and educate them. Tragically, saving the Communications Classroom seems farther out of reach every day. APS would do a lot to regain the trust of parents by prioritizing hiring AAC proficient teachers, recognizing the level of training that they will need, and generally being more transparent about their decisions.

OSE Responses to March 2021 Public Comments:

Heather responding to last month's comments:

Sonia Rosen - their office has included goals about inclusion in advanced level courses in 5 year plan. Looking at data about setting in which students with disabilities are over and under represented.

Ellen Fitzenrider - thank you for introducing yourself. Look forward to working with you.

Reade Bush - We appreciated the recommendation to work with contractors who have teachers who work with special education students. We have reached out to them. Thank you.

Genevieve Heighberger - TJ volunteered to be one of the inclusive pilot sites. Mindset and high expectations for special education students. We are looking at the master schedule. Working on modules. Improve inclusivity at all levels.

Jennifer Reynolds Wheelock - Had asked about in person instruction and how are some students in school 4 days a week. OSE knows there have been inconsistencies among the schools. Schools have been making decisions to add students to Level 1 group as they have capacity. Mondays - some students have been offered more on Mondays, but the demands on teachers on Mondays are high, so it is a challenge to provide instruction on those days.

OSE Updates:

AAC Work Group Updates

- Trained staff on Core Vocabulary, Aided Language Stimulation, applications, and operations of specific dedicated communication devices.
- Educated staff on low-tech evidence-based practices for supporting emergent communicators and coaching families and other staff on these practices.
- Trained SLPs, Student Support Coordinators, Special Education Teachers, and Special Education Assistants in instructional methods to support emergent communicators in the areas of AAC, language, and literacy development (Project Core - 12 module course)
 - Provided an adapted version of the Project Core modules for families in conjunction with Parent Resource Center and Autism/Low Incidence Specialists (Project Core Parent Series - 12-week course)
- Provided communication applications to SLPs, Special Education Teachers, and Special Education Assistants specific to the students that they work with who use these applications for communication on their dedicated communication device

- Brought in national speakers for Professional Learning courses on AAC, core vocabulary, language, and literacy development
 - Supported and sent staff to state, regional, and national conferences in AAC, language, and literacy (e.g., PALLS, VDOE TechKnowledge, SHAV, ATIA, Closing the Gap, ASHA, etc.)
 - Been recognized as a Center of Excellence by The Center of AAC and Autism®, which means we are committed to and continue to demonstrate excellence in applying the LAMP (Language Acquisition through Motor Planning) approach.
 - We are the first public school in Virginia to have this designation.
-
- Working on creating some videos showcasing AAC in use in inclusive settings and use at home
 - Will provide on the OSE website strategies/ideas for families to support AAC use at home
 - Low tech materials to use at home and games
 - Creating Common AAC Skills and common APS guidance to help create IEP goals on AAC
 - Ongoing trainings and communication on mandatory trainings
 - Defining roles of AAC coach
 - Designing peer supports

Partnering with Loudoun county to work together. Draft family resources webpage has been created, and a sub-group has been identifying and developing resources, tools and strategies to incorporate.

Working on videos showcasing how AAC is in use in inclusive settings.
 Drafting Common AAC Skills and common APS guidance to help create IEP goals on AAC.
 Ongoing trainings and communication on mandatory trainings
 Defining roles of AAC coach
 Designing peer supports
 Continue to develop parent resource webpage
 Family Share Fair
 Project Core in Spanish; and English Project Core

To help support this and ensure students' needs are met, the Office of Special Education is committed to:

- Creation of an AAC coach position to ensure school staff have the necessary training, can model, and implement AAC strategies effectively in the classroom, and provide job embedded coaching on AAC/language/literacy instructional methods to teachers, assistants, and related service providers.

- Offer ongoing professional development to general education teachers, special education teachers, specialists, and assistants on Project Core. Project Core professional development provides opportunities for educators to learn how to utilize Core Vocabulary and communication instruction as well as strategies to implement during literacy instruction.
- Offer continued professional learning in Language Acquisition through Motor Planning (LAMP) approach to teaching AAC and maintain as a LAMP Center for Excellence for our SLPs.

Accessibility Work Group Updates

Staff, parents and administrators are on the work group. This work will not be done in one year, but we want to share what they have done in about 5 months of time.

Accessibility Work Plan - 5 overarching areas of focus:

1. Professional Learning
2. Ease of Use
3. Facilities
4. Procurement
5. Transportation

Goal 1:

1. By September of 2021 instructional staff will have an understanding of “Why” accessibility is critical and legally obligated and how to ensure all students can fully access the instructional resources.

- Canvas Course for staff has been created- 8 modules - about 2 hours long.
- All staff will be required to complete it this fall (Sept 2021) . The course will take approx. 2 hours to complete. Will be giving it to some people for a few tweaks.
- Course consists of:
 - Laws and regulations
 - Building awareness of barriers
 - Removing barriers (i.e. visual, auditory, language, comprehension, mobility supports, etc..)

Goal 2:

This is the how.

2. By September of 2021 instructional staff will have access to training on how to make various instructional resources fully accessible for students.

- Canvas course (combined with Goal 1) - Accessibility 201. How do you build in all of the accessibility features in the assignments/lessons.
 - Universal Design for Learning (UDL)
 - Built in accessibility features

Goal 3:

3. By June of 2021 APS will have an established system to document and notify administrators of staff and parents' accessibility needs

- IS is working on a way for families to indicate if they need any accommodations to support their child (ASL, use of screen reader)
- Next year will work with HR and IS to create a way for APS staff to have their accommodation kept centrally so support new administrator to know if any staff they supervise need accommodations

Goal 4:

Facilities. At least one parent on the ASEAC committee has been helping them look at facilities. Not just checking the box at minimum ADA requirements.

4: By June of 2022 Facilities and OSE will audit all buildings to check on various accessibility needs (ex: amplification, playgrounds, bathrooms etc.)

- Created a walkthrough checklist
- Completed a walk-through of some schools with a focus on ensuring the checklist is appropriate and meets our needs
- Explored options for electronic use of the checklist via google forms and pdfs to determine best way to gather information and be able to analyze it in isolation and across schools
- Will continue to conduct a walk through of all building next year to compile a list of accessibility needs at each building

Goal 5:

Procurement. As they move forward and purchase any resources or building projects, must be above the minimum bar. Met their specifications before purchasing the products or entering into building contracts.

5. By June 2021 DTL and Procurement (outside consultants if need) will create a standard vetting process for all purchases involving instructional materials or building equipment that meet accessibility requirements for all students, staff and families.

- Procurement has created a checklist/ specification for products/instructional resources (visual supports, auto-enabled closed captioning, etc.) and student population (gen ed., SPED)

Goal 6:

Transportation. Will be on devices that bus drivers have. Will be in place by first day of school next year. They will be looking to see what can be done to provide accommodations on the regular buses - asking what can be done to accomplish that?

6. By June 2022 the transportation vehicles will include various accessibility needs.

- Individual transportation plan created and will be in Synergy SE and provided electronically to all transportation staff
- Will work next year on inventing vehicles for accessibility needs

Questions -

Nick - training goal - what type of follow up will be implemented to see if it is being implemented? Kelly - first urgency is to make sure everyone understands why, and then how. Then, plan to do audits to see how it is going. Student/parent surveys. What kinds of feedback are you getting. Part of 5 year plan - extensive walkthroughs during years 4 and 5. When they get to that, will be 2 years into the training. At that point, they would be disappointed to not see UDL in place, and lessons that are not accessible for all students. They would work with those teachers, if that happens.

Sonia - on the first couple of goals. What kids are they talking about? Instruction and accessibility. Kelly - all students - IEPs, 504 plans, EL, or other students who need help accessing the instruction. Talking about all learners.

Sonia - broad spectrum of students with IEPs. Trying to understand if this is geared toward all of them. Kelly - yes, all students and all learners, in all settings and programs. Need to ensure that instruction is accessible for all learners. Room for growth in some special education and in general ed class. Training all teachers, general education and special education teachers. Hope to continue to grow the modules.

Sonia - encourage them to put in that list the counselors because sometimes the counselors do not understand. In the understanding of "why" - different disabilities have different needs. Some teachers say that they do not need something. To the extent that there is no training on the disability. Sometimes necessary due to science. Often teachers don't know that.

Tauna - Amazed with the initiative. Is the time in general education setting going to include lunch, etc? That question is answered in the next part of the presentation.

Synergy IEP Updates for Next Year:

SERVICES SPECIAL EDUCATION SERVICES

Service Areas changed to “Specially Designed Instruction”.

List hours in the Gen Ed setting and in the Sped Setting on the same line.

Total Hours will be calculated by Synergy.

Special Education Services + Add				
* Line	View Order	Specially Designed Instruction	Eligibility	
1				
Related Services		Specially Designed Instruction		
		Specially Designed Instruction (indirect)		

Hours of Special Education Service in General Education Setting	Hours in special Education Setting Only	Total Hours	Frequency	Begin Date	End Date	Begin Date	End Date
2.00	3.00	5.0	week	10/01/2020	06/18/2021	07/01/2021	09/30/2021

SERVICES PERCENTAGES

Special Ed Services Percentage and Gen Ed Setting Percentage fields move to this tab from the LRE tab.

These fields will now print on the PDF of the IEP.

Total Special Ed Services Percentage	Total Percent of Time in General Ed Setting
41	95

Make IEPs more user friendly. Having goal included 80% of students included at least 80% of the time. Looking at data, which builds awareness. One thing they added into the IEP services. Total amount of time in each setting will be shown. By putting them in instructional studies their percentage dropped.

The way it is calculated. Total number of hours in school per week, so the general ed time is anything that is not included in special education setting. General education setting would

include lunch, etc. Following VA standard, not federal standard for calculating time in general education setting.

Even if receiving special education support in the general education setting, would see it in the service hours, but would be in the general education setting.

Tauna - thinks it is unlawful to calculate it as an inclusive setting where 1 student in the classroom has a 504 plan, instead of an IEP.

Heather - this will be visible on printed IEP so that the amount of time will be apparent to parents.

Recovery/Compensatory Services Update:

Have a parent guidance document on the website. Working hard to identify students who need recovery for the past year and a half.

Dave: Will there be data reported out to the level of recovery services? Heather: yes, will be reporting out the data.

Sonia: parents seem to be confused about what recovery services they can receive. Parents would like to have more specific guidance on it.

PRC Announcements:

Kathleen Donovan and Kelly Mountain - want to say hello and reach out because every year they like to get input from all of the groups they work with. PRC provides parent learning opportunities. Connect parents to ASEAC, SEPTA and other organizations. Lending library and digital resources.

Ability to more seamlessly connect with parents. As they look forward to working with families, they want to get input on the new ways they have connected with parents during the pandemic. Video calls. If parents wish, they will continue to offer video calls. Also, may have virtual sessions for their learning sessions. Will be sending out an input form to families to talk about these types of supports, and the topics that parents would like them to address. Also ebooks.

Also, working on ways to translate meetings - any suggestions, thoughts on how they are connecting with parents.

Kelly Mountain - so happy they were able to connect with so many people.

Presentations/Discussion: Student Conduct Policies/Handbook:

APS plans to update a number of policies and guidance related to student conduct. APS published the following draft policies for public comments, which are due by June 15, 2021:

J-5.4 Leaving School Grounds

J-6.3.6 Prohibited Substances (fka *Prohibited Substance Use*)

J-6.7 Student Searches and Confiscation of Student Property (fka *Search and Seizure*)

J-7.4 Student Code of Conduct (fka *Discipline*)

K-7.3 No Smoking Policy

M-1 Serious Incident Reports (fka *Serious Reports*)

ASEAC provided initial comments on the above original policies; it plans to submit public comments on these updated drafts by the deadline. ASEAC has also been asked to provide comments by June 4, 2021 on a draft Student Rights and Responsibilities, Code of Conduct Handbook (previously entitled "APS Handbook").

Additionally, ASEAC recently submitted comments on the following related policies:

J-6.8.1 Student Safety-Bullying Harassment Prevention

J 13 Physical Interventions for Students in Crisis (aka *Restraint and Seclusion*)

We plan to use the feedback gained from comments and discussion today to help guide ASEAC's comments on these policies and procedures. To get us started and provide some context for our discussion, the individuals below will provide some background information:

1. Kristin Neun, from ASEAC's policy review subcommittee, will briefly summarize the key differences in policy approach assumed in the Arlington Tiered Systems of Support (ATSS) framework implemented in 2019 versus those contained in APS' existing policies, and the role a Positive Behavioral Interventions and Supports (PBIS) framework could play.
2. Devanshi Patel, Chief Executive Officer at the Center for Youth and Family Advocacy will speak about the role Restorative Justice and Promoting Empathy through Equitable Resolution (PEER) can play.

If you would like to provide additional feedback after the meeting, please email pericak.kathy@gmail.com.

Kristin Neun:

Current APS Conduct related Policies

- Traditional Punitive Focus
 - Exclusion from class
 - Detention
 - Suspensions (in school and out of school)

- Expulsion
- Law Enforcement (often driven by violations of VA Code)
- Problems/Issues
 - Reactive vs. Proactive approach to conduct
 - Often ignores links between conduct and disability
 - Substantial research and data have revealed the following:
 - Ineffective in changing conduct
 - Disparate impact on students with disabilities (SWD) and/or students of color and other populations
 - Contributes to a school to prison pipeline
 - Creates education obstacles and/or long term adverse impact on education levels achieved, employment/wages, etc.

NOTE: ASEAC expressed concern about many of these issues in its initial sets of policy comments.

Arlington Tiered System of Support (ATSS)

In 2019, after much study, recommendations from VDOE, and experience/data from school districts nationwide who use multi tiered systems of support, APS implemented the APS Tiered System of Support (ATSS).

Concept: Foster education of the Whole Child by supporting each student's Academic, Social-Emotional, and Behavioral needs; this creates a solid foundation and effective learning environment for ALL students. ATSS involves incorporation of a(n):

- Aligned organizational structure across all of APS schools and classrooms
- Single 3 tiered instructional framework designed to meet the needs of ALL learners in ALL areas
- Data Informed Decision-Making
- Evidence-Based Practices
- Family, School and Community Partnerships
- Monitoring Student Progress
- Evaluation of Outcomes and Fidelity

The Problem: Policy Disconnect between ATSS & the Traditional Approach

The draft APS policies listed above continue to reflect a traditional punitive framework that:

- Ignores and conflicts with the student support focussed ATSS mission & framework
- Fails to enhance APS policy effectiveness
- Fails to remedy the policies' long standing disparities, harm & other problems

Possible Recommendations: Alternatives to Support ATSS Behavioral Component

Research has shown that the following frameworks are more effective in maximizing academic, behavioral and social emotional educational benefits to students and in deterring and de-escalating circumstances that trigger conduct that may be subject to both APS action as well as VA statutory prohibitions (e.g. weapons or drug distribution) with which APS must comply.

PBIS: Positive Behavioral Interventions and Supports Framework

Restorative Practices/Restorative Justice

Positive Behavioral Interventions and Supports (PBIS):

PBIS originated with, and is recommended by, the [US Department of Education\(DOE\)/Office of Special Education and Rehabilitative Services \(OSERS\)](#). It is:

- Advocated by [Virginia's Department of Education \(VDOE\)](#)
- Used by many local school districts: (e.g., Fairfax, Alexandria City, Loudon)

What Is [PBIS](#): *PBIS is a nationally-recognized approach to support positive academic and behavioral outcomes for all students.* It is not a curriculum or specific intervention.

- PBIS is . . . a [tiered] *framework of proactive, evidence-based prevention and intervention behavioral strategies* that relies heavily on:
 - Data collection and analysis
 - Trained staff implementation of these strategies to eliminate circumstances that can escalate, thereby reducing/deterring harmful student conduct

PBIS Benefits: Studies show that PBIS

- Helps foster a more positive school culture
- Reduces/eliminates classroom ejections & suspensions (in/out of school)
- Increases instructional time for ALL students.

Note: In ASEAC's initial comments, consistent with DOE-OSER/VDOE recommendations, we advocated for explicit inclusion of the PBIS framework in the ATSS behavioral component. APS draft policies released for public comment do not appear to respond to ASEAC recommendations.

Devanshi Patel - Center for Youth and Family Advocacy:

Mission: CYFA works to eradicate structural inequities that result in system involvement in order to create healthy and equitable outcomes for young people and families.

Methodology: CYFA employs collaborative approaches through restorative practices, education, and advocacy, to create comprehensive solutions to the complex issues of racial and social

justice.

Primary prevention or intervention programs:

- Promoting Empathy through Equitable Resolution (PEER);
- Youth Peer Court (YPC);
- Guiding Personal Success (GPS); and
- Relax Relate Restore.

What is restorative justice?

- Restorative philosophy promotes building relationships and rebuilding relationships after harm. - its focus is on relationships. Interpersonal and community relationships.
- Restorative justice is an indigenous practice; it can be traced back to the people of First Nations and indigenous Africans.
- The culture of restorative practices is based in Black and brown communities.
- Restorative justice is a community-based approach to addressing harm through facilitated dialogue. It brings together the person who caused harm, the person harmed, and impacted members of the community.
- Restorative practice provides space and opportunity for:
 - A person who has engaged in harm to take true accountability for his or her action;
 - A person harmed to have meaningful engagement and opportunity to be heard to address the harm suffered by that person; and
 - The community to affirm its values and re-invest in its members into the bigger community.

Restorative Justice Focuses on Three Questions:

What happened?

Who was harmed?

How can the harm be repaired?

Thinking about PBIS presentation. Restorative justice is forward looking. When thinking about power, it requires power to be balanced. Including the facilitator. His or her own power and privilege has to be recognized in that space. If implemented with fidelity.

Like PBIS - not a one size fits all. Can look different in various school districts.

As an initial matter, the school system must be committed to restorative practices - trust. School

district has to be committed to building relationships.

Atmosphere and culture committed to shifting from rules to relationships and from punishment to repairing harm: Requires substantive training in:

Empathetic listening;

Affective communication;

Curiosity questioning; and

Restorative practices

Kathy: who would get that training? Ideally everyone who comes into contact with students. Any person who has contact should be trained in this philosophy. When evaluating the effective use by staff - often having successful outcomes.

How can it be used in schools?

Could be used in classrooms once teachers are trained. Weekly circles. Instruction can be provided in circles. Neutralizes power structures.

- Restorative Chats/Conversations
- Circles
 - Community-building;
 - Norm setting;
 - Content-based.
- Conferences
 - Peer conferences
 - Peace circles

What is PEER? - one of the conferencing models.

- A community-based restorative practice program that uses a conferencing model;
 - Pre-conference work;
 - The restorative conference; and
 - Post-conference work.
- For young people;
 - Ages 10-17 (legal system); and
 - Ages 10-high school senior (school disciplinary system);
- That promotes accountability, empowers voice, and supports community reintegration;
- Utilizes a peer-to-peer asset development;
- Utilizes a multi-module, comprehensive substantive curriculum with an anti-racism focus.

How can PEER be used?

- Direct prevention (“true diversion”/pre-charge) program.
 - Law Enforcement, school officials, and community members can directly refer to PEER for evaluation and acceptance into PEER. This eliminates entry-point into the juvenile legal system (i.e., no diversion case is opened).
 - Misdemeanors and non-violent felonies
- Statutory diversion
PEER can be an option for cases eligible for diversion under Section 16.1-260(B).
- Post-disposition
- School climate/community building (prevention); and
- School disciplinary matters (early-intervention and intervention).

Less time lost in the classroom.

What is the PEER process: Once a matter is accepted by PEER, participants can expect the following:

Preconference meetings to occur separately (individually) with the person who committed the harm, the person harmed, and the caretakers, family, and supportive systems of the people the parties involved. It is important to note that restorative practice aims to build or repair relationships through a culture of respect and responsibility. This includes relationship to self.

A **Restorative Conference** after the preconference meetings have been held and all parties have voluntarily committed to the process. The Conference brings the parties together to understand needs, harms, and impacts of harm. Through the Conference, the parties work together to develop a plan that meets the needs of all who participated.

Plan completion is the process in which the young person who committed the harm completes the requirements set forth in the conference plan. Conference participants are informed once completion has occurred.

Post-completion process provides additional closure to the restorative process through follow-up evaluation and opportunity to acknowledge the outcomes.

We'd love to hear from you ... www.cyfadvocacy.org

contact@cyfadvocacy.org

Molly@cyfadvocacy.org

Dave: How does RJ or PEER account for students with disabilities? Ms. Patel - when holding conferences - people need to be prepared. Most of the work is done preconference. Understanding. How to create opportunities for relationship connectedness. Trained in philosophies, would help implement it.

Discussion questions raised, but did not have time for live discussion. Asked for comments in the chat on the following questions:

1. What are areas of support/concern regarding: RJ, PEER and PBIS approaches?
2. Are there alternative approaches that people support?
3. What should be included in the student conduct policies/handbook to ensure the approaches that ASEAC supports are put into practice?

Directly address harm - mutual goals. Could be opportunity to work side by side. RJ in practice and motion have to safeguard the philosophy. Have not honored the tradition in the RJ.

Cristina Diaz-Torres - imperative that people comment on these policies because the School Board needs to hear the comments from the community.

ASEAC Business:

Members voted on the April 27, 2021 minutes, the revised ASEAC Bylaws, and the ASEAC officers for 2021 - 2022. The vote tallies are recorded in the chart above.

ASEAC Updates:

SRO workgroup -

Looking like the majority of the committee is thinking that the SROs are not needed to be present in the schools. Have a meeting with Brian Stockton before finalizing the report. Will be presented to the School Board. They get 30 minutes with the Superintendent on June 2nd before the next school board meeting.

Policy subcommittee - deadline of June 4th for comments on the handbook, and deadline of June 15th for providing public comments on the student conduct policies listed above.

Ableism workgroup - David Siu - hope they get movement on the workgroup soon because it could impact the other initiative being undertaken.

Dave would like to have brief conversations with each member to find out what is important to everyone. Will be sending out sign up for those meetings.

Volunteers needed for:

APS and County groups:

OSE Planning Factor Working Group

- David Rosenblatt
- Nadia Facey
- David Siu

ASEAC

2021-22 Leadership Team Nominees

- Vice Chair

Nominations for Membership

<https://www.apsva.us/special-education-advisory-committee/get-involved/>

Appendix 1

18:59:34 From David Rosenblatt to Everyone (in Waiting Room) : Thanks for your patience - we will get started shortly

19:09:16 From Symone Walker to Everyone : Can everyone please mute if you're not speaking. Thanks!

19:09:45 From Sonia Rosen to Everyone : sorry!!! thanks for muting me David or whomever :-)

19:12:04 From Sonia Rosen to Everyone : Can you explain what "work is going on" to include SWDs in advanced classes? This is a LEGAL issue.

19:35:18 From Tauna Szymanski (she/her) to Everyone : This is phenomenal work, Kelly. Truly impressive initiative.

19:35:46 From Kristin Gillig to Everyone : Totally agree. Kudos for getting so much done, during a pandemic to boot!

19:49:32 From Jennifer Wheelock to Everyone : What is the distinction between the federal and virginia definition of general education that Tauna asked about?

19:51:15 From Symone Walker to Everyone : For clarity, is recovery services above and beyond, and easily distinguishable from IEP service hours?

19:52:31 From Tina to Everyone : I agree. There is very little information about recovery services and even our case carrier and teachers have been unable to help.

19:53:17 From Tina to Everyone : I have been told that APS will have trouble staffing recovery services. I am not clear if recovery includes only related services.

19:53:47 From Tina to Everyone : I agree with Sonia. The Principals and Vice Principals should be held accountable for providing this information.

19:53:59 From Dr. Ellen to Everyone : I feel I have had good communication about recovery services at Washington Liberty

19:54:10 From Symone Walker to Everyone : I will continue

19:54:10 From David Siu to Everyone : How is general education setting defined? Is it that any setting with at least one student without an IEP is considered a general education setting?

19:54:21 From Margy dunn to Everyone : I'll stay on for next year

19:54:29 From Paul Timm to Everyone : I plan to return next year

19:54:37 From Nadia Facey (she/her) to Everyone : Happy to be on next year - which would be my 6th and last year.

19:54:44 From David Siu to Everyone : I would like stay on for next year.

19:54:49 From Tauna Szymanski (she/her) to Everyone : I'm term-limited so my last meeting is the June 2021 one! ;-(

19:54:58 From Michelle Best to Everyone : I'm not sure if my time is up? If not, I'll stay for another year.

19:54:59 From Kristin Gillig to Everyone : Kristin Gillig would be happy to stay on next year

19:55:11 From Kurt Schuler to Everyone : I intend to continue on ASEAC next year. — Kurt Schuler

19:56:58 From Sonia Rosen to Everyone : My term is up and my son is graduating, so I won't be returning as a voting member. I'll likely still attend meetings, though!

19:57:56 From Kristin Gillig to Everyone : Yes, keeping virtual supports as an option are great. Thanks Kathleen and Kelly!

19:58:54 From Dr. Ellen to Everyone : Multiple language access. That's great!

19:59:36 From Janna Dressel to Everyone : Thank you PRC for all that you do for our community!!

19:59:45 From Kristin Gillig to Everyone : Are families able to see if a PRC library book is available if they ask their school librarian? Most families don't even know PRC has a lending library

20:03:48 From Kathleen Donovan to Everyone : Thanks for the input, and Kristin, great point. We have never really worked closely with school librarians, but that's a great initiative. Families can search the catalog online, and we could definitely arrange for deliveries through local school libraries. Great suggestion - many thanks! We'll work to build those relationships and highlight the library materials in our communications.

20:08:26 From Sonia Rosen to Everyone : These are SUCH important issues for the new Asst Superintendent of Student Services. I hope that whoever represents ASEAC on the interview panel raises this issue with candidates.

20:13:50 From Sonia Rosen to Everyone : I know Kristen has said this, but the majority of staff look approach behavior in isolation and fundamentally do not understand that 1) Behavior is Communication and 2) more likely than not, academics drive the behavior. So addressing just the behavior fails in most cases. Staff need to understand how a students inability to access the academics often drives behavior, and not the other way around.

20:15:14 From Sonia Rosen to Everyone : How does this restorative justice program relate specifically to students with disabilities? Students with learning differences?

20:20:44 From Kristin Neun to Everyone : Sonia —agreed about academic driving behavior —

20:22:38 From Sonia Rosen to Everyone : Are facilitators trained in the special SEL and other circumstances of SWDs? It really is NOT like neurotypical kids.

20:25:47 From Symone Walker to Everyone : APS has already started offering RJ training to staff as PD but I think the PD is optional.

20:26:49 From Sonia Rosen to Everyone : What does harm and accountability look like for SWDs?

20:28:52 From Matt Leland to David Rosenblatt(Direct Message) : David - I need to drop from the meeting early. Have a great night. Matt

20:30:32 From Symone Walker to Everyone : @Kristin - I don't think the two conflict. I think they compliment each other

20:32:03 From Sonia Rosen to Everyone : SWDs often have developmental delays, so how does RJ approach power imbalance in a developmentally appropriate way?

20:33:34 From Cristina Diaz-Torres (she/her) to Everyone :
<https://www.apsva.us/engage/policies-for-revision-amendment/#public-comment-on-drafts>

20:35:19 From Kathy Pericak to Everyone : pericak.kathy@gmail.com - you can email me to work with the ASEC policy review subcommittee. You do not need to be an ASEAC member to be on the subcommittee.

20:35:59 From Tauna Szymanski (she/her) to Everyone : Can you tell there are a bunch of lawyers on it?

20:38:37 From Cristina Diaz-Torres (she/her) to Everyone : Thank you Kristin and the rest of the team!

20:38:43 From Sonia Rosen to Everyone : thanks Kristin and Kathy!!!!

20:38:43 From Kristin Gillig to Everyone : Very impressive work!

20:39:43 From Devanshi Patel to Everyone : thank you!

20:42:19 From Kristin Neun to Everyone : Thanks Devanshi for a really helpful presentation. Thanks Cristina for your support of PBIS/RJ !

20:44:43 From Tauna Szymanski (she/her) to Everyone : First all-male slate in memory!

20:45:10 From Symone Walker to Everyone : HA! It's about time, lol.

20:45:23 From Kristin Gillig to Everyone : CONGRATS!!!

20:53:22 From Kathleen Donovan to Everyone : Thanks, Nick, for your leadership!

20:53:53 From Kathy Pericak to Everyone : Thank you to Nick!! And thank you to Dave for taking over!!

20:53:56 From Tauna Szymanski (she/her) to Everyone : Thank you, Nick! Tough year!

20:54:06 From David Siu to Everyone : Thank you Nick!

20:54:44 From Kathryn Linehan to Everyone : Thank you, Nick

20:55:50 From Michelle Best to Everyone : Thank you, Nick!

20:55:51 From Jason Love to Everyone : Great job Nick! Thank you for your leadership.