

Arlington Special Education Advisory Committee
 MINUTES
 February 22, 2022
 Via Zoom

Recording of Meeting: <https://vimeo.com/680717058>

See Appendix II for the Zoom Meeting Chat.

ASEAC Members:

First Name	Last Name	Present?	Vote on January 2022 meeting minutes
Nicholas	Walkosak	Y	Y
David	Rosenblatt	Y	Y
Keith	Chanon	Y	Y
Paul	Timm	Y	Y
Nadia	Facey	Y	Y
Margaret	Dunn	Y	Y
Michelle	Best	N	Y
Kristin	Gillig	N	Y
Kurt	Schuler	Y	Y
Minerva	Trudo	N	Y
Matt	Leland	Y	Y
Symone	Walker	Y	Y
Kathryn	Pericak	Y	Y
Ellen	Fitzenrider	Y	ab
Eva	Kerns-Varner	Y	Y
Rebecca	Hunter	N	ab
Jennifer	Wheelock	Y	Y
David	Siu	Y	Y

Motion to approve minutes:, Kurt Schuler, Second: Margy Dunn
 Minutes Approved

Non-Member Attendees:

Kathleen Donovan, Heather Rothenbeuscher, Kelly Krug, Angelique Close, Gina Piccolini DeSalvo, Emma ParralSanchez, Claudia Ramirez Cuellar, Janna Dressel, Kimberly Graves, Laura Njanga, Marci T, Reade Bush, Soraya Strobach, Rebecca Hunter, Kathleen Clark, Julio-Ricardo Basurto, Cecilia Kline, Janna Dressel, Kathleen Clark, Tauna Szymanski, Wendy Pizer, Kathryn Linehan,

Agenda:

7:00-7:30 - Opening and Public Comments / Apertura y comentarios públicos

7:30-7:40 - Office of Special Education Report / Informe de la Oficina de Educación Especial

7:40-8:20 - APS Updates on Behavioral Supports/ Actualizaciones de APS sobre apoyos conductuales

8:20-8:45 - APS Budget Discussion/ Discusión del presupuesto de APS

8:45-9:00 - ASEAC business / Asuntos ASEAC

Welcome and Introductions (7:03pm)

David Rosenblatt welcomed everyone to the meeting and reviewed the agenda.

ASEAC Leadership Team:

Chair - David Rosenblatt

Vice Chair - Symone Walker

Co-Secretaries - Keith Chanon and Paul Timm

Membership: 18 Parents/Community Members, 1 Teacher Member, 2 Student Members

School Board Liaison: Mary Kadera

APS Staff Liaisons:

Heather Rothenbuescher, Director of Special Education - Secondary

Dr. Kelly Krug, Director of Special Education- Elementary

Kathleen Donovan, Parent Resource Center

Public Comments (7:09pm):

Note that comments are responded to by APS/Office of Special Education (OSE) at the following month's ASEAC meeting.

Wendy Pizer

Good evening. My name is Wendy Pizer. I'm the Advocacy Chair for SEPTA and a former Chair of ASEAC.

APS announced that it will allow opt outs to its masking requirement starting one week from today. But APS has said nothing about how it will accommodate SWD, even though it is required to do so by federal disability law.

Accommodations will be needed to allow SWD to continue to access in-person school without being harmed by exposure to those who make the choice not to wear masks.

Students in need of protections include students who are immune-compromised, students who are at high risk of severe outcomes from Covid-19 due to medical conditions or disabilities, and students who cannot wear a mask themselves, so they can't even get the limited protection of one way masking. There are many teachers and staff members in these groups as well and they too need protections.

Reasonable accommodations could include moving seating to provide distancing from students who choose to unmask, adding HEPA filters, or in some cases, targeted mask requirements in certain rooms.

APS has said that the new policy will take effect in one week. Advance planning is needed to get accommodations in place by then. APS can't just let an immune compromised student come to school next Tuesday and seat them next to, or assign them to work with, a student not wearing a mask, for example. Or force families to keep kids home from school if needed protections are not in place.

To avoid this, APS must set up a process to get accommodations in place for all the students who need them. APS needs to provide direction to schools so schools know they have this obligation. And APS needs to let parents know how to request accommodations. This all needs to happen immediately, so accommodations will be in place by next Tuesday. And there isn't time to schedule IEP or 504 meetings.

SEPTA and ASEAC have both asked OSE to take these actions. We are waiting for a response. We hope it comes shortly. This is an immediate and urgent need given the imminent change in policy, and ADA and Section 504 requirements are not optional.

In the absence of information from APS, SEPTA has shared FAQs with the community. I'll drop this link into the chat. Please share widely with your school communities.

<https://www.arlingtonsepta.org/faq-masking-policy-change-and-protections-for-students-with-disabilities/>

We await a response from APS.

Thank you.

Janna Dressel

Good evening. I'm still trying to process APS's decision to pause the VLP and the various impacts that this will have on SWD whose families (like mine) will need to make difficult decisions for their students between now and the March 17th deadline.

To say that the VLP has worked well for my son this year is an understatement. Although the program got off to a bit of a rocky start, he is now thriving in inclusive co-taught synchronous classes with his neuro-typical peers, engaging in grade-level curriculum with adaptations as needed, in a supportive community of learners and instructors ready to help answer his questions or lend a hand.

Virtual learning isn't for everyone, but for my son and his significant medical needs it has allowed him to participate more fully from home than ever before. My son has epilepsy, eosinophilic esophagitis, rumination syndrome, autism, and apraxia. If he has a seizure or feels ill, he can turn his camera off and listen to the lesson from bed. If he's feeling over-stimulated he can turn the lights out or access calming sensory items all the while completing his assignments. If he's feeling up-regulated and unable to sit still, he can mute his microphone and pace the room, jump on his mini trampoline, or be vocally loud without disturbing class-mates. My son's need for a viable virtual option has certainly been amplified by Covid but is likely to extend beyond this pandemic into the future due to his chronic health concerns and complex support needs.

I am particularly concerned for students enrolled in VLP with significant support needs like my son under these latest recommendations. For those who elect the homebound option and qualify they would lose access to all peers and would have only a small portion of the instructional hours offered to in-person students. And yet I have equally concerning worries about how these students with significant support needs will navigate the Virtual Virginia option given the initial staffing APS has projected to support virtual SWD next year. Many of these students are not on grade level and have historically been served in county-wide programs or in co-taught classes with significant supports in place. How will these students access FAPE (Free Appropriate Public Education with the emphasis here on the word Appropriate)?

Given the extremely short time frame before families need to make their decisions, APS needs to provide more concrete information on how these students' individualized needs will be met in accordance with their IEP's. APS needs to think more creatively about how to better meet the needs of these learners who cannot be in-person next year but who also have significant support needs. For example, can APS create virtual cohorts or offer concurrent virtual instruction into students' home schools so that they may access FAPE?

And finally more broadly, how will special education staffing be specifically allocated to virtual SWD under these latest recommendations?

Laura Njanga

6th grader has an IEP diagnosed with anxiety and other conditions. Supports needed for him to be successful are not there. Struggling to work with our school team. Have reached out to the Director of Special Education for assistance.

Social emotional health - not just academic concerns. What are the options if your team or administration isn't providing the resources or tools? Creates a conflicting relationship between parent and school.

Reade Bush

After three years, we finally had a transportation related IEP meeting. Concerned that Transportation is very slowly implementing IEPs into the system. Need to have a support team coordinator just for transportation. Many kids spend many hours on the bus.

Learning loss and recovery services not being implemented. This is impacting reading and general student performance. How many students received recovery services this fall?

Social-emotional challenges for kids. Schools are lacking support. ASEAC needs to advocate for this area.

Dave Rosenblatt

Hello, my name is Dave Rosenblatt and I'm a parent of three students at Alice West Fleet elementary. I'm making a public comment today to ask for APS' attention on an issue that ASEAC raised last year - the accessibility of the APS aquatics program to students with disabilities. One of my children has significant support needs and requires one-to-one adult support throughout the school day. He is in fourth grade this year, when all students in APS participate in a one-week swimming unit as part of their PE class. Our family's experience of this program is that it is not set up to be accessible for a variety of students, including our son. Our school team did not discuss access to the aquatics program in any of our numerous IEP meetings over the past year. Furthermore, when the time came to arrange support, the school did not have any staff available to support our son in the pool. Instead, my wife and I are volunteering to be our son's adult pool support every day this week. Furthermore, we learned that there are students in our school, and presumably in others, who do not own appropriate bathing suits, and whose families may not be able to afford to purchase these for this PE unit. Our school's PTA was able to step in and provide students who needed them with swimsuits. Lastly, there seem to be far too few staff assigned to support the students in the locker rooms and pools. We fully support the goal of exposing students to swimming as a milestone experience in school, but if APS is serious about this, it needs to make a clear plan for this experience to be effective, inclusive and accessible for all students.

Ellen Fitzenrider

Saw notes from last month with Mary Kadera talking about inclusion. Comment about changing priorities on behavioral needs of all students. We are new to APS, my daughter is in 10th grade at W&L. Ultimate frisbee was said to be a no-cut sport. "Everyone plays." Our kids often spend their extra time in resource classes, and not in sports. My daughter played in every single game. In Hampton Roads, VA a program "Girls on the Run" enabled all girls to participate - point wasn't to win, not competitive, people weren't cut out. Perhaps we can explore more opportunities for SWDs in sports?

Nadia Facey

Comment about Transitions from middle to high school, and from elementary to middle. My daughter wasn't given a course request form. Told she would be in Lifeskills and wouldn't have any electives. These forms are important for driving school decisions. This last semester, her daughter was told there was no space in the elective class she wanted as she did not submit a course request form. Course electives need to be made available to all students.

Ask for APS to make a plan, to include forms for all students.

OSE Responses to January 2021 Public Comments (7:18 pm):

- Learning Loss
 - Amending grants from COVID relief grants. Considering before/after school services. Coordinating with the Teaching and Learning department.
 - Over 300 students have received recovery services.

- Correction to last month’s public comment regarding Credit Accommodation for Computer Science as a World Language.
 - Students can continue to receive credit accommodation for computer science as a world language. This can count toward an advanced diploma.

OSE Updates (7:31pm):

- Budget Presentation to the Superintendent’s Cabinet
 - Successful meeting with Dr. Duran and his Cabinet supporting additional behavioral supports, SSCs, speech therapists, pre-k assistants, additional Interlude therapists, etc. Next phase is to convince the School Board to support the Superintendent’s budget.
- Annual Plan and Monitoring Report to School Board will be presented by Kelly and Heather on March 24th. Will make a follow-up presentation to ASEAC.

Addressing Critical Social-Emotional Needs of Students (7:35pm)

All students are having difficulties this year. OSE views behaviors as a means of communication by students. It also addresses adult behaviors and being aware of changes that need to be made. Onus is on the adults to be able to address the student’s needs.

- Current special supports the OSE can provide when students are in crisis:
 - 2 Behavior Specialists
 - 4 Autism/Low Incidence Specialists
 - 10 Interlude Therapists who provide Counseling as a Related Service (CARS) to students at the schools for both students in Interlude and not in Interlude

Challenges:

- Critical staff shortages in school have caused OSE staff to be called to serve as substitute teachers in classes.
- 2 Autism/Low Incidence staff have been on intermittent leave this year.
- 150+ referrals have been received this year across all schools for behavior support.
- Time to respond to a referral includes working with staff, collecting data, implementing strategies, modeling, and training.
- Staff are feeling burnt out and stretched thin. They need more time at the school to fully support the team that works with the student. Specialists are spending more time with teams because teams don’t have the staff they need.

Questions:

David: How does that referral number compare to prior years?

Don’t have specific numbers, but it is a significant increase from previous years. Concern that we may reach 300 referrals by end of the year. Feeling like we’re not able to give what the students need. Not a sustainable rate.

Current Trainings and Resources:

Ongoing Trainings	Some of the Resources Used
<ul style="list-style-type: none"> ● Working with students who have Autism ● Behavior Basics 	<ul style="list-style-type: none"> ● Zones of Regulation ● Unstuck and On Target

- Zones of Regulation
- Unstuck and On Target
- Individualized trainings and coaching cycles
- Crisis Prevention Intervention (CPI)

- Social Thinking
- Superflex

Rebecca: are the trainings now mandatory or optional?

All Assistants working with Autism are required to have Autism training. CPI is required for at least one team at each school.

Reade Bush: We are in a crisis that's causing undue trauma and a denial of FAPE.

Untenable to have so few "Low Incidence Specialists." Need more resources to provide direct services. What is Dr. Duran proposing right now to address this? How soon can it be implemented?

Heather: Specialists do not provide direct services. They provide consultation, training/ Don't expect any major changes for the remainder of this year. New resources will come with the new budget. However, OSE has a few behavior specialists contracted supporting behavioral implementation plans (comprised of BCBA, registered behavioral therapists). Continuing to consider additional providers.

Wendy: In addition to the staff on hand, how many independent contractors are being used for behavior support?

We have a few who are helping us at this moment. Comprised of BCBA (board certified behavioral analyst) or RBT (registered behavior therapist).

Kelly: Open to new ideas to present to Dr. Duran and his Cabinet.

Heather: Priority is to support teachers so they can effectively address the needs of the students.

Ms. Kim Graves was introduced to the ASEAC meeting. Will work with Heather and Kelly to address needs.

Small Group Work (7:54pm)

Each group can work for 15 minutes to discuss some of the challenges and identify some possible solutions to help our school staff, students and families work through situations where students need significant behavioral supports.

Using this [form](#):

- Identify the top 3 challenges or barriers for supporting students.
- After each challenge, identify a possible idea/solution that could help overcome this challenge.

See Appendix I for a complete set of notes from the small group discussions.

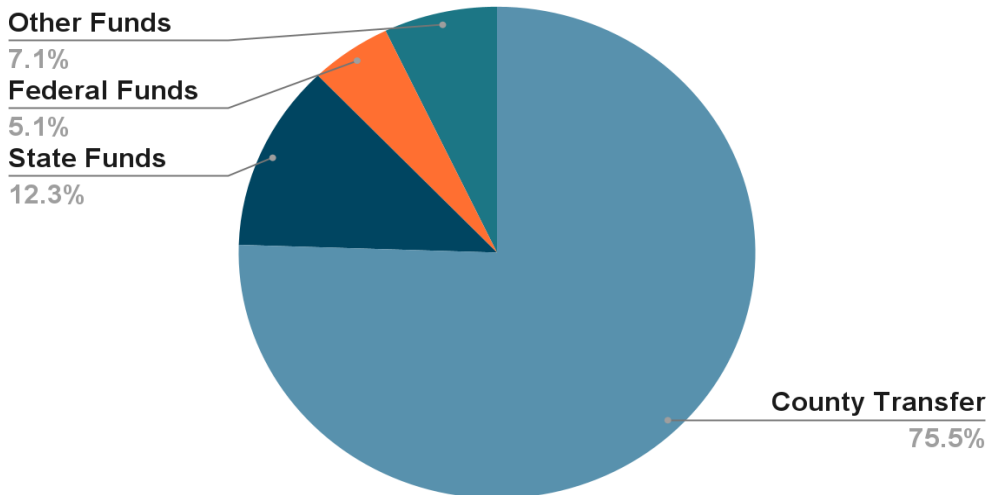
Summary of readouts:

1. Parents need training
2. Broaden awareness and training to all staff and students

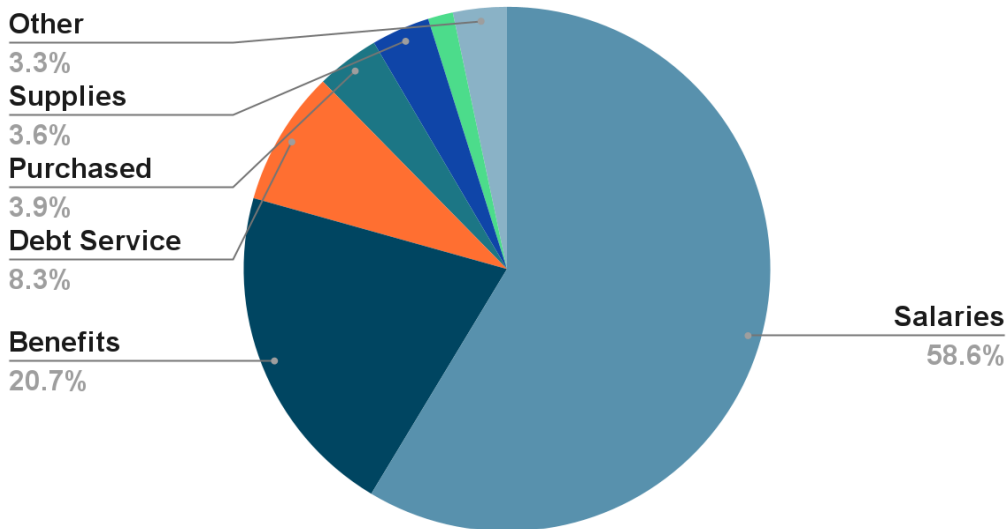
3. Inclusion - Need to increase staff and supports and staff training.
4. Implement restorative justice practices and education
5. Intentional joint planning time is needed.
6. Concerns about relying on ABA as the primary framework for supporting student behavior.
7. Shift focus on the need to train and increase teachers' knowledge of diverse instructional practices.
8. Eliminate budget caps on assistants
9. Physical education classes at middle school need more adult supervision as it is often not structured.
10. Need to standardize curriculum at middle schools for social skills and instructional studies courses.
11. Consider placement outside of APS for difficult cases.

Budget 101 & Update (8:29pm):

Where Does APS Get Its Funding?



How does APS spend its funding?



Note that new construction (i.e., new school buildings) is mostly covered through school bonds.

School Board FY23 Budget Direction

- Ensure student well-being and academic progress
 - Identify, report, and address all students' social-emotional and academic needs
 - Focus on literacy and math
- Advance 2018-24 Strategic Plan goals with focus on innovation and equity
- Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work (May be the biggest budget increase proposed).
 - Develop phased plan to ensure all salary scales and benefits are market competitive and sustainable
 - Establish plan and timeline to begin the collective bargaining process
- Improve operational efficiency
 - Strengthen and improve system-wide operations with focus on financial sustainability
 - Collaborate across departments to plan innovatively, cost effectively, and within budget to meet student seat needs

Q&A:

Symone: Is APS significantly rehiring former APS executives?

- This has not been addressed in the Budget Committee.

Kristin: Dr. Duran requested to hire 33 new positions at middle schools.

- Heather: Middle schools use teams which create a planning factor issue in terms of supports for SWD.

APS is seeking volunteers to monitor the APS budget activities.

Jennifer: Focus on the “Budget at a Glance,” the “Executive Summary,” and “Building the FY’23 Budget”

ASEAC Updates (8:40pm)

ASEAC Business:

ASEAC Meeting Business

- Approval of January Meeting Minutes

Policy Subcommittee Update - Kathy Pericak

- Advisory Board Policy - Up for school board action.
- Reviewing several conduct policies - Up for action in March.
- Equity policy was passed and now developing an Equity PIP.
- Public comment due in March for four other policies.

Other ASEAC Activities

- Presentation to Budget Advisory Committee
- Letter w/SEPTA on VLP
- Communications on mask policy updates (protecting SWD)
- Presentation to CCPTA on planning factors and other matters - March 7
- Collaboration with ASHPA (Arlington Hispanic Parent Association) - April 1
 - Claudia Cuellar - a new member of ASEAC and a leader in ASHPA.
- David Siu and Claudia Cuellar participating on Working Group on English APS Learner (EL) Evaluation.arlington

Parent Resource Center Updates:

Upcoming Events:

February 24: Telenovela Series -Final Week

February 28: Lunch and Learn - Section 504 - A Brief Overview

March 1: No More Late Nights - Overcoming Procrastination with Ann Dolin

March 23: Lunch & Learn - Co-regulation

Details and registration at: www.apsva.us/prc-events

(9:02pm) Move to adjourn: Symone; Second: Paul

Remaining Meeting dates reminder for 2021-2022:

- March 22, 2022 - Discussion on budget and APS Equity Office (Dr. Ottley)
- April 19, 2022
- May 24, 2022
- June 14, 2022

APS Strategic Plan - six year plan with initiatives, desired outcomes, and strategies. Encourage all to review, especially in relation to ASEAC issues.

<https://www.apsva.us/strategic-plan/>

Resources for Members:

A Guide for Local Special Education Advisory Committees in Virginia (VDOE):

http://www.doe.virginia.gov/boe/committees_advisory/special_ed/local_sped_advisory_committees/products/guide/guide.pdf

Virginia Department of Education Website for Local Special Education Advisory Committees:

http://www.doe.virginia.gov/boe/committees_advisory/special_ed/local_sped_advisory_committees/index.shtml

Arlington School Board Policy B-3.6.31 - Advisory Council on Instruction:

<https://www.apsva.us/school-board-policies/>

Virginia Department of Education Parent's Guide to Special Education

http://www.doe.virginia.gov/boe/committees_advisory/special_ed/local_sped_advisory_committees/index.shtml

Appendix I
Small Group Discussion Notes

Group 1

Note any budget implications

Challenges to Supporting Students	Possible Strategies to Address Challenges
1. When the adults don't realize their role in contributing to or escalating a problem.	Clarify what supports are offered for teachers and staff. Make trainings available to parents. Systems like EAP for staff support and resources. Work with PRC to update staff trainings for parents. More assistants for classrooms
2. Staff and administration need more awareness and education on ableism and needs for inclusion.	Training on equity and accessibility could apply more to children with disabilities. Leverage existing OSE training on accessibility. Confront and educate on prejudices or biases.
3. Environment - other students' behavior contributing to the crisis or situation. Onus is always on the individual disabled child and not others involved.	Ways to broaden the focus and address the environment. Restorative Justice training and supports. Community Circles, peer-led, practices.

Group 2

Note any budget implications

Challenges to Supporting Students	Possible Strategies to Address Challenges
1. Re: Inclusion: we need increased staff training to meet unique needs in any setting	Increase specialists (22-23) (budget implication: staffing) & increase contractors (21-22 SY) Staff training to address philosophical shifts and perspective (budget: coverage for staff, professional development time)
2. Intentional joint planning time	Services and or training to create time for staff to be proactive rather than retroactively putting out fires (budget: creation of time for teachers- specialists, gen ed, special education, related service providers, etc.)

	Budgeting for explicit planning time to prep for curriculum/instructional modifications (emphasis on joint planning- in addition to regular CLT) to proactively set students up for success
3.	

Group 3

Note any budget implications

Kathryn Linehan, Symone Walker, Kathryn Pericak, Margy Dunn, Tauna Syzymanski, Jennifer Wheelock, Kimberley Graves

Challenges to Supporting Students	Possible Strategies to Address Challenges
1. Significant concerns regarding ABA being the primary framework for supporting student behavior; would welcome broader resources/knowledge/background (neuro-diversity) to support a diverse range of needs.	Expand framework to include diverse tools and resources, "one size does not fit all." Focus more on inclusion training
2. Shift framework from a "problem with the child" to a focus on developing/broadening teachers' knowledge of diverse instructional practices.	Increase opportunities for more inclusive environments.
3.	

Group 4

Note any budget implications

Kurt Schuler, Laura Njanga, Keith Chanon, Kristin Gillig, Jamie McHenry, Heather Rothenbuescher

Challenges to Supporting Students	Possible Strategies to Address Challenges
1. Addressing budget caps on support staff.	Would enable schools to hire more assistants, provided the budget is available.
2. Lacks standard curriculum at middle school level in some classes (social skills and instructional studies).	Standardize.
3. Overwhelmed staff with insufficient time to devote to the most challenged students given the additional strains resulting from the circumstances of the last couple of years.	Placement outside of APS for the hard cases. Note that parents can ask for consideration of outside placement in their IEPs..
4. High student to teacher ratio in physical education classes leads to undesirable behavior by students because they are lightly supervised. (This was mentioned in connection with middle school; perhaps not as big a problem at other levels.).	Increasing the number of adults would be costly.

Appendix II
Zoom Meeting Chat

18:51:31 From Soraya Strobach to Everyone:
thank you

19:00:35 From emma.parralsanchez to Everyone:

¡Bienvenidos a la Reunión del Comité Asesor de Educación Especial de Arlington (ASEAC)!

Para escuchar la conversación en español desde su teléfono, por favor marque este número de teléfono 888-721-8686 y después le van a pedir un código, este es el código 489 042 3639 #

Si tiene algún problema, por favor avíseme al (703) 509-4203

19:03:33 From Kathryn Linehan to Everyone:

Sorry you all heard me chasing the dog away from our dinner. I'm muted now.

19:04:09 From emma.parralsanchez to Everyone:

¡Bienvenidos a la Reunión del Comité Asesor de Educación Especial de Arlington (ASEAC)!

Para escuchar la conversación en español desde su teléfono, por favor marque este número de teléfono 888-721-8686 y después le van a pedir un código, este es el código 489 042 3639 #

Si tiene algún problema, por favor avíseme al (703) 509-4203

19:07:42 From Dr. Ellen Fitzenrider to Everyone:

I would like to speak during Public Comment as well. Thanks,

19:10:42 From Wendelyn Pizer to Everyone:

<https://www.arlingtonsepta.org/faq-masking-policy-change-and-protections-for-students-with-disabilities/>

19:12:23 From Keith Chanon to Everyone:

Please remember to send public comments to: aseac.mail@gmail.com

19:13:44 From Nadia Facey (she/her) to Everyone:

Welcome, thank you for being here Laura!

19:16:59 From Kristin Gillig to Everyone:

@Laura Njanga - FYI, there is an escalation flow chart available on the APS website here:

<https://www.apsva.us/special-education/parent-resource-center/faq/generic-communication-flow-chart-middle-and-secondary-pdf/>

19:18:22 From Laura Njanga to Everyone:

Yes

19:18:24 From Kristin Gillig to Everyone:

Here is the elementary flow chart for anyone who would like it -

<https://www.apsva.us/special-education/parent-resource-center/faq/generic-communication-flow-chart-prek-and-elementary-pdf/>

19:20:23 From Nadia Facey (she/her) to Everyone:

Hi, I would like to make a public comment if time is available. Thank you.

19:28:00 From Laura Njanga to Everyone:

Thank you Kristin and Nadia.

19:28:41 From Paul Timm to Everyone:

Please remember to send public comments to: aseac.mail@gmail.com

19:33:51 From Kristin Gillig to Everyone:

@Kelly or @Heather - can someone explain Dr. Duran's request that I saw in a summary email for "He is asking for middle schools to return to having the "middle school model" with three teams per grade level. For this to happen, he will ask for 33 new positions." What is the Middle school model?

19:34:05 From Nadia Facey (she/her) to Everyone:

Kelly and Heather, I know are chatting about this later - but please let us know what we can do to support budget requests. Thanks!

19:34:17 From Reade to Everyone:

How many total additional FTEs for special Ed support staff are being requested and is there a breakdown based on areas they will be placed?

19:42:18 From Jennifer Wheelock to Everyone:

Thanks for taking on that additional role (subbing)

19:43:05 From margy dunn to Everyone:

I second that - thank you Kelly and Heather.

19:46:18 From Rebecca Hunter to Everyone:

are the trainings now mandatory vs optional?

19:49:20 From Wendelyn Pizer to Everyone:

In addition to the staff on hand, how many independent contractors are being used for behavior support?

19:49:28 From Rebecca Hunter to Everyone:

I know a lot to ask, but much of the training should be required for gen ed teachers... esp a lot of co-taught classes and issues where the gen ed teacher is not able to deal with issues. really such a priority for our students... again all students, not just spec ed.

19:50:58 From Laura Njanga to Everyone:

The school where my son attends middle school is not yet equipped to deal with serious social emotional concerns and behaviors. Interventions looks like punishment.

19:52:48 From Rebecca Hunter to Everyone:

is APS tracking how many students are leaving APS, and why, do to unmet needs, etc?

19:54:34 From Reade to Everyone:

Why is this not being discussed in school board meetings? This has got to be in the top 3 problems of APS this year

19:54:51 From David Rosenblatt to Everyone:

<https://docs.google.com/document/d/19zZxUhPYCqHYbizqyMzuCoVsm8JVDgmxpXKiyhLCFil/e/dit?usp=sharing>

19:59:07 From Nick Walkosak to Everyone:

Hi Kim!!

19:59:13 From Nadia Facey (she/her) to Everyone:

Yeah, I'm so thankful Kim Graves is here.... such critical conversations!

19:59:26 From Laura Njanga to Everyone:

Hi Ms. Graves!

19:59:36 From Symone Walker to Everyone:

Welcome Ms. Graves!

19:59:50 From Cecilia Kline to Everyone:

What if any of these strategies / trainings are being shared with parents so that strategies can be reinforced at home consistently.

20:01:49 From David Rosenblatt to Everyone:

Link for group notes:

<https://docs.google.com/document/d/19zZxUhPYCqHYbizqyMzuCoVsm8JVDgmxpXKiyhLCFil/e/dit?usp=sharing>

20:20:39 From Nadia Facey (she/her) to Everyone:

THANKS GINA for taking notes!

20:30:13 From Kathryn Pericak to Everyone:

I got cut off at the end of the breakout rooms. I was saying that the focus should be on all students - not just on students with disabilities - because all students should learn to accept other students.

20:37:29 From Nadia Facey (she/her) to Everyone:

I'll just toss out here that I would like for all APS special education assistants to be salaried and not hourly employees... this is a critical position for schools.

20:38:01 From Kristin Gillig to Everyone:

I agree with Nadia -- if you want to attract qualified people, they need benefits

20:38:55 From margy dunn to Everyone:

I agree as well

20:39:02 From Nadia Facey (she/her) to Everyone:

Thanks! :-)

20:39:40 From Nadia Facey (she/her) to Everyone:

We all know these amazing staff members and they are amazing... we want to ensure they are compensated properly. I know OSE supports this, and I'm thankful.

20:41:13 From David Siu to Everyone:

I could not agree with you more, Kathy

20:43:52 From Kristin Gillig to Everyone:

Can anyone answer my question about this in the chat? Or point me to where I can understand better what this means? - can someone explain Dr. Duran's request that I saw in an APS email for "He is asking for middle schools to return to having the "middle school model" with three teams per grade level. For this to happen, he will ask for 33 new positions." What is the Middle school model?

20:46:02 From Reade to Everyone:

How many extra FTEs are being requested for special Ed next year and where would these positions be in APs?

20:47:06 From Symone Walker to Everyone:

I volunteer Jennifer Wheelock!

20:47:18 From Tauna Szymanski to Everyone:

I highly recommend diving in to the APS proposed budget at least once. You can really learn a great deal about how APS works.

20:47:29 From Reade to Everyone:

Thanks David

20:47:41 From Nadia Facey (she/her) to Everyone:

I just need to shout out David R. who is the reason we are doing a good job at looking at the budget and I'm thankful to Symone and Jennifer too! This work is so important...

20:49:08 From Tauna Szymanski to Everyone:

Yay, David!

20:49:12 From Symone Walker to Everyone:
I;m sending you budget readers some popcorn

20:51:23 From Kristin Gillig to Everyone:
yes

20:54:04 From Nadia Facey (she/her) to Everyone:
Kathy is amazing. Thank you so much to all ASEAC leadership!!!!

20:54:32 From Symone Walker to Everyone:
Yes, second Kathy!!!

21:00:44 From Gina DeSalvo to Everyone:
PRC: Email: prc@apsva.us

21:01:06 From Gina DeSalvo to Everyone:
PRC Phone: 703-228-7239

21:01:29 From Gina DeSalvo to Everyone:
<https://www.apsva.us/special-education/parent-resource-center/>

21:01:44 From Laura Njanga to Everyone:
Super excited to hear from Dr. Ottley

21:02:02 From Reade to Everyone:
Thanks David well led

21:02:23 From Kimberley Graves to Everyone:
Thank you for having me!