

Arlington Special Education Advisory Committee

MINUTES

January 25, 2022

Via Zoom

Recording of Meeting:

<https://vimeo.com/670078440>

ASEAC Members:

First Name	Last Name	Present?	Vote on December 2021 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	Y	Y
Kristin	Gillig	Y	Y
Kurt	Schuler	Y	Y
Minerva	Trudo	Y	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	N	Y
David	Siu	Y	Y

Motion to approve minutes: Kurt Schuler, Second: Keith Chanon: Minutes Approved

Non-Member Attendees:

Kathleen Donovan, Heather Rothenbeuscher, Kelly Krug, Angelique Close, Gina Piccolini DeSalvo, Emma ParralSanchez, Rebecca Hunter, Kathleen Clark, Julio-Ricardo Basurto, Cecilia Kline, Janna Dressel, Kathleen Clark, Tauna Szymanski, Wendy Pizer, Ronard Peralta, Nadezda, Meredith Jaeckel, Tina Chiappetta, Gabrielle Aguirre, Deidra Fair James, Aicha Benabbes, Kelly Smith, Kathryn Linehan, Mary Kadera

Agenda:

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

7:30-7:40 - Office of Special Education Response to Public Comments / Informe de la Oficina de Educación Especial

7:40-8:20 - Update on Special Education 5-year Plan/ Actualización sobre el Plan de 5 años de Educación Especial

8:20-8:45 - ASEAC Discussion - Priority Areas / Discusión ASEAC - Áreas Prioritarias

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

Welcome and Introductions (7:05pm)

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: Cristina Diaz-Torres

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.

Ronard Peralta

Daughter goes to Williamsburg MS and wants to learn more about APS SPED programs

Jenifer Islam

Wants to learn more about how she can help her child.

Jennifer Wheelock

Interested in prioritization to address learning loss and recovery services. Requests an update

from OSE on number of students who have received recovery services. Concerned about APS not effectively using Federal funds to address needs for SWDs. Will APS use any Federal close-out funds to address learning loss? How will APS allocate any future funds to address learning loss? If folks are interested in the reallocation of the \$62 mn of closeout funds, you can see those details on slides 9 & 10.

https://www.apsva.us/wp-content/uploads/2022/01/H-1-FY-2021-Final-Fiscal-Status-Report_January-12-2022-Meeting.pdf

Mary Kadera - New School Board Liaison for ASEAC

Wants to address equity and inclusion and to advocate on behalf of ASEAC. Welcomes open communications. Contact info: mary.kadera@apsva.us. Cell is 571.319.9842. Also on WhatsApp. Please reach out! I need to hear from you in order to do my job effectively. Thank you so much!

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

- IEP Document Translations
 - Heather R.: Case Carrier can indicate need for translation/interpretation through the IEP process. Certain sections of the IEP may not be translated. Interpreters can assist with this. Case Carriers should be the first point of contact for parents.
 - Question: Dave - is there data that is being tracked on the provision of these accommodations, to measure if we're doing what's expected...eg 1000 students with IEPs who are also EL, how many documents are being translated?
 - Answer: Heather - we don't have data on documents being translated. That is with LSRC. The interpretation of IEP meetings can be easily pulled because that is in Synergy and we can see participant list where interpreter is present or not. If requested and not then present, the IEP cannot be validated.
- World Languages Credit Accommodation
 - VDOE granted a waiver during COVID for Advanced Diplomas. One year of language and two years of computer science was allowed to address High School requirements. OSE had communicated this waiver to all schools. The waiver applied only to last year. OSE is willing to work with families who were unable to take advantage of the waiver.
 -
- Recovery Services and Compensatory Services
 - Issue of concern was related to staffing. Not at 9000 hours. It's less than 3000. Many families had declined services due to extra time demand for the student. APS has many teachers willing to provide compensatory services. APS is currently able to meet the needs of students
 - Question: Keith - is it still true that RS can only be addressed one IEP Goal at a time? And during what hours can RS be provided?
 - Kelly - may be a miscommunication. There is no set limit. Very individualized to each student. RS can be provided anytime; including seven days a week and after or before school.

- Question: David - is it possible that services cannot be duplicated at the same time such that recovery services addressing reading would occur when the student is already receiving reading services?
- Kelly - Recovery and Compensatory services are always in addition to what's already in the IEP

Update on Special Education 5-Year Plan
Angelique Close, Kelly Krug, Heather Rothenbuescher

This update includes the key activities performed from September 2020 – September 2021.

Since March 2020, the global pandemic caused by COVID-19 has necessitated changes in teaching and learning in APS. Progress on the 5-year plan has been impacted by the pandemic and has caused some of the progress to be delayed.

Inclusive Practices:

- Feedback from ASEAC received on Inclusive Practices Guidance Document. OSE hopes to finalize this spring.
- Bi-Weekly Micro Professional Learning (PL) to ALL Staff on inclusive practices
- 7 model sites
 - Bi-Weekly 2-week PL plan
 - Canvas Course with over 11 modules
- Planning Factors Work Group. This work and contributions from ASEAC and SEPTA have been critical to begin to address concerns.
- Review of LRE and Risk Ratio Data
- Accessibility Work Group.
- Accessibility 101 course developed for all staff to complete. All staff are required to take training by October this year about accessibility.
- Accessibility 201 (UDL) developed for extension opportunities
- AAC Working Group/AAC coaches. PRC Update next week will announce one-to-one family sessions with coaches for families.
- AAC Awareness Week. Will continue having events in future years.

Q and A:

1. When will LRE data be available for the public?
 - a. OSE will have to check with Dr. Ottley. Could be part of the Equity Dashboard. The school-based data may never become public since the school populations are so different. Will likely publish District-wide data.

Kelly Krug:

Early Childhood:

- The most recent information from VDOE (2019 Special Education Performance Report) indicates that APS met the inclusion target for Indicator 6 for providing services in the least restrictive setting (students ages 3-5 yrs. spending majority of time in the general education setting).

- APS opened a new Community Peer Pre-K at Innovation and has the infrastructure in place to serve additional students in two more co-taught VPI/ECSE classrooms.
- The Early Childhood Office has introduced a new structured literacy approach as well as strengthened our social emotional curriculum to address language, literacy, behavior, and social skills.
- These developmental skills are areas on Indicator 7 that assess preschool outcomes.
 - Professional learning on this was provided at the end of SY 20-21 and at the beginning of SY 21-22.

Angelique Close:

Restraint and Seclusion:

- Policy and PIP have been adopted
- Working with the Office of School Support to develop training and guidance to schools on the new policy.
- Crisis Prevention Intervention (CPI) is still offered and required for teams of staff members at each school. [OSE doesn't have the data on the number of staff that have been trained. Includes counselors, student support coordinators, administrators, and others. New policy prohibits use of seclusion. Any data reported to the VDOE should become public]]
- Ongoing data collection and monitoring of the occurrence of restraints. Data is reported to VDOE annually.

Q and A:

- Any incident of seclusion would be required to report to VDOE.
- What level of training is staff receiving?
 - Focus is currently on raising awareness. Working on plan to provide more in-depth training. Focusing now on basic concepts.
 - Seclusion is prohibitive
 - Need to be CPI trained if using physical intervention.

Specially Designed Instruction/Progress Monitoring:

- The Golden Thread training was created to ensure the quality of IEPs. Ensure alignment across the IEP with levels of present performance.
- Training regarding the Golden Thread was provided to LEAs, SSCs, cabinet members, school administrators and all special education teachers.
- Student IEP file reviews based on the Golden Thread will occur ongoing starting in Spring 2022.
- Monthly recorded professional learning sessions are shared with special education staff at schools.
 - These have included:
 - Student Support Process
 - Writing measurable goals
 - Progress monitoring
 - Using DIBELS data to inform Present Levels, IEP goals and progress

- How to write an individualized Service Plan, transfer IEP
 - Resources such as Learning Ally and AIM VA
 - Creating the Individualized Transportation Plan (ITP)
 - Special Education and Family Engagement
- PRC will provide training for families on the Golden Thread approach.

PRC-Parent/Community Engagement:

- Developed online special education modules for parents/guardians
- Premiere of La Sopa de la Abuela: A special education telenovela. Episodes are now posted online, and first companion parent series has been developed and will launch on January 27th.
- Developed professional learning session for staff to encourage family engagement in the special education process.
- AAC
- Co-sponsored AAC Awareness Week events, including Parent Share Fair
- Created AAC at Home website for parents/guardians.
- Continue to offer 1:1 consultations with families
- Weekly PRC School Talk Messages
- Parent learning sessions have included An Introduction to Special Education, Executive Functioning, Anxiety, Behavior, Celebrate Calm, and Arlington Car-Free Diet (featuring accessible transportation options)

Q and A:

- Any specific outreach to black families?
 - PRC receiving some information calls from this community. This indicates there is work to be done. Working more closely with the Office of Family and Community Engagement. PRC is open to any ideas to improve outreach.

Work Outside of 5-Year Plan (Heather R):

- Recovery Services Plan
- Guidance Documents on the Fall 2021 Virtual Learning, Hybrid Learning, Recovery Services, ESY, Potential Virtual Snow Days, Guidance for SWD in 10- day Quarantine, Parent Guidance on Recovery Service and Compensatory Services
- Policy Revisions
- Support for VLP and holding over 90+ Compensatory Services meetings, coordinating providers to provide services, monitoring hours
- Developed Systemic CLTs on Mondays for OSE staff to ensure consistent messaging is delivered to schools
- Participated in several Town Hall meetings
- Revised LEA Trainings
- Utilized contractors for additional student needs such as related services and behavior

Barriers Where We Could Use Support from ASEAC:

- Budget and Staffing
- Revised Planning Factors - critical, real barrier to inclusion. Need ASEAC

to continue to advocate for changes.

- Pre-K Assistants - denied in last budget, will request again this year
- Additional SSCs - need them at all of our schools to fully implement the 5-Year Plan, can be phased but we need the board to approve additional each year
- Behavior Specialists - need a strong team

Changing Priorities and Focus

- COVID has caused several plans to change or get paused
- High staff turnover
- Staff's mental health and capacity to take on new foci while navigating COVID
- Significant behavioral needs at all of our schools - not just special education, but all students
- referrals to our behavior specialist and low-incidence/autism specialist have increased significantly
- notable increase in inquiries about private day placement for students with significant behavioral and/or emotional needs - we can serve many of these students in APS but this has been a very challenging time for many.

Questions:

- Kathleen Clark: How is APS addressing the social-emotional needs of so many students, especially due to COVID?
 - Kelly- Teachers are having difficulty addressing needs of students and maintaining learning in the classroom. They are asking OSE for assistance. This topic elicited significant discussion during the meeting with several different perspectives having been shared.
 - [This topic merits additional discussion at future ASEAC meetings. Mary Kadera expressed concerns about how to address social-emotional learning (SEL). People are using different definitions of SEL. Mary would like to focus on SEL skills being taught to students, how addressing emotional needs and supporting inclusion.

David - Two Main Issues to Address:

1. COVID questions including mask mandates and political issues. Should ASEAC prepare a letter to the School Board?
 - a. Concerns expressed about Virtual Academy for next year, quarantine policies, lack of planning for COVID contingencies next year.
 - b. Requested volunteers to work on these issues:
 - i. Nadia volunteered to lead this effort. Rebecca Hunter, Tauna, volunteered
2. What are major issues to prioritize for future ASEAC meetings?
 - a. Supports for students who are struggling in school and SEL
 - b. Disparity (IEP and 504 students). Review graduation rates, diploma rates, etc., across cultural backgrounds. Connects with Dr. Ottley's work.

- c. Interventions needed for secondary students
- d. Budget
- e. Will VLP program continue for next year?
- f. Jennifer: Would love to see a deeper dive into the supports for students who are struggling (academically, emotionally, etc) - the data, the resources/supports, the areas of need, the plan for next year, etc.
- g. Tauna: Also, see key disability-equity data here:
https://docs.google.com/document/d/1afkba6aDz4G8pn0m_HfBP6G758JFtajlDSfc02jjW3l/edit?usp=drive_web&oid=115901353543949362384

ASEAC Updates (8:40pm)

ASEAC Business:

Approval of December Minutes

Policy Subcommittee Update: (8:59)

- Kathy Pericak - Comments on the Equity Policy due on February 1st.
- Expects the Discipline Policy to be circulated soon.
- The equity policy is back in the revision process. Initial comments on the existing policy are due to APS by Feb 1st. There currently is not a PIP for that policy. Would it help to address any issues in a PIP? If you have any comments on the existing policy, or lack of a PIP, please email me at Pericak.kathy@gmail.com

Discussion - ASEAC Report/Recommendations to School Board / Discusión - Informe de la ASEAC a la Junta Escolar (8:50pm)

ASEAC presentation to the School Board work session

1. Planning Factors Reform and Inclusion
2. Recovery Services

Topics were well-received. ASEAC will do follow-up

Presentation to the ACTL is scheduled for next week on Feb. 2nd.

Seeking volunteers for the English Learners Work Group to focus on a new 5-year plan.

- David Siu volunteered

(9:05pm) Move to adjourn: Nick Walkosak; Second: Symone Walker

Remaining Meeting dates reminder for 2021-2022:

- February 22, 2022
- March 22, 2022
- 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 - Zoom Meeting Chat

18:53:01 From emma.parralsanchez to Everyone:

De su teléfono tiene que marcar 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

Gracias

Emma

19:08:34 From Nadia Facey (she/her) to Everyone:

Welcome Jenifer Islam and any new people joining us tonight! So glad you could be here.

19:08:50 From Paul Timm to Everyone:

Yes, welcome!

19:11:17 From emma.parralsanchez to Everyone:

De su teléfono tiene que marcar 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

19:12:57 From (Staff) Jennifer Wheelock to Everyone:

If folks are interested in the reallocation of the \$62 mn of closeout funds, you can see those details on slides 9 & 10.

https://www.apsva.us/wp-content/uploads/2022/01/H-1-FY-2021-Final-Fiscal-Status-Report_January-12-2022-Meeting.pdf

19:13:10 From Paul Timm to Everyone:

Welcome, Ronard

19:14:19 From Ronard Peralta to Everyone:

Thank you! 😊

19:17:02 From Keith Chanon to Everyone:
ASEAC Email: aseac.mail@gmail.com

19:17:51 From Mary Kadera (she/hers) to Everyone:
My contact info: mary.kadera@apsva.us. Cell is 571.319.9842. I am also on WhatsApp. Please reach out! I need to hear from you in order to do my job effectively. Thank you so much!

19:21:25 From David Rosenblatt to Aicha Benabbes(Direct Message):
hello - were you interested in giving a public comment this evening?

19:22:53 From (Staff) Jennifer Wheelock to Everyone:
Thank for the clarification on compensatory hours for VLP students.

19:30:39 From David Siu to Everyone:
It can be tricky to have interpreted meetings over Teams. Can parents request in person meetings to ensure mutual understanding during the interpreted proceedings?

19:31:20 From Claudia Cuellar to Everyone:
The translation sometimes is bad because some Liaison don't have the vocabulary that some staff in the IEPs meetings uses.

19:35:40 From Kristin Gillig to Everyone:
shout out to Kathleen Clark and David Roseblatt for their planning factors work!

19:36:26 From Tauna Szymanski (she/her) to Everyone:
When will you be making that school-specific LRE data and risk ratio data public?

19:37:36 From Mary Kadera (she/hers) to Everyone:
Sorry to be a little clueless here--is AAC assistive communication?

19:37:51 From David Rosenblatt to Everyone:
Mary, yes, exactly!

19:38:21 From Mary Kadera (she/hers) to Everyone:
Thanks!

19:38:56 From Nadia Facey (she/her) to Everyone:
Augmentative and alternative communication (AAC)

19:44:42 From Kathleen Clark to Everyone:
Yes! Thank you for this focus on PreK!

19:47:29 From Nadia Facey (she/her) to Everyone:
Can you let us know generally how many staff at each school are trained in CPI? Thanks!

19:48:34 From Claudia Cuellar to David Rosenblatt(Direct Message):
Hi David, sure it would be a please. Just curious if you received my text about ASHPA

19:48:44 From Mary Kadera (she/hers) to Everyone:
CPI stands for... ?

19:49:30 From Kathryn Linehan to Everyone:
Thank you for defining. I had the same question.

19:50:46 From Kathryn Linehan to Everyone:
What the timeline for having those teams at each school?

19:50:47 From Tauna Szymanski (she/her) to Everyone:
Can you share the R&S data with ASEAC please?

19:51:48 From Tauna Szymanski (she/her) to Everyone:
I think ASEAC would be interested.

19:52:08 From Nadia Facey (she/her) to Everyone:

Thanks so much OSE for discussing this... as I think you all know this issue has been important to me... ensuring enough staff are trained is critical.

19:52:41 From Tauna Szymanski (she/her) to Everyone:

Can you share it with ASEAC please? Requiring ASEAC to find it on VDOE's website is not the same as sharing the data with ASEAC.

19:53:22 From Kristin Gillig to Everyone:

can you put the definition of seclusion in the chat?

19:53:28 From Tauna Szymanski (she/her) to Everyone:

Isn't seclusion abuse? Wouldn't you report that to police?

19:54:53 From Wendelyn Pizer to Everyone:

Are you making parents aware that they can provide a letter from a medical provider that indicates that there is a medical or psychological contraindication to R&S?

19:57:49 From Tauna Szymanski (she/her) to Everyone:

To what extent are you giving student who are "at risk" of being restrained access to robust AAC that would allow them to communicate their unmet support needs?

19:59:19 From Wendelyn Pizer to Everyone:

This is from SEPTA

19:59:24 From Wendelyn Pizer to Everyone:

https://drive.google.com/file/d/1B_VgwX2suEfo4lf6ldfyoE4jYsOgbQRN/view

20:01:00 From Nadia Facey (she/her) to Everyone:

Thank you SEPTA for putting out the FAQ this fall! I would like to see more information come out from APS, translated in the top 5 languages.

20:02:25 From David Siu to Everyone:

Please define/explain Golden Thread

20:02:41 From Kathleen Donovan to Everyone:

The Parent Resource Center will be incorporating it into our IEP training - scheduled for 2.1.

20:03:09 From Jennifer Wheelock to Everyone:

That's a great idea, Dave. Haven't heard of this before. Will check out the Feb 1 training.

20:03:25 From Kathleen Donovan to Everyone:

Glad to brainstorm additional ways to share this information...

20:04:27 From Tauna Szymanski (she/her) to Everyone:

Golden thread doesn't make that much sense for accommodations.

20:04:51 From Mary Kadera (she/hers) to Everyone:

thank you--that was helpful!

20:08:14 From Mary Kadera (she/hers) to Everyone:

Are the PRC messages available in multiple languages?

20:11:43 From Gina Piccolini DeSalvo to Everyone:

Hi Mary! This statement is at the top of all of the PRC messages: Please note that the Parent Resource Center's Monday Message is also posted on our School Talk Messages page where the website's translation function can be used to translate the content into a variety of languages.

Español Монгол አማርኛ العربية

Disclaimer

20:12:01 From Gina Piccolini DeSalvo to Everyone:
(with links)

20:14:08 From Nadia Facey (she/her) to Everyone:
Heather, can you talk more about the behavior services... Dr. Duran brought this up at the Super chat...

20:14:08 From Jennifer Wheelock to Everyone:
Re. snow days: Is there any thought of allowing, at principal discretion, previously scheduled IEP meetings to continue on snow days? As we saw in that first week of school closures, Monday and Tuesday were the weather emergencies but perhaps previously scheduled meetings could have continued Wed-Fri. Again at principal discretion based on severity of emergency, teachers needs, and consideration if rescheduling those meetings cause staff shortages later on.

20:15:22 From Nadia Facey (she/her) to Everyone:
Thank you.

20:16:08 From David Siu to Everyone:
Please clarify who are behavior support staff

20:18:38 From Kathryn Linehan to Everyone:
What are behavior specialists' credentials?

20:18:46 From Kelly Smith to Everyone:
Are there any plans to increase the amount of behavioral specialists in the school?

20:19:44 From Nadia Facey (she/her) to Everyone:
This has been a recommendation from ASEAC off and on going back many, many years.

20:21:20 From Jennifer Wheelock to Everyone:
How many schools do not currently have SSCs?

20:21:33 From David Siu to Everyone:
Regarding behavior specialist credentials, are all of your behavior specialists ABA practitioners?

20:21:41 From Meredith Jaeckel to Everyone:
Early Childhood Advisory Committee also advocated for Pre-K assistants in their recommendations to School Board last year and this year.

20:21:55 From Tauna Szymanski (she/her) to Everyone:
I have serious concerns with this push for behavioral specialists.

20:22:37 From Kathryn Linehan to Everyone:
I share your concerns, Tauna

20:22:39 From Kelly Krug to Everyone:
We have 2.

20:23:01 From Kelly Krug to Everyone:
4 autism/low incidence specialists

20:23:11 From Janna Dressel to Everyone:
Lots of hard work by OSE! Thank you, Kelly, Heather, and Angie. Very helpful update. Specials thanks to Kathleen and Gina at the PRC too.

20:23:42 From David Siu to Everyone:
Do you have any behavior specialists who are not ABA practitioners?

20:23:57 From Tauna Szymanski (she/her) to Everyone:
I'm happy to speak with anyone offline about why I don't think behavioral specialists are going to address any issues.

20:24:13 From Tauna Szymanski (she/her) to Everyone:

And in fact will likely make things worse

20:24:32 From Wendelyn Pizer to Everyone:
Schools do not have the capacity right now to address significant behavioral needs and students are suffering as a result

20:24:57 From Keith Chanon to Everyone:
Tauna - Can you share your concerns with everyone via email?

20:24:58 From Nadia Facey (she/her) to Everyone:
Related to the 5 year plan... At some point I'd like to hear more about how things are going at the 7 model sites. I see that you have done trainings... I'd love to know the topics and reception to them.

20:25:20 From Wendelyn Pizer to Everyone:
I would encourage ASEAC to support OSE's budget request for more behavioral resources

20:25:44 From Tauna Szymanski (she/her) to Everyone:
I would strongly oppose such a budget request, with all due respect, Wendy.

20:26:28 From Wendelyn Pizer to Everyone:
Do you have suggestions to address the needs in a different way Tauna?

20:28:09 From Tauna Szymanski (she/her) to Everyone:
I agree with Kathleen's point -- this is a much more holistic issue. The problem is not the students' "behavior" -- it's the environment and lack of accommodations and appropriate supports. When you focus on the student's "behavior" you are blaming the victim. When they are the least equipped to be dealing with the issue. The "behavior" is them communicating an unmet need.

20:28:21 From Tauna Szymanski (she/her) to Everyone:
Behaviorists blame the victim.

20:28:48 From Wendelyn Pizer to Everyone:
We need specialists with the right approach. Of course.

20:28:50 From Tauna Szymanski (she/her) to Everyone:
When the issue is usually lack of educator support -- it's the educators that need support.

20:29:30 From heather rothenbuescher to Everyone:
Behavior specialists support educators

20:29:50 From Tauna Szymanski (she/her) to Everyone:
And banning the "b-word" will help destigmatize this issue -- it's not "behavior" of students that is the issue!

20:29:59 From Tauna Szymanski (she/her) to Everyone:
Stop calling it a behavior issue

20:30:40 From Keith Chanon to Everyone:
Re: Discussion on behavior - This is creating significant challenges for schools to implement inclusion as many teachers don't have the experience or skill-set to address the wide-ranging needs of students, especially regarding social-emotional needs.

20:31:12 From Mary Kadera (she/hers) to Everyone:
In my understanding it's about adapting the system to the real needs of students, rather than asking students to adapt to the system.

20:31:46 From Wendelyn Pizer to Everyone:
Agree, and many teachers and schools are unaware. Behavioral specialists could support schools teams.

20:31:57 From Tauna Szymanski (she/her) to Everyone:
@ Mary -- I wish that were the case. But behaviorism is NOT about that -- it pathologizes the student!

20:32:24 From Keith Chanon to Everyone:
Mary - That is a long-term effort that requires much higher priority and a resourced-effort to address adequately, in my opinion.

20:33:01 From Nadia Facey (she/her) to Everyone:
Personally, I think this also all goes back to planning factors... when we "right size" classroom and building support - things would be so better.

20:34:06 From Jennifer Wheelock to Everyone:
Agree with Dave's comments, even as a frequent questioner about learning recovery. Without question the SEL foundation is necessary for the learning recovery. Have had concerns about the "accelerated learning" approach as being unhelpful.

20:34:49 From Tauna Szymanski (she/her) to Everyone:
To be clear -- I strongly support additional resources for schools to be able to more appropriately support our students. What I vehemently oppose is putting resources into an approach that is behaviorist in focus.

20:35:14 From David Siu to Everyone:
That is a critical distinction

20:35:24 From Meredith Jaeckel to Everyone:
Agree with Symone. SEL has to be more than just weekly lessons. For young children, they need SEL support in real time during the school day.

20:36:13 From Rebecca Hunter - SpaceX/Starlink to Everyone:
I would also like to highlight the difference between mental health and SEL. not enough SEL for sure - but the SEL curriculum does nothing to help mental health issues.

20:36:33 From David Siu to Everyone:
Another key point

20:36:34 From Nadia Facey (she/her) to Everyone:
Symone thanks for raising SEL issues... in my experience watching my middle school students doing SEL lessons last year they were often ableist and inappropriate. Mary, thanks for discussing this as well.

20:37:24 From Symone Walker to Everyone:
@Nadia, yikes!

20:37:43 From David Siu to Everyone:
Nadia, I agree with you on this. So much of the social emotional curriculum is ableist and behaviorist

20:38:10 From Kristin Gillig to Everyone:
school cultures start at the top with the principal, in my experience

20:42:00 From Nadia Facey (she/her) to Everyone:
I also want to give a huge shout out and thank you to SEPTA for all they have been doing.

20:45:44 From Tauna Szymanski (she/her) to Everyone:
Behaviorism is incredibly ableist and is not the solution to these issues. It will not support our students' needs. Anyone who is new to the controversy over behaviorism and why disabled people are so strenuously

opposed to behaviorism can feel free to email me offline for more information or to discuss.

20:45:57 From Symone Walker to Everyone:
I second SEPTA's amazing work!

20:46:35 From Tauna Szymanski (she/her) to Everyone:
Yay Wendy!

20:47:02 From Minerva Trudo to Everyone:
SEPTA has been amazing with this!

20:47:34 From Tauna Szymanski (she/her) to Everyone:
me too

20:47:39 From Wendelyn Pizer to Everyone:
SEPTA spoke about masks as the School Board last week

20:47:51 From Jennifer Wheelock to Everyone:
happy to contribute

20:47:57 From Wendelyn Pizer to Everyone:
SEPTA was also part of a joint statement with three other community groups. Happy to share this with ASEAC if you want to build on it

20:48:52 From Nadia Facey (she/her) to Everyone:
Thanks Wendy, that would be great.

20:49:28 From Kristin Gillig to Everyone:
+1 for supports for students who are struggling

20:50:31 From Tauna Szymanski (she/her) to Everyone:
Agree Symone

20:50:40 From Mary Kadera (she/hers) to Everyone:
+1 on disparity in inclusion--this is important and directly aligned to APS efforts w/ equity dashboard, strategic goal of 80% inclusion.

20:51:31 From Tauna Szymanski (she/her) to Everyone:
I encourage folks to fill out that survey. It's important.

20:51:32 From Jennifer Wheelock to Everyone:
Would love to see a deeper dive into the supports for students who are struggling (academically, emotionally, etc) - the data, the resources/supports, the areas of need, the plan for next year, etc.

20:51:51 From Tauna Szymanski (she/her) to Everyone:
Also, see key disability-equity data here:
https://docs.google.com/document/d/1afkba6aDz4G8pn0m_HfBP6G758JFtajIDSfc02jjW3I/edit?usp=drive_web&oid=115901353543949362384

20:53:02 From Nadia Facey (she/her) to Everyone:
Hard agree about all Symone is saying, but especially the secondary challenges and needs.

20:53:26 From Rebecca Hunter - SpaceX/Starlink to Everyone:
absolutely secondary. like they have been written off "due to the pandemic"

20:53:51 From Mary Kadera (she/hers) to Everyone:
FYI there is a state (can't remember it offhand) that created a "postsecondary task force" in response to COVID--special transition support for HS seniors who are leaving and trying to navigate jobs, college, etc.

20:55:16 From Margy Dunn to Everyone:
Agree as well w Symone and think David has covered things very well

20:55:42 From Rebecca Hunter - SpaceX/Starlink to Everyone:
both

20:55:56 From Kathy Pericak to Everyone:

The equity policy is back in the revision process. Initial comments on the existing policy are due to APS by Feb 1st. There currently is not a PIP for that policy. Would it help to address any issues in a PIP? If you have any comments on the existing policy, or lack of a PIP, please email me at Pericak.kathy@gmail.com

20:56:07 From Nadia Facey (she/her) to Everyone:

Is the instructional pathway for virtual still something APS is talking about?

20:56:31 From Mary Kadera (she/hers) to Everyone:

Secondary support (one idea, not all-encompassing): Nebraska included the Class of 2020 in its guidance for reopening schools in the fall and plans to continue to find ways to support

this group as they begin their postsecondary experiences. This support will

include setting up district- or school-level Postsecondary Response Teams

and case managers for graduating seniors to ensure they're able to transition

seamlessly into a postsecondary pathway by September 2020

20:56:58 From Kathleen Clark to Everyone:

@nadia - yes, last time I checked they did include them in the pathways

20:57:07 From Nadia Facey (she/her) to Everyone:

Thanks!

20:58:35 From Nadia Facey (she/her) to Everyone:

Thank you Kathy!!

20:58:56 From David Siu to Everyone:

Thanks, Kathy!

20:59:23 From Kristin Gillig to Everyone:

@kathy you're awesome!

21:02:23 From Nadia Facey (she/her) to Everyone:

Re: Letter to SB. I have Margy, Tauna, Jennifer and Rebecca down as folks who wanted to work with me. Anyone else? Thank you.

21:02:23 From Symone Walker to Everyone:

Yes, Kathy is #BOSS!

21:03:22 From David Siu to Everyone:

I am interested in that working group.

21:03:51 From Kristin Gillig to Everyone:

well done

21:03:59 From Tauna Szymanski (she/her) to Everyone:

Well done, David!

21:04:20 From Minerva Trudo to Everyone:

Thank you everyone for all of your hard work!

21:04:28 From Claudia Cuellar to Everyone:

Thank you !!!

21:04:38 From Gina Piccolini DeSalvo to Everyone:

See upcoming PRC events here:

<https://www.apsva.us/special-education/parent-resource-center/prc-events/>

