

Arlington Special Education Advisory Committee

MINUTES

December 14, 2021

Via Zoom

Recording of Meeting:

<https://vimeo.com/656857664>

ASEAC Members:

First Name	Last Name	Present?	Vote on November 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	N	ab
Michelle	Best	N	ab
Kristin	Gillig	Y	Y
Kurt	Schuler	Y	Y
Minerva	Trudo	N	ab
Matt	Leland	N	ab
Symone	Walker	Y	Y
Kathryn	Pericak	Y	Y
Ellen	Fitzenrider	Y	Y
Eva	Kerns-Varner	N	ab
Rebecca	Hunter	N	ab
Jennifer	Wheelock	N	ab
David	Siu	Y	Y

Motion to approve minutes: Kurt Schuler, seconded by Kathy Pericak

Non-Member Attendees:

Kathleen Donovan, Heather Rothenbeuscher, Kelly Krug, Terri Murphy, Gina Piccolini, Emma ParralSanchez, Rosa Angeles, Rebecca Hunter, Rahel Dubale, Nelly Hdz, Maria Veizga, Kathleen Clark, Julio-Ricardo Basurto, Jafar Al-Dulaimi, Cecilia Kline, Barhasbadi Gombojav, Alison Cassels, Adria Rodriguez, Charles Smith, Janna Dressel, Kathleen Clark, Reade Bush, Tauna Szymanski, Wendy Pizer,

Agenda:

7:00-7:20 - Opening and Public Comments / Apertura y comentarios públicos

7:20-7:30 - Office of Special Education Report / Informe de la Oficina de Educación Especial

7:30-8:10 - Office of English Learners / Oficina de Estudiantes de Inglés

8:10-8:45 - Discussion - ASEAC Report to School Board / Discusión - Informe de la ASEAC a la Junta Escolar

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

Welcome and Introductions (7:08pm)

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 (7:14pm):

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

Nick Walkosak

After many IEP conversations over the last 4 years at HB Woodlawn we had selected the standard diploma track for our son because there isn't enough elective schedule room to satisfy the world language requirement in the schedule due to social skills and instructional studies consuming electives. However, last week we were reviewing an information sheet for an external program that earns high school credit that credit accommodations are available for the world languages requirement for an advanced diploma. We asked the World Language Supervisor about it, and she said that with the agreement of the IEP team, a student can satisfy the world language requirements by taking 1 year of a language and 2 years of computer

science. SB 323 was passed in 2020 that was signed into law by the governor and effective 7/1/20.

From the Bill Summary:

“Requires the Board of Education, in establishing high school graduation requirements, to permit a student who is pursuing an advanced diploma and whose individualized education program specifies a credit accommodation for world language to substitute two standard units of credit in computer science for two standard units of credit in a world language. The bill provides that for any student electing to substitute a credit in computer science for credit in world language, his school counselor shall provide notice to the student and parent or guardian of possible impacts related to college entrance requirements.”

The school is “looking into it” which implies they are unaware. If APS is aware, and they are because the world language supervisor was proud to say she was part of the development of the bill, why are the schools not aware of the law? HB Woodlawn should have come to us through the special ed case carrier and let us know that there is now a viable path to the advanced diploma for our child. How many other kids across the high schools are taking computer science and running out of time to get this accommodation squared away in their IEP and class schedule?

There should be a School Talk or some announcement for any and all laws that are passed and signed that relate to students. We should not be finding out about an important accommodation related to graduation through reading the fine print on some random program offer. This is one more example of parents unnecessarily needing to stay on top of EVERYTHING to help their SWD.

Claudia Cuellar

I come to ask for help for minorities in this area. To obtain better translation in IEP meetings. **I seek help for minorities including interpretation and translation of documents** at IEP meetings. Many of us do not understand the process or execution of the IEP plan. Many parents simply sign the paperwork because they are confused by the information provided. Our students miss the opportunity for us to help them because us parents don't have the full information to help. Good help for parents and students would be very much appreciated.

Reade Bush

Kudos to PRC team. Concerns about recovery services. Teachers are stretched thin as most schools don't have additional staff to provide these services.

Question the commitment by the superintendent and the school board. They now have to make up 9000 compensatory hours.

Both kids have a significant challenge with reentry. County only has 4 Low-Incident Specialists. One of the three is out (not currently available). This low level of staffing is insufficient to support inclusion. This needs to be addressed. Additional staff are needed in the schools to support the students and teachers.

Rally appreciate efforts from OSE on inclusion, but

Cecilia Kline

Would like to echo the gratitude to the PRC and Kathleen Donovan, and also the concern about recovery services. I would extend the concern to not only the dire lack of teachers but also service providers, especially for younger children. My son is in pre-K. He doesn't have recovery

services in his IEP yet because of the technical glitches. Thanks to Kathleen, we have developed an AAC users parent support group. We had our first meeting last week. Plan to have an in-person gathering with kids over the winter break. Email APSAACParents@gmail.com if you have interest in joining the group.aseaa

OSE Responses to October 2021 Public Comments (7:35 pm):

Recovery Services

- We continue to provide recovery services
- APS teachers across the school division are prepared to have IEP discussions for any students on their caseloads where recovery services may need to be reviewed.
- There are no new hires that were devoted to recovery services

Dorothy Hamm MS Speech Services

- A new SLP was hired and has begun working with students.
- After the winter break we will begin working on make-up services

Transportation

- The presentation last week addressed the questions about communication between the schools and Transportation Office
- Medical Alerts are available on the bus driver tablets

VLP

- SSC- we continue to have a SSC working with VLP 2 days a week.
- Comp ED guidance document for parents has been translated and is posted to the website

Kelly Krug:

1. VLP Compensatory Services
2. Planning Factors Work Group
3. FY 2022 Budget Development

OSE Updates (7:37):

Heather Rothenbeuscher:

1. VLP Compensatory Services: Kelly and Heather have been coordinating with schools to prepare to provide compensatory services and will soon contact families.
2. Planning Factors Work Group: Are grateful to David Rosenblatt and Kathleen _____ for their assistance. OSE presented information to the Superintendent this morning. There was a recognition that the planning factors are outdated. There will be significant financial implications to make changes.
3. FY 2022 Budget Development: OSE is developing a zero-based budget. Are detailing the services mandated by Federal and State law.

Questions:

- Would like for parent training courses to be available in different languages and to be broadened to cover more topics.
 - We provide interpreters upon request
 - PRC: Is preparing a 5-week parent training session in Spanish. Always asks in advance if participants in interpretation.
 - Will also offer a 6-week core training later in the year.
 - PRC requests input on topics of interest to the community.

Office of English Learners / Oficina de Estudiantes de Inglés
Services for English Learners with Disabilities in APS (7:45pm)

Terri Murphy, Director, Office of English Learners

- Started at APS in April.
- Served most recently as the Director of Interventions in Katy ISD (near Houston) supporting intervention programs for students PK- 12, including English learners

English Learners & Special Education (Dually identified refers to special education and EL)

Grade Span	Total # EL	#Dually Identified	% Dually Identified
Elementary School	3276	524	16%
Middle School	833	272	33%
High School	1185	344	29%
Grand Total	5294	1134	21%

English Learners & Section 504

Grade Span	Total # EL	#EL & 504	%EL & 504
Elementary School	3276	17	0.52%

Middle School	833	8	0.96%
High School	1185	1	0.08%
Grand Total	5294	26	0.49%

English Learner Intervention Protocol (ELIP) & Supporting Students With Learning Difficulties (when not dually identified)

- The ELIP process is designed to support staff in being well informed about the learning needs of ELs and provide a structure to support ELs experiencing learning difficulties in the classroom.
- ELIP assists staff in determining if the difficulties are a result of second language acquisition needs or indicative of a potential disability (includes checklists, questionnaires, etc.). Student may be referred for a Special Education evaluation.

The English Learner (EL) Teacher's Role in Supporting Students with Learning Difficulties

- EL teachers participate in meetings held to consider instructional or behavioral supports for EL students.
- EL teachers must participate in or provide input to student support team meetings, special education eligibility meetings and Individual Education Plan (IEP) meetings.

English Language Development Services for Dually Identified Students at Elementary

Elementary:

- In the general education setting with an EL teacher who co-teaches, pushes in, or provides small group instruction
- In a self-contained special education setting with an EL teacher who pushes in

English Language Development Services for Dually Identified Students at Secondary

Secondary:

- In the general education setting with an EL teacher who co-teaches, pushes in or provides small group instruction
- In an English Language Development Course with a special education co-teacher
- In a self-contained special education class with an EL teacher who pushes in
- Support from EL resource teachers at the secondary level. They are experienced working with students with disabilities, but may not have special education certification.

Considerations for the DOJ Settlement Agreement

- All dually identified ELs must receive English language development support and special

education support.

- In schools, annual meetings must take place between English learner and special education teams to discuss identification processes and service delivery. Are seeking collaborative meetings.

Liaisons Between Offices

- The Office of English Learners and the Office of Special Education have designated liaisons who collaborate across departments.
- The liaisons work together to ensure integrated support for dually identified students and to support special projects.

The OEL 5-Year Plan

- Systemic improvement of English Learner Services
 - Improving instructional outcomes
 - Provision of high quality instructional resources
 - Identification and access to special programs and services
 - Professional learning plans
 - Staffing needs
 - EL certification
- OEL 5-year Plan Task Force
 - Seeking volunteers (from ASEAC) to serve on this new task force.

Q&A:

- How does the ELIP process support families? Are materials in various languages?
 - Terri will share with ASEAC links to additional materials and information.
 -
- Nadia: 2019 Program Evaluation on SPED also one done for EL. How is the Program Evaluation being implemented?
 - Terri: The Task Force will collect more information and will also gather data from OSE to inform the process.
- Estimates 25% (4,000) of students with IEPs are also identified as EL students (Does this include 504s)
- How are ELs who use AAC being supported?
 - Terry: Will need to research this. Kelly: Some AAC software are in Spanish, including core vocabulary words.
- Cecilia: how will instruction for ELs who are AAC users be approached?
- Tauna: can you provide exact number so we can compare to prior years? Also what percentage of students in segregated special education programs are ELs?
- David: why the dramatic increase between elementary and secondary? And why does it appear that EL students are not accessing 504s?
 - Terri: Some enter at elementary level, but teachers are gathering data. At the point that an instructional team may feel comfortable that they can make a recommendation about services. This jumps out at me too. That's data that we need to further impact. I also agree that we need to compare vs prior years. We need to look at that data more closely.
- Reade: Curious about the 4000 IEP number, and the 1000 EL students who have IEPs. Does that also include 504s?
 - Terri: Office of EL is in the Office of Academics and is separate from OSE.
 - Don't know how many of the EL students have 504s
- David: We've been hearing that interpretation isn't available in IEP meetings, documents

are being presented to be signed in another language than the recipient speaks. How does your office and OSE work together to address these concerns?

- Terri: Parents have to know that they can request interpretation if they speak one of the five languages weWe train school staff that if a parent requests interpretation. Are making sure that the school staff are aware of this.
- Symone: I believe those IEP translation points David raised are part of the DOJ settlement. Are you aware of the DOJ EL settlement terms, and what can you share about APS's progress?
 - Terri: We do keep track, there's compliance and annual reporting. We don't just want to meet the bare requirement. If families aren't understanding that they are able to request translation and interpretation - those are problems we need to keep improving upon.
 - Are in the third year of the settlement agreement. Are required to submit documentation on progress.
 - Families can reach-out to Terri directly with any concerns. (terri.murphy@apsva.us)
- David Siu: What is the school system's responsibility to determine proactively whether a family would like interpretation services?
 - Terri: The schools need to review that frequently. The schools need to inform families that they have the right to request these services.

Discussion - ASEAC Report/Recommendations to School Board / Discusión - Informe de la ASEAC a la Junta Escolar (8:17pm)

ASEAC presentation to the School Board work session is scheduled for January 13th, 2022.

Possible topics:

- Virtual Learning
- Recovery Services
- Transportation
- Planning Factors/Inclusion
- English Learners w/Disabilities
- Others?

Kurt Schuler: Recovery is still a big concern for many parents that i know. At some point either Recovery will be complete or futile. It's worth stressing.

Rebecca Hunter: re: Transportation for those who have not heard Kristin Haldeman's last day is Friday. Also, there is a new position of Exec Dir of Transportation now open too.

Kathy Pericak: We are meeting on Thursday to talk about the policy. It is being revised. Many of the things we've talked about are not in the policy right now. The school board should be aware of this - either through the policy or these recommendations.

Ellen Fitzenrider: If HR in Arlington does regular performance reviews? And if the person in transportation has had that review?

David Siu: I think the constellation of planning factors & inclusion would be key, especially around budget season

Cecilia Kline: Especially for points around Inclusion and Recovery Services, can we highlight professional development? Also views parent involvement as important.

Kristin Gillig: I agree with David and Planning factors being a priority. Earlier in the meeting Heather R. said that those planning factor updates are likely to result in big cost increases, and the school board is all about controlling budget. So, making sure they understand why the SPED budget #s are big and should be bigger is critical for ALL our kids. This would also possibly help with ensuring we have sufficient staffing for our understaffed teachers.

Rebecca Hunter: Make sure we have a lot of input. They now have new position of Exec Director of Transportation. Hopefully there will be a lot more focus. A lot of opportunity to really engage on the Transportation issue and make sure it's a priority. Thinking of spaces we need for SPED, they are going through a complete review of every building - I think they really need some input from SPED community for what we need. They are using this word "adequacy" but that's very broad.

David Rosenblatt: Lots of comments and questions about Planning Factors. I think it's going to be expensive, so the school board needs to hear a push from all of us to rectify historical injustice. I would argue for putting that in for one of our top 2 or 3.

Virtual learning hasn't been discussed much since the beginning of this school year. Is this still a priority that should be raised with the School Board?

Janna Dressel: There have been important improvements. Still work to be done. It's been difficult for parents to connect with one another (i.e., no PTA in the virtual program). Helpful to be meeting with APS leadership weekly or biweekly. May not be a standalone priority topic for the School Board. Could focus on staffing and facilities as they relate to inclusion.

Reade: Recovery Services - What are the numbers of students requiring recovery services? Need to better identify the scope of the problem considering workload on teachers and staff.

Symone: Maybe we can ask for an audit to quantify by year last and current - how many students qualify for RS, how many have received it, and how much is still owed? Then to have them propose a plan, with specific details as to when it will be addressed. Families need to know what to expect, and we need accountability.

Reade: To achieve 80% of the kids 80% of the time in Gen Ed setting, there will be significant resources needed. Resources are not currently available for students needing specialized behavioral services in the general education setting, however, programs like MIPA have these services. This needs to be a big budget priority.

Nadia: Staff compensation is an important issue. Especially, I think it's important as SB just had a work session about this district wide, we need to acknowledge and APS needs to pay special education assistants and give them benefits. This position is often hourly and in the current environment it's a hard position to fill. Yet, these individuals in these positions are often doing extremely important work, supporting inclusion and student safety. I would like APS to recognize these staff members and give appropriate compensation.

Wendy Pizer: We need better behavioral supports. A systemwide approach rather than a patchwork with schools using different approaches. Needs to be used across a wide range of staff. There are only two autism specialists and two active Low-Incidence specialists. This is not adequate to address all student's needs.

Keith: I agree with Reade. This has also been a major problem for my son who is struggling to be back in school since it's reopened. More specialized services have to be available to address the multiple needs of our students in the gen. ed. setting.

Kristin Gillig: +1 I agree with Wendy on need for more consistent, systemwide approach to behavioral supports, and of course making sure there are sufficient trained staff.

Kathleen Clark: Thinking through planning factors and inclusion...trying to get those supports in pre-K...my concern is the budget crunch...we didn't give funding to our pre-k. We need the foundation, and the building blocks.

ASEAC Leadership will draft a memo to present on Jan. 13th to the School Board and will seek further input from ASEAC members.

ASEAC Updates (8:56pm)

Discussion: ASEAC Recommendations to School Board, January 2022

Topics for Possible Recommendations:

- Virtual Learning
- Recovery Services
- Transportation
- Planning Factors/Inclusion
- English Learners w/Disabilities
- Others?

ASEAC Business:

Approval of November Minutes

Policy Subcommittee Update: (8:55)

- Kathy Pericak - Working on policy and PIP on transportation. Also working on special education policy. Requested an extension that was granted until January 3, 2022.
- Kathy maintains an email list on policies. Email her if interested in information on policies at: pericak.kathy@gmail.com

VDOE Performance Indicators

- Keith reported on the VDOE Indicators survey. ASEAC encourages members to submit survey responses by December 15th and to

select the responses that call for the most ambitious increases in performance.

PRC:

- La Sopa de la Abuela episodes are available for your viewing pleasure at: <https://www.apsva.us/special-education/parent-resource-center/telenovela/>

Upcoming Events:

- January 27 - February 24: Telenovela Series
- January 27: Lunch and Learn Session - Home/School Collaboration w/ VDOE's Family Engagement Specialist, Chiquita Seaborne
- February 1: IEP Sessions Class (Morning & Evening)

Other ASEAC Updates:

SEPTA Super Chat with the Superintendent will be tomorrow at 7:30pm.

(9:05pm) Move to adjourn: Paul; Second: Keith

Remaining Meeting dates reminder for 2021-2022:

- January 25, 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

19:24:38 From Kathleen Donovan to Everyone:

Thanks for your patience, everyone. To access simultaneous interpretation,

Dial: 1-646-307-1479

Then enter Guest code for language (see codes below)

Then enter #

ARABIC/ **عربي** 5770975517

AMHARIC/ **አማርኛ** 7717692178

SPANISH/ Español 8915541472

MONGOLIAN/ Монгол 3686798342

19:27:49 From Kathleen Donovan to Everyone:

Please disregard the Spanish language subtitles when a language other than English is being spoken.

19:33:27 From Kathleen Donovan to Everyone:

KUDOS to Cecilia for coordinating this new parent group! 😊

19:33:48 From Kathleen Donovan to Everyone:

apsaacparents@gmail.com

19:34:54 From Paul Timm to Everyone:

aseac.mail@gmail.com

19:37:48 From David Rosenblatt to Everyone:

OSE responses to November public comments:

https://docs.google.com/document/d/1T94_Csu5kj7vMRetUxq9zw0z_wcOPPUMs6PbmVYDdl8/edit?usp=sharing

19:40:11 From Kristin Gillig to Everyone:

Seconding kudos and a huge thank you to David and Kathleen for their significant work on planning factors.

19:40:12 From Alison cassels to Everyone:

Thank you all who worked on planning factors! Such important work.

19:40:37 From Adria Rodríguez to Everyone:

Me gustaría que todos los cursos que ofrecen para los padres lo pudieran hacer en otros idiomas, los de PEATC latino son buenos pero no son suficientes y no abarcan todos los temas.

19:59:54 From Ellen Fitzenrider to Everyone:

Is the ELIP process/documents something you can share and have a link for?

20:02:19 From Tauna Szymanski (she/her) to Everyone:

Can you provide the current percentage of all APS students with IEPs who are ELs? (not the percentage of ELs who have IEPs, which you already provided)

20:03:29 From Cecilia Kline to Everyone:

how will instruction for ELs who are AAC users be approached?

20:03:43 From Nadia Facey (she/her) to Everyone:

Thank you so much.

20:04:36 From Tauna Szymanski (she/her) to Everyone:

It would be great if you could provide the exact number so we can compare to prior years!

20:04:58 From Tauna Szymanski (she/her) to Everyone:

Also, what percentage of students in segregated special educated programs are ELs?

20:06:08 From Cecilia Kline to Everyone:

are there Spanish or other language speaking slps and other service providers?

20:06:19 From Tauna Szymanski (she/her) to Everyone:

See Section VIII for our data collection on ELs and IEPs/504s:
https://docs.google.com/document/d/1afkba6aDz4G8pn0m_HfBP6G758JFtajIDSfc02jjW3I/edit#

20:08:29 From Reade Bush to Everyone:

Great question David

20:12:36 From Symone Walker to Everyone:

I believe those IEP translation points David raised are part of the DOJ settlement. Are you aware of the DOJ EL settlement terms, and what can you share about APS's progress?

20:15:05 From terri.murphy to Everyone:

terri.murphy@apsva.us

20:15:06 From David Siu to Everyone:

What is the school system's responsibility to determine proactively whether a family would like interpretation services?

20:21:55 From Rebecca Hunter to Everyone:

re: Transportation for those who have not heard Kristin Haldeman's last day is Friday. Also, there is a new position of Exec Dir of Transportation now open too.

20:23:02 From David Siu to Everyone:

I think the constellation of planning factors & inclusion would be key, especially around budget season

20:23:16 From Tauna Szymanski (she/her) to Everyone:

Agree, David Siu!

20:25:59 From Kristin Gillig to Everyone:

I agree with David and Planning factors being a priority. Earlier in the meeting Heather R. said that those planning factor updates are likely to result in big cost increases, and the school board is all about controlling budget. So, making sure they understand why the SPED budget #s are big and should be bigger is critical for ALL our kids. This would also possibly help with ensuring we have sufficient staffing for our understaffed teachers.

20:29:41 From Kristin Gillig to Everyone:

Also, David, remember the SEPTA Superintendent chat questions meeting is tomorrow, so it would be interesting to look at the topics that come up there and cross reference with ASEAC topics.

20:46:37 From Nadia Facey (she/her) to Everyone:

Staff compensation is an important issue. Especially, I think it's important as SB just had a work session about this district wide, we need to acknowledge and APS needs to pay special education assistants and give them benefits. This position is often hourly and in the current environment it's a hard position to fill. Yet, these individuals in these positions are often doing extremely important work, supporting inclusion

and student safety. I would like APS to recognize these staff members and give appropriate compensation.

20:47:37 From Keith Chanon to Everyone:

I agree with Reade. This has also been a major problem for my son who is struggling to be back in school since it's reopened. More specialized services have to be available to address the multiple needs of our students in the gen. ed. setting.

20:48:40 From Kristin Gillig to Everyone:

+1 I agree with Wendy on need for more consistent, systemwide approach to behavioral supports, and of course making sure there are sufficient trained staff.

20:48:49 From Heather Rothenbuescher to Everyone:

All the positions are staffed

20:49:59 From Reade to Everyone:

All staffed but one of the 4 has been out all year

20:50:26 From Nadia Facey (she/her) to Everyone:

Heather. Thank you for this information. Is there any way you could please put in the chat the list of which behavior/low incidence Specialists are assigned to each school? Thanks.

20:50:27 From Kelly Krug to Everyone:

Yes please consider supporting prek

20:51:06 From Heather Rothenbuescher to Everyone:

Thank you, Kathleen!

20:52:37 From Margy Dunn to Everyone:

Sorry I've been quiet - yelling kids and hard time focusing here tonight

20:56:21 From David Siu to Everyone:

Sorry, lost audio. Yes on minutes.

20:57:27 From Nadia Facey (she/her) to Everyone:

Huge thank you to Kathy P who is doing and continues to do so much for our community on policy. Thanks!

20:57:45 From Kathy Pericak to Everyone:

Thanks, Nadia!!

20:58:55 From Kathleen Donovan to Everyone:

La Sopa de la Abuela episodes are available for your viewing pleasure at:

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

20:59:12 From David Rosenblatt to Everyone:

Yaaaaaaaay, Kathy P!! (the P is for Policy)

21:01:41 From Kathleen Donovan to Everyone:

https://www.doe.virginia.gov/special_ed/parents/parent-involvement-survey-flyer.pdf

21:03:03 From Kathleen Donovan to Everyone:

The PRC team can be reached at prc@apsva.us or 703.228.7239

21:03:36 From Nadia Facey (she/her) to Everyone:

Don't forget to tune into the SEPTA Super Chat tomorrow!

21:04:32 From Ellen Fitzenrider to Everyone:

Thanks everyone!

21:04:36 From Reade to David Rosenblatt (Direct Message):

Thanks David great job running meeting

21:05:09 From Adria Rodríguez to Everyone:

Gracias, buenas noches

21:05:57 From Adria Rodríguez to Everyone:

Good Night!

21:06:22 From Rosa Angeles to Everyone:

Gracias buenas noches