

MEMORANDUM

TO: Arlington School Board

FROM: Arlington Special Education Advisory Committee (ASEAC)

DATE: April 6, 2015

SUBJECT: Non-recommending Year Report, 2014-2015

Background: ASEAC provides an opportunity for parents to have a voice in the way APS provides services to students with disabilities, from preschool to age 21. A majority of ASEAC members must be parents of students with disabilities, but the committee also welcomes other parents and community members, and must include one teacher. The committee also values the support and contributions of several APS staff, who serve as consultants to the committee.

ASEAC's role and duties are mandated by the Regulations Governing Special Education Programs for Children with Disabilities in Virginia as defined by the Virginia Department of Education (VDOE). As described by the VDOE, Special Education Advisory Committees (SEAC) "are extensions of local school boards since members are appointed by them, and SEACs provide reports and recommendations to their school boards." ASEAC provides an annual report to the School Board, but also submits comments and recommendations throughout the year as needed. The Regulations state, ASEAC's official role is to:

1. Advise the local school division of needs in the education of children with disabilities;
2. Assist in the development of long range plans designed to provide needed services for children with disabilities;
3. Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities;
4. Submit periodic reports and recommendations to the school board;
5. Assist the school division in interpreting educational plans to the community for meeting the needs of children with disabilities;
6. Review the policies and procedures for the provision of special education and related services prior to submission to the school board; and
7. Participate in the review of the school division's annual plan.

Students with disabilities that affect their ability to learn and engage socially are in all Arlington Public Schools and are supported in general education classrooms or 'self-contained' special education classrooms, or a combination thereof. There are 3 primary ways that a student with a disability can be supported:

- with an IEP (Individual Education Plan)
- with a Section 504 Plan

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- through an IAT (Intervention Assistance Team)

IEPs are regulated through the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and includes both services and accommodations. Section 504s are regulated through the Section 504 of the Rehabilitation Act of 1973 of the American with Disabilities Act (ADA) and include accommodations. And IATs are APS's framework to support any student in need of assistance (services and/or accommodations) and an IAT is not limited to students with disabilities. Some IAT students go on to receive IEPs or 504s if further intervention is necessary.

As of December 2014, APS had 3,605 students (or 15%* of the student population), with IEPs (see APPENDIX for the Student Count by Disability). As of March 26, 2015, APS had 580 students with 504 Plans (or 2.5%* of the student population). Therefore, APS is currently serving over 17.5% of their students with IEP and 504s, which does not include those students with an IAT.

*(*Based on a total student population of 23,499 from the Sept 30, 2014 PreK-12 VDOE Report Card).*

Current Year Activities: In addition to its regular monthly meetings (synopsis at the end of this report), ASEAC continues to facilitate the participation of Arlington residents through its Subcommittees. Many parents have an interest in Special Education but would like to focus on a specific disability or area of interest/concern. ASEAC Subcommittees are led by an ASEAC Member, but ASEAC membership is not required for Subcommittee participation. This year, ASEAC Subcommittees focused on the following topics:

- Dyslexia
- Down Syndrome Spectrum/Learning Styles
- Autism
- Mental Health
- Twice Exceptional (a student identified as both gifted and having a learning disability)
- Budget
- Attention Deficit Hyperactivity Disorder
- Arlington Tiered System of Support (ATSS)
- Beyond Life Skills/Social Skills
- Capital Improvement Project/More Seats for More Students
- Inclusion
- Diploma Options/Aspire2Excellence
- World Language Accessibility

ASEAC also actively encourages our Members and Participants to collaborate and engage with other Advisory Committees and Community Organizations to expand our outreach and educate ourselves on other Committees' and Organizations' efforts. This year, ASEAC Members and Participants engaged with the following APS Committees and Community Organizations: English Language Arts Advisory Committee, World Language Advisory Committee, Budget Advisory Committee, Facilities Advisory

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Committee, Special Education PTA (SEPTA), The Parent Resource Center's Parent Liaison Program, The Arlington Inclusion Task Force, The International Dyslexia Association, Decoding Dyslexia Virginia (DDVA), Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), National Alliance on Mental Illness (NAMI), ArlingtonReading listserv, ADHD listserv, Concerned Parents of Arlington Students with Autism, Dyslexia Parent Support Group, More Than Dyslexics (MTD) Student Support Group, and Arlington Autism Group (AAG).

Highlights/Accomplishments/Supportive Efforts:

- **Launch of the First Year of ATSS Roll-Out (5 Year Plan)**
- **October's APS Countywide SchoolTalk Summary of Disabilities distributed to help bring awareness to October's Disability Awareness Month: (<http://www.apsva.us/Page/27901>)**
- **Creation of the Dyslexia Task Force (APS Sponsors include Connie Skelton, Michelle Picard, Kelly Krug)**
- **APS and Parent Work and Feedback Sessions for the Secondary Program for Autism**
- **APS and Parent Work and Feedback Sessions for the Twice-Exceptional Program**
- **Recommendations to support/accommodate Students with Disabilities in the World Language Advisory Committee Annual Report 2014/15**
- **Participation in the Superintendent's Budget Stakeholder Meetings**
- **Support for the Inclusion Task Force grant proposal and initiative**
- **Special Education PTA Meetings in various individual schools**
- **Our ASEAC Monthly Meetings are public meetings and our attendance averages approximately 40 participants. ASEAC continues to fulfill the mission to educate parents and staff about Special Education issues. Our meeting topics address a wide range of disabilities in the County.**
- **Providing individualized support to families, facilitating referrals to APS Staff, and making introductions to other families with shared interests.**

Update of Previous Recommendations: In 2013-2014, ASEAC recommended that APS develop a multi-tiered process to identify, implement, and monitor effective interventions for students at all levels to ensure that all students receive the instruction and interventions they need to support academic and social emotional learning and to achieve at a higher level of performance. This multi-tiered system of support was also recommended by the ELAAC, the ELA Evaluation, the Student Services Evaluation (1/2013), and the ESOL/HILT Evaluation (9/2012).

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As previously stated: Recommendation #1: Implement a five-year plan to deploy the Arlington Tiered System of Supports (ATSS) throughout all Arlington Public Schools in partnership with the Department of Instruction. Establish and follow specific benchmarks, put into place a management system that guarantees accountability, and provide appropriate professional development to ensure fidelity throughout the system.

2011 – 2017 Strategic Plan Alignment: *ATSS aligns with every Strategic Plan goal, addressing the diverse needs of all students.*

Goal One: Ensure That Every Student is Challenged and Engaged - The purpose of Arlington Tiered System of Support (ATSS) is to ensure that every child is given the support he or she needs to meet high expectations for student success.

Goal Two: Eliminate Achievement Gaps - ATSS provides individualized, early intervention and monitoring that is expected to contribute significantly to eliminating achievement gaps.

Goal Three: Recruit, Retain and Develop High-Quality Staff - ATSS will require, through appropriate Professional Development, that our Teachers and Staff be able to recognize the signs of students that need additional help and/or interventions and to either provide that intervention, or refer the student to another school resource capable of providing that intervention. These opportunities for Professional Development and experiences with ATSS increase the value of our staff and their effectiveness in helping our students achieve to their potential.

Goal Four: Provide Optimal Learning Environments - This goal includes the use of technology to assess student achievement in authentic and meaningful ways that generates data to diagnose and modify instructional practices. The use of data to evaluate progress and select and modify interventions is a core component of ATSS.

Goal Five: Meet the Needs of the Whole Child - An important component of ATSS is attention to the social/emotional needs of children and the use of Positive Behavioral Interventions, as well as helping them with their academic achievement.

The importance and priority to implement ATSS by APS was made evident when the School Board approved the initial Budget last year. Because ATSS involves a multi-year implementation process, it is important that adequate annual funding be sustained to ensure that it matures as a robust framework and system that is universally implemented with fidelity in all APS schools. Failure to sustain adequate funding in any given year will have a significant negative impact on the effectiveness and timeliness of the roll-out.

The ATSS process is currently in the first year of a 5-year plan of implementation. The 2014-2015 APS Budget included \$400,000 in funding to launch the ATSS. The proposed 2015-2016 Budget includes \$400,000 in funding for ATSS and is intended to represent the the salary and benefits for the one ATSS Supervisor and approximately

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\$270,000 for all other expenses to continue the work towards ATSS's full implementation. Much of the work under the ATSS department involves:

- Identifying and implementing (which may include purchasing) appropriate screening and assessment tools to assess which students need additional support, instruction or interventions
- Identifying and implementing (which may include purchasing) appropriate interventions in reading, writing, math, and behavioral interventions
- Creating a data collection systems specific to those areas to track each individual student's progress once he/she has been identified as needing additional support, instruction and/or an intervention once it has been identified
- Professional development of general education teachers, special education teachers, administrators, and support staff such as counselors to implement ATSS, which may include intervention-specific training

An ATSS Supervisor was hired in August of 2014. She has developed an ambitious 5-year implementation plan (see APPENDIX for the most recent DRAFT PLAN). This implementation plan is based on best practices and lessons learned by implementations of similar tiered support systems in school districts across the country and through numerous feedback sessions (some of which are still occurring) with APS Staff, Parent and Advisory Council stakeholder groups. This first year of the plan is being used as a planning year, to identify screening tools and effective interventions, particularly for elementary reading, to plan changes in data collecting systems, and to meet with administrators and staff to begin the professional development process. The ATSS Supervisor attended our January 2015 ASEAC meeting to present a progress report and has met with ASEAC members to review the proposed 5-year plan.

This year's proposed budget (2015/16) of \$400,000 is intended to represent the continued salary and benefits for the one ATSS Supervisor and approximately \$270,000 to cover all other expenses. The task is **significant** and may be **too great** for one person to coordinate alone. Additional staffing and support from the respective departments should be considered to share the financial burden for practice development, screeners, and intervention costs. ATSS is primarily a General Education initiative (identifying and supporting the students within the General Education framework) and the ATSS Department's work cannot be done in isolation or it won't be successful. We think it is important that the work of the ATSS Supervisor be **substantially supported** by the Department of Instruction, particularly the ELA and Math departments, and the Department Student Services, with respect to behavioral interventions. In particular, developing behavioral interventions, screening tools and monitoring, including attendance interventions and issues, require the expertise and experience of the Psychological Services and Counseling Departments. We believe they should shoulder a significant part of the workload. The process of identifying interventions, screening tools, assessments and data monitoring takes time. Further resources may be necessary this year to identify appropriate interventions, screening tools, and data monitoring for secondary reading, elementary and secondary math, and behavioral supports in order to keep the overall ATSS implementation plan process on

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track. It is also important to make clear that, although ATSS is a general education framework, students with disabilities will be fully included in the framework **regardless** of their placement.

We are also concerned about **adequate accountability** for the success of ATSS throughout the system – **accountability at the school level** for the success of ATSS in each classroom and grade, and **overall system wide accountability** that ensures that each school is implementing ATSS with the **highest fidelity**. **To further establish the importance of ATSS and to ensure universal and consistent employment of ATSS, the School Board should adopt a School Board Policy and Policy Implementation Procedure to provide clear guidance as to the expectations for ATSS across the system.**

Committee members:

Donna Owens, Chair
Heather Alderman, Vice Chair
Linda Arnsbarger, Secretary
Nadine Asef-Sargent, Cloe Chin, Misty Costner, Katherine Harris, Genevieve Heighberger, Kay Luzius, Jim Melvin, Heather Weir (APS Teacher Member), Jennifer Johnson, Paul Patterson, Margaret McGilvary, Gary Steele

Dr. Kristi Murphy, Director of Special Education, Staff Liaison

Nancy Van Doren, School Board Member Liaison

ASEAC would like to thank Patrick Murphy (Superintendent), Brenda Wilks (Assistant Superintendent of Student Services and Special Education), Kristi Murphy (Director of Special Education) and Nancy Van Doren (School Board Liaison to ASEAC) for continuing to foster a strong collaborative working relationship with our Committee. We also would like to recognize and thank the following APS and County Staff who have supported our efforts this year to help our Special Students, many of whom have faithfully attended, participated, or presented in our ASEAC meetings:

Wendy Carria, Supervisor, Special Education
Janet Quantrille, Consultant for the Office of Special Education
Kathleen Donovan, Parent Resource Center
Vickie Barr, Parent Resource Center
Becky Suttell, Arlington County Department of Parks and Recreation
Soraya Strobach, Spanish Interpreter
Connie Skelton, Assistant Superintendent of Instruction
Deirdra McLaughlin, Assistant Superintendent of Finance
Raj Adusumilli, Assistant Superintendent of Information Services
Linda Erdos, Assistant Superintendent of School and Community Relations
John Chadwick, Assistant Superintendent of Facilities and Operations
Kelly Krug, Supervisor of Arlington Tiered System of Support
Michelle Picard, Supervisor of English Language Arts

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Gloria Dalton, Parent Ombudsman/Specialist from the VDOE
Pat Jones, Special Education Coordinator
Marbea Tammaro, Assistive Technology Specialist
Wendi Adkins, Assistive Technology Specialist
Terrance Proctor, Services Support Center Director
Lionel White, Director of Facilities Planning

Monthly Meeting Synopsis (to date):

September 2014: Organizational Meeting: Gloria Dalton (Parent Ombudsman/Specialist from the VDOE) led the discussion about the purpose and mission of SEAC's in the state of Virginia and offered advice about effective Special Education Parent involvement. We discussed a framework for our ASEAC Subcommittees and their focuses for 2014/15, and brainstormed about topics for future ASEAC meetings.

October 2014: Preliminary Budget Update and Life Skills Update with a roundtable discussion

November 2014: Subcommittee Updates (abbreviated due to School Board Meeting conflict)

December 2014: In-depth Budget Discussion

January 2015: Arlington Tiered System of Support Update and Discussion, Budget Update, Twice Exceptional Program Update, Secondary Program for Students with Autism Program Update, 2015/16 Special Education Countywide Program Moves Update

February 2015: Special Education Assistive Technology Presentation with a Discussion that included representatives from APS's Information Services Department

March 2015: Annual Special Education Report

Remaining Meetings and Subcommittee work in April, May and June will focus on: Seclusion and Restraint Practices and Legislation, the Dyslexia Task Force, Support and Accommodations for our students in World Language classes, Customer Feedback/Accountability Surveys for Special Education Meetings, SOL/ASOL alignment with MIPA and Life Skills Curriculum, Inclusion, pursuit of adding links to APS's Special Education webpage to connect parents to resources pertaining to a variety of mental illnesses, CIP analysis to ensure coordination with Special Education space requirements.

Respectfully submitted on behalf of ASEAC,

Donna Owens, Heather Alderman and Linda Arnsbarger

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Appendices:

December 2014 Special Education Count by Disability

Disability	2010	2011	2012	2013	2014
Specific Learning Disability	959	1008	1023	1050	1080
Other Health Impairment	552	654	724	807	741
Speech-Language Impairment	481	437	436	440	493
Autism	324	361	421	445	457
Developmental Delay	261	206	222	165	252
Emotional Disability	229	227	227	229	249
Multiple Disability	108	116	118	121	121
Intellectual Disability	109	107	106	99	117
Hearing Impairment	47	46	49	49	51
Orthopedic Impairment	21	22	18	17	20
Visual Impairment	13	13	12	10	15
Traumatic Brain Injury	12	7	7	7	8
Deaf-Blindness	0	0	0	1	1
Total	3116	3204	3363	3440	3605

ATSS 5-Year Work Plan (DRAFT as of April 6th - ATSS is still conducting Stakeholder Feedback Sessions to finalize this document)

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5 Year Plan Beginning 2016

for the APS Professional Learning Community to Include Arlington Tiered System of Support (ATSS)

Long-Term Goals	Strategies	Timeline	Responsible	Date Complete	Measure of Success
<p>1. All schools will have at least 60 minutes a week for teachers and staff to meet in Collaborative teams as a part of the PLC process.</p>	<p>1. Training on the PLC process and data driven instruction. 2. Every teacher will be part of a collaborative team as a part of the PLC process. 3. Each year grade level/content teams* will revisit their roles, responsibilities, norms, mission, vision, values and goals for the year.</p> <p>*Grade level/Content teams include ESOL, SPED and gifted teachers. Participation of elective teachers will be determined by the school administrator. Additional staff such as counselors, social workers, bilingual resource assistant, minority achievement coordinators, SRO's and other support staff should be invited to grade level/content team meeting as need arise.</p>	<p>In process and will be ongoing</p>	<p>1. School leadership teams 2. School leadership team 3. Grade level/content teams</p>		<p>1. PD Calendar for each school year 2. Collaborative Team minutes on roles, responsibilities, mission, vision, observations by administrators during PLC 3. School list of all T-Scale staff and the Collaborative Team they are part of School, team self-assessments via APS PLC Rubrics</p>

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<p>1. All schools will have a Tier 1 instructional framework in place and resources to differentiate for student needs and support achievement.</p>	<ol style="list-style-type: none"> 1. Content areas will provide curriculum documents and resources that include specific differentiation strategies for diverse learners such as SWD, ESOL, and advanced learners, to ensure all students reach or exceed grade level expectations. 2. Lead teachers/Department chairs will receive training during their lead/department meeting on differentiation strategies, core instruction, and assessment to work with diverse learners. They will serve as a train the trainer model to do turn around training back at their schools during staff meetings, grade level content meetings and other designated times. 3. Lead teachers/department chairs will provide training at their school so all staff can learn the same information. 4. Classroom teachers will implement strategies learned and use curricular documents and resources to deliver instruction and monitor student progress. 5. Building administrators and content supervisors will observe, do classroom walk throughs and monitor the fidelity of high quality core instruction and effective differentiation. 	<p>On going</p>	<ol style="list-style-type: none"> 1. Content office 2. Content offices, Lead/department chairs 3. Lead/department chairs 4. Classroom teachers 5. Building and content supervisors 		<ol style="list-style-type: none"> 1. Curriculum documents disseminated and fidelity of instruction monitored by school administrators and content supervisor. 2. Lead Teacher/Department chair meetings and trainings by content office 3. Lead Teacher/Department chair meetings and trainings at schools 4. Classrooms observations 5. Classroom observations
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<p>3. All schools will administer universal screening in reading and math</p>	<ol style="list-style-type: none"> 1. Select universal screeners. 2. Training provided on the selected universal screeners. 3. Schools create a master testing calendar in the beginning of the year indicating when each grade/class will take each assessment and when data will be reviewed. 	<p>Available at all levels by 2016-2017</p>	<ol style="list-style-type: none"> 1. ATSS Supervisor, Math, ELA, ESOL, SPED Offices, administrators, and teachers 2. Coordinated by ATSS supervisor or relevant office 3. School leadership team 		<ol style="list-style-type: none"> 1. PD training dates and assessments complete for all students 2. DOI testing calendar windows and school based testing calendars 3. Reports to parents on student progress
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<p>1. All schools will administer formative assessments.</p>	<ol style="list-style-type: none"> 1. All schools will administer quarterly formative assessment to determine which standards student have mastered and which standards students need additional support in. 2. Grade level/content teams will create common formative assessments to pre and posttest content information. 3. Intervention and enrichment opportunities will be provided to students based on assessment results 	<p>Ongoing</p>	<ol style="list-style-type: none"> 1. Content offices and School teams 2. Grade level/content teams 3. School teams 		<ol style="list-style-type: none"> 1. Formative assessment administered and data analyzed 2. Grade level/content common formative assessments created 3. Students will be provided intervention when needed and data can be monitored in the intervention data system
<p>5. All schools will identify power standards and student friendly learning outcomes that all students will master.</p>	<ol style="list-style-type: none"> 1. Content supervisors and specialists will train lead teacher on identifying power standards to enable them to lead this work at the school. 2. At the beginning of each quarter grade level/content teams with the support of reading teachers, math coaches, ESOL and SPED leads, department chairs and other specialized staff will identify the Power Standards for that quarter that they will ensure students get re-teaching on. 3. Each team will collectively work to identify student learning targets for each standard. 	<p>Begin in 2015-2016 (2-3 years)</p>	<ol style="list-style-type: none"> 1. Grade/Content team, lead/department chairs 2. Grade/Content Teams 3. Grade/Content Teams 		<ol style="list-style-type: none"> 1. Content supervisors training for leads/chairs on Power Standards 2. Grade/Content Power Standards turned into identified school staff 3. Learning outcomes will be posted in classrooms

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<p>6. All grade level/ content teams will administer common formative assessment that includes the identified Power Standards.</p>	<ol style="list-style-type: none"> 1. Collaborative team work includes the creation of common formative assessment that will include identified power standards, agreement on format of the assessment and when analysis will occur. 2. Collaborative team will use data from common formative assessment to determine student needs. This should also include assessment data on language proficiency measures for ELLs and how to monitor language development?? (need help on this one from Faith's office) 3. Collaborative teams will progress monitor students who need additional support or enrichment. 	<p>Begin in 2015-2016 (3-4 years)</p>	<ol style="list-style-type: none"> 1. Grade/ Content Teams 2. Grade/ Content Teams 3. Grade/ Content Teams 		<ol style="list-style-type: none"> 1. Quarterly formative assessment calendar for each grade/content team 2. Common formative assessments 3. Collaborative team action plans for students who need intervention or enrichment and data in intervention monitoring system
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<p>1. APS will identify a common data protocol practices to analyze student performance and progress.</p>	<ol style="list-style-type: none"> 1. All grade level/content teams will meet to discuss universal screening results, Interactive Achievement results and other common formative and summative assessment results. 2. School leadership teams will analyze school wide trends, look at the progress of gap groups 1,2, and 3 as well as grade level results using APS data protocol. 3. Collaborative team will identify students who need additional support or need enrichment immediately after assessment, determine how to progress monitor student growth and who will be in charge of progress monitoring during their PLC time. 4. Train staff on how to determine appropriate interventions and ways to provide enrichment to students who have masters grade level expectations. 5. After student data is analyzed, teams will determine which interventions are appropriate for the student identified as needing interventions and monitor progress. 	<ol style="list-style-type: none"> 1. Begin in 2015-2016 (3-4 years) 	<ol style="list-style-type: none"> 1. Grade/Content Teams 2. School leadership Team 3. Grade/Content Teams 4. Content office and school teams 5. School teams 	<ol style="list-style-type: none"> 1. Collaborative team minutes and Bambrick model???filled out for each class, team determination of who needs intervention and extension 2. School wide data reports, Bambrick model filled out for each class 3. Minutes from collaborative team meetings, data from intervention monitoring system 4. On-going intervention training, reports on efficacy from intervention data system, IAT report 5. Reports on efficacy from intervention data system, IAT report
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<p>1. All schools will have time during the school day to deliver intervention for any identified students.</p>	<ol style="list-style-type: none"> 1. School leadership will receive training on creating a master schedule that includes time for intervention. 2. School leadership team will design the master schedule to build in guaranteed time for students who need intervention or extension. The recommended amount of time is 30 minutes 4-5 times a week. 3. Grade/ content teams will determine what interventions can be offered and determine where staff needs to be trained in additional interventions to be able to offer any of the APS accepted interventions. 4. Identify teachers who need additional training to deliver interventions 5. Teachers will be trained on how to select appropriate intervention and monitor effectiveness of the interventions. 6. The Department of Instruction and Student services will work together to Identify areas that need additional researched-based academic or behavioral interventions 7. Teachers, administrators, and central office staff members will use district wide data system to monitor all intervention participation and growth 8. School administrators will conduct observations and walk throughs to monitor intervention implementation and delegate staff to support intervention implementation as needed. 	<p>Begin in 2015-16 and rolled out at all school by 2017</p>	<ol style="list-style-type: none"> 1. School leadership team 2. School leader and grade level/content teams 3. School leader and grade level/content teams 4. DOI/DS SSE with school input 5. School leader and grade level/content teams 6. Content Offices, Special Education and ESOL 7. All department, offices, school teams 8. School and content administrators 	<ol style="list-style-type: none"> 1. Training for master schedules 2. Master schedules reflect intervention time 3. Collaborative meeting minutes, reports on efficacy from intervention data system, IAT report 4. Master list at each school on who is trained in each interventions 5. On-going intervention training 6. On-going pilots, trainings, research 7. Reports from intervention data system, universal screeners, Interactive achievement, and other forms of assessment 8. Classroom observations
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<p>1. All schools will monitor and track student progress for Tier 2 and 3 interventions in the centralized data system.</p>	<ol style="list-style-type: none"> 1. Identify and/or create as well as implement a system to track and monitor intervention data. 2. As part of the PLC structure, collaborative teams will record Tire 1 and t2 interventions in the data system to document progress before a referral to IAT 3. Schools will convene an IAT meeting for students who have been identified as needing additional support beyond what the collaborative team can implement or when previous supports have not been successful. 4. All schools will enter in student intervention data for students in a tier 2 or 3 interventions. 5. Progress monitoring will be entered once a week for students in Tier 3 and every 2 weeks for Tier 2. 6. Train staff on how to include parent information on any interventions happening at home as part of the progress monitoring. 7. Schools will use collaborative team time and the Intervention Assistance Team (IAT) to collectively determine student needs, assign an intervention (s) and monitor intervention progress. 	<p>Begin in 2015-2016 (2-3 years)</p>	<ol style="list-style-type: none"> 1. ATSS Supervisor and Enterprise solution 2. School and IAT Teams 3. School teams or designated staff 4. School Teams and IAT Chair 5. School Teams and IAT Chair 6. ATSS supervisor or content offices 7. ATSS supervisor, IAT chair 	<ol style="list-style-type: none"> 1. Data reports from interventions system 2. Student data entered into data system by designated school staff and reports from data system 3. Reports from intervention data system 4. Reports from intervention data system 5. Reports from intervention data system 6. Staff and parent trainings 7. Reports from intervention data system
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1. All schools will monitor and track student attendance and provide Tier 2 and 3 interventions for students who have problematic absenteeism.	1. See Attendance Improvement Plan	Begin in 2015-2016 (2-3 years)			
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<p>1. All school will have a Tier 1 core behavior framework in place to explicitly teach and recognize culturally responsive and developmentally appropriate behavior expectations.</p>	<ol style="list-style-type: none"> 1. Identify a school-wide vision for behavioral expectations and create agreed upon culturally responsive behavioral expectations. Several stakeholders should be involved in this to include families, bilingual resource assistants, minority achievement coordinators, SRO and other relevant staff who can provide cultural implications and experiences. 2. Identify a school-wide behavioral framework. Examples include Responsive Classrooms or Positive Behavioral Interventions and Supports (PBIS). 3. Identify training needs at each school for the selected behavioral framework. 4. Staff teach, model and recognize agreed upon behavioral expectations in multiple contexts. 5. Ensure that all students have opportunities to build meaningful relationship at the school with adults and other students. 6. Work with the bilingual resource assistants, minority achievement coordinators, resource offices and other relevant staff of ensure behavioral and social emotional supports are meeting the diverse needs of student and families. 	<p>Begin in 2016-2017 (2-3 years)</p>	<ol style="list-style-type: none"> 1. School Leadership Teams with additional stakeholders 2. School Leadership Team and ATSS Supervisor 3. School Teams 4. Grade/Content Teams 5. School administrators and school teams <p>School teams with support from bilingual resource assistant, minority achievement coordinators, resource offices and other relevant staff</p>	<ol style="list-style-type: none"> 1. School wide behavior expectations posted in all classes, rooms, hallways, and school web page 2. Chart identifying the behavioral framework for each school and posted on school website 3. PD schedule for each school 4. Administrators will view sample lessons for each of the identified school-wide behavior expectations , conduct classroom walk throughs and observations 5. Behavioral data and checklist results 6. Reduction in the number a behavioral referrals to special education.
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<p>1. All schools will have identified Tier 2 and 3 behavior and social emotional interventions for students who need additional support beyond what is provided in Tier 1.</p>	<p>1. All schools will monitor and track all office discipline referrals (ODR), attendance, tardies, leaving class early, IAT referrals and suspensions to examine trends (Gap Groups) and areas of need.</p> <p>2. Staff will receive training different Tier 2 and 3 interventions.</p> <p>3. Staff will receive training on how to select appropriate intervention to meet behavioral and social emotional needs and how to monitor progress.</p> <p>4. Schools will use collaborative team time and IAT time to identify students who need additional behavioral interventions.</p> <p>5. Schools will use the Intervention Data System to track and monitor students in a Tier 2 or 3 behavioral interventions.</p>	<p>Begin in 2016-2017 (2-3 years)</p>	<p>1. Identified school staff</p> <p>2. Grade/Content teams and IAT chair</p> <p>3. School Team or identified staff</p> <p>4. Grade/Content teams and IAT team</p> <p>5. Grade/Content teams and IAT chair</p>		<p>1. Based upon trends, data based decisions will be made</p> <p>2. On-going Tier 2 and 3 intervention trainings</p> <p>3. Collaborative team minutes and reports from data system</p> <p>4. Reports from data system, collaborative time and IAT meetings to determine and monitor next steps</p> <p>5. Reports from data system, collaborative time and IAT meetings</p>
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<p>1. All schools will involve parents/guardians in the ATSS process</p>	<ol style="list-style-type: none"> 1. Conduct parent sessions to teach parents about ATSS and how they can become involved. Sessions will be recorded and posted on the APS web page for parent to view at other times. 2. Train IAT chairs or other designated staff to provide information at PTA meetings 3. Provide ATSS pamphlets in back pack mail, first day packets, in the main office, at parent teacher conference, and in report cards (translated in other languages) at all schools. 4. Utilize parent groups, ACI committees, PRC, Parent Academy, PTAs and other school and family liaison to pass out information and go over what ATSS is. 5. Link to the ATSS webpage on each school home web page 6. Parents will receive a survey after an IAT, meeting to provide feedback to ATSS Supervisor 7. Work with staff to increase their knowledge of effective strategies to engage and build effective partnerships with families. 	<p>Begin in 2015-2016 and will be on-going</p>	<ol style="list-style-type: none"> 1. ATSS Supervisor, school teams, support staff in various locations , content offices 2. ATSS Supervisor and IAT chairs 3. ATSS Supervisor and school staff 4. School ITC or staff member in charge of web page 5. ATSS Supervisor and IAT chairs 	<ol style="list-style-type: none"> 1. Schedule of parent PD and feedback survey 2. Schedule of parent PD for PTA meetings 3. Pamphlets in main office in multiple languages 4. All resources hosted in several central locations and translated, ongoing information session for parents, advisory groups, liaisons 5. Link to ATSS webpage on each schools' home page 6. Survey results 7. Staff trainings on how to engage families
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MEMORANDUM

Update from the Arlington Inclusion Task Force:

The Inclusion Task Force formed in June 2014 to explore the concept of changing the paradigm with regard to educating special education students within APS. While some students with disabilities are effectively included in the general education setting in APS, many students, particularly those with more significant disabilities, are routinely segregated and prevented from attending the classes and schools they would attend if they did not have a disability.

The School Board has already adopted inclusion as a priority, both in its core vision statement and its core values. It has also endorsed the recommendations of the 2013 external evaluation of special education in APS, which recommended inclusion as a top priority. The objective of the Task Force is to assist APS in implementing its stated goal to include special education students in the general education setting.

To this end, the Task Force, which has about 75 members as of March 2015, has met with each member of the School Board, the Superintendent, Assistant Superintendents, Advisory Council on Instruction leadership, and senior Special Education Department staff. It has also started meeting individually with principals, special education coordinators, and PTAs. It is developing connections with national inclusion experts who assist school districts with the process of becoming more inclusive. It has hosted several community events on inclusion. The talking points it has developed on inclusion have been circulated widely, and the Task Force has an active Facebook page and Twitter account through which it shares resources publicly on effective inclusion practices and research. The Task Force is also beginning to coordinate efforts with groups in Richmond who are urging the Commonwealth to adopt more inclusive policies and practices on a statewide level.

Senior APS leadership has invited the Task Force to propose a path forward by designing a working committee comprised largely of APS staff to decide what actions will need to be taken to implement greater inclusion within APS. The Task Force is currently working with national experts to ensure that APS undertakes a deliberate and effective path forward. It is also suggesting some “low-hanging fruit” practices that can be implemented in the short-term, and is assisting APS to identify free professional development resources that teachers and staff can take advantage of now, while the longer-term process is designed and implemented.