

**Arlington Special Education Advisory Committee  
Minutes  
June 18, 2019**

Members Present:

Nadia Facey (Incoming Chair), Nick Walkosak (Incoming Vice-Chair), Margy Dunn (Co-Secretary), David Rosenblatt (Incoming Co-Secretary), Caitlin Davies, Kurt Schuler, Kay Luzius, John Best, Michelle Best, Keith Channon, Amber Baum, Leila Carney, Kristin Gillig.

Members Absent:

Alison Acker, Alison Dough, Jennifer Johnson, Sarah Jane Owens, Minerva Trudo, Jay Hamon, Tauna Szymanski, Cristina Yacobucci, Wendy Pizer

Staff:

Paul Jamelske (Director of Special Education),  
Kathleen Donovan (Parent Resource Center),  
Kelly Mountain (Parent Resource Center),  
Dr. Kelly Krug (ATSS Supervisor)

Guests:

Matt Leland, Janna Dressel, Sonia Rosen

AGENDA:

Agenda Items	Discussion/Decisions	What to do/who/when
Welcome		
7:00PM Nadia Facey	Welcome and introductions	
Public Comments		
Keith Channon	Sharing good news about experience of dealing with IEP team at Discovery and Office of Special Education. Submitted a request for music therapy. After long discussion, OSE supported outside eval for music therapy. Had a series of IEP meetings and then agreed to service in IEP. In the end, everyone learned a lot about what music therapy is and now APS has a case example of how this can be implemented.	
Laura Simpson (via email)	I'd like to see APS, Spec.Ed., SEPTA, other watch/discuss <a href="#">this webinar</a> . Wouldn't be hard for schools to promote morning exercise. Before school instead of sitting and waiting quietly for class to start, 1st 20 min. of the school day - something like that? (webinar can be found at: <a href="https://www.additudemag.com/tag/webinar/">https://www.additudemag.com/tag/webinar/</a> )	
Introductions of Prospective ASEAC Members		
Sonia Rosen, Matt Leland		
Dr. Kelly Krug – Update on Student Support Process		
7:11pm	<ul style="list-style-type: none"> <li>• A lot of redundancy in processes, a lot of opportunities to streamline.</li> <li>• Manual draft finalized, in design currently</li> </ul>	

- Principal training for first day of school
- Standardized LEA training delivered by APS attorney John Kafferkey (SP?)
- Goals
  - APS plan to streamline processes
  - Teachers are first line of support
  - Ways to collaborate with other staff members or collaborative learning teams
  - Determine when referral to Student Support Team is appropriate
- Data
  - Overrepresentation of students of color among students with IEPs, underrepresentation of SOC among students with 504 plans.
- Expectation – every student who didn't meet a Spring benchmark on PALS starts the school year with an intervention plan
- Piloted an early screening tool in first grade at eight schools this year focused on automaticity/rapid naming.
- Importance of streamlined processes and consistency from building to building.
- Reducing time that teachers are pulled out of classrooms due to duplicative process meetings.
- A parent can always ask for a student support meeting and the school must convene within ten days.
- Staff should not call for a student support team referral before doing due diligence within the school.
- Phase One: Process for teachers with concerns – Analyze, Support, Monitor – using APS research-based resources.
- Phase Two: CLT team within the school analyzes data, develops a new intervention and implements for 5-6 weeks
- For some schools, this process is already happening, for others, it will include growth.
- Phase Three: Referral to student support team, which considers data and prior intervention to decide on further action, which could include an intensified intervention plan, special education evaluation, section 504 eligibility
- Student support coordinator would be the single person to help facilitate all of the processes, not siloed.
- Referrals would happen via a standard form
- Role of Student Support Coordinator
  - Funding from VDOE helps to free up funding – long term vision is for SSCs to be site-based for 4 days per week at each school.
  - Initial rollout in 2019-20 school year will include 4-day SSCs at some schools and 2-day SSCs at other schools. 2-day schools will mostly work on consistent referrals, 4-day schools will have full implementation of model.

	SSC 4 Days a School	SSC 2 Days at a School
Elementary	Abingdon, Ashlawn, Barrett, Carlin Springs, Claremont, Drew, Fleet, Hoffman-Boston, Nottingham, Randolph, Tuckahoe, Key	Campbell, Glebe, ATS, ASF, Jamestown, Taylor, Barcroft, Oakridge, Discovery, Longbranch, McKinley, Montessori
Middle	Kenmore, Jefferson	Swanson, Williamsburg, Hamm, Gunston
High	Wakefield,	HB Woodlawn, Stratford
		*WL, Career Center, Yorktown

- These schools will not be able to streamline processes until year two, however the message is still relevant to teachers on Phases 1 and 2.
  - Q: How were schools selected?
  - Prioritization of schools included numbers of students with IEPs, tenure of administrators, other factors
  - Staffing and school assignments are not final, may change over the summer
  - Q: What is your measure of outcomes and success?
    - Data on referrals, cross-check
    - Survey for parents following team meetings
  - Follow-up – Dr. Krug is interested in following up with ASEAC quarterly
  - Working on a parent side of Synergy

Paul Jamelske - Office of Special Education (OSE) Updates and Response to Past Public Comments

8:07PM

- Accountability – theme of public comment last month, repeats a theme from multiple comments throughout the year. When an issue involves human resource issues, it is confidential. For example, if a case carrier is failing to meet deadlines and manage IEP timelines, those issues would be noted by that staff member’s evaluator, either at the school level or in the central office. Any actions in a human resources context would be less visible to parents and community members. Another question dealt with violations of law – would a parent be notified? Depends a lot on the severity, but there would be very little that would be publicly visible. There are corrective processes and supportive processes that exist for staff members that are struggling. All of the details of the support process may not be shared with staff.
- Staffing changes – on July 1, Mr. Jamelske will be transitioning back to Washington-Liberty high school in the special education coordinator role. In the high school, the team would see students with a long history in APS, and Mr. Jamelske appreciated the opportunity to see the breadth and depth of the system across the Pre-K to 12 lifespan. Also having transition with the Assistant Superintendent for Teaching and Learning and the Superintendent.
- Q: What is the plan for interim staff, and for hiring?
- A: Announcement expected by Friday about interim and acting positions in central office.

ASEAC Updates		
8:18PM	<ul style="list-style-type: none"> <li>• Approve May 2019 minutes</li> <li>• Leadership letter re: APS Open Positions – already sent one regarding Asst. Superintendent of Teaching and Learning, considering options and timing regarding other open leadership positions</li> <li>• Program evaluation <ul style="list-style-type: none"> <li>○ Release November 14</li> <li>○ Discussion over the summer with engagement of ASEAC community</li> </ul> </li> <li>• ACI Update <ul style="list-style-type: none"> <li>○ Going through transition and evaluation of reporting cycle.</li> <li>○ Next year, committees can give recommending year report whenever they choose.</li> <li>○ School board has said they are looking a year out, so no need to time recommendations around same-year school budget.</li> <li>○ Nadia – preference to present recommendation in Spring.</li> </ul> </li> <li>• Working Groups <ul style="list-style-type: none"> <li>○ Amber Baum: considering the success of the ad hoc groups that were stood up to support specific processes (student support manual), not clear if working groups are the best structure.</li> <li>○ Nadia: plan is to revisit discussion in September.</li> <li>○ Keith Channon: one real constraint was finding time for working group process – need to find time in ASEAC meetings, which is really hard to do.</li> </ul> </li> <li>• Communications update <ul style="list-style-type: none"> <li>○ Working on a flyer to have at back to school for teachers and school open houses</li> </ul> </li> <li>• Logo Vote <ul style="list-style-type: none"> <li>○ A – 12</li> <li>○ B – 8</li> <li>○ C – 3</li> <li>○ D - 2</li> </ul> </li> </ul>	13-0
Policy Review Committee Update		
8:36PM	<ul style="list-style-type: none"> <li>• Four policies reviewed this year</li> <li>• Nick Walkosak, Amber Baum, Tauna Symanski, Kia Yun, Symone Walker, Kristin Neun, Carolyn Carmody, Beth Calvo, Jaime Beletz</li> <li>• Policies reviewed <ul style="list-style-type: none"> <li>○ 10.32 Student Services</li> <li>○ 11.6.30 Graduation</li> <li>○ Retention</li> <li>○ Promotion</li> </ul> </li> <li>• Several policies are still in progress (Transgender, Equity, Inclusion)</li> <li>• Policy workgroup on school board – Kanninen, Talento, Van Doren – monthly meetings</li> <li>• Workgroup process <ul style="list-style-type: none"> <li>○ Two weeks of markup on draft policy</li> <li>○ Circulation to ASEAC membership through chair</li> <li>○ Policy markup back to T&amp;L staff for distribution to school board</li> <li>○ Fewer policies have been coming to ASEAC workgroup this year – less communication from ELT.</li> </ul> </li> </ul>	
End of Year Report		

8:46PM	Motion to approve annual report as circulated	13-0
Meeting Adjourned	Meeting Adjourned at 8:50PM	

NEXT MEETING: Tuesday, September 24<sup>th</sup>, 2019 from 7:00 p.m. - 9:00 p.m.  
Syphax Education Center, 2110 Washington Blvd, Room 456, Arlington, VA 22204