

**Arlington Special Education Advisory Committee
Minutes
October 22, 2019**

Members Present:

Nadia Facey (Chair), Nick Walkosak (Vice Chair), Margy Dunn (Co-secretary), David Rosenblatt (Co-secretary), Wendy Pizer (Past Chair), Tauna Szymanski, Kurt Schuler, Sonia Rosen, Caitlin Davies, Kristin Gillig, Michele Best, Keith Chanon, Amber Baum

Members Absent:

Jennifer Johnson, Minerva Trudo, Jay Hamon, Cristina Yacobucci

Staff:

Dr. Kelly Krug (Director of Special Education – Elementary),
Heather Rothenbuescher (Director of Special Education – Secondary),
Kathleen Donovan (Parent Resource Center),
Kelly Mountain (Parent Resource Center)

Guests:

Ella Robertson (Student), Sally Hokstra (FAC Liaison), Matt Leland, Stacey Whyte, Symone Walker, Pam Shennifield, Marymount students, Polly Panitz, Paul Timm, Josh Seiff, Kathy Paricak

AGENDA:

Agenda Items	Discussion/Decisions	What to do/who/when
Welcome		
7:00PM Nadia Facey	Welcome and introductions	
Public Comments		
David Rosenblatt	<p>As the parent of three students at Alice West Fleet Elementary, I am really excited to see our school community come together to celebrate the new building and all of the good work that went into making it a sustainable, flexible and engaging space for our students.</p> <p>In addition to the concerns that were raised last month about evacuation plans for students with disabilities in multi-story buildings, I would like to add my concern about the outdoor play spaces at Fleet.</p> <p>There are three playgrounds at the school, and they do not appear to have more than one or two play elements are remotely accessible for students with mobility or balance issues. Most of the equipment is climbing-oriented, with no ramps, transfer platforms, or ground-level interactive play areas.</p> <p>One of the playground spaces is entirely surrounded by mulch, which would make it entirely inaccessible to a student using a mobility device. Even if such a student were able to approach the play structure, she would have nothing to do once she gets there besides watch other children climb.</p> <p>In summary, the Fleet playgrounds do not reflect the values of inclusion and universal design that I would hope APS and Fleet both stand for, and may not even be in compliance with the Americans with Disabilities Act</p> <p>I would like to understand what process APS has in place to design outdoor spaces for our brand new buildings that are accessible and inclusive of all students.</p>	

<p>Wendy Pizer</p>	<p>I am making a public comment about a serious unmet need regarding transportation for SWD. I have learned, through our own IEP experience as well as reports from other families, that APS is not meeting its obligations to provide accommodations to SWD on regular buses. APS does not even inform bus drivers that a student on the bus has a medical condition, and does not provide any training on how to respond if a medical situation arises. Students with allergies, diabetes, seizure disorders, asthma and other medical conditions and disabilities are riding APS buses every day. Their bus drivers do not know about the students' medical conditions, and the drivers do not know what to do if a student has an allergic reaction, a seizure, dangerously low blood sugar or an asthma attack while on the bus.</p> <p>I have been told that accommodations are only available to students if they ride specialized transportation, a separate bus apart from their non-disabled peers. Specialized transportation is not appropriate for every student. Students who don't receive specialized transportation are left in an unsafe situation on the regular bus without any accommodations for their needs.</p> <p>In refusing to provide any accommodations on regular buses, APS is not complying with the IDEA. Accommodations should be provided based on individualized need as determined by the IEP team, not denied outright based on a policy or practice. Supports also need to be provided in the LRE, which for many students is the regular bus.</p> <p>APS should look at the United States Department of Education Questions and Answers on Serving Children with Disabilities Eligible for Transportation to better understand its obligations: See https://sites.ed.gov/idea/files/OMB_08-0101_Transportation-11-4-09_FINAL.pdf. The US DOE has also issued guidance about the responsibility of LEAs to provide safe and appropriate transportation to SWD, including "meaningful and effective communication -- before the fact -- between school district personnel and transportation providers about the transportation needs and potential problems of individual students with disabilities." See https://www2.ed.gov/policy/speced/guid/idea/letters/2003-3/osep0310relsvcs3q2003.pdf</p> <p>In our neighboring school division, Fairfax, it's standard practice for bus drivers to carry binders with students' medical information. Why won't APS do this?</p> <p>This is a system failure that impacts hundreds, if not thousands, of APS students. It is a safety issue. It is urgent. I urge APS to fix this problem immediately.</p>	
<p>Nick Walkosak</p>	<p>Regarding the public comment that was made last month about the student who was presented his IEP in class to review, last week I learned that my son (8th Grader at HB Woodlawn) also went through that exercise in his Instructional Studies class. 6 students all individually reviewed their IEPs per the syllabus posted on Canvass. I will reserve further comment for discussion following the OSE response from last week's PC. I just wanted to add a second data point from a different school and different grade to the discussion.</p>	
<p>Stacey Whyte</p>	<p>I was the parent who commented last month about the IEP-reading exercise. The bigger picture issue was confidentiality. Many other parents my husband and I have spoken with have shared concerns about confidentiality and students with IEPs. This month, I received another student's IEP in the mail. We have concerns about confidentiality, and other parents are intimidated to speak up, because they don't want to bring more attention to themselves.</p>	
<p>Kelly Krug, Heather Rothenbuescher – Office of Special Education Updates</p>		
<p>7:15</p>	<p>Response to prior public comments</p> <ul style="list-style-type: none"> Staffing at Fleet – OSE has been in the process of collaborating with the school to look at staff allocations. Currently, the school is staffed according to staffing ratios. Working with the administration to look at the master schedule to see if there are better ways to deploy staff. 	

	<ul style="list-style-type: none"> • Evacuation/Stair Chair – OSE spoke with Zach Pope, director of emergency management. Some of his thoughts were that a stair chair is not appropriate for all students, concern about installing the stair chair in every stairwell (12 stairwells at Fleet). Mr. Pope is open to the conversation about exploring how this could happen. Concern about cost – estimate of \$3,000 per installed chair system in a single stairwell, which would lead to a high cost if replicated across all stairwells. OSE offered to coordinate conversation with Zach Pope for ASEAC and for the family with concerns at Fleet. • Shriver selection process for new principal – met with parent, brought concerns to HR. (Kurt Shuler – there was a meeting for interested parents and a plan for further engagement) • Concern about confidentiality and sharing of IEPs with students – OSE working on a guidance document about how to share IEPs with students productively. 	
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ASEAC Updates – Nadia Facey

7:33PM	<ul style="list-style-type: none"> • Membership Update <ul style="list-style-type: none"> ○ Symone Walker, Paul Timm, Matt Leland, Ella Robertson all potential members. • Approving Minutes from September • Proposal to create an introductory letter for Building Level Planning Committees – Kurt Schuler volunteered to draft this, Tauna Szymanski agreed to review. • SPED Evaluation Update – PRC still drafting, initial slides available to review for members, some ASEAC leaders and APS staff participated in action planning session. School Board work session in November, PCG at ASEAC meeting in January • New Chief Diversity Equity and Inclusion Officer job posted – discussion • Superintendent search – in process of hiring search firm • Bridget Loft was hired to be the new Asst Superintendent for DTL – transitioning in from Yorktown gradually 	12-0
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Social Emotional Behavioral Supports for Students in APS

7:40p	<ul style="list-style-type: none"> - Social Emotional Behavioral Supports <ul style="list-style-type: none"> ○ Review of presentation from OSE ○ Review of Resources to Support Student Success and Well-Being Manual <ul style="list-style-type: none"> ▪ Discussion: <ul style="list-style-type: none"> • What about cultural competency? • What about capacity to deliver the inventory of interventions described in this document? ○ Review of Functional Behavioral Assessment process <ul style="list-style-type: none"> ▪ Antecedent, Behavior, Consequence ▪ Behavior is for a purpose ▪ Questions <ul style="list-style-type: none"> • Can we have a behavioral support approach that doesn't pathologize the student as the first step? Can we be curious about what isn't working for the student with the adults in the classroom and the classroom environment, and what they are trying to communicate through their behavior? • What about guidelines for when a FBA is appropriate? • What about supporting students to enjoy going to school? 	
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8:38	Working Group Breakout Meetings - Policy Review – Nick Walkosak - Mental Health – Michelle Best - Student Support Manual Updates – Wendy Pizer - Outreach – Cristina Camacho-Yacobucci - 2019 Program Evaluation Accountability – Amber Baum & Kristin Gillig	
Meeting Adjourned	Meeting Adjourned at 9:00pm	

NEXT MEETING: Tuesday, Nov 19, 2019 from 7:00 p.m. - 9:00 p.m.
 Syphax Education Center, 2110 Washington Blvd, Room 456, Arlington, VA 22204