

**Arlington Special Education Advisory Committee**

**MINUTES**

November 16, 2021

Via Zoom

Recording of Meeting:

[https://vimeo.com/646725775?utm\\_source=email&utm\\_medium=vimeo-cliptranscode-201504&utm\\_campaign=28749](https://vimeo.com/646725775?utm_source=email&utm_medium=vimeo-cliptranscode-201504&utm_campaign=28749)

**ASEAC Members:**

<b>First Name</b>	<b>Last Name</b>	<b>Present?</b>	<b>Vote on October 2021 meeting minutes</b>
Nicholas	Walkosak	Y	Y
David	Rosenblatt	Y	Y
Keith	Chanon	Y	Y
Paul	Timm	Y	Y
Nadia	Facey	N	N
Margaret	Dunn	Y	Y
Michelle	Best	Y	ab
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	Y
Eva	Kerns-Varner	Y	Y
Rebecca	Hunter	Y	Y
Jennifer	Wheelock	Y	Y
David	Siu	Y	Y

**Motion to approve minutes:** Kurt Schuler, seconded by Symone Walker

**Non-Member Attendees:**

Kathleen Donovan, Heather Rothenbeuscher, Kelly Krug, Gina Piccolini, Emma ParralSanchez, Charles Smith, Janna Dressel, Kathleen Clark, Reade Bush, Tauna Szymanski, Wendy Pizer, Jill Buzby, Karen Archer, Maria Votsch, Seblewongel Tegegn,

**Agenda:**

7:00-7:20 - Opening and Public Comments

7:20-7:40 - Office of Special Education Report

7:40-8:20 - Transportation

8:20-8:50 - Introduction to Budget Planning Factors and Discussion

8:50-9:00 - ASEAC business

**Welcome and Introductions (7:03pm)**

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 (7:05pm):**

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

**Reade Bush -**

Recovery services: Very concerned about lack of staffing to provide these services.

Tuckahoe has no additional staffing. Some school kids have no additional help. Case Carriers already have a full workload. Not fair to teachers or kids. My kids are struggling with reentry.

Not fair for the students. What additional staff have been placed at each school to assist? How many students are receiving recovery services and for how many hours?

As far as transportation, allow parents to meet with bus drivers and any assistants to go over the IEP before the school year. I have never had an opportunity to meet with the driver and assistant who spends 2.5 hours/week with his child

**Maria Votsch -**

Thank you for the opportunity to submit a comment during this evening's ASEAC meeting.

During the meeting, I raised a concern about the APS staffing shortages that apparently are causing an inability to provide recovery services to students with IEPs, specifically at Dorothy Hamm Middle School. Following the discussion during the meeting, I realized that what I had

been thinking of as “recovery services” actually are compensatory services that are owed based on the school's failure to provide SLP services under an IEP last year. Inability to provide those compensatory services from the 2020-2021 school year, combined with the school's continuing inability to provide any Speech Language Pathology services at all during the 2021-2022 school year, are driving my concerns. My son - and perhaps other students who are similarly situated - are not receiving any SLP services at all, which is contrary to the requirements stated in their IEPs and compound the problem that already existed due to the school's failure to provide and document SLP services during all or a portion of the 2020-2021 school year. The communication about these issues has been lacking, unfortunately. We received one form letter about inability to provide SLP related services at DHMS, but no follow-up communications and no information about how specifically our children's needs will be met. I fear that my son, and others like him, will get even further behind his peers with recovery and compensatory service needs that are so substantial they cannot be met by APS. What is the plan for providing compensatory and ongoing SLP services for DHMS students?

**Ellen Fitzenrider -**

Transportation - An update from last month. Child now has a bus with an assistant, which is not needed. Still having communication issues with transportation. Will save questions for later in the meeting.

**Janna Dressel:**

SEPTA Past President  
VLP Special Education Parent Liaison

I am speaking tonight on two topics: the Virtual Learning Program (VLP) and continued issues regarding transportation in APS.  
VLP.

I am highly concerned that a permanent and full-time Student Support Coordinator has still not been onboarded to the VLP. This role is critical in supporting our SWD, their families, and the VLP teachers. SEPTA continues to receive reports from families that they do not know who has been assigned as their student's VLP case carrier. I have asked for this information a number of times and still don't know who has been re-assigned as my son's VLP case carrier. Who is determining the caseloads for the recently onboarded Special Education teachers at the VLP?

Communication continues to be an issue of concern at all levels within the VLP. I am particularly concerned with the lack of clear messaging for families of SWD regarding the process for determining compensatory services. A guidance document for families was created but was not initially circulated consistently and some parents were not given this helpful information in advance of their meetings. I can speak personally to this as my family was not given the guidance document in advance of the meeting, nor at the meeting itself and was only sent it after the fact when I again asked in writing to see the guidance document in advance of signing our consent for the IEP amendment. In Ms. Harrell's most recent weekly message to families, she mentions that this guidance document is

now available on “the website” but it was not clear which website she was referring to in her message. It was not on the VLP website and may be hard to find on the OSE website for families unfamiliar with the set up. This guidance document should be translated and sent out to all families well in advance of these meetings ideally when the meeting notice is sent.

## Transportation

I'd like to now switch gears from discussing the VLP to discuss continued ongoing concerns with transportation in APS. In a past ASEAC public comment, I detailed a scary situation where my son had a seizure when exiting his school bus a few years ago. Due to time, I won't go into the details, but it is important to understand how unsettling it was to have him literally falling into my arms during this seizure on the stairs of the bus only to learn that his driver and attendant were unaware that he had epilepsy, nor had they received training on how to respond during a seizure.

I know that a lot of work has been done by the Office of Special Education to build drop down options into the IEP process for access within Synergy, but I still have concerns about how easy this information is to access for transportation staff. Is all transportation staff given training and adequate access to this vital information in Synergy? Can this individual information be used to create route summaries for all of the students on a given route to make accessing this information as easy as possible for transportation staff especially when there is a substitute driver or attendant? Can you also speak specifically to what trainings transportation staff receive regarding how to respond to various emergency situations?

Thank you.

### **Cecilia Kline:**

My name is Cecilia Kline and I want to raise the issue of recovery services. After last year many students were identified as needing recovery services, including my son. At the end of last year we discussed and added the hours for recovery services over ESY, which was reflected in my son's IEP, with the acknowledgement that the number of hours possible to be recovered over the summer did not come anywhere close to cover all the recovery hours he needed.

At the beginning of this year however, recovery services were not discussed or allocated. Only after a SEPTA meeting did I even remember myself that my son has remaining recovery hours. The case carrier never raised this in the many IEP meetings we have had so far this year. It came to my attention that the option for adding in recovery services in Synergy was not available as a drop down option, and that other students have not been assigned their recovery services for this year.

Besides this technical issue which can hopefully be easily remedied in the system, there needs to be a broader discussion about how recovery services can meaningfully be implemented and over what time period. Especially for younger children, in the case of my son, it is a lot to ask for a 4 year old to do additional work after school.

I ask that the recovery services option be checked out in Synergy and all case carriers be reminded to add in recovery services for students who need them. If we can also engage

parents in the discussion on how to realistically and meaningfully provide these recovery services. Thank you.

**OSE Responses to October 2021 Public Comments (7:19 pm):**

**Kelly Krug:**

- Recovery Services - Can still be discussed at IEP meetings. Are specific for the March 2020-June 2020 by VDOE. APS is going above and beyond as it is extending these services through the end of this school year. Should not be confused with “learning loss” as defined by the American Recovery Plan. Some of these funds were used to hire math coaches to support any students with needs. Recovery services is for students with IEPs that have not been meeting goals due to the school closures during the pandemic. APS has a list of teachers volunteering to provide recovery services, as needed. Also note that compensatory services differ from recovery services. This is when the LEA is unable to provide services, usually due to lack of staffing (i.e., current lack of speech therapists).

333 students have received recovery services from last spring-summer.

**[ADD DOCUMENT FROM OSE ON EXPLANATION - Kelly or Heather to provide](#)**

Symone - clarify time period when school was “closed”

Heather: IDEA never paused due to COVID. VDOE recognized that students missed services due to school closures and opted for schools to provide recovery services.

- Bullying - Last month was Bullying Awareness Month. School counselors use bullying prevention curriculum. Notify school administrators if a student is being bullied. If need additional support, contact OSE.
- Transportation
- Virtual Learning Program
- Life Skills - OSE is open to reviewing curriculum at the Life Skills class. Also open to reviewing, especially at the secondary level, to provide opportunities for inclusion.
- Will let Facilities know about the playground and lack of access for some SWDs.

**OSE Updates (7:28):**

Heather Rothenbeuscher:

1. VLP Compensatory Services - Many IEP meetings have been held, and they will continue. Working with the new VLP Principal to address remaining issues.
2. Planning Factors Work Group - Small team is reviewing planning factors. Dave R. will provide an update.
3. FY 2022 Budget Development - Office of Academics (oversees OSE) is doing a zero-based budget. Is one of the largest budgets in APS. Will educate the School Board and community about the need for the large budget.

### **PRC Family Engagement Month Update (7:38pm):**

Gina Piccolini - offering on-demand asynchronous learning modules for families. "Introduction to Special Education" course on PRC website.

VDOE Engagement Specialist - Presentation on November 30th at 7:30pm

Canvas Course for APS staff on family engagement now available

Release of the SPED Telenovela "La Sopa de La Abuela/Grandma's Soup (5 episodes). Was produced with parents and staff.

### **Transportation (7:45pm)**

#### **Kristen Haldeman and Karen Archer**

Two years ago, an ASEAC work group made recommendations and sent a letter in 2019 about transportation concerns.

Kristin Haldeman, Director of Transportation Planning.

Working on new processes to service SWDs, including work on a new policy and PIP.

Update on Recommendations from 2019 Memo:

- All buses have tablets for drivers to access route information and the following student health conditions (seizure, asthma, allergy, medical allergy, diabetes, concussion, and other)
  - Synergy access and training is not required. Drivers can access needed information.
- Transportation staff receive annual training from OSE on behavioral strategies
- Additional and accessible training provided to drivers
  - All staff are also provided with an ipad to access email and training modules
- Begun using the new Individual Transportation Plan (ITP) in Synergy

What is the ITP? (Individual Transportation Plan):

We have developed a more indepth plan to support the IEP and transportation in planning for students who require special transportation. This includes:

- Planning for the Least Restrictive Transportation Environment
- Special Transportation Needs when using a SPED bus:
  - Equipment
  - Seating
  - Supervision and assistance
  - Communication support
  - Safeguards for medical or behavioral needs
- Training and Support
  - IEP team can insert information on training needs for the transportation staff.

Transportation Data:

- # of SWD on separate buses ~486
- # of SWD eligible for general education transportation ~1800
- # of ITPs created so far ~117 (these are primarily students with IEPs; two are for students with 504s)

Upcoming Work:

- Transportation staff will receive upcoming training on CPR and First Aid (no date set yet - could be in January 2022)

- Continued school based training on creating ITPs
- Codifying and institutionalizing processes and procedures between the Special Education office and the Transportation office to ensure consistent practices
- Updating transportation policy and PIPs - Hoping that revisions to the policy will be adopted in April 2022. Will clarify eligibility in the policy. The PIP will be divided into three parts: General transportation; SPED transportation; and field trips/specialized trips, etc.

#### Barriers:

- New position needed: Recently added another route planner. Transportation needs dedicated staff member to support the information services needs (ITPs) with the routing software and Synergy (encourages advocacy for this)
- A lot of staff turnover- need to develop a sustained model of training and Standard Operating Procedures (SOPs) for new staff to learn and reference
- Staff shortage- (drivers and attendants) higher compensation is a key issue. General shortage throughout the region

#### Questions:

- Training: What is the sequence of information displayed on a driver's tablet and do drivers get trained on how to address various medical issues of students?
  - For CPR and Epipens, training is scheduled. If there is an event on the bus, the driver will stop the bus and contact dispatch, access information about the student, and dispatch will call 911. Drivers receive general training on generalized medical conditions.
- Challenges registering a student with transportation. Who is responsible for this? What is the plan to improve?
  - Transportation meets weekly with OSE. There are multiple reasons for the breakdowns: human error, software issues, processes within each school, and staff turnover. Attempting to unify the processes across all. Still working on this, especially during pandemic and this year of transition with ITP and IEP systems - IS, Routing, OSE, Schools.
  - The new PIP will clarify the process for providing students with transportation services. The SOPs and ITP activities are expected to help set guidance and expectations.
- Fitzenrider: Is Transportation part of the district or contractual? Also expressed frustration about her child's case that lingered for so long.
  - It is part of the district.
  - Transportation can't schedule without the school providing the necessary information - frequent challenge of information not getting put into the system. There was no general education bus as the location was in the walk zone.
- Reade: Has consistently attempted to get Transportation to participate in an IEP meeting. Requests opportunity for parents to meet with driver and aide to share information on needs, etc.
  - Works through the schools to address special needs. Dependent on the case, would decide who from transportation would attend an IEP meeting.

#### Questions remaining from the Chat:

- Who is providing training for ITPs?
  - Schools identify needs and implement the training.
- Does the “behavioral” training include how to restrain students?
- What is practice for issuing citations to students who express difficult behaviors?
- Does walking from home to school with an aide get included in “special transportation needs”?

**Introduction to Budget Planning Factors and Discussion (8:29pm)**

Planning for inclusion:

- **APS strategic plan, finalized for 2018-2024**
  - Goal: At least every 8 in 10 students with disabilities will spend 80% or more of their school day in a general education setting.
- **Slow progress on inclusion**

School Year	2017-2018	2018-2019	2019-2020	2020-2021 (Estimated)
Percent of Students with Disabilities in Gen Ed 80% or more of School Day	64.76%	66.52%	64.96%	65%

- **Is the budget organized in a way to meet this goal?**
- **What is a planning factor?**
  - An equation set by the School Board for each school. The information is public.
- **SPED Planning Factors ES**

Category	Criteria	Inclusion	Per Student \$\$ (Estimated)
Resource	<15 hrs IEP	Likely to be included > 80% of day	\$3,958
Cat I	>15 hrs IEP, most eligibility categories	Likely to be included between 40% and 80% of day	\$15,500
Cat II	>15 hrs IEP, specific eligibility categories, including Autism, ID	Likely to be included between 40% and 80% of day	\$25,833
Countywide Programs	MIPA, FLS, Deaf/HH	Likely to be included <40% of day	\$35,833



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- **Planning Factors in Action - MS and HS**
  - For every 25.15 “general education” students. . . each school gets 1.4 classroom teachers,
  - which cost around \$133,000 . . .and per-student funding is \$5,288 (\$133k/25.15)
  - For every 25.15 “special education” students . . . each school gets 0.2 classroom teachers, which cost around \$19,000. . . and per-student funding is \$755 (\$19k/25.15)
  - We are systematically underfunding the general education classrooms that we’re asking to include special education students. The more special education students they get, the less resources they get.

### Questions:

- What is meant by 25.25 special education students and 0.2 classroom teachers?
  - FTEs (teacher/staffing positions) are allocated based on these numbers
- So are you indicating that where a school receives fewer resources (planning factors) for Cat 1 versus countywide that it suggests schools are advantaged to put students in more segregated settings?

### Questions from the Chat:

- How does under-identification of disabilities impact the planning factors then? I'd like to know the Title I schools compare with the others in terms of the other schools where parents have the resources to get private evaluations.
- Who is coming up with the formula? The Assist Sup for finance? Or OSE?
- APS spends about \$20k per student. Where does the money go if only \$5k is spent per gen Ed child
  - This analysis does not account for all spending amounts per student. That is an average across the whole system - not specific to special education students.

### Recommendations:

1. Can we fund gen ed and SPED students equally at the MS/HS levels?
2. Can we move Cat I and Cat II into more parity with the well-funded county-wide programs?
3. How do we overhaul the budget system? This is a huge endeavor.
4. Frame the discussion on how APS can better fund Gen Ed. that encompasses all students through inclusion. Can also frame as a historical injustice that has held students back.

- **Budget Ideas for Discussion**

- Fund all MS/HS students equally in terms of general education classroom staffing.
- Fund all Cat I and Cat II students in parity with students in countywide programs.

### ASEAC Updates (8:56pm)

### ASEAC Business:

Approval of October Minutes

**Policy Update: (8:41)**

- Kathy Pericak - EL and MOU with the Police Department. SPED Education Services and Policies PIP just received.
- Kathy maintains an email list on policies. Email her if interested in information on policies at: pericak.kathy@gmail.com

VDOE Survey on Performance Indicators. Requesting volunteers for a small group to assist others to respond to the survey:

- Tauna
- Kurt Schuler

Two upcoming opportunities to report to the School Board and to ACTL (Jan. 13 and Feb. 2nd). ASEAC aiming to identify 2-3 key issues.

For the December 14th meeting, OSE Liaisons will report on the 5-year plan. ELL representatives will provide an update on the DOJ Settlement and related issues.

**(9:05pm)** Move to adjourn: Margy Dunn; Second: Kathy Pericak

Remaining Meeting dates reminder for 2021-2022:

- December 14, 2021
- January 18, 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](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](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/>

## Appendix - Zoom Meeting Chat

19:02:08 From emma.parralsanchez to Everyone:  
¡Bienvenidos a la Reunión del Comité Asesor de Educación Especial de Arlington (ASEAC)!  
Usaremos la aplicación de traducción de Microsoft translator. Haga clic aquí  
<https://translate.it/EIXUY>

19:02:14 From kathleen.donovan to Everyone:  
To join the conversation in other languages, go to <https://translate.it/EIXUY>

19:05:51 From Paul Timm to Everyone:  
[aseac.mail@gmail.com](mailto:aseac.mail@gmail.com)

19:24:36 From David Rosenblatt to Everyone:  
LEA = Local Education Agency = Arlington Public Schools

19:25:28 From (Staff) Jennifer Wheelock to Everyone:  
Can you please further address if there is distinction in federal law between recovery and compensatory services? I understand that VADOE has made that distinction but my understanding is there is not a distinction in federal law?

19:25:46 From (Staff) Jennifer Wheelock to Everyone:  
Further, I didn't comment tonight but having heard 3 speakers speak on this and a 4th who didn't - Why aren't recovery services a NECESSARY requirement of EVERY IEP meeting this year? Every team should at least be required to discuss it rather than just skipping over that section, which is what I hear is happening.

19:32:30 From (Staff) Jennifer Wheelock to Everyone:  
Noting that I asked last month if APS had collected data on the following questions. I would assume that the IEP process provides a data trail and that this would be informative to SpEd families, but also appreciate if this is not data that OSE has. I'll plan to ask again next month. •How many students with IEPs received recovery services last spring?

- How many students with IEPs received recovery services over the summer?
- How many students are receiving recovery services this fall?

19:34:05 From Kelly Krug to Everyone:  
Ms. Wheelock- it's about 333

19:34:30 From Kelly Krug to Everyone:  
Many dates overlapped spring into summer so we can't separate it out all the way

19:34:59 From Kelly Krug to Everyone:  
We have not run date for the fall yet- we will do it in January.

19:35:09 From (Staff) Jennifer Wheelock to Everyone:  
Thank you. So about 333 students received recovery services last spring summer. Thanks for clarifying!

19:35:12 From Kelly Krug to Everyone:  
\*data

19:35:47 From (Staff) Jennifer Wheelock to Everyone:  
Will look forward to these further updates!

19:37:47 From maria votsch to Everyone:  
Thank you for the further clarification between recovery and compensatory services. As fyi, the communication at least from my experience hasn't been great about compensatory services that are owed - there was one form letter that went out indicating that no SLP is being provided at DHMS right

now, but no plans shared and no response to my specific inquiry about my child who is owed both compensatory and current/ongoing as part of IEP

19:42:37 From Symone Walker to Everyone:

[https://www.doe.virginia.gov/support/health\\_medical/covid-19/guidance\\_on\\_recovery\\_services.docx](https://www.doe.virginia.gov/support/health_medical/covid-19/guidance_on_recovery_services.docx)

19:42:51 From Janna Dressel to Everyone:

Great to hear about the family engagement Canvas course for staff! How many APS staff have completed the course so far?

19:45:07 From Janna Dressel to Everyone:

Congratulations on the upcoming release of La Sopa de La Abuela! Enjoyed the first episode and looking forward to seeing the other episodes. 🍷

19:45:31 From Kathleen Clark to Everyone:

Very exciting PRC Team! At CCPTA meeting last night, SEPTA shared that "La Sopa de la Abuela" was going to be released on 11/22!

19:48:03 From Kelly Krug to Everyone:

Here is the document that VDOE has asked school divisions to use:

[https://www.doe.virginia.gov/support/health\\_medical/covid-19/guidance\\_on\\_recovery\\_services.docx](https://www.doe.virginia.gov/support/health_medical/covid-19/guidance_on_recovery_services.docx)

19:49:00 From Kathy Pericak to Everyone:

ITP = Individual Transportation Plan

19:50:46 From Kelly Krug to Everyone:

Specifically- her his what Doe has pointed out to us. Pages 4-5, 10, 12-13, 15

19:51:11 From Kelly Krug to Everyone:

I would send the whole text but I think the chat limited the number of words I can post.

19:52:20 From Wendy Pizer to Everyone:

Are drivers required to review students' medical information ahead of time? Is anyone checking to make sure they review it and understand it? Is any information provided on how to respond to a medical need, or does the tablet just list the condition?

19:52:22 From Kelly Krug to Everyone:

I can't type-sorry. : )

19:53:29 From Wendy Pizer to Everyone:

Are all drivers trained on first aid, CPR, how to respond to a seizure, allergic reaction, diabetes?

Why not?

19:53:37 From david siu (he/his/him) to Everyone:

Teachers are required to take first aid training. Is there a similar requirement for transportation staff?

19:54:00 From Kathy Pericak to Everyone:

An ITP was not mentioned during my son's 504 meeting. Has the ITP been connected with 504 plans?

19:54:33 From Tauna Szymanski to Everyone:

Does the "behavioral" training involve how to restrain students?

19:55:05 From Keith Chanon to Everyone:

Is it standard practice for drivers to issue citations to students with IEPs who express difficult behaviors while on the bus? Can this result in expulsion from the bus?

19:57:39 From Tauna Szymanski to Everyone:

Where does walking from home to school with an aide fall in those categories you've listed of "special transportation needs"?

19:58:55 From Kathy Pericak to Everyone:

Do these numbers include students with 504 plans?

20:04:31 From Kelly Krug to Everyone:

To help provide clarification- teachers are required to get training in CPR and first aid the year their license is up for renewal- either every 5 or 10 years. Not annually.

20:06:57 From Reade to Everyone:

Can parents of kids with an ITP meet with the driver and aide, along with school staff, to go discuss their children's needs and implementation of the ITP and to answer parents questions?

20:06:59 From Tauna Szymanski to Everyone:

Would it be possible not to name the PIP "special education transportation"?

20:11:23 From Janna Dressel to Everyone:

Thanks for being here tonight, Kristin and Karen to speak to the many transportation updates and answer our questions. It's been really helpful to better understand details relating to the ITP process and upcoming policy/PIP work. 🚌

20:13:24 From Kathy Pericak to Everyone:

Tauna - let's touch base about terms when we get the drafts.

20:14:32 From Reade to Everyone:

What training do drivers and aides get as far as implementing behavioral aspects of an individualized transportation plan?

20:16:09 From Wendy Pizer to Everyone:

It's very unclear what is included in the "general training on how to generally handle condition" what is included in this training?

20:18:39 From Reade to Everyone:

I think it's important to note that many kids spend more time in a week with a bus drivers and aide than they do with an art or PE teacher.... And yet the school based teachers are usually better informed about a child's IEP and individual needs and how to help a special needs child than the transportation staff who spend sometimes 2-3 times amount of time with the kids.

20:28:21 From Tauna Szymanski to Everyone:

Transportation staff are related service providers and absolutely are part of an IEP team under IDEA.

20:29:47 From Kristin Haldeman to Everyone:

Have a good evening and thanks again.

20:30:16 From Heather Rothenbuescher to Everyone:

Thanks Kristin and Karen!

20:30:41 From Kelly Krug to Everyone:

Thanks Kristin and Karen!!

20:31:14 From Charles to Everyone:

if a parent wishes to schedule an important meeting with a driver and aide, what would the process be to schedule that meeting?

20:31:30 From Charles to Everyone:

thanks Kristen and karen!

20:37:55 From Kristin Gillig to Everyone:

Is cat 2 based on the primary eligibility category, only? Meaning autism needs to be the primary eligibility for the student?

20:40:39 From Wendy Pizer to Everyone:

What is the difference in staffing allocation for different categories?

20:40:40 From maria votsch to Everyone:

Very interesting and helpful, thanks

20:41:54 From (Staff) Jennifer Wheelock to Everyone:

So are you indicating that where a school receives fewer resources (planning factors) for Cat 1 versus countywide that it suggests schools are advantaged to put students in more segregated settings?

20:44:39 From Symone Walker to Everyone:

How does under-identification of disabilities impact the planning factors then? I'd like to know the Title I schools compare with the others in terms of the other schools where parents have the resources to get private evaluations.

20:46:07 From Tauna Szymanski to Everyone:

In other words, principals are penalized for reducing segregation.

20:46:54 From Symone Walker to Everyone:

Who is coming up with the formula? The Assist Sup for finance? Or OSE?

20:47:51 From Reade to Everyone:

APS spends about \$20k per student. Where does the money go if only \$5k is spent per gen Ed child

20:49:16 From (Staff) Jennifer Wheelock to Everyone:

So sounds like there are two issues here: 1) we're underfunding special ed services in the gen ed setting 2) where these planning factors are essentially fungible at the school level where principal controls staffing needs,, their may be further unevenness about how special education is resourced in schools? Is that a fair assessment?

20:49:27 From Kelly Krug to Everyone:

Symone the planing factors have been in pace for decades- who knows who came up with these.

20:50:01 From (Staff) Jennifer Wheelock to Everyone:

And this is FASCINATING! 😊

20:50:44 From Symone Walker to Everyone:

Oh Lord, @Jennifer Wheelock does not need anymore budget discussions today.

20:51:33 From (Staff) Jennifer Wheelock to Everyone:



20:53:23 From Symone Walker to Everyone:

Thanks @Kelly. One of the many APS mysteries!

20:55:31 From Symone Walker to Everyone:

Have these planning factors been looked at by any of the past Special Ed program evaluations?

20:55:48 From Tauna Szymanski to Everyone:

The planning factors are a systemic inequity.

20:56:04 From david siu (he/his/him) to Everyone:

Indeed.

20:56:14 From Heather Rothenbuescher to Everyone:

Thanks so much Dave and Kathleen! Your work on this is so helpful.

20:56:24 From Reade to Everyone:

David is very much on to a concern I have been seeing for several years.. notably parents pulling special Ed kids out of APS because their kids are not adequately supported for inclusion in the gen Ed setting. Fascinating. Thank you.

20:57:39 From Kathleen Clark to Everyone:

Thank you so much David! Kelly and Heather - thank you for having us on the project with you and the team.

21:00:36 From Kathy Pericak to Everyone:

Pericak.kathy@gmail.com - please feel free to email me if you are interested in reviewing policies

21:01:41 From Tauna Szymanski to Everyone:

Me

21:02:26 From Kurt Schuler to Everyone:

Possibly me.

21:03:43 From Kathleen Clark to Everyone:

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21:04:23 From Janna Dressel to Everyone:

Great meeting, David. Thanks everyone!

21:04:25 From Ellen Fitzenrider to Everyone:

Thanks, great job!

21:04:35 From Kristin Gillig to Everyone: Great job ASEAC team!