

MEMORANDUM

TO: Arlington School Board
FROM: Arlington Special Education Advisory Committee
DATE: June 2023
SUBJECT: End of Academic Year Recommendations

COMMITTEE CHAIR/VICE CHAIR/Secretary:

Paige Shevlin, incoming Chair; Jennifer Wheelock, incoming Vice Chair; David Siu, Secretary; Kathy Pericak, Past Chair

COMMITTEE MEMBERS:

David Rosenblatt; Keith Chanon; Paul Timm; Michelle Best; Ellen Fitzenrider; Kristin Gillig; Leland; Kurt Schuler; Minerva Trudo; Nicholas Walkosak; Claudia Ramirez Cuellar; Raquel Cepelak; Laura Bryant Njanga; Rebecca Hunter

STAFF LIAISON(S):

Dr. Kelly Krug, Director of Special Education, Elementary
Angie Close, Director of Special Education, Secondary

The Arlington Special Education Advisory Committee (ASEAC) has been engaged in a number of important issues over the course of this past academic year. The committee sent in recommendations around planning factors and inclusion policies on November 2022. The last memo from November with OSE comments is included as an appendix. This provides further detail on those recommendations and makes additional recommendations. OSE has not had the opportunity to comment on these new recommendations. At the end of this memo, there is also an update on an issue that has called to the attention of the School Board in the past.

All of these recommendations were approved by ASEAC members with a 9

I. ASEAC Recommendations

[Recommendation #1: Use Planned Systems Change Consultant to Create a Strong Inclusion Plan for Students with Disabilities](#)

The adopted 2024 budget includes \$200,000 for a systems change consultant to create a multi-systems change initiative for promoting greater inclusion.

ASEAC has heard over the past year about students with disabilities being bullied or unfairly disciplined in schools.

ASEAC has several recommendations designed to ensure that this consultant achieves the intended

1. **Elevate the role of the consultant in the senior leadership team.** The consultant should report regularly directly to Superintendent and his leadership team so that the plan benefits from leadership feedback and will be executed on when recommendations are finished.
2. **Establish strong metrics related to the work.** A key metric of the systems change initiative, in addition to any other goals or milestones identified during the design process, will be achieving APS's strategic goal of educating 80 percent of students with disabilities (i) - 2016 (t) 8.3 (s)

for legal counsel for these other activities, and at the same time would like to see this newly proposed position focus on special education legal services as described in budget work sessions.

As we have seen, APS continues to justify more in-house counsel for the purpose of special education legal services. To ensure that this new FTE is focused on special education, the APS

ASEAC is aware that there is ~~no~~ ^{fund} in the 2024 budget for a planning factor study. ASEAC is interested in being a part of that study going forward. However, given the detailed analysis of special education planning factors that was undertaken by APS staff and ASEAC last year, we do not believe that further analysis is required before taking action on planning factors directly.

3. **Explore innovative recruitment and talent development strategies.** APS should prioritize ways to train teachers that would help to grow the talent pool of special education teachers they also continue to encourage talent to come to APS. APS has already begun work to improve assistant to teacher pathways and is working with Virginia Commonwealth University and iTeach on teacher residency programs. Registered apprenticeship is another option that could be pursued. At least states including Virginia, currently have registered apprenticeship ni -0.011

ASEAC will continue to follow up with the PRC, LSRC and OSE to see whether the training and materials are helping families who speak languages other than English, and if additional training and materials are needed.

