



Raquel	Cepelak	No			-		
Rebecca	Hunter	yes		x	-		

Motion to approve minutes: postponed until next meeting

Second:

Virtual December meeting approved by consensus.

Non-Member Attendees

In Person	Kelly Krug, Heather Rothenbuescher, Kelly?, Cecilia Kline, Kathleen Clark, Kathleen Donovan
Virtual	Kathryn Linehan, Emma Parral Sanchez, Gradis White, Katharine Mbdisett, Reade Bush, Anne Paris, Jenny Roahen Rizzo, Janna Dressel, Bill Daus, Marisol (?), Laura Seals, Dr. Jason Ottley, Julio (?), Maria Soledad

Agenda

7:00 - 7:20 pm Welcome and Public Comments

7:20 - 7:30 pm OSE Updates and Response to September Public Comments

7:30 - 8:30 pm Facilitated Discussion regarding Challenging Conversations (listen to podcast on Effective DEI ahead of time)

8:30 - 8:45 pm Introduction to the Bias Awareness Training in APS Dr. Jason Ottley, APS Chief Diversity, Equity and Inclusion Officer

8:45 - 8:50 pm Parent Resource Center updates

8:50 - 9:00 pm ASEAC Business, Updates

Meeting opened at: approximately 7:02

Arlington Special Education Advisory Committee (ASEAC)

November 15, 2022

Topic: COVID positive students on Day 6 through 10

Good evening and thank you for the opportunity to speak tonight. My name is Katharine Mbdisett and I am a parent of a first grader at Arlington Science Focus School. I am also a Critical Care Physician.

I am calling to alert the committee that the current APS policies in place for students returning to school on Days 6 through 1

The teachers and school administrators at my daughter's school are working hard to keep our her safe. However, this policy is faulty and will lead to a preventable spread of COVID in our schools this fall and winter.

Thank you! I thought about sending a written statement. If I can get it done I'll email it. I wanted to speak about how parents of special needs kids need advocates! I have a special needs grandson and my daughter has experienced excessive amounts of stress trying to advocate for her son's appropriate needs. Being a former APS employee, I am often viewed as intimidating when I attempt to advocate for them. My daughter, being a single parent of color, often feels as though she is dismissed and devalued!! This often leads to my grandson experiencing placements that are convenient for APS but detrimental to my grandson's educational growth.

Well, it seems I've done a little venting! I will truly try to share my concerns at your next meeting. Advocacy for minority students and parents has become very important to me. Thank you for listening!!

My comments are occasioned by the multiple SPED sta vacancies at Tuckahoe this year. I want to start by acknowledging the incredible effort of our child's teachers under these labor constraints. They have had to do more without the full complement of sta .

Despite direct requests we have received only sporadic and incomplete information about the sta ing shortages and missed instruction time. We would have expected there to be detailed, clear, and regular communication about this critical issue from the beginning of the year. What is APS doing to ensure parents are provided detailed and timely information regarding who is delivering their children's legally mandated education services, how many hours have been missed and in what settings, what the plan is to fill any vacancies essential to the delivery of these services, and progress of these sta ing plans?

We have yet to receive a full accounting of exactly how many hours our child had missed and whether the hours were to be delivered in a general or special education setting. How exactly does APS keep track of whether or not special education service hours are delivered, by whom, and and in what setting? Does APS have a uniform system to track the delivery of all special education services akin to taking attendance or tracking Medicaid billable services? If it does not, what will APS do to put such a system in place?

While we have been offered compensatory services, these services are delivered exclusively in a special education setting, even though they are in compensation for hours that were to be delivered in an inclusive setting. Providing compensatory services in a restrictive environment runs counter to our child's IEP and APS's commitment to inclusion. What will APS do to develop a plan for delivering compensatory services in inclusive settings to honor the district's commitment to inclusion?

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Symone Walker resigned from ASEAC in early October following an email exchange between some of the members. I talked with Symone after her resignation, and she was hurt by both the content and the lack of content, or silence, in the exchange. I have invited our facilitators here today to

Dr. Jason Ottley, APS Chief Diversity, Equity and