

November 16, 2021
Via Zoom

Recording of Meeting:

https://vimeo.com/646725775?utm_source=email&utm_medium=vimeo-cliptranscode-201504&utm_campaign=28749

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

: Kurt Schuler, seconded by Symone Walker

Kat

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 communicat ~~at~~ co

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

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

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
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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 walea

For every 25.15 “general education” students. . . ea

Virginia Department of Education Parent's Guide to Special Education

http://www.doe.virginia.gov/boe/committees_advisory/special_ed/local_sped_advisory_committees/index.shtml

19:02:08 From emma.parralsanchez to Everyone:

: ~~https://www.doe.virginia.gov/boe/committees_advisory/special_ed/local_sped_advisory_committees/index.shtml~~
Bienvenidos a la Reunión del Comité Asesor de Educación Especial de A. A. As

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?

