

Eanes ISD Special Education Parent Working Group 9/11/2018

Meeting Minutes

Introductions

Members present:

Shelly Corrigan
Esther Calzada
David Garcia
Priya Jai
Mara Laviola
Vilma Luna
Jay Propes
Heather Sheffield
Maggie Suter

Members absent:

Bill Burgess
Vijayalakshmi Srinivasan

Also present, **Molly May**- Executive Director of Special Education and
Caroline Nelson, Transition Specialist

***Caroline Nelson shared that she now has office hours at the middle schools*

Summary of Summer 2018

Professional development and training that took place:

Apple Teacher Certification

Curriculum Academies—Best instructional practices, assessment and student-centered learning environments

* = Sped specific

*Satori Alternative to Managing Aggression(SAMA) Training

-verbal deescalation and restraint

-there will be a parent training in November (3 hours) Date to be announced.

*Universal Design for Learning-continuing professional development with expert for administrators and teachers

STEAM Academy (Science, Technology, Engineering, Art & Math)

*Sped specific group training-Speech therapists, LSSP's, OT/PT

Writing Academies

*Youth Mental Health First Aid—first time in district, 2 sessions, Dr. Mary Allen Smith was trained in youth mental health

*Special Education Academy—PLAAFP and Goal Writing, Transition: mandatory for all sped teachers

*Math Academy

Guided Math and Reading—Dr. Sarah Powell from Meadows Center from UT came in and did training along with STEM leadership

There was some discussion about general education teachers who don't seem to be "on board" with inclusion and differentiation—need for training in UDL, need for support emphasized by group members.

Parents expressed frustration that inclusion is not always meaningful.

Reviewed Calendar of EISD SPED Parent Events for 2018-19

Discussion about transition/ATS/ structured framework for ATS.

Envision Eanes Committee—SPED parents encouraged to apply. Deadline is 9/14/18

Mara mentioned that SHAAC committee needs sped representation. Molly said there has been sped representation in the past and would speak to Linda Rawlings who is in charge of SHAAC.

2018-2020 Special Education Department Action Plan

DIP—District Improvement Plan

CIP—Campus Improvement Plan

DAP—Department Action Plan: Special Education (Can be found in entirety on website)

Special Education Goals

Goal 1: Being provided with research based instruction and assessment tools, all students writing below grade level will increase their writing performance from individual baselines. (We are in year one of this goal.)

Goal 2: Being provided with research based instruction and assessment tools, students who access modified TEKS in math or whose progress is significantly impacted by skill deficits in math will increase their performance from individual baselines. (In progress, we are in year 2 of this goal.)

Goal 3: Using a variety of data collection methodologies, templates, progress monitoring and targeted intervention, teachers will demonstrate proficiency in writing Present Level of Academic Achievement and Functioning (PLAAFP) statements, and IEP goals and objectives as measured by a department developed checklist. (Accomplished and ongoing, we are in year 2 of this goal.)

Goal 4: Provided support from the special education department, the percentage of all general education and special education teachers achieving a 2 or lower on the Teacher Growth and Appraisal Process Professional (TGAP created by Eanes) behavior standard (implementation of IEPs) will decrease from baseline. (Accomplished an ongoing, we are at the start of the 2nd year of this goal.)

Goal 5: Provided with information about post-secondary options and vertically aligned academic and functional experiences, students in grades 9 - ATS with intellectual or developmental disabilities and their families will increase awareness of options in order to make informed choices during the annual transition and IEP planning process. (This goal is ongoing, much of it completed after restructuring ATS, also researching college options -ThinkCollege, college readiness, interviewing and self-advocating are emphasized. We are in 2nd year of this goal.)

Goal 6: Provided with frameworks for varying levels of participation, special education teachers will work with students to gather information around strengths, preferences, interests and needs to further enhance the student's voice and independence in their special education programming by participating in the ARD process up to and including student-led ARD's. (We are still in the first year of this goal.)

***Molly May emphasized that all students need to participate in the ARD process, even at PPCD level. Power Points, drawings etc...all students can participate at some level.*

9/25 Board Meeting

Special Education will be discussed. Molly May shared that a new committee is being developed that would focus on inclusive education in Eanes. Details are still being worked out and what is presented will be proposal for the committee in terms of scope, timelines, and selection process. Molly will email SPWG members the back-up memos prior to the September 25th board meeting. Feedback is welcome. Also, a third party/independent audit of the special education department will take place, the exact scope of which is yet to be determined. Some committee members mentioned that meaningful inclusion and campus climate are what need to be examined, therefore the audit should not be limited to special education alone.