

# **Eanes ISD Special Education Department Program Review Update**

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# Themes

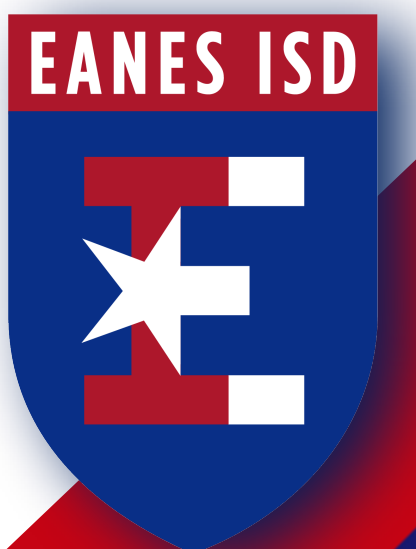
**Theme 1:** A common vision across all stakeholders with a philosophy of shared responsibilities for all learners that fosters a climate of mutual respect and trust

**Theme 2:** Collaborative instruction focusing on excellence with a full array of consistently delivered services including a robust process for transition planning

**Theme 3:** Strong and genuine partnerships with parents that are positive, respectful and collaborative

**Theme 4:** Effective and efficient use of personnel and capital resources

**Theme 5:** Full compliance with federal, state and local mandates



# Recommendations/Goals

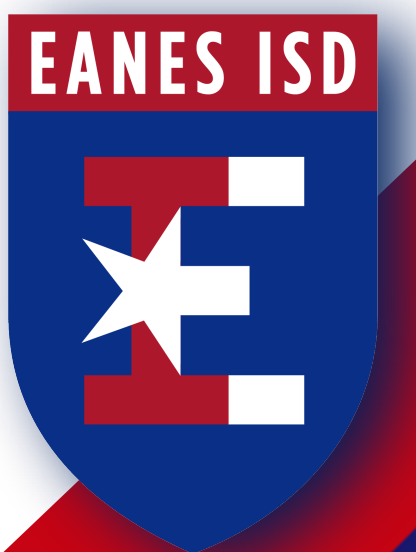
45 Recommendations across the 5 Themes

**Goals:**

Accomplished/in progress

Short-term

Long term



# Stakeholder Input

Special Education Staff - Participated in rotations for all 5 themes and gave suggestions (Special Education Summer Academy)

Special Education Community - Special Education Parent Working Group working on setting up the annual Special Education Symposium. Discussions are still occurring on logistics and the possibility of including students.

Inclusive Culture Committee - Some overlap with activities and initiatives



# Accomplished/In-Progress

- Memo provided to Dr. Leonard and School Board on August 20, 2019 with all activities related to the program review that had taken place from June - August
- Memo was shared with Special Education parent community at the Meet & Greet on September 17 (approximately 55 parents in attendance)
- Memo is posted online on the Special Education Department website
- At Meet & Greet, both areas of strength and areas of concern were highlighted from the Executive Summary







**UDL with  
campus leadership**

## Shared Ownership of All Students

Students  
Able  
Talented  
Gifted

College of Education  
Special Education  
BENEFICIAL PARTNER INCLUSIONS  
children  
learning

Opportunity, Justice, LOVE, EMBRACE, kindness  
Qualities, Rights, Ability, Hope, Values, Other  
EQUALITY INCLUSION Background Individuality  
Difference Value | Race Belief Pride  
Disability DIVERSITY  
Heritage Religion Gender Ideas  
UNITY Identity Experience  
Ethnicity Education Socio-economic

GENDER  
IDENTITY

People  
social  
class



**New Teacher Institute -  
Creating a Positive Learning Environment**





# Accomplished/In-Progress Highlights

Eanes ISD

**One-to-one Aide  
Considerations Checklist**

**Student:**

**Campus/Grade:**

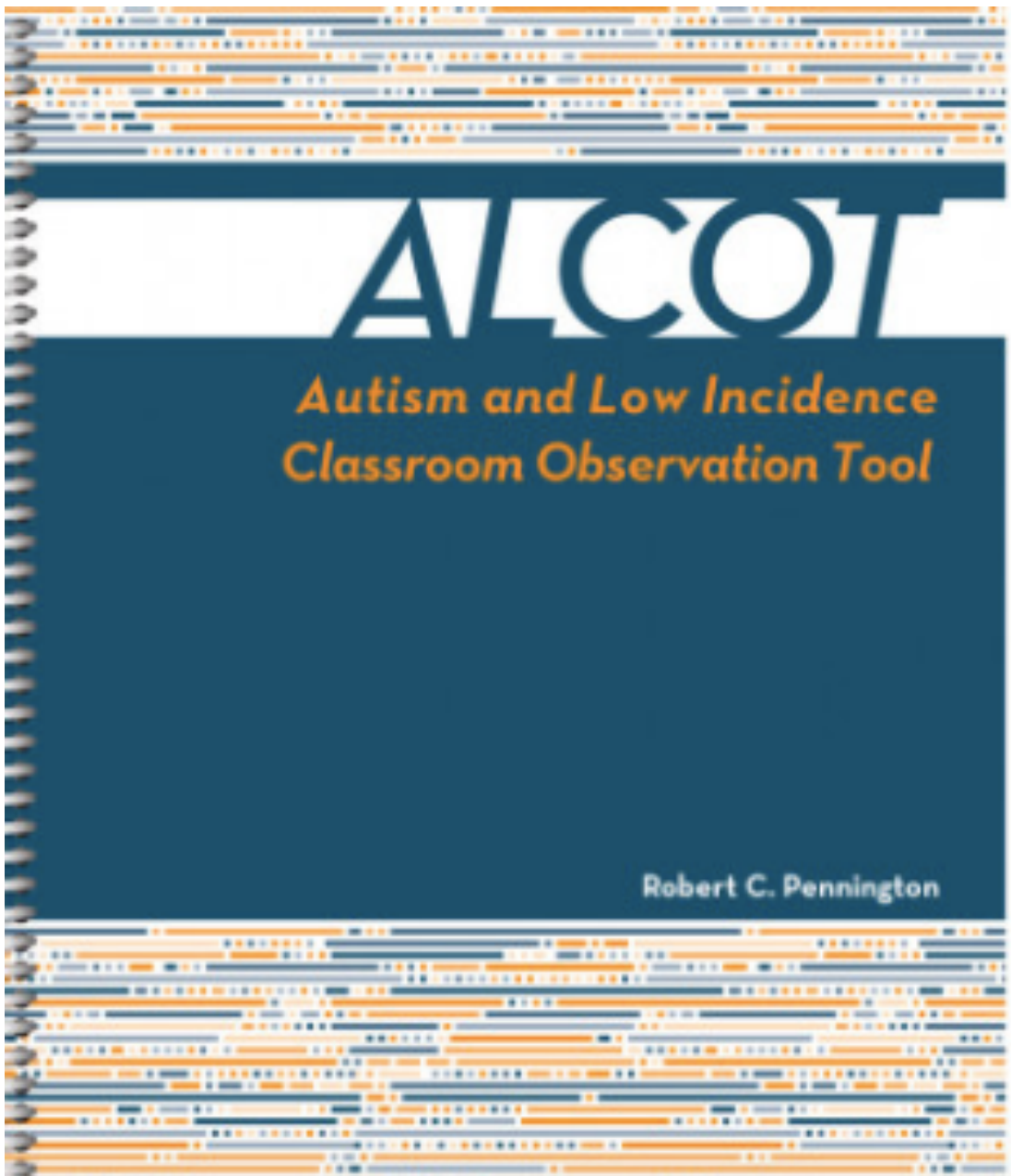
**Staff completing form:**

**Date:**

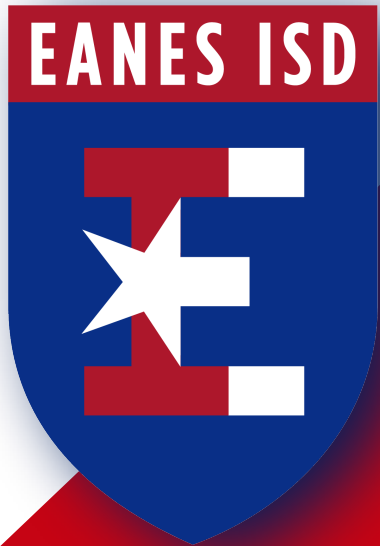
**Behavior/Safety:**

- ☐ Student has an FBA and BIP that is implemented with fidelity
- ☐ Student presents with serious behavior problems with ongoing incidents of injurious behaviors to self-or others

## 1:1 Analysis Document



## Quality Indicators for Life Skills Classrooms



# Action Plan - Theme 1: Common Vision

## Short-Term

UDL: Create “Early Adopters” on each campus to collaborate, research and share exemplars

Consider adding language to DIP to be more inclusive

Develop more systematic ways of communicating resources to parents

## Long-Term/On-going

UDL: Continue 3 - 5 year implementation plan

Update Special Education Website/resource material with most current information and communicate how to access information

Review policies, practices and trainings around use of language for students with disabilities and inclusive practices to ensure consistency





# Action Plan - Theme 2: Collaborative Instruction

## Short-Term

Develop Collaborative teaching “model team”/trainer of trainers

Enhance activities to show recognition and support for teaching assistants

Continue training in research and evidenced based practices regarding progress monitoring (GRADE, GMADE, DIBELS)

## Long-Term/On-going

Continue annual training on collaborative teaching models

Review student levels of support to consider other “in-class support” models

Review AGAP and TGAP for potential indicators around implementing inclusive practices

Consider Master Scheduling Training



# Action Plan - Theme 3: Parental Partnerships

## Short-Term

Present ARD 101 Training (scheduled for Fall 2019 w/online option)

Research/begin developing post-IEP meeting survey

Gather additional information on school clubs and events and student participation

Develop more consistent communication logs/forms for regular communication

## Long-Term/On-going

Provide training on parent communication and conflict resolution strategies for special education and general education teachers

Develop systems for explicit communication to students and parents around accommodations

Provide additional parent training on communicating information about their child and general communication strategies



# Action Plan - Theme 4: Use of Personnel

## Short-Term

Provide more cross-training for special education teachers

Increase communication with general education staff on special education staffing procedures

Monitor the new service delivery model at WHS for students needing minimal supports to determine efficacy at other levels

## Long-Term/On-going

Increase capacity in Tier 1 and Tier 2 for behavioral intervention in terms instructional practices and staffing (ie. Emergent Tree Pilot)

Develop rubrics/schedules to determine actual amount of time a student needs support in general education

Consider training on organization and time management skills for staff





# Action Plan - Theme 5: Compliance

## Short-Term

Expand new teacher ARD process training

Enforce compliance components from summer training on signatures and schedule page minutes

Monitor systems of documentation for accommodations

Systematize data exchange for progression years (PPCD -K; 5th - 6th; 8th - 9th; 12th - ATS)

## Long-Term/On-going

Evaluate State Performance Plan (SPP) and Performance Based Monitoring Analysis System (PBMAS) data for campus trends

Continue to update Special Education Operating Guidelines (google site)

Conduct annual review of audit folders for compliance



# Questions and Discussion

