

Special Education Parent Working Group (SPWG)

Meeting Minutes

Date: 10/12/21 at 11:30 AM via Zoom

Present: Molly May
Matt Zemo
Susan Stotzer
Amanda Boardman
Catherine Walker
Rhonda Stout
Suzanne Wilson
Tabitha Rose
Tim Oates
Traci Lepak
Laura Avery

Meet & Greet

About 30 families attended the fall virtual Meet & Greet on 10/5/21. If feasible, the spring Meet & Greet will be in-person, so that attendees can get to know each other better.

Dyslexia Awareness Night

Dyslexia Awareness Night is scheduled for Thursday, 10/21/21, at 5:30 PM via Zoom:

<https://resources.finalsite.net/images/v1633706908/eanesisdnet/udwyciyigiiho9bhafor/Fall2021DyslexiaAwarenessNight.pdf>

Transition Trends Parent Training

A Transition Planning session for parents will be held on Wednesday, 10/27/21, at 5:00 PM via Zoom. The session will be hosted by University of Texas' E4 Program at the Texas Center for Disability Studies. The session will cover how college students can access accommodations and the support that agencies may be able to provide. In addition, college programs will be reviewed for those with intellectual and/or developmental disabilities.

<https://drive.google.com/file/d/1ARU51HzjZ3imdChINfDI7u8vJSTe2ZK/view>

There is also a Transition Trends newsletter that is now available on the Eanes Special Education web site:

<https://www.eanesisd.net/dept/sped/transition-planning>

Changes in Dyslexia

Molly explained that the State Board of Education has rewritten the Dyslexia Handbook, and that now dyslexia will fall under the umbrella of special education. Students who are already receiving services for dyslexia via a 504 plan will be able to continue receiving those same services. These students do not need to be re-evaluated. In the future, students who are suspected of having dyslexia will be evaluated by the special education department, unless the student's parents specifically request a 504 plan instead of a special education evaluation.

TEA Reading

The Science of Teaching Reading and Reading Academies are different teacher requirements that complement each other:

- Science of Teaching Reading (STR): Early childhood, elementary, and middle school teachers are required to pass the STR exam. Teachers who pass the STR exam are also required to take Reading Academies.
- Reading Academies: Special education teachers and K-3 teachers are required to complete Reading Academies by 2023.

For more information, see

https://tea.texas.gov/sites/default/files/ScienceofTeachingReadingInitiatives1_8_2021.pdf

Questions and Answers

1. Matt pointed out that the Eanes special education web site has been updated to include an events calendar: <https://www.eanesisd.net/dept/sped>
2. Catherine asked about the lack of dyslexia numbers for Bridge Point Elementary in the campus data article of the August 12, 2021, issue of the Community Impact Newspaper: <https://editions.communityimpact.com/view/537019340/> Molly is going to check with the newspaper to find out how they gathered this data.
3. Rhonda and Tabitha both had questions about when parents should start looking into transition planning. Transition planning becomes a formal part of the ARD in middle school. Parents should start thinking about transition plans in middle school and continue making transition plans throughout high school. Elementary school parents may even want to consider attending transition planning meetings to see what the future might hold. There are many myths about continuing education not being appropriate for special ed students that transition planning sessions can dispel.
4. Laura asked about changes to the Transition Team. Adriane Dorsey is a transition designee. Carly Roebuck has a new role as a transition specialist.

5. Traci asked if volunteers across the district should be signing Eanes' volunteer confidentiality form to protect the confidentiality of students. Campuses should be requesting that volunteers sign this form.
6. Suzanne asked if Eanes has universal screeners for dyslexia. It does.
7. Tabitha had a question about choosing appropriate extracurricular activities for students with disabilities. Parents should contact the student's case manager for help deciding which activities are appropriate and how much additional support might be needed.
8. Amanda suggested that a list of shared resources be developed for parents that would include such things as appropriate extracurricular activities and summer camps for students with disabilities. **Action Item:** Laura agreed to create an internal document that SPWG members would contribute to, which could then be shared with the special education community.
9. Molly asked if we would like our future SPWG meetings to be held in person, and most SPWG members seemed to prefer that over virtual meetings.

Next Meeting

11/09/21