



EANES ISD SPECIAL EDUCATION DEPARTMENT

PROGRAM REVIEW

ACTION PLAN

Developed 2/2020

Periodic Benchmark Review

6/2022

8/2021

11/2020

Initial Update from Report by Stetson

8/2019

In the spring of 2019, the Eanes ISD Board of Trustees engaged the services of Stetson & Associates to perform a review of the Special Education Department. This review/audit resulted in a report outlining recommendations both for continued practices and for new or improved processes and procedures. The following action plan was developed based on five themes identified in the report and includes Stetson's recommendations along with stakeholder feedback surrounding those themes. Feedback from special education staff was collected during professional learning in the summer of 2019. Parents were given opportunities to provide feedback during two parent symposiums that were held as well as in an online survey in the fall of 2019. Additionally, the special education administrative team and the Special Education Parent Working Group provided additional feedback during the fall of 2019 and spring 2020.

The action plan, which is aligned with the five themes outlined in the report, includes short-term and long-term goals under each theme. Short-term goals are expected to take from 3 months to 2 years to be accomplished while long-term goals are expected to take from 2 – 4 years to be accomplished.

This action plan should be considered a living document. National or state mandates may impact activities or rates of progress. Additionally, other priorities identified by the state, district, department, School Board or community may also have an impact on the activities.

Depending on the activity, more detail may be provided regarding specific timelines, resources, and people assigned. Periodic updates regarding progress will be made to the Board of Trustees and communicated out to the community.

THEME 1: COMMON VISION

Short-Term

- **Universal Design for Learning (UDL): Create “Early Adopters” on each campus to collaborate, research and share exemplars. Provide learning opportunities and professional development for Educational Partners and campus administration**

8/2021 (Mastered)

August 2021 - UDL training is now embedded into the New Teacher Institute. Two mandatory training sessions were part of the Returning Teacher rotations. We offered both a beginner/intermediate and advanced session. Molly May, Matt Zemo and campus administration provided this training.

11/2020

Fall 2019 - Early Adopter teams established on all campuses. Various activities designed by campus teams. Continuing professional learning through Educational Partners; Principal/EP meetings with Bright Spots from campus EA teams and additional professional development; Book studies with EPs and Principals

Summer 2020 - Advanced UDL training provided by CAST for Early Adopter Team members; Modules provided to special education staff at Summer Sped Academy

August 2020 - UDL 101 training developed by Matt Zemo and Allison Eicke provided to all new EISD Teachers. Educational Partners, Campus Administration, and Director of Special Education developed UDL lesson design and instructional strategies rotation at the PLC conference.

8/2019

All professional and paraprofessional staff attended a session on UDL at the district Professional Learning Communities (PLC) Conference. UDL was one of the four main foundational topics at the conference. This was the culmination of two years of work developing a plan for the introduction of UDL to the whole faculty by the UDL implementation team. On-going activities and additional professional learning are planned for full implementation in three to five years

- **Consider adding language to District Improvement Plan (DIP) to be more inclusive**

8/2021 (Mastered)

The board adopted specific goals in the 2021 - 22 DIP around DEI. Inclusivity in all forms, including disability, is included within the DEI work.

11/2020

Language around the district approved DEI committee will be added to both the DIP and Campus Improvement Plans (CIP)

- **Develop more systematic ways of communicating resources to parents**

6/2022

The EISD website continues to be updated regularly to provide the most recent resources. There is an Eanes Special Education Facebook page that is kept up to date by the Eanes Parent Partners. In addition, regular newsletters called “Transition Trends” is sent through Skyward with pertinent information related to transition resources for K-12 students and parents.

8/2021

The EISD website is constantly being updated to provide the most recent resources. There is a Facebook page where community resources are also posted.

11/2020

Inclusive Culture Committee sub-group developed a list of resources posted on website; continued with parent training opportunities in-person, posted on website & virtual; At-A-Glance parent training; Eanes Family PD around technology

- **Ensure roles and responsibilities of special education staff are emphasized during campus Open Houses, Back to School Nights, etc.**

6/2022

Through professional development for co-teachers held in August 2022, part of the norms that co-teachers established was how to present as equals. This involved setting expectations for Open Houses, Back to School Nights, etc.

The Special Education Department along with the Eanes Parent Partners continue to work with Booster Clubs and PTOs to ensure recognition of all staff, including ECSE and ATS.

8/2021

Special education teachers attend Back to School events at the grade level in which they work. Grade level activities and celebrations include special education staff. At

elementary, homerooms adopt additional staff like TAs, custodians, etc. If a special education staff member spends a significant amount of time with a class, for the yearbook, they are included in that class photo. Working with PTOs and Booster Clubs for “staff appreciation” versus teacher. When there are “goodies” passed out, all staff are included and recognized.

Long-Term/On-going

- **UDL: Continue 3-5 year implementation plan**

6/2022

The curriculum, instruction, and assessment team and educational partners collaborated with and received professional development from [LessonCast](#), which is led by Nicole Tucker-Smith. The focus of the training was on building Equity within the curriculum.

8/2021

The majority of staff attended the advanced UDL session during Returning Teacher PLC indicating a growing level of confidence and competence.

11/2020

Work is continuing. UDL is becoming a common term in Eanes ISD. COVID actually helped spread the framework of UDL in terms of online platforms and assessment.

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

6/2022

The [SE website](#) has been updated to include a department calendar of events, a Spotlight section to highlight important information, and other important resources for parents and the community.

8/2021

Yearly on-going process

11/2020

Inclusive Culture Committee posted updated resources

Region 18 Legal Framework updated with Special Education Operating Procedures

8/2019

All campus websites now have a link to the District Special Education Page.

<https://www.eanesisd.net/dept/sped>

We switched all of our internal websites to the new Google Sites to help staff access the sites more easily and make better use of this resource.

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

8/2021

District is actively engaged in work around DEI, and the board has made this work a board priority and part of the DIP. Inclusive practices and the discussion around inclusion is broadening.

11/2020

Continued rotation at New Teacher Institute. Diversity, Equity and Inclusion Committee formed - ability/disability will be included in future work; Department training (HCMS) on inclusion based on Stetson Program Review

8/2019

As a department, we focused on language specifically dealing with labels, placement and programming over the summer. We acknowledged the need to bring more education/information to our general education counter-parts. This language and explanation of special education services was the focus of one of the break-out sessions at the New Teacher Institute.

A new rotation was added to the New Teacher Institute focusing on inclusive schools practices. This session was presented by Molly May and Linda Rawlings. The focus was not only on students with disabilities and information brought forth from the Inclusive Culture Committee; but, we also shared information on a broader view of inclusion from discussions from the Community Forum. This session was well received and allowed us to address the culture of inclusion for the first time with this group of stakeholders.

- **Enhance an inclusive culture by becoming a Unified Champion School and establish Best Buddies chapters at the High School and Middle School level**

06/2022

Best Buddy chapters were established at both middle schools during the Spring of 2022. Unified Champion activities continued to grow with Westlake Robotics, Spirit Team and softball.

Westlake hosted the first annual Central Texas Best Buddies Walk in April 2022.

Fall 2022 - establish Best Buddy friendship chapters at all 6 elementary schools.

Fall 2022- ATS establish a Best Buddies chapter with the UT Chapter.

8/2021

Best Buddies continued activities throughout the 2020 - 21 school year despite the Pandemic.

Spring/Summer 2021 - Began Unified Robotics

Fall 2021 - Beginning Generation Spirit (Inclusive Spirit Team)

2021 - 22 - Begin exploratory phase for Best Buddies at middle schools

11/2020

WHS Best Buddies was honored as named Best New Chapter in Spring 2020; held a few fundraising events in 2019 - 2020; second year kick-off party fall 2020.

Current 2020-2021 Best Buddies Chapter has 57 members.

WHS became a Unified Champion School. Held a Unified Pep Rally; toured another program. Had several events planned for Spring 2020 that were canceled due to COVID.

Completed application to continue as UCS for 2020- 21school year; planning committee re-gathering in fall 2020

- **Develop processes/procedures to allow for student voice in IEP process and educational programming in general**

8/2021

Processes and procedures still in place. COVID did allow for some additional involvement of students, and this will continue to be explored.

11/2020

Continuing Rubric for IEP Participation, SPIN document

THEME 2: COLLABORATIVE INSTRUCTION

Short-Term

- **Develop collaborative teaching “model team”/ district trainer of trainers**

6/2022

In summer 2022, a group of 6 teachers (gen ed and sped) attended a virtual PD session through Region 4 around Co-Teaching. Their input and feedback was gathered regarding how to best support co-teachers and create a year-long support plan.

All co-teach partners for the 2022-23 school year attended professional development around co-teaching as part of their back-to-school schedule. A Google Classroom was set up to communicate with district co-teachers throughout the year.

8/2021

Collaborative training was held for general education and special education partners during August. This training was in collaboration with a gen ed WHS teacher who is working with the Sped department and administration to establish regular training and support for WHS collaborative teams.

Additional training was provided at campus levels for both HCMS and WRMS during back to school PD time.

The “model team” will be reassembled in Fall 2021 due to various changes in staff.

11/2020

A group of 6 teachers (one elementary teaching pair and two middle school teaching pairs) committed to the Collaborative Teaching Cohort. All attended a virtual webinar with Dr. Marilyn Friend in July around “Co-Teaching in Uncertain Times”.

The committee met three times between Spring 2020 and Fall 2020. However, the committee was put on hold in Fall 2020 with the commitment to regroup in Spring 2021.

8/2019

During the day of teacher in-service where special education teachers with job-alike responsibilities gathered, we held a session on collaborative teaching strategies with those serving as collaborative teachers this year. We realize that without the general education teachers, the training is not nearly as effective. However, we were able to present consistent information to our special education teachers K – 12.

Also during “job-alike day,” specific training was provided to our modified/resource teachers with a focus on progress monitoring to help close some of the academic gaps between typically developing peers and students with disabilities. This training again helps with fidelity of implementation across campuses.

- **Enhance activities to show recognition and support for teaching assistants**

6/2022

The special education department has supported TA growth by providing ongoing training opportunities throughout the school year and summer, via multiple modalities to meet scheduling needs (in-person/virtual/pre-recorded/online videos). In partnering with iTeachTexas, Eanes will provide reimbursement to eligible teaching assistant candidates in the iTeachTexas program once they receive a statement of eligibility (SOE) and commit to teaching with Eanes. Reimbursement is in the model of monthly payback of the cost of the program over the candidate's first years of teaching.

The department has also emphasized that teaching assistants are included in all campus recognition activities and programs. Several teaching assistants have been honored with campus based spotlight awards for service and works. Teaching assistants are provided with multiple opportunities throughout the school year and summer months for supplemental pay and additional work opportunities outside of school hours.

In order to boost staff and student support and reduce workload, the district has explored innovative ways to fill open teaching assistant positions including working with agencies, offering flexible work hours in unique situations, and working with individual schedules and living situations to offer the best fit for a campus.

The district is exploring carpooling options for staff living in similar areas of town in order to reduce travel time and save on the expenses of fuel.

8/2021

The special education department has supported TA growth by providing additional training and experiences for those teaching assistants interested in becoming teachers. Since the summer of 2020, 16 teaching assistants have been hired as special education teachers. Which included one teacher earning First Year Teacher of the Year in Texas

11/2020

Provided training modules during Spring 2020 through SafeSchools; several campuses recognized TAs for Eanespiration Awards (often as a whole team)

Provided advanced zoom tools training to TAs only during August 2020 back to school activities

- **Continue training in research and evidenced based practices regarding progress monitoring (Assessments such as: GRADE, GMADE, DIBELS)**

6/2022

Life Skills and Modified teachers continue to receive training and utilize GRADE, GMADE and DIBELS for assessment and progress monitoring.

Twelve special education teachers were trained in Reading by Design to support students identified with Dyslexia.

8/2021

Special education continues to provide training and access to progress monitoring tools that are in addition to those offered in general education.

Received another grant for Lindamood Bell training - trained 10 teachers on a new program during professional learning in summer of 2021.

Partnering with Dr. Sarah Powell from UT on an IES grant study for modified middle school math teachers. The teachers will learn about Data Based Individualization and will receive 1:1 coaching throughout the year on how to best support students using progress monitoring data.

Six Life Skills teachers will participate in a year-long PLC through Region 13 called Math Leaders where they will receive evidence-based instructional / assessment / curricular materials along with ongoing professional development.

11/2020

Continued use of GRADE and GMADE as well as DIBELS. Online training videos were created and accessible to teachers.

Adoption of Vizzle in which progress monitoring may be aligned with student IEP goals and automated data collection occurs

Renewed and increased Read Live licenses and provided virtual and recorded training on progress monitoring.

Received a grant to train staff in Visualizing and Verbalizing reading comprehension program from Lindamood-Bell.

- **Enhance systemization and communication around student information and “Purple Folders”**

6/2022

During the 21-22 school year, Elementary Campuses included specific discussion about the purple folder into the PWN. The majority of elementary students were interviewed prior to their ARDs and the SPIN documents were presented at the ARDs. Some students attended ARDs and presented their SPIN documents.

At the middle school and high school levels parents/students completed "transition" forms/assessments and discussions were documented in the PWN and within their formal transition plans. Red folders are developed when students begin to engage with formal transition planning at age 13 and assessments conducted and plans made are included in their Red folders alongside their purple folders.

Each year, parents were provided with forms to complete and were informed that the forms would be added to the purple/transition folder. A selection was added to the post ARD survey clarifying what transition discussions/forms might look like (e.g. You or your child completed a Strengths, Preferences, Interest and Needs survey (SPIN document), You or your child completed a Transition Planning Questionnaire, You were provided information on agencies.).

Results of the Post ARD survey for the 21-22 indicated that the majority of parents reported having participated in processes related to forms that would be added to the purple folder. (average scores above 4 on a scale of 1-5 with 5 being the highest)

Continued processes of uploading relevant ARD documents into Skyward. Teachers were trained and how-to videos were uploaded on to the Google site for easy access by all special education teachers.

Continued with Zoom as an efficient way of conducting ARD meetings when appropriate. During ARD meetings, the process of obtaining parent agreement and signatures electronically continued when possible.

8/2021

Some campuses moved to a more electronic form of this during COVID. Needs to be a focus for the 2021-22 school year.

During the 20-21 school year, Case Managers at the elementary level continued to share information about the Purple folders during Annual ARDs and gather information from parents to include in the purple folder.

11/2020

Spring of 2020, reviewed purple folders during campus visits.

- Moved to online accommodation sharing systems through skyward to provide easy access to information for all teachers

Long-Term/On-going

- **Continue annual training on collaborative teaching models**

6/2022

Half-day required training was provided for special education and general education co-teaching partners at all levels (elementary / secondary) during back to school PD. Topics covered included setting up beginning of year routines / norms; roles and responsibilities; providing Specially Designed Instruction within the general education setting; and the 6 Models of Co-Teaching.

Through the training, teachers were provided with tools that can be utilized throughout the school year. The *Co-Teachers' Guide to the School Year* outlines monthly to-do checklists and reminders for Co-Teaching partners, as well as organizational and lesson planning tools to assist teachers with setting up and maintaining their classrooms. The *Co-Teaching Partnerships Reflection Tool* is a rubric teachers can use to envision the ideal co-teaching classroom and assess their own classrooms and instructional practices. When coupled with the *Yearlong Co-Teaching Partnerships Reflection Rating Tool*, Co-Teaching partners can assess their working partnerships, identify areas of growth, and set personalized goals for each quarter.

8/2021

Collaborative training for special education teachers was held during our Sped Academy in July. Any teacher who was not able to participate in July, including any new teachers, attended a make-up session during back-to-school PD.

Three additional collaborative trainings were held during back-to-school PD with plans to continue adding PD sessions and support for collaborative pairs at the middle school and high school level throughout the year.

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

6/2022

All special education teachers are trained on the continuum of services for “in-class support” in order to make data driven decisions on the level and type of support each individual needs in order to attain the least restrictive environment. Teachers are encouraged and trained to take data throughout the school year in order to monitor the level of support needed and adjust as appropriate. The department emphasizes that students receive “in-class support” first by the collaborative teacher and natural support that exists within the classroom. “In-class” behavior support can be provided as needed

as a secondary support when the first layer of collaborative support does not meet and individual student's needs.

Both general education and special education collaborative partners are trained in collaboratively supporting all students in the classroom.

8/2021

Continued this work through the 2020 - 21 school year. COVID made this a bit more difficult due to many students being remote.

11/2020

Trained teachers on in-class support models and how to determine the amount of collaborative support based on levels of need.

- **Review Teacher Growth and Appraisal Program (TGAP) and Administrator Growth and Appraisal Program (AGAP) for potential indicators around implementing inclusive practices**

8/2021

TGAP in the original form was altered for the previous two years. All teachers will be required to go through a full evaluation process in which inclusive practices and other best instructional practices around UDL are evaluated.

- **Consider Master Scheduling Training**

06/22

The curriculum, instruction, and assessment team worked with Elementary principals on their master minutes and alignment. This was instrumental in ensuring that student service minutes were commensurate across the district.

8/2021

Nothing formal in the past year. A great deal of collaboration occurred during COVID to ensure special education students were getting their needs met both in-person and virtually. Collaboration also occurred this summer for the 2021- 22 school year.

8/2019

As master schedules were developed over the summer, to the extent practicable, campus and special education leadership worked to develop common planning times for collaborative pairs.

THEME 3: PARENTAL PARTNERSHIPS

Short-Term

- **Present Admission, Review and Dismissal (ARD) 101 Training (scheduled for Fall 2019 w/online option)**

06/22

All training from August was completed with the exception of Rec & Leisure and Sibling support.

8/2021

Parent Training during the 2020-21 school year included:

- Remote Learning Tips and Tricks for Parents (August 2020)
- Sped 101 (Sept 2020)
- Behavior Matters (October 2020)
- Parent SAMA (November 2020)
- Fostering Self Determination (January 2021)
- Rec & Leisure (March 2021)
- Sibling Support (April 2021)

11/2020

September 10th, ARD 101 was provided via zoom. ARD 101 Training is uploaded to the district special education website, as are all the other parent trainings.

Developed monthly semester at a glance for Fall 2020 parent training options including: Remote Learning Strategies, ARD 101 Training, Behavior Management 101, Satori Alternatives for Managing Aggression for Parents and Transition 101 for Parents.

- **Research/begin developing post-Individualized Education Plan (IEP) meeting survey**

6/2022

Updated the 2022-2023 PWN to continue to include Parent Survey, continued use and monitoring of survey results post-ARD. Conducted individual interviews and follow up with parents based on survey results from the previous ARD year.

8/2021

Implemented survey in January 2021. Results: 108 responses

94.4% rated a 4 or 5 for "Do you feel like an equal partner in your child's IEP?" (out of 5)

87% rated a 4 or 5 for "How do you feel about the Special Education Services your child is receiving" (out of 5)

Survey will provided after each annual ARD during the 2021-22 school year

11/2020

Fall/spring 2020 - Gathered examples from other districts

- **Gather additional information on school clubs and events and student participation**

6/2022

Inclusive Softball, Unified Robotics, Best Buddies, etc.

Multiple opportunities for inclusion including sports opportunities, choir/band/orchestra, theater, art (painting and drawing), Project Graduation

8/2021

Special Education Parent Working Group developed and presented Recommendations for Inclusive Practices for PTO/Booster Clubs

11/2020

Inclusive Culture Subcommittee developed and presented recommendations for supporting inclusive practices within student organizations at WHS; gathered current information on how clubs work and communication; proposed new ways to market clubs (Target was for Fall 2020 - COVID has delayed much of the implementation)

- **Develop more consistent communication logs/forms/web-based program for regular communication, especially for students with intellectual and developmental disabilities**

6/2022

Introduction of the RemindApp as a viable alternative to Seesaw to ensure quick and timely communication available to students and families of students with intellectual and developmental disabilities

Continued use of Seesaw as a platform for life skills teachers and parents

Continued use of Vizzle and IXL as a learning platform that has lessons and lesson development features that align to the TEKS and pre-requisite skills.

8/2021

Continued using Seesaw as a platform for life skills teachers and parents

Increased usage of platforms such as Showbie and Google classroom across the district due to COVID

Teachers have begun using Vizzle as a learning platform that has lessons and lesson development features that align to the TEKS and pre-requisite skills.

Development and training on Alt. TEKS Year-at-a-Glance and Curriculum Documents that outlines a scope and sequence for K-12 students accessing Alt. TEKS.

11/2020

Seesaw became the adopted platform for Life Skills teacher ECSE - 12 to communicate with parents and students.

A committee of teachers are working on Year-at-a-Glance and Scope and Sequence documents for Life Skills / Modified classrooms for grade K-12 in all subject areas. Projected completion of documents for 2021-22 school year.

Long-Term/On-going

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

6/2022

During [October 2021](#), new teachers were provided with 3 different opportunities to attend training which included but was not limited to parent communication.

Special education staff receive individual support from Special education coordinators in regards to overall parent communication and conflict resolution strategies.

Collaborative Co-Teaching PLC/workshops were held on 8/3/21 and 8/17/21

Power of 2 training was held for EE on 9/23/21 and 11/4/2021

Staff hold preARDs for all students to obtain feedback and facilitate resolution of any concerns/disagreements.

The post [ARD survey for the 21-22](#) school year ARD survey indicated that the majority of parents feel that they are equal parts in the planning process for the IEP, their recommendations and concerns are considered and that the school regularly communicated with them regarding the IEP (average scores above 4 on a scale of 1-5 with 5 being the highest)

8/2021

No specific training in this area

- **Enhance programming to empower students to become self-advocates**

6/2022

Continued programming through MAPS, PATHS 1 and 2 and Social/Study Skills classes. Implementation of IEP goals designed to support specific student needs related to self-advocacy. Encouragement of student participation in IEP meetings at all levels. Automatic participation at the secondary level unless specific parents request to not have the student participate.

8/2021

Continue programming through MAPS, PATHS 1 & 2, Social Skills and Study Skills classes. Professional Development provided by Dr. Freeman from Region 13 during Sped Academy for MAPS and PATHS teachers. Implementation of Emergent Tree - Solid Roots on all campuses to support self-regulation and social skills

- **Develop systems for explicit communication to students and parents around accommodations**

6/2022

Continued use of SPIN document for all student annual IEP meetings prior to the secondary level. Other transition assessments that considers learning styles and needs for success (supports accommodations development and opportunities for communication with students and parents around needs for accommodations)

Regular and consistent pre-ARD expectations in which accommodations are discussed and planned with student and parent

Continued Training for all of WHS staff about implementation of accommodations; embedded discussion of strategies/systems for communicating utilized accommodations (uploading in gradebook next to submitted assignment)

8/2021

Training for all of WHS staff about implementation of accommodations; embedded discussion of strategies/systems for communicating utilized accommodations (uploading in gradebook next to submitted assignment)

11/2020

Strengths, Preferences, Interests and Needs Document

- **Provide additional parent training on communicating information about their child and general communication strategies (MZ)**

8/2021

THEME 4: USE OF PERSONNEL

Short-Term

- **Provide more cross-training for special education teachers in special education positions (SO)**

6/2022

In August, Behavior Support teachers attended Professional Learning from Social Thinking on new resources and best practices for behavior support and social skills. Two presenters from Social Thinking provided the PD. They first met with all teachers to set the foundation and then split into elementary and secondary for targeted resources and topics. While this PD was targeted for behavior support teachers, it was open to all Sped and Gen Ed staff.

Structured PLCs are occurring for elementary and secondary teacher groups. PLCs are established for elementary behavior support teachers, secondary behavior support teachers, elementary modified teachers and elementary life skills teachers. These PLCs are organized through the Special Education EP's so that the work aligns to district initiatives.

8/2021

During the 2020-21 school year, PLCs were held for job alike groups for both Life Skills and Behavior Support across the district via Zoom.

During the summer, PD was provided for job-alike groups during Sped Academies. Two were held specifically for Life Skills teachers. Each session included best practices for behavior support, modified, collaborative and life skills teachers.

8/2019

During the “job-alike day,” all life skills staff, teachers and paraprofessionals were introduced to a new metric for evaluating quality indicators of a life skills program/classroom. Mechanisms for support and a schedule for observations and team discussions were established. This helps not only with ensuring consistency among campuses, but it also reinforces research-based practices. One practical implication would be to make sure staff are being utilized to the fullest extent possible since this program is very staff intensive.

Also, during this day, all behavior support staff, teachers and paraprofessionals, were trained or re-trained on a behavior matrix used to help make individual student driven decisions on levels of support. Again, this enhances alignment among the campuses.

A guidance document and subsequent analysis documents were also developed over the summer around the use of 1:1 teaching assistants, and this was shared with all staff. These documents combined research around the use of 1:1 staff and the positive and negative implications of having a 1:1 staff assigned to a student. There is now a set procedure with information that must be gathered as a team and timelines for making a request.

- **Provide more training for general education teachers in best instructional practices for students with disabilities**

6/2022

The educational partners and CIA team participated in equity-focused professional development and plan to have district wide training in the fall of 2022.

8/2021

Continued focus on UDL - see theme 1

GT book study on Twice Exceptional Students - presentations to be provided at faculty meetings in the fall.

11/2020

Conducted a survey and had professional learning for all elementary specials teachers on working with students with disabilities in PE, Art and Music

Campus training at HCMS in November 2019 for all special education and general education staff regarding Inclusive Practices. The themes came directly from staff responses to the Stetson Survey.

August 2020 - UDL 101 training developed by Matt Zemo and Allison Eicke and provided to all new EISD Teachers during the New Teacher Institute.

August 2020 - UDL Anywhere/Everywhere Training developed by Educational Partners, Campus Administration, and Director of Special Education and delivered strategies UDL lesson design and instructional strategies during rotation at the PLC conference.

- **Increase communication with general education staff on special education staffing procedures**

8/2021

Utilized 1:1 staffing form

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

8/2021

On-going. COVID created barriers to this last year.

11/2020

We have continued to increase parent, student and adult student awareness and understanding of the Level 1 service delivery model. Case managers share the model with ARD committees and in preARDs when they have students who meet the Level 1 criteria. Case managers also discuss the benefits and how, if the programming is appropriate it fits into the students transition plan, ie. trialing having less support, determining accommodations that are most useful and can possibly continue in the college or workplace setting, self- advocacy, increase in independence.

- **Explore possibility of allowing parents (who wish to participate) to utilize private insurance to help defray costs for district and promote access to more trained staff**

8/2021

Have not begun this process to date.

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)**

6/2022

Continued implementation of Emergent Tree Solid Roots program at all six elementary campuses. New staff was trained to maintain fidelity of the program. Coaching sessions are scheduled for campuses not yet fully implementing the program with support for Special Ed EPs and Behavior Specialists. The goal is to be able to provide in-house coaching and support in the following years to maintain the Tier 3 program.

8/2021

Incorporated Solid Roots into all elementary schools during the 2020-21 school year despite COVID. Continue implementation and monitor progress of the program.

11/2020

CCE completed first year pilot with Tier 3 Solid Roots program. The district brought in Tier 3 program for all elementary schools for the 2020- 21 school year. Summer professional development provided along with embedded PD throughout the year. Some of the strategies are being incorporated into Tier 2 interventions.

- **Develop rubrics/schedules to determine actual amount of time a student needs support in general education (KH/KD)**

6/2022

Teachers were provided with a [rubric](#) for determining level of need for students. Teachers used the rubric when predicting service needs for the 22-23 school year

Students' needs were documented in IEPs and on the Individual Campus Frameworks.

8/2021

Enhancing level system data collection. COVID reduced the efficacy of this process last year.

11/2020

Continue to look at levels of support and gathering data

- **Consider training on organization and time management skills for staff**

8/2021

SE administration researched effective tools for self-management. Additional training to be provided to team leads and department chairs.

11/2020

Developed a Command Center tool for case management; provided extensive training this summer on use of technology tools

THEME 5: Compliance

Short-Term

Expand new teacher ARD process training

6/2022

7/29/21 - All new teachers were provided with an opportunity for a full-day training on the IEP Platform prior to students starting for the 2021-22 school year. New teachers who were not able to attend that training were provided with multiple optional opportunities to participate in a weekend training.

Special Ed New Teacher Workshops Full day: (10/6/2021, 10/7/2021, 10/13/2021)
(12/2/21, 12/8/21, and 12/13/21), (3/8/22, 3/23/22, 3/28/22)

Success ED / ARD Afterschool Workshops: 10/12/2021, 11/4/2021, 1/25/2022,
2/22/2022, 3/1/2022,

In addition, teachers received individual and small group training on campuses based on need.

All new teachers received initial support in completing ARD paperwork and conducting ARDs for their first few ARDs.

8/2021

All new teachers provided opportunity to full-day training on IEP platform, ARD resources, and supports for the upcoming school year. All new teachers assigned a special education mentor/buddy to help with the ARD process. Educational partners developed a year at a glance scope and sequence of support for all new teachers.

11/2020

Summer 2020 - trained during New Teacher Institute; provide 1:1 training sessions with coordinators and Educational Partners; created ARD Process timeline guide; model ARD facilitation before running their first ARD

- **Enforce compliance components on staff signatures and schedule page minutes in IEP**

6/2022

The SE administration provided training and guidance on obtaining digital signatures and continues to explore additional options for parents to have access to IEP portal. The SE administration team provides on going guidance to case managers on schedule of service minutes.

8/2021

Continue monitoring processes developed during 2020 - 21 school year.

11/2020

Developed remote signing process and training during COVID

8/2019

A large component of the Special Education Academy in summer 2019 was focused on four main compliance issues identified in the report. Following Stetson's recommendations and working with our software company, we instituted a new way to document time in special education versus general education on the IEP schedule page to make it easier to interpret and more accurately reflect a student's schedule. We did not change any student's instructional arrangements, but going forward, the way time is documented should be easier for parents or other school districts to understand.

Also at Special Education Academy, we trained on the documentation required for the signature page to again bring alignment across the district. Also, we reviewed best practices for writing Present Levels of Academic Achievement and Functional Performance (PLAAFPs) and goals and objectives.

- **Monitor systems of documentation for accommodations**

8/2021

Training provided at the beginning of the school year on accessing and documenting accommodations for special education and 504.

11/2020

During campus progression meetings in spring 2020, compliance checks were done on accommodations tracking

Developed a case manager command center resource for tracking and monitoring case manager responsibilities

8/2019

At Special Education Academy: discussed the importance of not only knowing student's accommodations and modifications, which was a strength in the report, but having

systematic documentation. We trained on this element and provided several systems for teachers to use to provide this documentation. We informed the staff there would be follow-up in all compliance areas.

- **Systematize data exchange for progression years (Early Childhood Special Education (ECSE) -K; 5th - 6th; 8th - 9th; 12th – Adult Transition Services (ATS)**

9/2022

Representatives from receiving schools attending ARDs in the Spring

Observation and attendance in ESY of new students by coordinators and future special education teachers

Transfer of Red and Purple folders to new campuses delivered by the week prior to school starting

Administrative conferencing for planning and preparing for new students transitioning to a new campus

8/2021

Representatives from receiving schools attended ARDs in the spring

11/2020

Implemented system for uploading accommodations through Skyward

- **Enhance data and progress monitoring techniques and communication regarding IEP progress**

8/2021

Updated 2021-22 ARD process and procedures will be implemented which will allow IEPs and other related documents to be filed in an electronic format only

11/2020

Developed a case manager command center resource for tracking and monitoring case manager responsibilities

Long-Term/On-going

- **Evaluate State Performance Plan (SPP) and Results Driven Accountability (RDA) data for campus trends – formerly Performance-Based Monitoring and Analysis System (PBMAS)**

06/2022

Based on early submissions, the state performance plans were submitted on time and met all the requirements for compliance.

8/2021

Cyclical Review found Eanes ISD compliant in all areas. SE administrative team continues to perform deep dives on data to identify area of improvement or growth for groups or individual students

- **Continue to update Special Education Operating Guidelines (Google site)**

6/2022

Special Education Operating Guidelines (Google site) have been updated to include detailed guidelines for homebound procedures and a robust new teacher professional development database. All SPED Operating Procedures as outlined by TEA were updated and uploaded to the Legal Framework page. Special Education required postings per TEA were updated in all applicable areas on the Eanes ISD LEA website.

8/2021

Special Education Operating Guidelines (Google site) was updated to include new guidelines for LPAC and ARD committees.

11/2020

Special Education Operating Procedures in the categories of Child Find, Evaluation and FAPE were updated and uploaded to the Region 18 Framework page.

Continuing to update google site for staff with resources

- **Conduct annual review of audit folders for compliance**

8/2021

TEA cyclical reviewed 24 folders and found EISD in compliance

11/2020

Met with Region 13 staff for a pre-audit check-in to discuss audit folder compliance