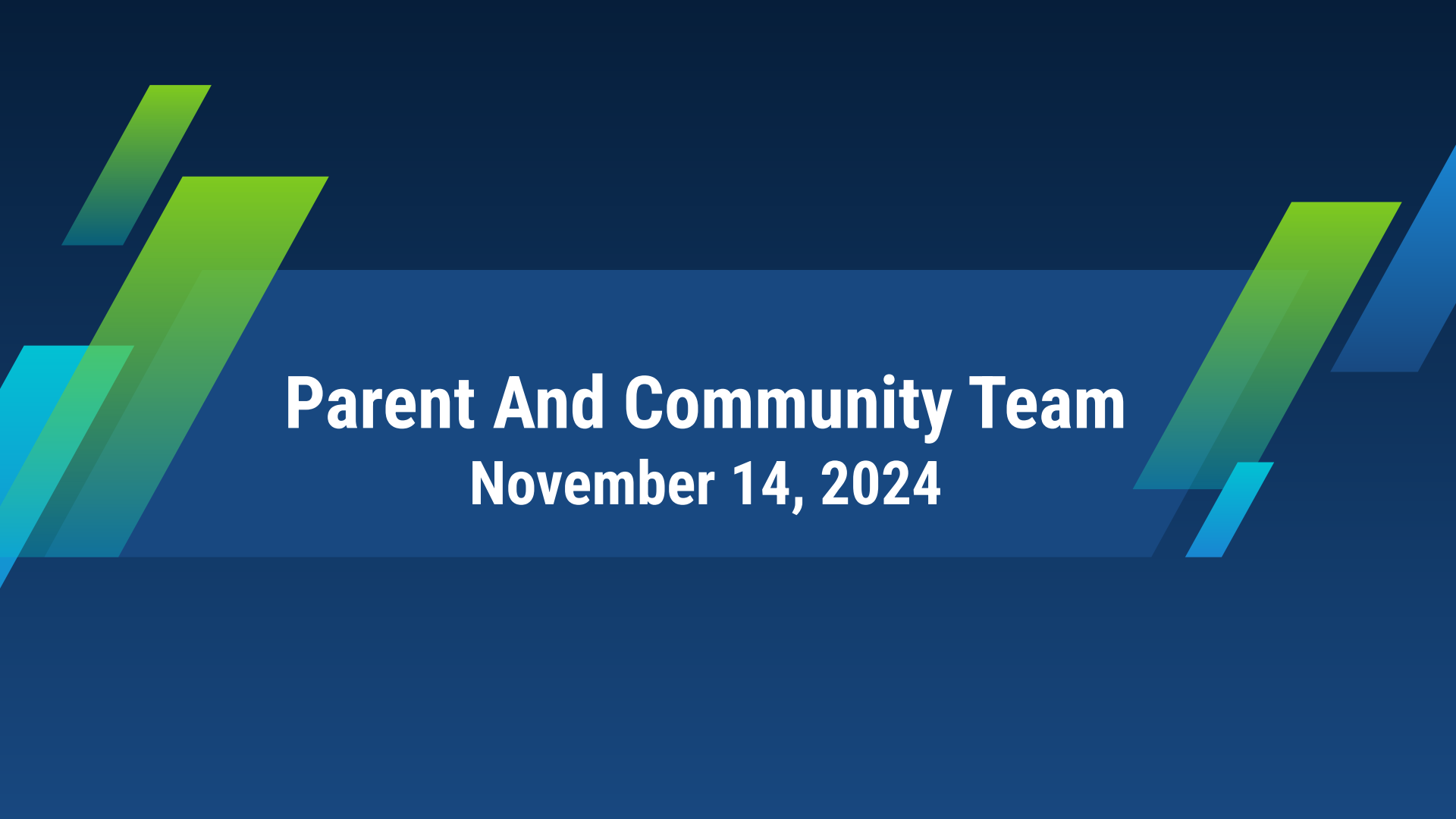




Parent And Community Team

November 14, 2024

Fill out the
One Pager
about your
child....

**Need Help? Scan
the QR code**



Name: _____

Date: _____



One-Pager

Answer each of the four parts in this One-Pager. Your answers will help you create your **SPIN**, or your **Strengths, Preferences, Interests, and Needs**. Give it to your teachers and employers so you can help them understand you and your needs and you can be successful!

My Strengths

My Preferences

My Interests

My Needs



Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education.
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Scan code for more guidance, videos, and examples.
For additional resources visit www.imdetermined.org/resources.



Department Overview and Introductions- Leadership Team



Lynn Jameson

Executive Director of
Special Education



Traci Kraeszig

Director of Special Education



**Dr. Matthew
Morris**

Asst. Director of
Special Education



Department Overview- Coordinators



**Jennifer
Hinds**

SpEd Coordinator
Elementary
Panther/Tribal



Kim Wilson

SpEd Coordinator
Elementary
Charger/Falcon



**Angie
Carson-May**

SpED
Intermediate/Middle



**Dr. Lisa
McDaniel**

SpEd Coordinator
High School,
Adult Transition

Why PACT?

- 1) McGarry et al. (2018) have emphasized that **giving and receiving** between schools and communities fosters **better student learning outcomes** and enhances civic engagement.
- 2) Moore (2009) has stressed the importance of **public relations efforts** highlighting that **engaging in partnerships** and practices ensures involvement and engagement with key stakeholders.
- 3) Beard and Thomson (2021) have asserted that schools are essentially hubs in a community to provide a service and have a **civic duty** to be not only student-centered but also **family-centered** and community-centered.
- 4) Increasing transparency and including community stakeholders as ambassadors in the advisory process have the potential to **nurture** desired student outcomes, **facilitate** productive disagreements, **develop** relationships built on trust, and **create** a reciprocated vision (Beard & Thomson, 2021; FitzGerald & Quiñones, 2019; Jung & Sheldon, 2020).



References

Beard, K. S., & Thomson, S. I. (2021). Breaking barriers: District and school administrators engaging family, and community as a key determinant of student success. *Urban Education*, 56(7), 1067–1105.

FitzGerald, A. M., & Quiñones, S. (2019). Working in and with community: Leading for partnerships in a community school. *Leadership and Policy in Schools*, 18(4), 511–532.

McGarry, J. E., Mala, J., & Corral, M. (2018). Program Development within Authentic Partnerships. *Journal of Educational Leadership and Policy Studies*, 1(2).

Moore, E. H. (2009). *School public relations for student success*. Thousand Oaks, CA: Corwin.

Jung, S. B., & Sheldon, S. (2020). Connecting dimensions of school leadership for partnerships with school and teacher practices of family engagement. *School Community Journal*, 30(1), 9–32



Purpose of PACT

PACT will serve as an:

- 1) Opportunity for the KISD Special Education department to share information with parents and the community
- 2) Opportunity for stakeholders to provide input regarding Special Education in Keller ISD
- 3) Opportunity for parent involvement in district-led activities and outreach



“

***Empowering
students to
achieve lifelong
success.***

”



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Star Partners



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KR Speech Services



Meeting Norms

- We will keep students as the primary focus of all discussions.
- We will be fully engaged, positive, and solution focused.
- We will allow one person to speak at a time.
- We will be respectful of one another in discussions about students and the families, the educators and the community that supports them.
- We will maintain student confidentiality by not names specific students or staff.
- We will listen to each other with respect.



Department Vision and Purpose



Journey to Excellence

24-25

EMPOWERING STUDENTS
TO ACHIEVE
LIFELONG

Success



JOURNEY TO EXCELLENCE



SERVE
WITH
DEDICATION

SUPPORT
WITH
COMPASSION

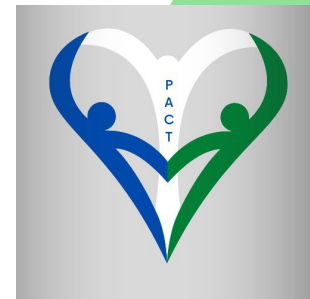
REPEAT
FOR
SUCCESS

EMPOWERING
STUDENTS TO
ACHIEVE
LIFELONG
SUCCESS

Agenda

PACT Meeting Agenda

5:00-5:05	Welcome, Purpose, and Meeting Norms
5:00-5:15	Introductions
5:15-5:25	Department Updates: Inclusion and Least Restrictive Environment
5:25-6:20	Ask the Expert Understanding the: • Individualized Education Programs (IEPs) • Overview of Special Education for Parents
6:20-6:30	Wrap up, Celebrations, Announcements





Ask the Experts:

Laura Weaver: ERES Diagnostician

Lisa Meade: FRHS Diagnostician

Catherine Williams: Early Childhood Diagnostician

Danielle Stevens: Board Certified Behavior Analyst

Amy Dodd: Lead School Psychologist

Tracy Pahl: Lead Speech Language Pathologist

Jennifer Dodrill: Lead Special Education Program Specialist

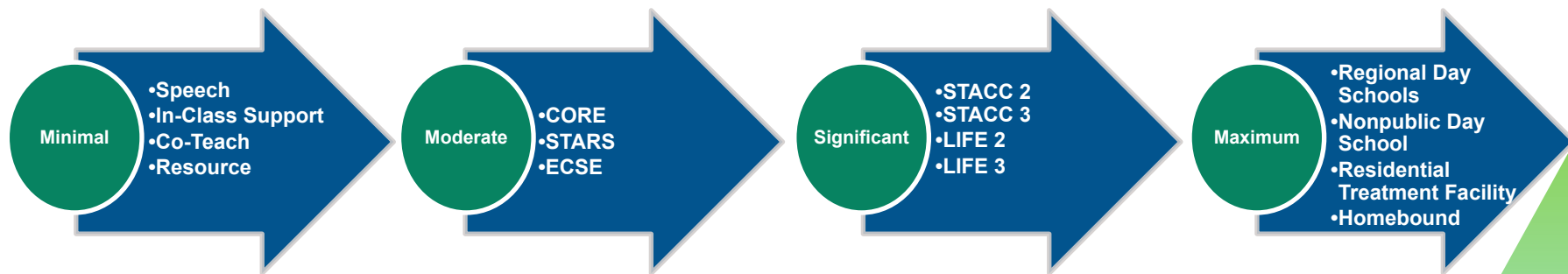
Emy Lorigan: Special Education Facilitator





Department Updates

Continuum of Services



Results Driven Accountability Highlights

- TEA's annual review
- Performance
- Effectiveness
- Rating Scale
 - Performance Level
 - Determination Level
 - 0-4

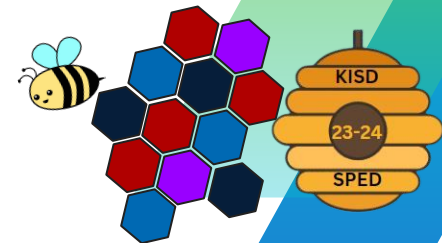


Results Driven Accountability

Indicator 9- SPED ECSE Program Rate

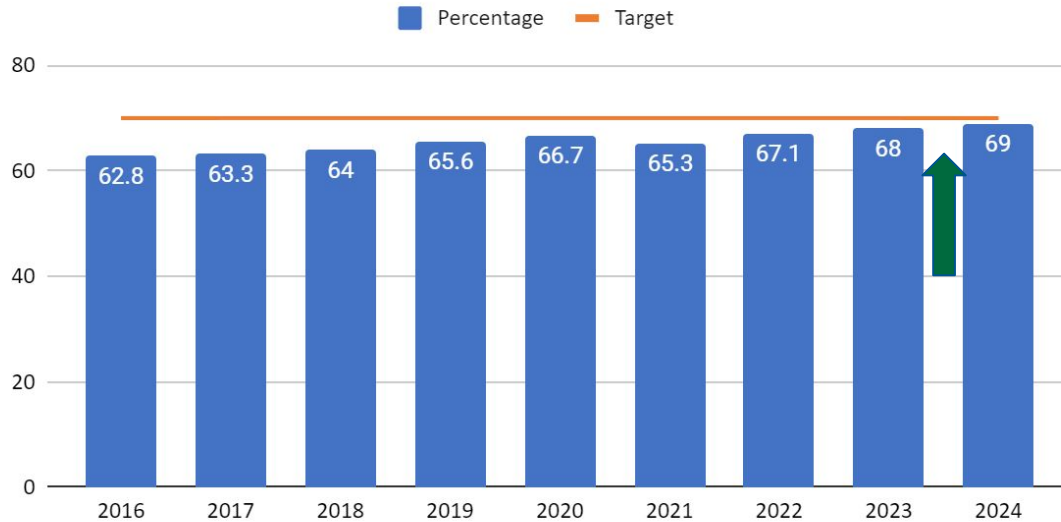


RDA Performance Level: 2



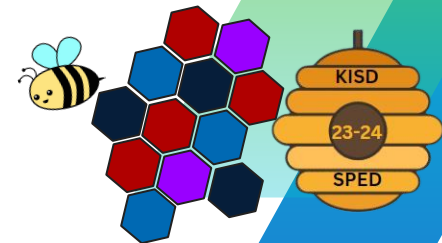
Results Driven Accountability

Indicator 10 - SPED Regular Class (>80%) Rate



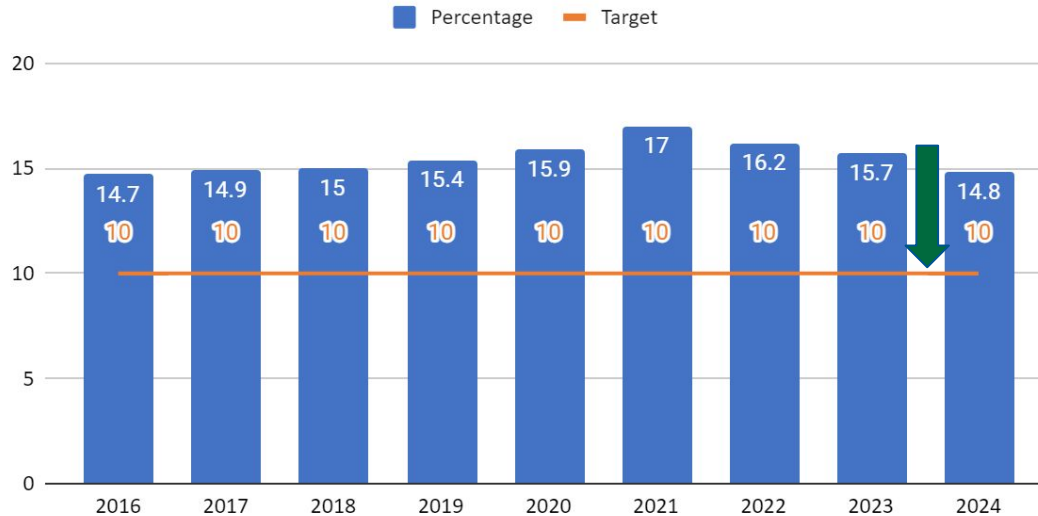
Results Driven Accountability

RDA Performance Level: 0



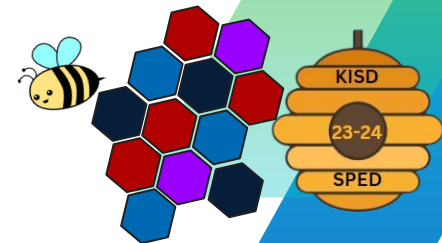
Results Driven Accountability

Indicator 11 - SPED Regular Class <40% (Cut Point 10 or less)



Results Driven Accountability

RDA Performance Level: 1



Parent and Community Resource

September meeting recap

Collaborating Effectively with Teachers and School:

- [One-Pager - I'm Determined \(i'm determined.org\)](http://i'mdetermined.org)

The One-Pager is a simple tool to help provide important information about your child. The four sections that make up the One-Pager can be remembered easily by using the acronym SPIN:

- Strengths
- Preferences
- Interests
- Needs



Key Focus Areas: November 2024

- Understanding Individualized Education Programs (IEPs)
- Understanding Parent's Rights Under IDEA



Special Education Common
Language:

Bingo Game





SPECIAL EDUCATION ACRONYMS

Acronym	Word	Acronym	Word
ADHD	Attention Deficit Hyperactivity Disorder	FIE	Full Individual Evaluation
ARD	Admission, Review, Dismissal	ID	Intellectual Disability
AT	Assistive Technology	IDEA	Individuals with Disabilities Education Act
AU/ASD	Autism Spectrum Disorder	IEP	Individual Education Program
BIP	Behavior Intervention Plan	LPAC	Language Proficiency Assessment Committee
DHH	Deaf & Hard of Hearing	LSSP	Licensed Specialist in School Psychology
DNQ	Did Not Qualify	MD	Multiple Disabilities
ESY	Extended School Year Services	MDR	Manifestation Determination Review
FAPE	Free & Appropriate Public Education	MRE	More Restrictive Environment
FBA	Functional Behavior Assessment	OHI	Other Health Impairment

SPECIAL EDUCATION ACRONYMS Continued

Acronym	Word	Acronym	Word
OI	Orthopedic Impairment	SHARS	School Health & Related Services
OT	Occupational Therapy/Occupational Therapist	SI	Speech Impairment
PLAAFP	Present Levels of Academic Achievement & Functional Performance	SLD	Specific Learning Disability
PT	Physical Therapy/Physical Therapist	SLP	Speech-Language Pathologist
PWN	Prior Written Notice	STAAR	State of Texas Assessments of Academic Readiness
REED	Review of Existing Evaluation Data	TBI	Traumatic Brain Injury
SDI	Specially Designed Instruction		

Resource for Parents:

- Parent's Guide to the Admission, Review and Dismissal Process
- Infographics from TEA

Overview of Special Education for Parents



WHAT IS SPECIAL EDUCATION?

When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

Special education is a service, not a place.

How can special education services help your child?



- ▶ If your child is eligible for special education services, your child will have access to services and supports that are specially designed to meet your child's unique needs.
- ▶ Special education services provide individualized programming at NO cost to you and may include special education teachers and service providers such as occupational therapists, physical therapists, speech-language pathologists, and providers of dyslexia instruction.

SPECIAL EDUCATION PROCESS:

Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the **special education process**.

Steps to Begin Special Education:



Receiving Special Education Services:



More information about your rights as a parent can be found below:



spedtex.org
1-855-773-3839

SPEDTEX
Special Education Information Center
Special Education Help for Parents



Parents Guide to the ARD Process
bit.ly/ParentsARD



Notice of Procedural Safeguards
bit.ly/ParentsNPS

While there are other federal laws that also offer certain protections for students with disabilities - such as Section 504 of the Rehabilitation Act of 1973 - IDEA has specific rights only available under that law. This document summarizes those rights.

Overview of Special Education for Parents



1 REFERRAL FOR SPECIAL EDUCATION EVALUATION IS MADE.



A referral is:

- ▶ Required by law when a public school feels that your child may have a disability that requires special education services to be successful.
- ▶ Called a *request* for a special education evaluation when a parent makes it. A request should be made in writing to the proper staff member. The school will respond with information on whether it will proceed with an evaluation.

The school must respond in writing within 15 school days.

2 YOU WILL BE ASKED WHETHER YOU **CONSENT** FOR THE SCHOOL TO EVALUATE YOUR CHILD.



Consent to evaluate is:

- ▶ Permission you choose to give for specially trained personnel to evaluate and assess your child in specific areas.
- ▶ Used by the school to start the timeline by which the school must complete your child's evaluation.

With some exceptions, an evaluation must be completed within 45 school days.

3 EVALUATION IS DONE BY A GROUP OF TRAINED PROFESSIONALS.



An evaluation is:

- ▶ Called a *Full Individual and Initial Evaluation* (FIE), which includes a written report of education recommendations and information about your child's strengths, interests, and challenges. Professionals with training in the suspected disability must participate, e.g., someone like a licensed dyslexia therapist if dyslexia is suspected.
- ▶ Done at no cost to you. If you do not agree with the school's evaluation, you may ask for an *Independent Educational Evaluation* (IEE). This would be done by someone who is not employed by the school.

4 ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE MEETS TO DETERMINE IF YOUR CHILD IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES.

The ARD committee is:

- ▶ A team, including you, teachers, school administrators, those with special expertise about your child, and professionals with special training about the suspected disability.
- ▶ In this meeting, discussing your child's evaluation report, identifying your child's strengths and areas of need, and then determining whether your child has a disability and the need for special education services.



Once the evaluation report is done, an ARD committee typically has 30 calendar days to determine eligibility and develop the IEP.

Overview of Special Education for Parents



5 IF YOUR CHILD IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES, THEN THE ARD COMMITTEE WILL ALSO DEVELOP AN **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**.



An IEP is:

- ▶ A collection of information that identifies your child's disability, shows your child's current strengths and areas of need, identifies goals to be worked on, and shows the special education and related services that are required for your child to be successful.
- ▶ A document that a school must follow once the process for developing it is complete, and you consent to your child receiving services. Services would begin as soon as possible.

You have the right to participate in the development of the IEP and agree or disagree to your child getting special education services.

→ MOVING FORWARD: RECEIVING SPECIAL EDUCATION SERVICES

Once an IEP has been developed, it is the school's responsibility to implement the IEP. Schools must offer the services, accommodations, and supports described in the IEP, and school staff will monitor your child's progress toward the goals in the IEP.

- ▶ You will receive progress reports on your child's IEP goals at least once each grading period.
- ▶ The ARD committee will meet and review your child's IEP at least annually.
- ▶ As a member of the ARD committee, you will discuss the need for an updated evaluation at least every three years.
- ▶ You can ask for an ARD committee meeting at any time.
- ▶ You can revoke your consent to special education services. In other words, you can tell the school in writing that you want your child's special education services to stop being provided.
- ▶ Special rules are in place for school discipline. If your child's disability is found to be the reason why the misbehavior occurred, then the ARD committee may, in certain situations, change the disciplinary consequence.



IF DISAGREEMENT OCCURS:

During each ARD committee meeting, you will be an active participant, discussing your child's specific needs with school staff as you work to come to a consensus on the best path forward. But from time to time, you may disagree with school decisions. Under the federal law IDEA, you have formal rights to disagree with special education decisions made by the school, both in the *steps to begin special education* and while *receiving special education services*. Dispute resolution options include filing state complaints, requesting mediation, and requesting a due process hearing. State facilitators are also available to help ARD committees reach consensus on IEPs.

Overview of Special Education for Parents



WHAT IS IN AN IEP?:

The IEP must address certain elements for your child, including:

PLAAFP

- ▶ **Present Levels of Academic Achievement and Functional Performance (PLAAFP):** The ARD committee writes down your child's skills, abilities, and challenges based on the evaluation report and other data.

Goals

- ▶ Measurable annual **goals:** Goals are developed to focus on your child's specific needs and to describe when your child is expected to make progress.
 - If your child has dyslexia, for example, a goal might focus on improvement in a specific area of reading development or fluency within a certain amount of time.

Instruction & Services

- ▶ A description of the **specially designed instruction, related services, and supplementary aids and services** that will be provided. The instruction and services will vary based on the specific needs of your child. For example, if your child has been identified with dyslexia:
 - The specially designed instruction would likely include a regularly scheduled time for instruction by a highly trained provider using a program that has been shown to help students with dyslexia and in accordance with the [Dyslexia Handbook](#);
 - Related services might include support to improve your child's fine motor skills from an occupational therapist if he or she also struggles with handwriting; and
 - Supplementary aids and services might include documenting your child's need for speech to text options for writing assignments.

Assessments

- ▶ Information on how your child will participate in state and districtwide **assessments**, including whether accommodations like extra time are necessary.

Transition

- ▶ **Transition** services: When your child turns 14, the IEP must begin to document plans for your child after high school and how your child's special education services will be adjusted to work on those plans.

Placement

- ▶ The IEP notes the educational **placement** of your child. Placement decisions are guided by a requirement to provide education in the least restrictive environment (LRE). The goal of LRE is to have your child included in classrooms and settings with children without disabilities as much as appropriate based on your child's unique needs.



SSES=PDSES

- Name change
- Application dates
 - 2/3/25 thru 3/31/25
- \$1500 for new special education applicants

Program Overview: Parent-Directed Special Education Services (PDSES)

PDSES provides a **\$1,500 one-time grant** to parents of students who are both enrolled in a Texas public school and receive special education services. Parents can use PDSES grant funds to purchase educational goods and services for their student on the online marketplace.



Your student may be eligible for a \$1,500 grant!

The 2024-2025 School Year Application Window is:



2025 FEB 3rd
Opens



MARCH 31st
Closes

Who's eligible for the grant?

To be eligible for a PDSES grant, students must:

- be currently enrolled in a Texas public school (grades PK-12th),
- receive special education services through an individualized education program (IEP), **and**
- have **NOT** received a Supplemental Special Education Services (SSES) or PDSES grant in the past – PDSES is a **one-time only grant**.



How do we apply?

- Create a My SPEDTex account on the [SPEDTex website](https://www.spedtex.org). You will need to create an account in order to apply when the application opens.
- Visit [PDSES.TEA.TEXAS.GOV](https://pdses.tea.texas.gov) and click on "Learn More."



This is a first come, first served grant. If you believe your student is eligible, we encourage you to apply when the application opens.

What can we purchase?

With PDSES accounts, parents are able to purchase educational goods and services from the PDSES online marketplace.



Educational goods such as:

- Books
- School Supplies
- Laptops
- Sensory Items
- Tablets
- Therapeutic Items

Services such as:

- Tutoring
- Social Skills
- Therapy
- Camps

More Information & Help:

- Email: PDSESHelp@Region10.org
- Phone: 1-855-773-3839


[PDSES.TEA.TEXAS.GOV](https://pdses.tea.texas.gov)

Celebrations and Announcements



October *Heart At Work* Employee of the Month



KCAL My Career Connections Student Store

The KCAL Student Store, that is **completely operated** by My Career Connections, is **OPEN** for business!



Night of Superstars: CHS student, Jonah Gonda



Night of Superstars: CHS student, Jonah Gonda



Lone Star Unified Champion Schools Board Recognition



Work Based Learning



TEXAS A&M UNIVERSITY

Center on Disability
& Development



CENTRAL HIGH SCHOOL

Keller Independent School District



TEXAS
WORKFORCE SOLUTIONS
VOCATIONAL REHABILITATION SERVICES



Education Foundation Grant- Keller Harvel Elementary



Education Foundation Grant





Special Education Job Fair

November 20th
4:30-6:30

KISD Education Center
350 Keller Parkway
Front Entrance-Board Room

Looking For All SpEd Positions:

- Classroom Aides/Paraprofessionals
- Teachers
- Professional SpEd Positions



Upcoming Events

Date	Time	Location	Event
February 6, 2025	5:00-6:30 pm	Keller Admin Building	PACT Meeting
March 27, 2025	During the school day	Keller High School	Chad Powell Track Meet
April 10, 2025	5:00-6:30 pm	Keller Admin Building	PACT Meeting
April 24, 2025	6:00-8:00	Lone Star Elementary	KISD Safety Fair and Symposium

