

CHS Mr. Vargas's Room 27

ATTENDEES

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> C. Davis-P | <input type="checkbox"/> J. Ortiz-P | <input type="checkbox"/> J. Decker-A |
| <input type="checkbox"/> E. Radelfinger-P | <input type="checkbox"/> K. Menlove-P | <input type="checkbox"/> N. Gromo-P |
| <input type="checkbox"/> F. Vargas-P | <input type="checkbox"/> S. Hewlett-P | <input type="checkbox"/> R. Sutton-A |
| <input type="checkbox"/> J. Garrison-P | <input type="checkbox"/> T. Anderson-P | <input type="checkbox"/> J. Benson-P |
| <input type="checkbox"/> V. Lee-Hodson-A | <input type="checkbox"/> S. Charles-P | <input type="checkbox"/> C. Joy-A |

AGENDA

New Business

I. Proposed Norms: Discussion, Feedback, and Agreement:

We will...

- A. Maintain a positive tone at our meetings.
- B. Not complain about a problem unless we can provide a possible solution
- C. Begin and end our meetings on time.
- D. Listen respectfully and consider the perspectives of others.
- E. Be careful using acronyms.
- F. Be careful not to interrupt others.

All agreed to the norms. Tracy mentioned being prompt.

II. Review of Special Education Services (See Powerpoint Presentation)

CAPS per caseload based on individual needs and models we are using.

School psych-.8 outside contracted. Currently posted, looking to hire our own not hire out. Freddie had questions about .8. Look at partnering with another district.

Workability comes from a grant not district funding. Mandated for 16 years and older.

Hard of Hearing and Visually Impaired, this service is off the top before money is distributed.

Review of Least Restrictive: Tracy asked question about home and hospital. Suzy, can be used as an interim if needed.

Kris-increase from December 15-16 to September 2016-2017: what grade level and category

Freddy-improve with interventions in that placement first. Behavior plan prior to sped. Cheyenne-use SST and RTI

Jenni-increase in behaviors that haven't been present before.

Kris-props to Jefferson for Jump Start

Increase in ED, coming into our district with that as well

North County Consortium-combined effort within county, we brought a classroom back to Washington, 4 back but 9 total

Patty and Suzy will break down the numbers to determine how money is disseminated (staff, transportation)State doesn't like to see a decrease, explain to state.

III. Determine essential goals of the committee

- Procedures (Community/PR)
- Collaboration
- Best Practices (SPED Law)
- Student

Vanessa really would like to discuss paras. Aide, assistant and para distinguish

Vanessa and Freddie to reach out to SCOE.

Coherence among our worlds.

Tracy mentioned flowchart about the process.

Jacque communicate out where parents begin in the process.

IV. Determine next steps of committee

Suzy will talk with Patty.

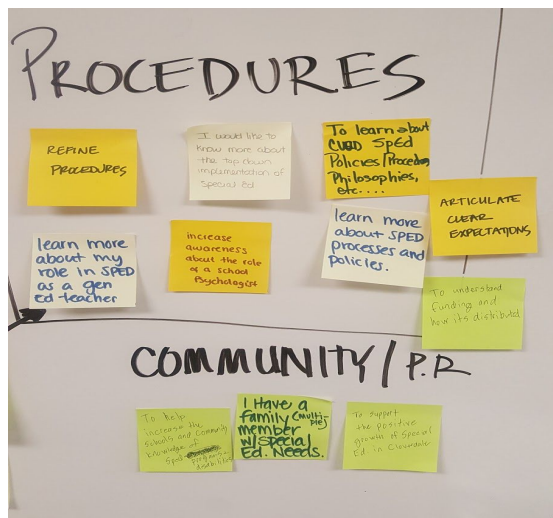
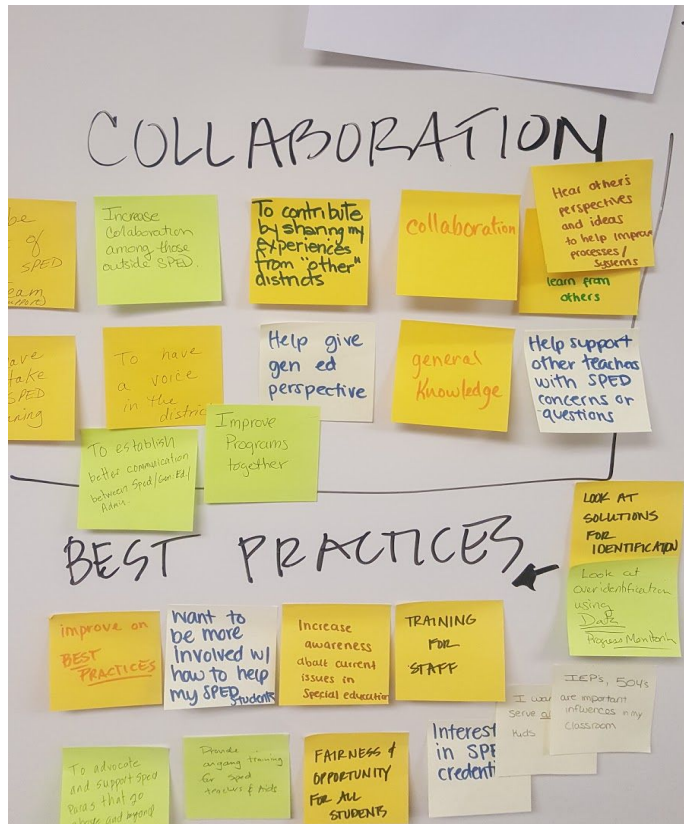
Support for general education teachers-legality.

Sarah and Erin-communication and training for how to read and interpret IEPs. How to organize meetings throughout the year, personal communication and time.

Culture between teachers talking about special education

It's a service and not a placement

NOTES



STUDENT

Would like
to expand
SPED program
to include
"GATE" Students

Prepare
Students for
continued
education

Successful
transitions
from school
to community

wanting to
meet needs
of ALL
Students in
our District