



EEE Committee Meeting Minutes April 26, 2018

A meeting for the EEE committee took place on Thursday, April 26, 2018 at 4:00pm in the Mellon Board Room. Committee members in attendance were: Dr. Susan Zola, Angela Ward, Dr. Laura Taylor, Kathy Richards, Kathy Shannon, Jennifer Enoch, Raya Hegeman-Davis, Minnie Pearson and Lee Ann Kelly.

Welcome and Introductions

Mrs. Ward welcomed EEE committee members to the meeting, informing them the Special Education data would be looked over but not presented. Dr. Elizabeth deGruy went home sick earlier in the day and would not be available to present SPED data. Mrs. Ward asked everyone to look over the presentation and any questions brought to the table will be written down and sent to Dr. deGruy for answers. Answers will then be sent out to all committee members via email.

Below is a list of questions asked by committee members during the EEE meeting on April 26, 2018. Please see questions asked, followed by Dr. deGruy's answers in red.

1. Kathy Shannon asks; The number "0" shown in the charts, What does "0" in the charts represent? Are there zero Hispanics with Developmental Delays or do we not have enough to have a statistical number? *It means there are zero Hispanic students with DD. We use the federal race/ethnicity numbers, so our Hispanic numbers across the district are very small.*
2. Lee Ann Kelly (LAK) asks; When does a child's SLD (pg4 in presentation) referrals come about? 1st grade, 6th grade or are they spread all over? - *Mrs. Ward responded, she can't give a specific grade, but usually it is seen in elementary level. This is correct. Most are 2nd-5th grade, but we do see some initial evaluations at the middle level.*
 - a. If referrals are done in elementary, specifically grades K-2, what is the correlation between the child's emotional trauma and possibility of being diagnosed with a learning disability? - *Mrs. Ward stated, Dr. deGruy has had a series of audits she has conducted to look at triggers and SPED has a response intervention team that can evaluate those situations further. We very rarely have students labelled with Specific Learning Disabilities at the kindergarten or 1st grade levels. As part of the evaluation process, we want to make sure that students have had sufficient instruction and that we rule out other primary causes of school struggle, which could include things like English proficiency or environmental factors.*

3. Minnie Pearson (MP) asks; how much weighs in when parents refer their child to be evaluated? - *Dr. Taylor responded, parents have the right to request that, but the district has a screening process and then a decision is made by the district if they wish to evaluate. Legally 14 days to complete a screening and respond to parents and 60 days to complete the evaluation. Dr. deGruy can give more information regarding the screening. This is correct. The district determined whether an evaluation is warranted. Screenings may include activities like teacher or parent interviews, completing short academic activities, or conducting observations, or school personnel may review a student's file. What is needed for screening depends on the issues of concern expressed in the referral for evaluation.*
4. LAK: Regarding learning disabilities, do most of the referrals come from teachers then or parents? - *Dr. Zola responded most of the time referrals come from teachers at the elementary level. Correct.*
5. LAK: How long has Rtl been in place? *It has been fully in place as a mechanism for identifying students with SLD since the 2011-2012 school year. During the 2010-2011 school year it was partially implemented as part of the evaluation process.*
6. MP: Is there a monetary fund being given to parents if their child is SPED? *SSI is tied to disability/diagnosis as well as parents' income and resources. Some kids who have IEPs get SSI and some don't, and some kids who don't have IEPs get SSI. The criteria is (1) child is under age 18, (2) child must meet the definition of disability, and (3) child has little to no income or resources (considering family income).*
7. LAK: pg5 stats are going down. Is there something put in place or something being done regarding Intellectual Disability due to percentages going down? Page 6, Emotional Disability stats are going up? *Numbers-wise, the group of students with ID is shrinking due to some of them fitting better in other disability categories – some autism, some specific learning disability. For the emotional disability group, some of that corresponds with the Pavilion opening more beds in their Residential Treatment Center.*
8. LAK: Related to disability, trauma informed schools is happening, how is that rolling out? Would you foresee an impact, as schools become more trauma responsive? *12 campuses have been trained, and we're hoping to have the additional 7 within the next year. It is possible that there will be some impact on special education, but really we hope to see the impact more broadly in terms of achievement, attendance, discipline, etc. Some of that achievement may translate to lower disability identification, but I think it's too early to make that causal connection.*

Respectfully submitted,

Liz Smith