

School Board Meeting Agenda
Wednesday, February 19, 2020
5:00 pm
AAHS Classroom 122

Present: Amy Charpentier, Josh MacLachlan, Katie Siewert, Rachael McNamara, Tennille Warren, Nate Winter - CLA (Ex Officio), AAHS TPS Representatives: Julie Peterson, Danyelle Bennett

Absent: LeAnn Lindusky, David Massey

Agenda

1. Call to Order:

- a. Amy Charpentier calls meeting to order at 5:02 p.m.

2. Conflict of Interest Check:

- a. None to report

3. Approval of February 19, 2020 Agenda:

- a. Josh Maclachlan motions to approve the February 19, 2020 Agenda with addition of 9c - review of TPS PIP, and 10a - ACT testing on March 24 - Katie seconds
- b. Discussion:
 - i. Original agenda sent was wrong document
 - ii. PIP review should be standard strategic item on all agendas
 - iii. Need to inform board of plans for ACT testing as they may affect schedule
- c. Motion passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. Rachael McNamara -Aye
 - iv. Katie Siewert - Aye
 - v. Tenille Warren - Aye

4. Approval of January 21, 2020 Minutes:

- a. Katie Seiwert motions to approve the January 21, 2020 Minutes - Rachael McNamara seconds

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- b. Discussion:
 - i. No changes to note
- c. Motion passes with following votes:
 - i. Amy Charpentier - Aye
 - ii. Josh MacLachlan - Aye
 - iii. Katie Siewert - Aye
 - iv. Tenille Warren - Aye

5. Public Comments:

- a. Rod Haenke from mncharterboard.com grant project demonstrates mncharterboard.com site. Site can help provide and track board
- b. Kaitlin form landlord: Ordering new heating unit. School should keep landlord updated if this changes.

Rachael McNamara arrives at 5:09 pm

6. Financial Report: (Josh MacLachlan - Treasurer, Nate Winter - CLA)

a. Approval of Financial Reports for January 2020

- i. Josh MacLachlan motions to approve the December 2019 financial reports - David seconds
- ii. Discussion
- iii. Motion passes with following votes:
 - 1. Amy Charpentier - Aye
 - 2. Josh MacLachlan - Aye
 - 3. Katie Siewert - Aye
 - 4. Rachael McNamara - Aye
 - 5. Tenille Warren - Aye

b. Approval of disbursements for December 2019

- i. Katie motions to approve disbursements for November 2019 - Amy seconds
- ii. Discussion
 - 1. Lenovo purchase should be documented under special ed, nate will address
- iii. Motion passes with following votes:
 - 1. Amy Charpentier - Aye
 - 2. Josh MacLachlan - Aye

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3. Katie Siewert - Aye
4. Rachael McNamara - Aye
5. Tenille Warren - Aye

7. Ex Officio Report:

a. School Events:

- i. Q3 begins 1/21
- ii. 2/7-2/7 teacher conferences
- iii. WIDA testing to be done by April
- iv. Marketing Brainstorm:
 1. Collaborate with local middle schools
 2. Boost on social media
 3. TPS should be tracking data
 4. Inviting public to exhibition day

b. Committee Updates:

- i. TPS: Retreat was a success
 1. Initiatives focused on social emotional learning, “high leverage” classroom practices, and planning co-teaching between GenEd and SpEd teachers.
 2. Schedule:
 - a. Thursday: High leverage practices / Co teaching planning with speakers from St Thomas University.
 - b. Friday: Social/Emotional strategies with consultant from St Scholastica
- ii. Personel:
 1. Hired new para
 2. Full staff
- iii. Behavior:
 1. Liveschool app kicked off and being used by teachers. To be rolled out to students in coming weeks.
 2. Will track all student behavior incidents
- iv. Nutrition:
 1. Funding has been halted for nutrition program
 2. MDE requires 30 days of clean data
 3. Few students eat school lunch. Very few qualifying students eat lunch which means school is reimbursed for few students and is paying for most meals
 4. TPS would like to take a voluntary suspension from program while still working to provide 30 days of clean data to MDE

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5. School reimbursed \$8k per year. To hire someone would cost much more than this.
 6. Plan for next year:
 - a. Small percent of qualifying students are eating school lunch
 - b. Reaching out to other schools to see if there are better options for programs not in the federal program
 - v. Enrollment:
 1. Enrollment: 103
 2. ADM: 95
 - vi. Curriculum:
 1. Reviewing attendance data
 2. Survey shows students / parents identify transportation as main obstacle
 - vii. Tiger team:
 1. Retreat focused on audubon goals
 2. Speakers from St Thomas covering “High Leverage Practices”
8. Student Data Report – Katie Seiwert
- a. New dashboard
 - b. Attendance, Lab reports, Presentations

Amy Charpentier leaves 6:22

9. Strategic Items
- a. Board Training : Julie Peterson - IEPs 101(20 minute training)
 - i. Training slideshow attached to end of minutes

Rachael McNamara leaves at 6:36

10. Action Items
- a. ACT Testing on March 24
 - i. Josh MacLachlan motions to adjust schedule on March 24 to accommodate ACT testing. Katie Seiwert seconds.
 - ii. Discussion
 1. School has >30 students taking ACT test.
 2. Requires dedicated space. Testing last year encountered significant disruption. Having other students in school would not work.
 3. ACT goals are part of academic measures in contract with authorizer
 4. Need to adjust schedule so non ACT students do not come to school

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- iii. Josh MacLachlan - Aye
- iv. Katie Siewert - Aye
- v. Tenille Warren - Aye

11. Adjourn

- a. Tenille motions to adjourn at 6:47pm



Understanding Special Education at AAHS

Credit Overview

Summary

Enrollments

Schedule

Attendance

Flags

Grades

Transcript

Credit Summary

Assessment



Credit Summary

Transcript Credit Summary

Cumulative GPA: 1.55

Class Rank: 22 of 39

CREDIT GROUP	9	10	11	12	Total
High School					
Mathematics	0.0	2.0	3.0		5.0
Language Arts	0.0	4.0	4.0		8.0
Science	0.0	4.0	1.0	2.0	7.0
Social Studies	0.0	3.0	3.0	2.0	8.0
Electives	0.0	11.0	4.0	2.0	17.0
Fine Arts	2.0				2.0
Total	2.0	24.0	15.0	6.0	47.0

Academic Standards (K-12)

Minnesota K-12 Academic Standards in Mathematics

Strand	Standard	No.	Benchmark
9, 10, 11 Data Analysis & Probability	Calculate probabilities and apply probability concepts to solve real-world and mathematical problems.	9.4.3.8	<p>Apply probability concepts to real-world situations to make informed decisions.</p> <p><i>For example:</i> Explain why a hockey coach might decide near the end of the game to pull the goalie to add another forward position player if the team is behind.</p> <p><i>Another example:</i> Consider the role that probabilities play in health care decisions, such as deciding between having eye surgery and wearing glasses.</p>
		9.4.3.9	<p>Use the relationship between conditional probabilities and relative frequencies in contingency tables.</p> <p><i>For example:</i> A table that displays percentages relating gender (male or female) and handedness (right-handed or left-handed) can be used to determine the conditional probability of being left-handed, given that the gender is male.</p>

Special Education

Exists in order for all students to gain access to the general education curriculum

Individuals with Disability Act (IDEA)

About IDEA

The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age 2, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages 3 through 21 receive special education and related services under IDEA Part B.

Least Restrictive Environment (LRE)

LRE is part of the Individuals with Disabilities Education Act (IDEA). IDEA says that children who receive special education should learn in the least restrictive environment. This means they should spend as much time as possible with peers who do not receive special education.

IDEA says two things about LRE that are important to understand when working with the IEP team:

1. Your child should be with kids in general education to the “maximum extent that is appropriate.”
2. Special classes, separate schools or removal from the general education class should only happen when your child’s learning or thinking difference—his “disability” under IDEA—is so severe that supplementary aids and services can’t provide him with an appropriate education.

How to Qualify for Special Education Services

Child Find

Child find is a shorthand description of a public school's obligation to **locate**, identify and evaluate **children** who might need special education services.

At AAHS we hold monthly “Problem Solving” meetings with sped teachers, social worker, school psych, behavior lead, and at least 1 gen ed teacher

Look over teacher referrals for students that are struggling academically or behaviorally

Discuss & implement interventions in gen ed setting-track usually 1-2 interventions lasting 4-6 weeks each

Parent Request

Parent may request for a special education evaluation if student is struggling or has been advised by an outside provider

At AAHS we conference with parent to hear concerns and then bring back to “Problem Solving” meeting if within 10 days, otherwise bring to a sped meeting with a gen ed rep

Team decided to attempt interventions or to move forward with evaluation

...If interventions are not successful, then special education evaluation begins

13 Categorical Disabilities by Percent of Child Count

Primary Disability Classification	2018-19 Count	Percent of 2018-19 Child Count
Specific Learning Disability	33,834	22.9%
Speech or Language Impaired	22,857	15.5%
Autism Spectrum Disorder	20,485	13.9%
Other Health Disabilities	20,056	13.6%
Developmental Delay	19,390	13.1%
Emotional or Behavioral Disorders	16,814	11.4%
Developmental Cognitive Disability – Mild/Moderate	5,481	3.7%
Deaf or Hard of Hearing	2,544	1.7%
Developmental Cognitive Disability – Severe/Profound	1,900	1.3%
Physically Impaired	1,635	1.1%
Severely Multiply Impaired	1,527	1.0%
Blind or Visually Impaired	502	0.3%
Traumatic Brain Injury	462	0.3%
<u>DeafBlind</u>	118	0.1%

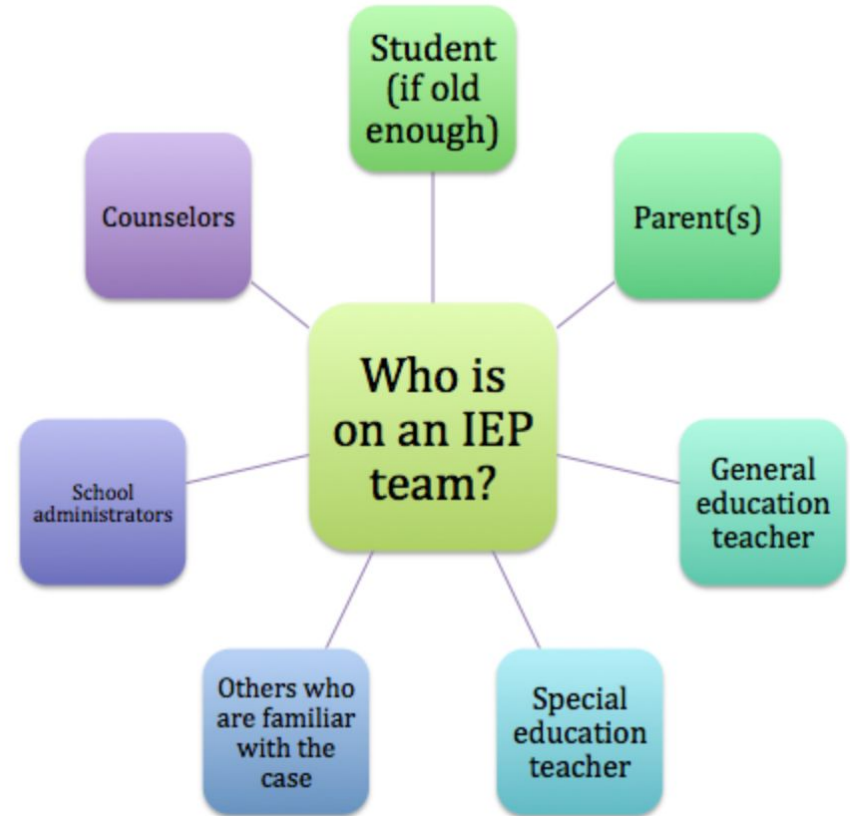
Special Education Services

Evaluation

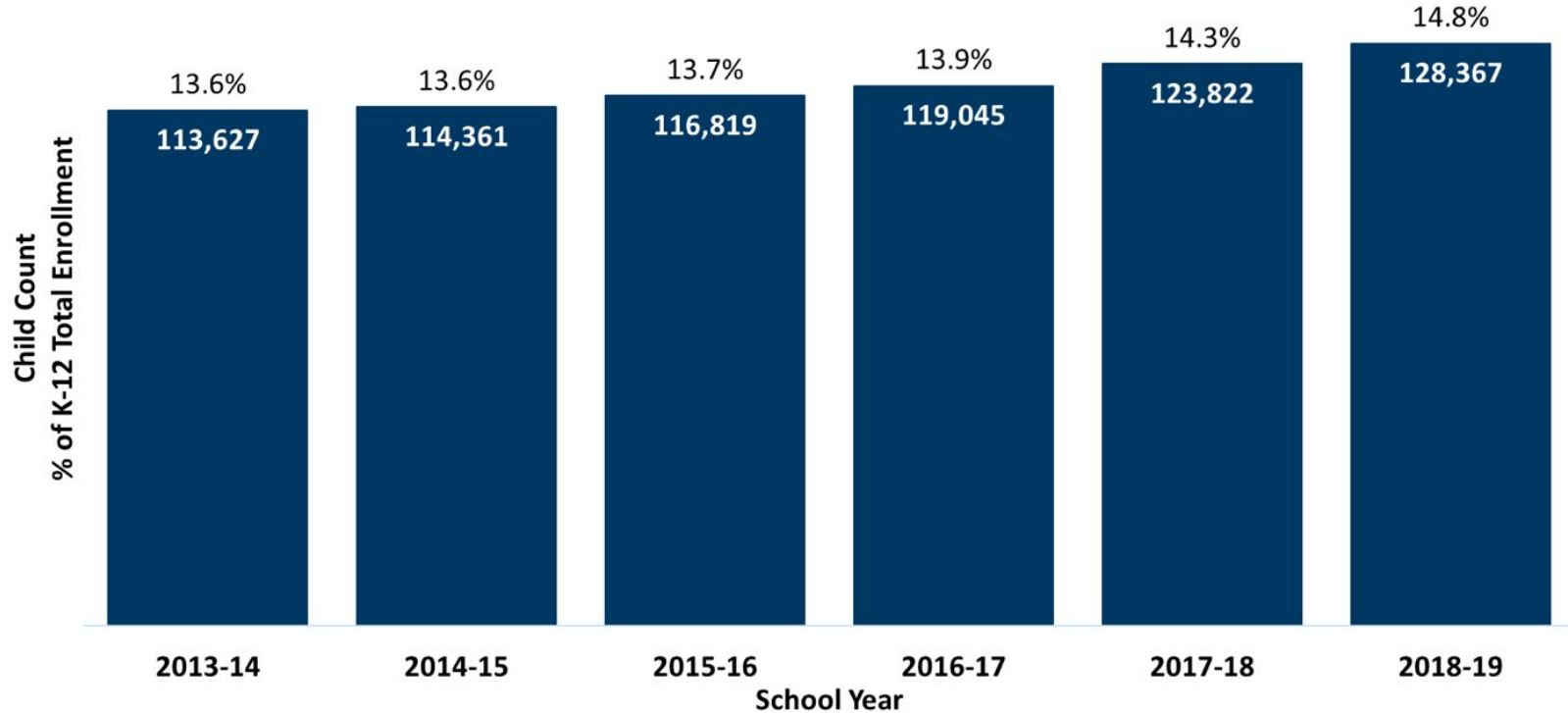
- Initial and then re-eval every 3 years
- General Purpose:
 - Determines needs
 - Determine ability
 - Determine eligibility for sped services

Individual Education Program

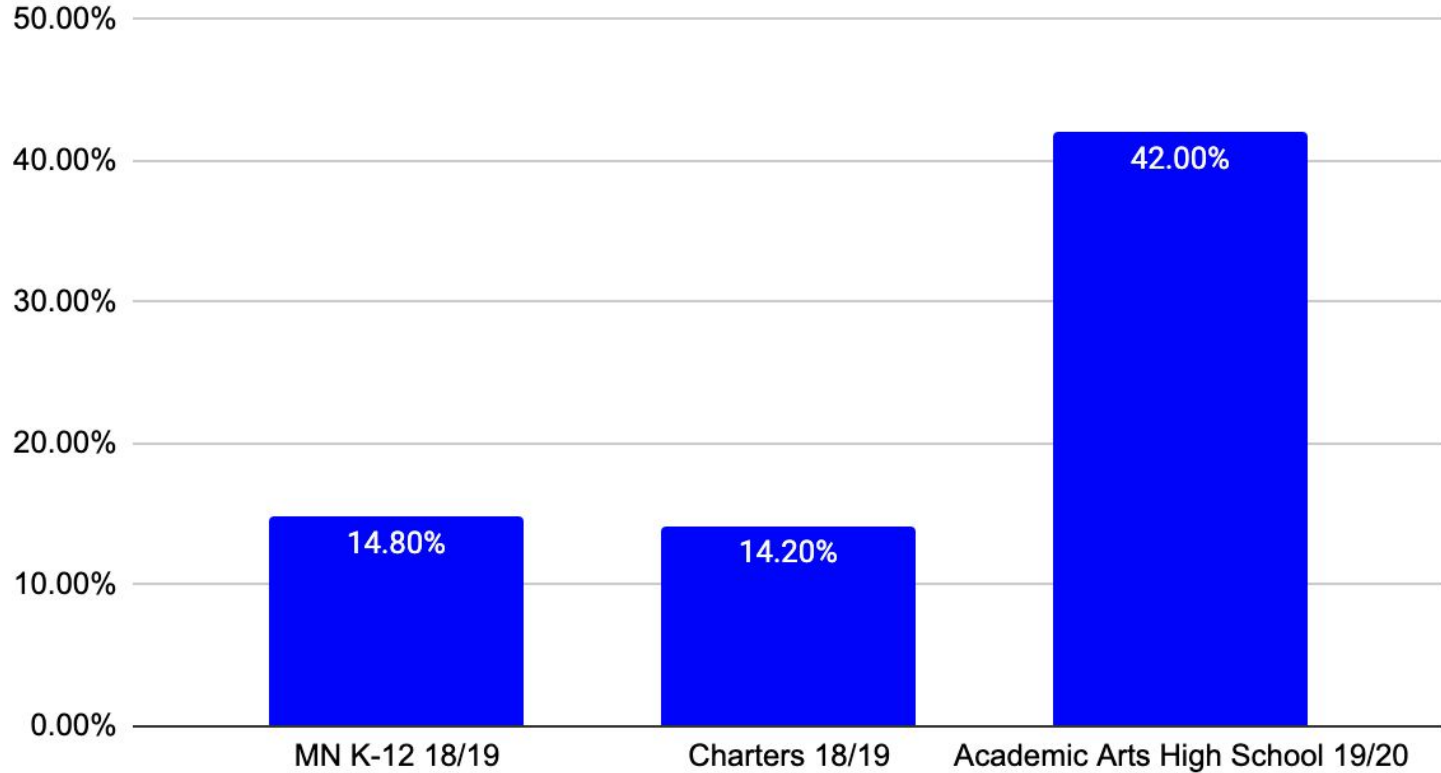
- Updated 1x/year or more when not progressing on their goals
- General Purpose:
 - Create measurable annual goals
 - Academic
 - Behavioral
 - Track present levels
 - Determine related services
 - Document accommodations and modifications
 - Determine what LRE means for this child
 - Always focus on transition skills (life for outside of highschool)



Students with Disabilities as Percent of K-12 Enrollment 2014-2018



Students with (Identified) Special Education Needs



Data pulled from MDE Special Education Enrollment, Expenditure and Funding Trends State Special Education Aid Formula and Special Education Enrollment, Expenditure and Funding Trends State Special Education Aid Formula

Possible reasons why we have such a high percentage?

- Failing grades
 - Can indicate an IEP is not adequately serving the student's needs
 - Can lead to a change in school
 - Can indicate disability
- LRE- families are seeking out inclusion
- Referrals from outside providers (social workers, therapists, hospitals, county workers)
- Referrals from other schools (due to failing grades or poor behaviors)

Challenges:

- Implementing all accommodations and modifications in every single class on every single day is extremely challenging
- Working on goals as well as balancing passing classes can be a challenge
- A lot of special education paperwork to balance and keep in compliance
- Many teachers to be informed and remain up to date on changes
- Every class becomes high needs...Exhausting for staff
- With 42% sped needs, need to keep an eye on LRE; are they still being educated in a general education classroom if the majority of students have special education needs? May need to consider marketing strategies

Successes:

- Strong Special Education Staff
 - 4 Sped Teachers
 - 1 School Psychologist
 - 1 School Psychologist
- 1 Behavior Lead- behavior intervention plans and goals
- 1 Sped Director
- 8 Paraprofessionals- both classroom and 1 to 1
- LRE- implemented to full possibility

Benefits for Students With Disabilities

- Friendships
- Increased social initiations, relationships and networks
- Peer role models for academic, social and behavior skills
- Increased achievement of IEP goals
- Greater access to general curriculum
- Enhanced skill acquisition and generalization
- Increased inclusion in future environments
- Greater opportunities for interactions
- Higher expectations
- Increased school staff collaboration
- Increased parent participation
- Families are more integrated into community

Benefits of Inclusion for Students Without Disabilities

- Meaningful friendships
- Increased appreciation and acceptance of individual differences
- Increased understanding and acceptance of diversity
- Respect for all people
- Prepares all students for adult life in an inclusive society
- Opportunities to master activities by practicing and teaching others
- Greater academic outcomes
- All students needs are better met, greater resources for everyone

They keep coming!!!!

Next Training...

Understanding Special Education Funding