

Thursday, April 28, 2016
BVPAGE Meeting Minutes

Board Members Present: Tracy Elford, Amy Gallentine, Heidi Mann, Delora Crawford, Patty Logan, Lisa Nickel, Cecilia Davis-Fletchall

BV School District Guests: Kristin Asquith
Attendees: 65

- I. Welcome – Tracy Elford
 - a. Ensure your name is on our distribution list to get e-mails directly from BVPAGE
 - b. Any ideas for next year's events? Please share – the Board is getting ready to plan for next year and we need your ideas
 - c. District Robotics Share Fair – Friday, April 29, 2016 at CAPS building – sponsored by BVPAGE
 - d. July 2016 Summer Robotics Camps
 - i. Registration is open
 - ii. Questions? Contact Patty Logan (patty.d.logan@gmail.com)

- II. Johnson County Library System – Wendy Gish, Youth Services Specialist
 - a. JoCo Library Catalog
 - i. Advanced search – search by things such as:
 1. Reading level
 2. Audience
 3. Keyword
 - ii. Databases available on website
 1. Click "Research"
 2. Click "Databases A – Z"
 - a. NoveList – find novels similar to other authors, types, etc.
 - i. Advanced Search – allows you to search by age, Lexile, etc.
 - iii. Take advantage of "Hold" system during busy times
 - iv. Click "eLibrary," then "eLearning" – free resources
 1. Learning Express Library – broken down by elementary, middle
 - a. Elementary education resources
 - b. Middle School resources
 - c. HS resources (including College Prep)
 2. Live Homework Help from Tutor.com
 - a. Homework coach
 - b. Test preparation
 3. Mango Languages – language learning database
 - a. Learn up to 70 different languages
 4. Universal Class
 - a. Variety of classes available
 - b. Taught by actual teacher
 - v. Click "eLibrary,"
 1. Click "eNewspapers" for free access to papers/magazines across the country
 2. "eBooks"
 3. "eAudiobooks"
 4. "eMagazines"
 - a. Zinio – download magazines to keep for free
 - vi. Click "My Library," then either "Kids" or "Teens"
 1. Click "Homework Help"
 - a. Homework Help Coaches
 - b. Biography in context
 - i. Find videos, articles, websites, etc. for specific topics

- ii. Great place to go for more obscure topics that can't be found in the library itself
 - c. CultureGrams
 - i. Great for country/cultural reports
 - ii. Variety of information provided on countries and areas around the world
 - d. Searchasaurus – great for elementary
 - i. Good information resource, broken down by area of study
 - e. Elementia (Teen section only) – teen magazine published by library
 - i. Accept poetry, fiction, non-fiction, etc.
 - vii. Click “My Library,” then “Using the Library”
 - a. MakerSpace – provides equipment such as 3D printing, computer software, electronics
- III. Gifted Education Curriculum and Individual Education Plans – Kristin Asquith, Coordinator of Gifted Services for Blue Valley
 - a. Gifted Education Curriculum
 - i. Overarching skill strands – consistent across schools, activities may vary
 1. Critical thinking
 2. Creative thinking
 3. Problem solving
 4. Research
 5. Technology
 6. Leadership
 7. Social & Emotional
 - ii. Student spends part of time on curriculum content and rest on IEP goals
 - iii. Collaboratively developed strands, units & activities
 - iv. Individually developed strands, units & activities
 - v. Capitalize on the needs, interests and passions of the student each year
 - vi. Small group and individualized experiences
 - vii. Elementary
 1. Grade level time with GE teacher and other students identified as gifted
 2. Other needs met individually
 3. Half of time on IEP; half on curriculum elements
 4. Potential topics
 - a. Philosophy
 - b. Roller Coaster Physics
 - c. Stock Market
 - d. National Treasure
 - e. Archaeology
 - viii. Middle School – Guided Discovery Class
 1. Time with GE at least 45 min every other day
 2. Other needs met individually
 3. Half time IEP / half on curriculum
 4. Potential topics
 - a. Toy box leadership
 - b. Debate
 - c. Six Word Stories
 - d. Inventions
 - e. Future City
 - f. Seven Habits of Highly Effective Teens
 - g. Service Learning
 5. High School
 - a. Semester class meets at the same frequency of general education classes
 - b. Other needs met individually

- c. Students tend to be future focused
- d. Individualized options and experiences; group curriculum elements
- e. Potential topics
 - i. Leadership development
 - ii. Service learning
 - iii. Developing creative thinking
 - iv. Research skill development
 - v. Developing test prep skills
 - vi. Investigating specific careers in depth
 - vii. Exploring selective colleges
 - viii. Individualized studies
 - ix. Specific social and emotional topics
- ix. Gifted Education IEPs and Special Education Elements
 - 1. Gifted Education is a provision of special education in KS – only 7 other states do this
 - 2. School districts decide how to find and serve students (state does not define)
 - 3. Special education law (usually) applies to gifted education
 - 4. Students identified as gifted have an IEP
 - 5. IEP
 - a. Annually reviewed document
 - b. Details several aspects of student’s special education experiences
 - c. Team decisions about content
 - d. Document at meeting is a draft
 - e. Parents can request a meeting anytime (some are not IEP meetings)
 - f. Requirements
 - i. Statement of Present Level of Academic Achievement and Functional Performance
 - ii. Need-based goals
 - iii. Gifted Education Services
 - iv. Parent concerns
 - v. Placement Conversation
 - vi. Notice of Meeting – 10 calendar days
 - vii. Offering Parent Rights in Special Education in KS document every year
 - viii. Triennial conversation about whether a reevaluation is needed
 - 1. Gathering new data is less common
 - g. IEP Team
 - i. Makes decisions about the IEP
 - ii. Parents
 - iii. Team members include
 - 1. Student – when old enough to participate
 - 2. Parents/guardians/appointed adult
 - 3. General education teacher(s)
 - 4. Special education teacher
 - 5. Administrator (or designee)
 - 6. School psychologist (sometimes)
 - h. IEP Meeting
 - i. Scheduled with you by teacher, para
 - ii. Paperwork emailed to you
 - iii. KS Parent Rights in Special Education doc emailed to you
 - iv. Draft of IEP provided prior to meeting
 - v. Recommend teachers use an agenda
 - vi. Meeting includes required attendees
 - vii. Attendees may be excused – exception to the norm
 - viii. Major areas of the IEP reviewed (not typically read verbatim)

- ix. Parent concerns discussed
- x. All team members should participate actively
- xi. Signing the IEP shows attendance – not consent
- xii. Any consent items are included on a separate form
- xiii. Consent items
 - 1. Initial evaluation
 - 2. Placement in gifted education – initial meeting
 - 3. Changes in services (change of 25% or more)
 - 4. Changes in placement (not location)
 - 5. Reevaluation
 - 6. Ending services
- xiv. Consent not needed
 - 1. Student goals
 - 2. Programs/curriculum used to act upon goals
 - 3. People providing services
 - 4. People attending meetings (required roles must be present)
- xv. Frequently Asked Questions
 - 1. Can my child's IEP meeting be at the beginning of the year?
 - a. Meeting corresponds to the date of the previous year's meeting. Not possible for middle or high school teachers to hold IEP meetings for all students at the beginning of the year.
 - 2. How many general education teachers have to come?
 - a. At least one
 - 3. How do I access my child's IEP progress reports?
 - a. ParentVue – Special Education link on left side of screen, opens to links of IEP and most recent progress report
 - 4. Do students participate in the IEP meeting?
 - a. Typically starting at 5th grade, students attend and participate in the discussion
 - 5. Do students like their IEP meeting?
 - a. Some do, others do not. For some, it is too much emphasis on them by too many people. Consider high stakes meetings because of this

IV. General Questions

- a. Are there any resources available to help parents rate appropriate content in books?
 - i. Some sources recommended by other parents include: Common Sense Media, compassbookratings.com and novelbookratings.com