

Districtwide Improvement Committee Minutes

February 21, 2006

Christina Petofi-Casal reviewed the changes to the federal law for special education, the Individuals with Disabilities Education Act, IDEA, with the committee. She noted that IDEA 2005 is focused on prevention-based programming and early intervention to reduce the need for special education and to reduce the over identification of minorities in special education. There is also an emphasis on implementing transition services within a results-oriented process that is focused on improving academic and functional achievement of the student's movement from school to post-school activities. Christina identified the various programming and placement options available at Randolph Field ISD such as general education, general education with modifications, content mastery support, and the resource classroom. There are 74 students receiving special education services at the elementary and 29 of those are speech only. Twenty-one students are receiving services at the middle school with one speech only and thirty students are receiving services at the high school. We have some students receiving services at the special education cooperative at Ft. Sam Houston ISD.

Ricki Brady reviewed the data from the Performance Based Monitoring Analysis System, PBMAS, noting that the district had a score of three in overrepresentation of Hispanics in special education and a two in overrepresentation of African Americans out of nineteen indicators. The goal is to score a zero or a one in all categories. Ricki Brady and Kathy McKinney, the Special Education Coordinator for the special education cooperative, gathered the data, and a committee of teachers, administrators and parents analyzed that data making recommendations on ways to correct these two areas.

Shirley McMEnamin shared information on the Career and Technology, CATE, program at the high school. She stated that the purpose of the CATE program is to offer students the opportunity to begin learning about business education, to develop business vocabulary and work ethics that are crucial to the business world, and to encourage self-motivation and build self-confidence if the students are deciding on a career in business. There were thirty-nine students in the various business classes during first semester and fifty-nine in the second semester. The failure rate in these courses is less than three percent.

