



DRAFT--Special Education Parent Advisory Committee—DRAFT
April 17, 2024, Minutes

Present:

PAC Representatives: Brian Hagler (Lansing), Cathy Blatnik (Okemos), Jennifer Pace (East Lansing), Latina McCausey (Waverly)

Guests: Eileen Prihoda, Director of Special Education, Lansing

ISD Staff: Crystal Cutler

Missing: Rhiannon Schindewolf-DeShais, Greg Molenda

Meeting called to order at 6:39 p.m. by Brian.

- I. Welcome
- II. Minutes from February 2024 meeting were reviewed. Jen made a motion to approve, and Latina seconded. **NO MEETING IN MARCH.**
- III. Administrative Reports
 - a. Crystal Cutler, Executive Director, Student Support Services/Special Education, Ingham ISD
 - i. The Principal and Vice-Principal have been hired for Beekman, still in the process of hiring staff.
 - b. Greg Molenda, Ingham ISD Director, Technical Assistance and ASD
 - i. Shared the documents, "A Good IEP is Like a Potluck: What will you be Bringing to the Table?" "Understanding an IEP." ***Both are attached below**
- IV. Action Items
 - i. No Waivers
 - ii. No deviations.

V. Business Meeting

Eileen Prihoda, Director of Special Education, Lansing. There will be more events at Beekman closer to Opening. Lansing families – some confusion about Beekman. Brian suggested a graphic with more explanation. Crystal and Eileen will work on that graphic. Possibly translated into different languages – reach out to Refugee Services? There will be no school mergers this year. Starting to plan for the ESY Summer and Fall 2024. Focusing on ECSE – curriculum revamping. Compliance, instructional, alternative curriculums for students in self-contained classrooms. There have been some great collaborations with a Round Table of Parents from Special Education and General Education classrooms.

College to Career Tour Recap - Amber Dale. Around 70 participated. Those from Clinton, Eaton and Ingham Counties were invited.

Transition Expo Recap - Rhiannon Schindewolf-DeShais. Just 3-4 families attended.

Vendor totals - 20 Community Partners

5 Jackson area PAC representatives attended. The Jackson area PAC is looking to revamp their program and offer more opportunities to connect students and families with community partners for valuable resources. The feedback they provided was extremely positive about our efforts.

Per discussions with our Transition staff and Latina at the event, I would like to propose that we combine our Transition Expo and Fall Fun Fest into one large “all age inclusive” event in the fall. This will be a better way to utilize our community partners and connect them with more students and families. Attendance seems to be consistently low at the Transition Expo and I feel that to continue to keep community partners engaged with our events we need to focus on one event. The Fall Fun Fest at Potter Park Zoo I believe will be a well-attended resource event.

2024 Fall Fun Fest Updates

Emails have been sent to Community Partners to begin registering.

25 registered so far.

How to make sure information gets out to the families of students in our districts?
What we have done: Flyers passed out at SE Directors Mtg., Event listed in PAC Electronic Newsletter, Event listed on ISD website, Event listed in “The SCOOP”Ingham ISD staff newsletter, Hand out to the itinerant staff, PR to update the invitation or Greg, QR code. **Possible other ways to share:** Paraprofessionals, Physical Therapists, Occupational Therapists, Therapy Centers, Sparrow Pediatrics, different social media.

Ordered a new supply of Take-away bags for the event.

Working with public relations regarding setting up sponsorship levels for the FFF. Rhiannon's husband is sponsoring the event for \$250.00. Cathy (PAC Rep for Okemos and Treasurer for the Mid-Michigan Autism Association) could help sponsor as well. These funds will help offset cost for entry fees to Zoo after event for students and one parent/guardian. Any additional parent/guardian can be purchased by families at special pricing of \$7.00/adult.

Meeting adjourned at 7:44 p.m.

Next PAC Meeting is May 15, 6:30 p.m. to 7:30 p.m.

A Good IEP is Like a Potluck: What will You be Bringing to the Table?

Parents

- Knowledge of their child's strengths and interests
- Information on their child's disability and how it impacts them in the home and the community
- Any concerns they would like to address at the IEP
- Knowledge of other factors that may be connected to school performance (ex: medical history, changes in the home environment, involvement with outside agencies, etc.)
- Assessment results/behavior plans from outside sources

Student

- Knowledge of what is working for them right now
- Knowledge of areas where they may need additional support
- Knowledge of other factors that may be connected to school performance
- Preferences and interests
- Goals for life after high school

MET Representative

- Information on evaluations and impact
- Information on student's disability
- Information on the evaluation process

General Education Teacher

- Knowledge of current and future grade level expectations for performance (curriculum, behavioral, and social)
- Data on the student's current performance in their classroom
- Observations of the student in the classroom/school environment
- Information on the student's disability and how it impacts performance in the school setting
- Information on what is working well with the current supports and services
- Areas where the student may need different or additional supports to make progress
- Areas where the teacher may need support from the Special Education Teacher/Provider in order to meet student needs and implement the IEP as written

District Representative

- Observations of the student in the school environment
- Knowledge of and the authority to commit district resources
- Knowledge of grade level expectations for performance (curriculum, behavioral, and social)
- Ability to provide supervision for the provision of Specially Designed Instruction (SDI) to meet the needs of students with disabilities
- Knowledge of the IEP process

Special Education Teacher/Provider

- Data on student progress on the previous IEP goals
- Information on the student's disability and how it impacts performance in the school setting
- Observations of the student in the classroom/school environment
- Information on what is working well with the current supports and services
- Knowledge of the disability area and impact it has on the student's ability to make progress in the general curriculum
- Expertise with Specially Designed Instruction (SDI)



Understanding an Individualized Education Program (IEP)

IEP Meetings; Required Participants



Ingham Intermediate School District
Student Support Services

Kenton Wayne JSD

Parent



Student



General Education Teacher



Special Education Teacher



Public Agency Representative



The public agency must ensure that the IEP team for each student with a disability includes the parent, a general education teacher if the student participates in the general education curriculum, a special education teacher, a public agency representative, other individuals who have knowledge or special expertise regarding the child (at the discretion of the parent or district), and whenever appropriate, the student. [§ 300.321(a)]



The agency must also ensure the presence of an individual who can interpret the instructional implications of evaluation results. It is allowable and may be appropriate for an IEP team member to serve multiple roles. [§ 300.321(a)(5)]



If the student is of transition age and is likely to receive services from an outside agency, the district is required to have written consent from the parent prior to inviting the outside agency. [§ 300.321(b)(1)]