11.12.19 L-SEAC Agenda

- **Welcome/Introductions**
  - Guests - Stephanie Harris, Donna Patton Bryant, Jenna Viscomi
  - L-SEAC/Steering Committee Members - Margene Brohammer, Cindy Dunn, Kristi Heinzelman, Elaina Harris, Lark Lund, Kevin Harrell, Laura Basham, Lauren Goodman

- **District Updates**
  - Update on District and Building from Administrative Team & District Employees
    - Donna Patton Bryant spoke on the Community Transition Program. She mentioned the services are for ages 14-21. (14-18 in high school with the chane to have services through the age 21 after graduating). Ctran is structured based on student need, most likely no two people will be doing the exact same thing. You age out of Ctran the school year you would turn 21. Project Search is also an option for some kiddos. Only 16 open spots for that program and it is an application process. Project Search is about work, they teach you how to work independently and you usually work around 4-5 hours per day.

- **Previous Continuing Business**
  - Reminder: L-SEAC Brochure & Video available on the USD 497 website (*Parents & Students —> Special Education —> Parent Advisory (L-SEAC))
  - Families Together Presentation #2 - November 20, 2019
    - Flyer for event located on the website
    - Wednesday, November 20 - 6:30-8 p.m.
    - Advocacy topic: Working for Change: Using the Power of a Personal Story
      - This workshop was developed to help parents become “system change agents” in order to be better equipped to improve access to services and supports for children with disabilities and their families. Participants will explore what advocacy is, why changing systems is important, and how to use the power of their personal story to create change.
  - Refreshments
    - Update from Lauren
      - Chilis providing chips and salsa, McAlister's providing cookies and Raising Canes providing drinks. Also, Boys and Girls club of Lawrence has agreed to send a few students over to help with child care during the event.
- **Packets**
  - Darla from Families Together shared the packet info so Lauren will get those folders ready to have the night of the event.
- **Parent-Liaisons** - points of contact for parents/guardians of USD 497 students with exceptionalities (provide information, support for families, etc.)
  - Danae Johnson - primary (elementary), Stephanie Harris - secondary (middle school-transition)
  - Steering committee is working on guidance for our volunteers - anticipate this will be finalized by the next L-SEAC meeting in December.
- **Recruitment**
  - Reminder: L-SEAC committee application, submit by 12/10:
    https://docs.google.com/forms/d/1KWYIdK-EmwBCypZ1-iiXPyz959-MBPJByN1lMW8-ic/edit (also available on the USD 497 website: Parents & Students —> Special Education —> Parent Advisory (L-SEAC))
    Julie sent this out to all parents in the district with students who have exceptionalities.

- **New Business**
  - **Parent Packets**
    - Shared with parents/guardians when students first qualify for special education services
    FAQ's gathered. (see next page)

- **Connection Time**
  - Final 10 minutes reserved for members and guests to meet and socialize with one another

**Next Meeting Dates and Time**
- 12/10/2019, 5:30-7 p.m.

*The Mission of the Council is to represent the needs and interests of students with exceptionalities. In addition, it will advise the special education department on program needs; review parental concerns of a programmatic nature; and serve as a conduit and advocate for educating consumers about what constitutes special education.*
FAQ’s

- What is a para and what do they do?
- What is a resource teacher?
- Who do I contact for what? (when problems, questions, etc.)
- How can I ensure the teachers know about my child’s IEP before school starts?
- Can I meet a teacher or tour a building/classroom?
- What can I not ask or expect at an IEP meeting?
- Do I have to sign any documents at the meeting or can I take them home for review?
- Why are goals already written when I walk into the IEP meeting?
- How is a goal determined and how can a parent provide meaningful input?
- How can I build or support the collaborative environment that should be present?
- What should I do if this isn't happening?
- What are the data points used? Who is overing my child and what are the methods used?
- How can my child be included/supported in after school or extracurricular activities & clubs?
- How can I explain my child’s exceptionality to them? How can they connect to other kids like them?
- How often will my child participate with peers in Gen Ed classroom setting? What is inclusion and how does it work? How can I tell if it's really happening?
- What is the difference between an IEP and a 504 plan?
- What is the difference between direct and indirect services?
- What are timelines regarding sped procedures?
- What if my child is still in diapers, how is that handled?
- If my child needs close supervision, medication, or g-tube feeding, what paperwork is needed? Do you need any doctors notes?