

## PAC Agenda

November 9, 2024, 9:00 - 11:30 am

Location: New Horizons, Traverse Heights School, 933 Rose St., Traverse City, 49686

Parking: Off of Fern in the Circle Bus drop off/pick up

**Participants:** Carrie Dib, Dana Tuller, Tina Lentz, Geri Valentine, Megan Ziegler, Anne Walton, Brandon Shaw, Heidi Kato, Lizzie Stelzer, Amy Kinney, Julie Gordon, Carol Greilick, Cassie Fasel, Riley Denison, Christina Bradley, Joe Kreider

**In Attendance:** Dana Tuller, Tina Lentz, Geri Valentine, Brandon Shaw, Julie Gordon, Carol Greilick, Riley Denison, Lizzie Stelzer, Cassie Fasel

**Absent:** Carrie Dib, Megan Ziegler, Anne Walton, Heidi Kato, Amy Kinney, Christina Bradley, Joe Kreider, Christina Bradley

Topic	Time	Notes
Welcome and Introductions	9:00-9:15 am	<ul style="list-style-type: none"> <li>● Introduction (name, district/school, time on PAC, children)</li> <li>● Something you remember from last meeting</li> <li>● Something you're looking forward to learning more about</li> <li>● A Favorite Fall Activity</li> </ul>
Updated PAC Guidance		<p>We reviewed and updated this at our first meeting. Here's the <a href="#">final document</a>.</p> <p><a href="#">North Ed Special Education Plan</a></p>

		<ul style="list-style-type: none"> <li>● Contact list (Cassie to work with Julie) <ul style="list-style-type: none"> <li>○ Compliance checklist</li> <li>○ SAS information</li> <li>○ PAc Members?</li> </ul> </li> </ul>
<p><i>New Horizons / SXI / MOCI</i></p>	<p>9:15-10:00 am</p>	<ul style="list-style-type: none"> <li>● Program Overview <ul style="list-style-type: none"> <li>○ Locations</li> <li>○ Age range</li> <li>○ Program and student profile <ul style="list-style-type: none"> <li>■ Overview of CI, MOCI, SXI Eligibility</li> </ul> </li> <li>○ Review of a typical day in a New Horizons classroom/program</li> <li>○ Overview of the continuum from district to program? <ul style="list-style-type: none"> <li>■ What supports are available?</li> </ul> </li> </ul> </li> <li>● Tour</li> </ul> <p><b><u>NOTES:</u></b></p> <ul style="list-style-type: none"> <li>❖ If there is a student in gen edu or resource room, and we are trying to figure out how they can participate differently, there is a process in which to evaluate and to coach an output matrix for the student <ul style="list-style-type: none"> <li>➤ Student is observed for strengths, challenges, opportunities, and typically occurs in middle/high school, sometimes 5th grade.</li> <li>➤ What are you trying to have the student gain from [x] class?</li> <li>➤ Breaks down what they are learning and how they can tell you what they know, and will check in periodically to see if the student is still doing well.</li> <li>➤ If a student needs to transition to a program, parents will visit</li> </ul> </li> </ul>

		<p>and discuss the level of disability impact in their everyday life (social, learning, comprehension, home life, etc.)</p> <ul style="list-style-type: none"> <li>➤ North Ed will assist to review everything and help the parents and districts to decide what is best for the child - what supports does the district need, does the resource room need something more, does the district need additional resources, etc.</li> <li>❖ LRE - lack of institutional trust? <ul style="list-style-type: none"> <li>➤ What are the student's goals?</li> <li>➤ What is the best place to allow the child to reach those goals?</li> <li>➤ What is the least amount of support we can provide to allow the student to still be supported and make progress on the student's own goals?</li> </ul> </li> <li>❖ How much does a parent have a say vs how much does a school have? <ul style="list-style-type: none"> <li>➤ IDEA requires <i>meaningful</i> parent input</li> <li>➤ District is REQUIRED to provide FAPE in LRE</li> <li>➤ Parent input + Adequate Data + Goals + Team Input</li> </ul> </li> <li>❖ ISD has a responsibility to provide support (however that may look) to the LEAs</li> </ul>
Break	10:00-10:10 am	
<i>Teacher Consultant Group work</i>	10:10-10:50 am	<p>Overview of Teacher Consultant Role</p> <ul style="list-style-type: none"> <li>● Skillset <ul style="list-style-type: none"> <li>○ Masters in Special Edu</li> </ul> </li> <li>● Primary Job Duties <ul style="list-style-type: none"> <li>○ Evaluations</li> <li>○ Coaching</li> </ul> </li> </ul>
<i>Parent Guidance educational website/ resources</i>	10:50-11:10 am	<ul style="list-style-type: none"> <li>● <a href="https://parentguidance.org/all-courses/">https://parentguidance.org/all-courses/</a></li> </ul>

<i>Dyslexia / Dysgraphia Update</i>	11:10-11:20 am	<p>Legislature Passed for Dyslexia (no dysgraphia or additional related impairments)</p> <p>2025 resource to Technical Assistance teams to prep for implementation</p> <p>~Jan 2026 release of screening tools &amp; literacy coaching model</p> <p>Implementation Fall 2027 - screen students with dyslexia 3x a year k-3, screen students 4-12 annually</p> <p><a href="#">PA 147</a>, <a href="#">PA 148</a>, <a href="#">analysis</a></p>
Closing	11:20-11:30 am	<ul style="list-style-type: none"> <li>● Check out- Gots and Wants</li> <li>● Schedule: <ul style="list-style-type: none"> <li>○ January 11, 2025 Transition Campus</li> <li>○ Mach 8, 2025 Creekside</li> <li>○ May 3, 2025 Early Childhood, planning for next year</li> </ul> </li> </ul>