

# PASE Meeting Minutes

January 14, 2019

**Members Present:** Patricia Alvarez, Jodi Bajko, Jennifer Chertos, Kris Clark, Deb Dubbink, Jeni Gushiken, Jennifer Hagemann, Kim Hare, Lindsey Kloeckner, Kathy Kransberger, Sarah Kugler, Carol Lippert, Stacey Manning, Cindy Metoxen, Sara Middlebrook, Brenda Miller, Amanda Minnema, Monica Puente-Raya, Marla Schmude, Julie Scott, Becky Shooltz, Grace Smith, Suzanne Wilcox

**Guests:** Bill Behrendt, Paul Dymowski, Dan Heitzman, Rebecca McIntyre, Laura LaMore, Jodi Mitchell, Karrie Popa, Jann VanAirdale

**Excused:** Deb Berg, Lisa VanZee

## I. Welcome and Announcements

Kirsten Myers introduced herself along with new supervisor, Bill Behrendt, Rebecca McIntyre and Paul Dymowski.

## II. Approve Minutes of December 3, 2018

A motion was made by Grace Smith to approve the minutes from December 3, 2018. Motion was seconded by Kristen Clark and approved with no opposition.

## III. Comprehensive Needs Assessment

The directors are doing a comprehensive needs assessment to help support district needs.

## IV. Center Programs Update – Paul Dymowski

This is a collaboration with GRPS & Kent ISD – working on what’s best for the students. Goal is seamless transition for students. Staffing timeline – finalizing administrators over the next few weeks and a letter will go out to parents once finalized. After April 1st, any vacancies will be posted. We are looking to continually improve programs. Program locations in consideration for Ken-O-Sha Home Community, Early Childhood Special Ed Center and GR Oral Deaf.

## V. Special Education Supervisor Position Transition and Priorities

Paul & Bill are working together as Bill transitions into the supervisor position. Transition system has five main areas: student focused planning, family engagement, student development, interagency collaboration and program structures. We are in a pilot program with Network 180 for young adults starting age 18 to 26 to get support with employment.

## VI. MI Alternative Assessment 1% Cap – Rebecca McIntyre

ESSA requires academic standards adopted by states must be aligned with entrance requirements for credit bearing coursework in the institutions of higher learning. All students must be assessed on the same content standards with at least 3 levels of achievement. Students must be assessed in math and ELA. 1% of students with most significant cognitive disabilities can be assessed on an alternate assessment – for some districts this is not realistic. Our state is at 2.2%. IEP teams determine with

state guidelines if a student has or functions as they have a significant cognitive impairment. Districts must inform parents of how participating with alternative assessment may delay or affect their child meeting requirements of regular HS diploma. Districts exceeding 1% will b required to analyze how they decide which assessment is appropriate to make sure the decisions are appropriate. MISchoolData.org has a parent dashboard for school transparency.

**VII. Supplemental Aids and Services/Accommodations and Assessment Linkage**

We ran out of time for this – but will be included in what gets posted.

**VIII. Parent Survey**

Kirsten Myers is working on a survey.

**IX. Public Comment and Closing**

No additional comments for closing.