

## WELCOME TO THE Porter County Education Services (PCES) Special Education Parent Advisory Council (SEPAC)

Parent Information Night  
Fall 2023

## WHAT IS A SEPAC?

A Special Education Parent Advisory Council (SEPAC) is a district-level (and/or in collaboration with an interlocal that contracts with local districts), parent-driven group that provides input to the local special education provider on system-level challenges regarding special education and related services. A local SEPAC provides direct input to school personnel and leaders about policies, programs, practices, and services that have an impact on students with disabilities and their families.

Its purpose is to advise, advocate, and offer guidance, not to decide policy.

An effective SEPAC can increase the proactive involvement of families by inviting their input in ways that can be used to share local special education policy.

## WHEN WERE WE ESTABLISHED?

- ❖ Our team was created fall of last academic year, under the name *Parent Network*
- ❖ That term has now dissolved as of August 2023
- ❖ We are now known as the *PCES Special Education Parent Advisory Council*

## WHO IS YOUR SEPAC TEAM?

- ❖ Duneland ~ Jackie Hood
- ❖ Duneland/SELF ~ Jenny Hansen
- ❖ East Porter/Kouts ~ Jessica Kruger
- ❖ East Porter/Morgan ~ Kim Hansen
- ❖ East Porter/Washington ~ Vanessa Moore
- ❖ Portage ~ Denise Hodges & Niki Ewing
  - ❖ Porter ~ Tracy Ruiz
  - ❖ Union ~ Michelle Nikitaras
  - ❖ Valparaiso ~ Jessica Witherspoon

## ANNOUNCEMENTS

- ❖ Format
- ❖ Etiquette
- ❖ Cell phone use
- ❖ Restrooms
- ❖ Handouts

## IDEA & Article 7



What does this mean?

## IDEA = Individuals with Disabilities Education Act

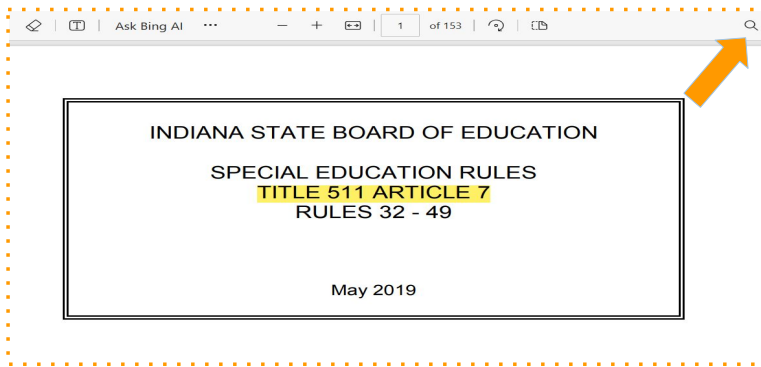
- Federal education law
- Covers students with disabilities from 3 through age 22 (IDEA Part B)
- Six Principals
  - FAPE (Free Appropriate Public Education)
  - IEP (Individualized Education Program)
  - Appropriate Evaluations
  - LRE (Least Restrictive Environment)
  - Procedural Safeguards
  - Parent/Student Participation
- Reauthorized/Revised every 5 years
- States must meet the requirements of IDEA
- States may require more, never less than federal law

## Article 7 = Indiana's Special Education Law

### Title 511 IAC (Indiana Administrative Code)

- Article 7 is specific to Special Education
  - This includes evaluations, IEPs, disciplinary protections, parental rights, dispute resolution options, timelines, etc
  - Has 49 Rules
  - Defines all of the roles and responsibilities of special education and related services
  - This is same law the school, parent and student follows

## Article 7: Keyword Search



## Scenario #1

- Student is 9 years old
  - Has an IEP
  - In foster care
- Has limited interaction w/biological parents

Who is allowed to attend an IEP meeting as a parent?

## Scenario #2

- Today is Wednesday
- Student is 16 years old
  - Has an IEP
- Special Education Teacher calls parent with notification that an IEP meeting is scheduled for tomorrow at 8am, and parent needs to be there

Is this allowed?

## Scenario #3

- Student is 5 years old
- He has a medical diagnosis of Autism Spectrum Disorder (ASD)
- Parent has requested an IEP evaluation because he has ASD
- Will my child automatically get an IEP because he has ASD?

What do you think?

## Case Conference Committee = IEP Meeting

## What is a Case Conference Committee?

- The committee includes:
  - Parent(s)
  - Teacher of Record (TOR)
  - General Education Teacher
  - Administrator (known as the LEA or PAR)
  - Can invite related services (ex: speech, OT, PT etc) to the meeting
- Determine eligibility for Special Education/Related Services
- Develop/review the IEP.

## Notice of Meeting

- Written notice is required prior to CCC meeting
  - Initial evaluation notice needs to be given 5 days prior
- Date, time & location of meeting must work for all parties, including parent
- IEP Draft is not required

## At IEP/CCC Meeting

- Present Level of Performance
- Parental concerns are discussed & documented
- Student eligibility is reviewed & accommodations are outlined
- Assessment accommodations are reviewed
- Goals & benchmarks are discussed
- Data collection is outlined
- Special Education/related services frequency is outlined including transportation needs
- Extended school year is reviewed
- LRE is reviewed and placement of the student is determined

## After CCC Meeting

- The initial IEP legally requires a signature
- Subsequent IEPs go into effect on school day 11
  - After parent receipt of the proposed finalized IEP
- Progress Monitoring reports will be given to parent(s) at the same time as quarter report cards
  - These should be for any goals and/or services student is receiving

## Who Do I Contact?

- Parent wants to ask for a CCC meeting, who do they notify?
  - Teacher of Record (TOR)
  - Special Education Director
- What method must a parent use for a CCC request notification?
  - Written request
  - Verbal Request
- How often can a parent make a request for a CCC meeting?
  - There is no limit

## Special Education Administration

- ❖ **East Porter** ~ Cheryl Hoard, choard@pces.k12.in.us
- ❖ **MSD Boone** ~ Cheryl Hoard, choard@pces.k12.in.us
- ❖ **Porter** ~ Cheryl Hoard, choard@pces.k12.in.us
- ❖ **SELF** ~ Jen Rogers, jrogers@pces.k12.in.us
- ❖ **Union** ~ Cheryl Hoard, choard@pces.k12.in.us
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- ❖ **Valparaiso** ~ Morgan Derby, mderby@pces.k12.in.us  
Chrissy Giraud, cgiraud@valpo.k12.in.us
- ❖ **Career & Tech Center** ~ Audra Peterson, apeterson@pces.k12.in.us
- ❖ **M-Team & Speech Supervisor** ~ Shannon Aardema, saardema@pces.k12.in.us

## Special Education Process



## Notice of Procedural Safeguards

- At each IEP meeting the parent(s) are given a copy of the procedural safeguards
  - Outlines the rights of the parent(s) of a student with or a suspected disability



It is the parent's *responsibility* to read through the safeguards to better understand their rights

## Resources

- [IN\\*SOURCE](http://insource.org) - [insource.org](http://insource.org)
- [BDS](http://in.gov/fssa/ddrs/developmental-disability-services/) - [in.gov/fssa/ddrs/developmental-disability-services/](http://in.gov/fssa/ddrs/developmental-disability-services/)
- [Social Security](http://ssa.gov/benefits/disability/) - [ssa.gov/benefits/disability/](http://ssa.gov/benefits/disability/)
- [VR](http://in.gov/fssa/ddrs/rehabilitation-employment/vocational-rehabilitation-employment/) - [in.gov/fssa/ddrs/rehabilitation-employment/vocational-rehabilitation-employment/](http://in.gov/fssa/ddrs/rehabilitation-employment/vocational-rehabilitation-employment/)
- [Family to Family \(Indiana\)](http://inf2f.org/) - [inf2f.org/](http://inf2f.org/)
- [The Arc of Indiana](http://arcind.org/) - [arcind.org](http://arcind.org/)
- [IDOE](http://in.gov/doe) - [in.gov/doe](http://in.gov/doe)
- [IEPTA](http://iepta.org) - [iepta.org](http://iepta.org)

## HOW DID WE DO?



## CONTACT US

### PCES Special Education Parent Advisory Council

✉ - [pcesparentgroup@pces.k12.in.us](mailto:pcesparentgroup@pces.k12.in.us)

🌐 - [www.pces.k12.in.us/sepac/](http://www.pces.k12.in.us/sepac/)

📘 - [www.facebook.com/PCESSEPAC](https://www.facebook.com/PCESSEPAC)