



SPECIAL EDUCATION ADVISORY COUNCIL

APRIL 19, 2018

THE IMPORTANCE OF A SEAC

WHY ARE SEAC'S NEEDED?

- FEDERAL LEGISLATION AND RESEARCH SUPPORT PARENT INVOLVEMENT IN SPECIAL EDUCATION DECISION MAKING.
- MINNESOTA LAW REQUIRES LOCAL SPECIAL EDUCATION ADVISORY COUNCILS - MN STATUTES 2004, SECTION 125A.24.
 - THE ADVISORY COUNCIL MAY BE ESTABLISHED EITHER FOR INDIVIDUAL DISTRICTS OR IN COOPERATION WITH OTHER DISTRICTS WHO ARE MEMBERS OF THE SAME SPECIAL EDUCATION COOPERATIVE.
 - A DISTRICT MAY SET UP THIS COUNCIL AS A SUBGROUP OF AN EXISTING BOARD, COUNCIL, OR COMMITTEE.
 - AT LEAST HALF OF THE DESIGNATED COUNCIL MEMBERS MUST BE PARENTS OF STUDENTS WITH A DISABILITY.
 - EACH COUNCIL MUST MEET NO LESS THAN ONCE PER YEAR. THE NUMBER OF MEMBERS, FREQUENCY OF MEETINGS, AND OPERATIONAL PROCEDURES ARE TO BE LOCALLY DETERMINED.

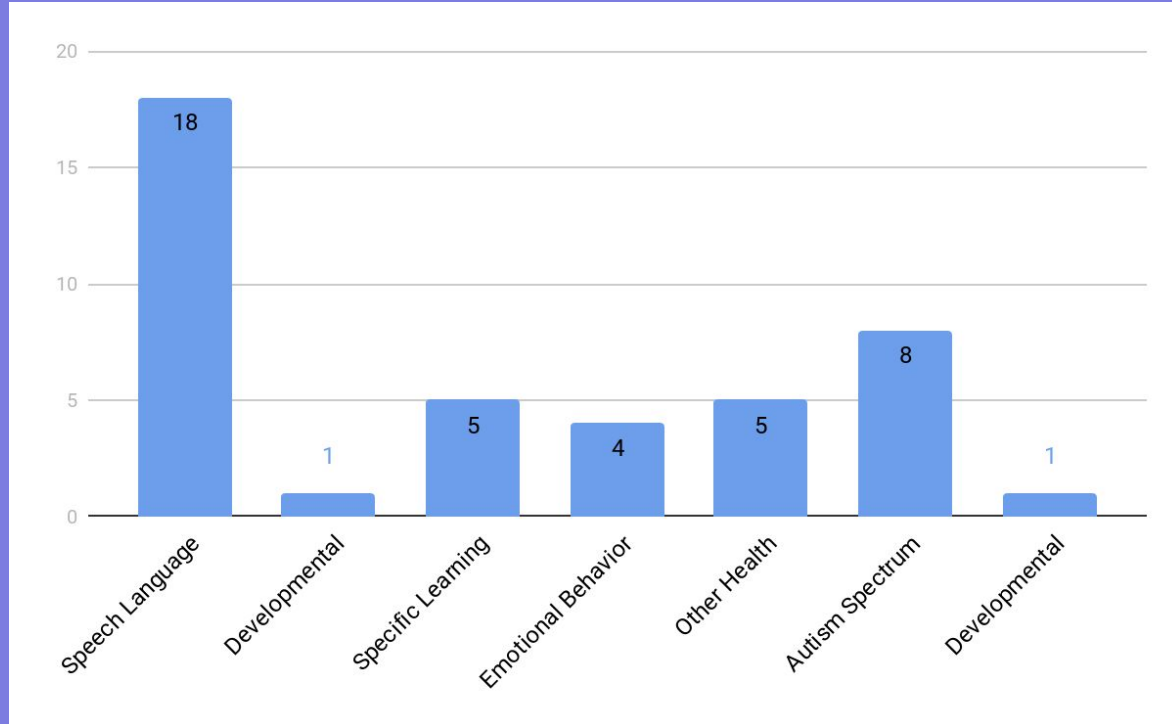
WHAT IS AN 'ADVISORY COUNCIL'?

- IT IS IMPORTANT TO UNDERSTAND THE DISTINCTION BETWEEN "ADVISORY" AND "GOVERNING" BOARDS, COUNCILS, AND COMMITTEES.
 - ADVISORY, IN TERMS OF COMMITTEES, MEANS HAVING OR EXERCISING POWER TO ADVISE. ADVICE MAY BE DEFINED AS OPINION ABOUT WHAT COULD OR SHOULD BE DONE ABOUT A SITUATION OR PROBLEM OR AS A PROPOSAL FOR AN APPROPRIATE COURSE OF ACTION COUNSEL.
 - ADVISORY GROUPS DO NOT HAVE ANY FORMAL AUTHORITY TO ISSUE DIRECTIVES. THEY DO NOT SET POLICY, BUT MAY MAKE RECOMMENDATIONS REGARDING POLICY. THE ADVICE MAY OR MAY NOT BE HEEDED BY THE BOARD, WHICH HAS THE DECISION MAKING AUTHORITY.
- ADVISORY GROUPS ALWAYS FUNCTION IN RELATIONSHIP TO A GOVERNING BOARD.
 - SPECIAL EDUCATION DIRECTOR MAY SERVE AS THE LIASON CARRYING THE ADVICE AND GUIDANCE OF THE ADVISORY GROUP TO THE BOARD OF DIRECTORS.
 - SCHOOL BOARD MEMBER MAY HAVE AN IDENTIFIED RELATIONSHIP TO SEAC.
 - SEAC MAY PROVIDE RECOMMENDATIONS DIRECTLY TO THE BOARD THROUGH WRITTEN COMMUNICATION OR IN-PERSON PRESENTATION.

WHAT ARE THE BENEFITS OF HAVING A 'SEAC'?

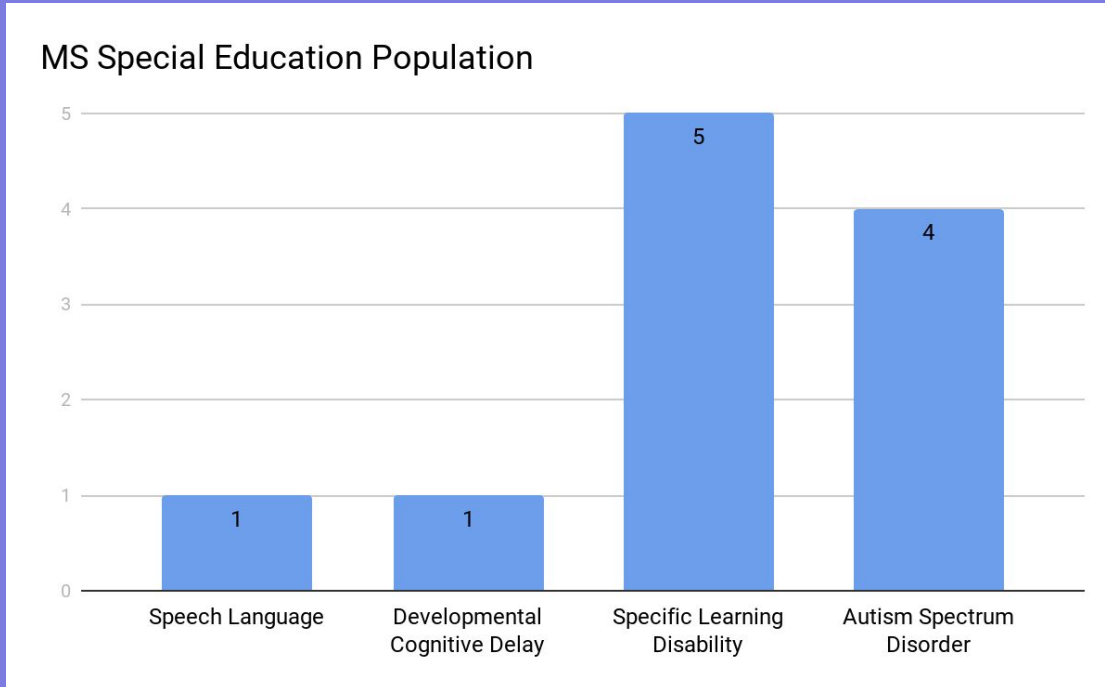
- BUILDS COMMUNICATION, PARTNERING AND TRUST
- ASSISTS WITH SYSTEMIC CHANGES, POLICIES, AND PROGRAMMING
- COLLABORATES WITH OTHER ADVISORY GROUPS
- FAMILY AND PROFESSIONAL PARTNERSHIPS INCREASE STUDENT SUCCESS FOR BOTH STUDENTS WITH/WITHOUT DISABILITIES
- FAMILY EDUCATION AROUND A VARIETY OF TOPICS

ELEMENTARY SPECIAL EDUCATION



9%

MIDDLE SCHOOL SPECIAL EDUCATION



14%

WHO PROVIDES THESE
SERVICES?

SPECIAL EDUCATION STAFF

JUSTINA BERNSTEIN

SPECIAL EDUCATION TEACHER

I HAVE BEEN TEACHING FOR 29 YEARS. I AM LICENSED TO TEACH GRADES 1-6. I WENT INTO SPECIAL EDUCATION TEACHING BECAUSE IT IS VERY REWARDING TO HELP CHILDREN WHO HAVE SPECIAL NEEDS AND TO BE A PART OF THE CONTINUOUS PROGRESS THAT EACH CHILD IS MAKING. WHAT I APPRECIATE MOST ABOUT ASPEN ACADEMY IS THE WAY THAT STAFF, PARENTS, AND STUDENTS WORK TOGETHER AS A TEAM AND SUPPORT EACH OTHER TO ASSURE THAT ALL OF OUR STUDENTS ARE GETTING THE BEST POSSIBLE QUALITY EDUCATION.

SPECIAL EDUCATION STAFF

RYAN FRITZE

SPECIAL EDUCATION TEACHER

I HAVE BEEN TEACHING FOR 21 YEARS. MY LICENSE IS IN SECONDARY EDUCATION: HISTORY AND AS OF JULY, 2018, I WILL BE FULLY LICENSED IN SPECIAL EDUCATION. I LOVE THE FUTURE LEADERS. I LOVE TAKING A STUDENT WHO IS STRUGGLING AND GETTING THEM BACK ON TRACK. I LOVE TAKING STUDENT WHO IS THRIVING AND GETTING THEM TO THE NEXT LEVEL. I AM THE TEACHER OF SECOND CHANCES, AND I BELIEVE THAT WITH A LITTLE TENACITY AND HIGH EXPECTATIONS ANY STUDENT CAN SUCCEED AND BE PROUD OF THEIR PROGRESS. AT ASPEN, I APPRECIATE THE STUDENTS WHO ARE WILLING TO TAKE RISKS AND MAKE MISTAKES, AND THE STAFF WHO ARE THEIR TO CATCH THEM WHEN THEY FALL AND GET THEM BACK ON THEIR FEET.

SPECIAL EDUCATION STAFF

JOEL JUSTIN

SPECIAL EDUCATION TEACHER

I HAVE BEEN TEACHING FOR ALMOST 30 YEARS. MY LICENSE IS IN SPECIFIC LEARNING DISABILITIES AND EMOTIONAL BEHAVIOR DISORDERS, AS WELL AS DAPE. I FOUND A JOB AS A DAPE INSTRUCTOR AND ENJOYED WORKING WITH STUDENTS SO MUCH, I DECIDED TO GO BACK TO GET MY OTHER CERTIFICATES. I GREW UP WITH A COUSIN WHO HAS SPECIAL NEEDS, AS WELL AS MY SISTER-IN-LAW WHO WAS A SPECIAL EDUCATION TEACHER WHO HELPED ME. ASPEN ACADEMY IS A "HIGH-QUALITY CHARTER SCHOOL". I WAS IMPRESSED THAT LATIN WAS AVAILABLE TO STUDENTS. THE TEACHERS ARE OUTSTANDING AND THE PARENTS ARE VERY SUPPORTIVE! MOST OF ALL, I APPRECIATE THE OPPORTUNITY TO WORK WITH STUDENTS AND I HOPE TO MAKE A POSITIVE DIFFERENCE FOR THEM.

SPECIAL EDUCATION STAFF

ALICIA VALIANT

SPECIAL EDUCATION TEACHER

I HAVE BEEN TEACHING WITHIN THE FIELD FOR 7 YEARS. ONE OF THOSE YEARS, I WAS A PARAPROFESSIONAL. MY LICENSURE IS IN K-6 ELEMENTARY EDUCATION AND EMOTIONAL BEHAVIORAL DISORDERS. I WENT INTO SPECIAL EDUCATION BECAUSE I WAS GIVEN A CHANCE TO WORK WITH A STUDENT IN A 1:1 POSITION AND FELL IN LOVE WITH SPECIAL EDUCATION. I APPRECIATE THAT EVERYONE AT ASPEN IS OPEN AND EASY TO TALK TO.

SPECIAL EDUCATION SERVICE PROVIDERS

MELISSA BERG: SCHOOL PSYCHOLOGIST

LINDA SAETRE: CONTRACTED HOMEBOUND PROVIDER AND EVALUATION LEAD

JENNI BALLARD: SPEECH LANGUAGE PATHOLOGIST

ALYSSA MARKOS: SPEECH LANGUAGE PATHOLOGIST

BONNIE PAPE: OCCUPATIONAL THERAPIST

CATHERINE SCHWARTZ: OCCUPATIONAL THERAPIST

BRYCE CORROW: DAPE INSTRUCTOR

KIRSTEN MARQUETTE: SOCIAL WORKER

AIMEE STREGE: SCHOOL NURSE

LYNN STEICHEN: ADMINISTRATIVE ASSISTANT

SPECIAL EDUCATION PARAPROFESSIONALS

KAYLA BRIMHALL

RENEE DAVIS

NICOLE GRAMS

AYAN IBRAHIM

MARIA MENDOZA PAULSON

AIDEEN TENZER

ASHLEY SCHUTT

TUYEN STEPHANY

IDENTIFIED
PRIORITIES

EXCELLENT STAFFING

HOW DOES THIS SUPPORT STUDENTS AND FAMILIES?

QUALITY TEACHERS LEADS TO STUDENT PROGRESS. RELATIONSHIPS ARE KEY TO STUDENT SUCCESS.

WHAT ACTION WILL BE TAKEN?

- HIRING OF HIGH-QUALITY CANDIDATES
- ONGOING PROFESSIONAL DEVELOPMENT & BUILDING SUPPORT

CLEAR COMMUNICATION

HOW DOES THIS SUPPORT STUDENTS AND FAMILIES?

IF WE CAN WORK AS A TEAM, INCLUDING STAFF AND FAMILIES, WE WILL SEE GREAT RESULTS.

WHAT ACTION WILL BE TAKEN?

- TRI-ANNUAL SEAC MEETINGS AND REPORTING TO THE BOARD
- CONSISTENT CASE MANAGER COMMUNICATION

COMPLIANT SYSTEMS

HOW DOES THIS SUPPORT STUDENTS AND FAMILIES?

BEST PRACTICES AND STATE/FEDERAL GUIDELINES NEED TO DRIVE PROGRAMMING AND ENSURE STUDENT NEEDS ARE MET.

WHAT ACTION WILL BE TAKEN?

- THOROUGH SUMMER REVIEW OF ALL STUDENT PAPERWORK.
- REVIEW AND REVISION OF SPECIAL EDUCATION PROCEDURES AND POLICIES

PARENT INPUT OF
PRIORITIES TO BE
ADDRESSED IN 18-19
STRATEGIC ACTION PLAN

INPUT PROVIDED BY STAFF & PARENTS TO IMPACT STRATEGIC ACTION PLAN FOR 18-19 SCHOOL YEAR

- STREAMLINING COMMUNICATION BETWEEN SPECIAL EDUCATION, GENERAL EDUCATION, PARENTS & ADMINISTRATION
- SPED NEWSLETTER UPDATES WOULD BE APPRECIATED TO GO OUT REGULARLY
- CPI: REQUIRED TRAINING IN BOTH DE-ESCALATION AND HANDS-ON
- DYSLEXIA: THIS IS A HOT TOPIC RIGHT NOW WITH FAMILIES AND AT THE DEPARTMENT OF EDUCATION. CAN WE CONSIDER GUIDANCE IN THIS AREA FOR PARENTS THROUGH SEAC? EXAMPLES: SEAC MEETINGS WITH PARENT EDUCATION SURROUNDING DYSLEXIA/REFERRAL PROCESS FOR SPECIAL EDUCATION/ETC.
- UPDATED ASPEN WEBSITE PAGE
- COMPLETE A PARENT INTEREST SURVEY FOR TOPICS THAT SEAC CAN SPONSOR

INPUT PROVIDED BY STAFF & PARENTS TO IMPACT STRATEGIC ACTION PLAN FOR 18-19 SCHOOL YEAR

- DEVELOPMENT OF SENSORY SPACE FOR STUDENTS
- CREATIVE IDEAS SURROUNDING HOME-SCHOOL COMMUNICATION (DAILY LOGS/ONLINE OPTIONS/DOJO/ETC.)
- GENERAL EDUCATION TRAINING IN THE AREA OF SPECIAL EDUCATION
- CONSISTENT COMMUNICATION LOG USED FOR SPECIAL EDUCATION STUDENTS
- IS IT POSSIBLE TO HAVE AN ON-SITE SPECIAL EDUCATION COORDINATOR? CLEAR INFORMATION FOR WHO PARENTS NEED TO CONTACT (EX: ORGANIZATIONAL CHART ON WEBSITE)
- ENSURE EXIT INTERVIEWS ARE COMPLETED
- PARENT SUPPORT GROUPS

NEXT STEPS

- SEAC CALENDAR OF MEETINGS SET FOR 18-19
- SPECIAL EDUCATION STRATEGIC ACTION PLAN TO BE PRESENTED TO BOARD IN MAY
 - DEVELOPMENT OF TRI-ANNUAL SEAC MEETING AGENDA

QUESTIONS?

PLEASE FEEL FREE TO CONTACT:

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ELIZABETH@CREATIVELYFOCUSED.ORG