

2024-2025 SEAC Notes

May 14, 2025

Welcome and introductions

- Mission statement read by Rendi Eichner
- General guidelines covered
- Introduction of attendees:
 - Lazlo Hunt - Director of Exceptional Student Services (ESS) - TSD
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Dawn Kirk - Parent, SEAC EC member
 - Amy Doran - TSD BOE member
 - Sammi Burchfield - Executive Admin. Assistant, Student Support Services-TSD
 - Vicki Pesce - Grandparent/Guardian
 - Nicole Rosendale - Parent
 - Nami Novak - ARC
 - Laura Trapp - Parent
 - Merrily Bowers - Parent
 - Joanna Johnson -

SEAC OC

- EC Membership voting using [Fist to Five Consensus](#):
 - Continuing members
 - Dawn Kirk, Jenny Webb, Rendi Eichner, Ryan Wilcken
 - New members
 - Nicole Rosendale, Vicki Pesce
 - New chair assignment
 - Jenny Webb

SEAC Discussion

- [SEAC 2025 Recommendations](#) presentation by Dawn Kirk
- Took feedback from several attendees
- Focus on a few areas
 - Prioritize Training, Mentorship, and Professional Development
 - Establish a comprehensive Family Communication and Engagement framework
 - Enhance Inclusion and Accessibility
 - Strengthen Child Find and Evaluation Practices
 - Improve Post-Graduation Planning

[23/24 recommendations](#) implementation report

- Presenter: Lazlo Hunt, director of Exceptional Student Services
 - Much appreciation for the work SEAC put into this!
 - Universal pre-planning process
 - Built a folder with help of ESS liaisons.
 - Maddie Karanevich, assistant director of ESS, attended a training regarding this topic
 - Implementing Enrich/Frontline beginning in 25/26 school year

- o Develop and implement a universal annual introduction communication template for families
 - Standardizing for staff
 - Will include information within school newsletters
 - Most, if not all TSD school websites have staff directories, which includes special education staff.
- o Develop and disseminate a district Special Education Welcome Packet
 - Accessibility laws do not allow pdf's
 - There will be a section on the TSD website which includes "welcome" items
 - Possibly create a QR code bookmark, etc. which takes you to the "welcome page."
- o Create a partnership between ESS and the TSD Family Engagement teams
 - All title schools and early childhood programs have a family engagement specialist
 - Districtwide social workers are also involved with family engagement teams
 - Will train district health coordinator
 - Indicator 14 interviews occur one year after students with disabilities (SWD) graduate. This helps districts with transition planning. Looking into various options for parent information.
 - We will also review parent survey results
- o Implement a districtwide caregiver pass system for all school activities
 - Thank you, Jenny, for assisting with this!
 - Working with Kevin Clark, director of Athletics and Activities
 - Primarily for high school events
- o Distribute a comprehensive communication to all district staff and revise training materials to clarify that IEPs are applicable in all areas, not just the classroom
 - Have limited access to ESS teachers and SSPs, as well as coaches, transportation, nutrition, etc.
 - Looking at a couple different ways to accomplish this.
 - Building a module for mandatory online training (not ideal)
 - Developing trainings that could explain to each staff group how they are specialized providers. Enrich will allow us to do more of this.
- o Continue the work on decreasing the disproportionality of disciplinary actions against SWD.
 - Will bring discipline data next year
 - This will always be continuing work

Closing

- Next meeting:
 - o Our summer executive planning session for the new school year will be scheduled with all EC members and District via email.
 - o Our first meeting of the 25/26 SY is still to be determined; please keep an eye out on District communications or check our District website for the calendar at the end of summer.

April 9, 2025

Welcome and introductions

- Mission statement read by Rendi Eichner
- General guidelines covered
- Introduction of attendees:
 - Lazlo Hunt - Director of Exceptional Student Services (ESS) - TSD
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Dawn Kirk - Parent, SEAC EC member
 - Sammi Burchfield - Executive Admin. Assistant, Student Support Services-TSD
 - Vicki Pesce - Grandparent/Guardian
 - Colin Dike - Compliance Coordinator - TSD
 - Nicole Rosendale - Parent
 - Nami Novak - ARC
 - Laura Trapp - Parent
 - Rachel Fancher - Parent
 - Kaylea Hougnon - SAVA Center

SEAC Housekeeping

- Announce EC application deadline of April 16th
- Announce our special session
 - April 27, 2025
 - Will cover several topics including finalizing district recommendations
 - Lazlo will give an update on previous recommendations during the May meeting
- Proposed [SEAC OP](#) changes, related to EC member time commitment.- ADOPTED
 - EC member time commitment:
 - Attend monthly meetings held on the second Wednesday from August through May.
 - Participate in a summer planning meeting in June or July.
 - Join a special planning session between late April and early May to develop the SEAC Annual Recommendations.
 - Engage in regular monthly email correspondence for agenda planning.
 - Assist with the outreach to community SEAC interest forms received and SEAC recruitment.
 - Attend additional sessions, as needed, to review and consider new Executive Committee membership applications.
 - Optional participation in sub-committee projects and District events.

SEAC OC

- SEAC EC Membership Q&A
 - No questions

SEAC Discussion

- Student EC membership
 - Lazlo shared the membership application, created by Legal.
 - Are there other committees that require this? Lazlo will look into this.

- Update form to say “parent or guardian.”

Section 504

- Presenter: Colin Dike, Compliance Coordinator
- This is a new position. I was previously a special education teacher prior to going to law school.
- 504/ADA Refresher
 - State law/Federal Law
 - ADA is administered by the Dept. of Justice (Office of Civil Rights) and Dept. of Education
 - Scope of ADA/504 protected programs, services, and activities that are offered by TSD
 - Academics include instructional materials, classes, teachers, discipline
 - Non-academic includes
- ADA/504 Services by the Numbers
 - Approx. 900 students received 504 services in TSD during 2024-25
 - Roughly 6% of all students
 - In a classroom of 30, that’s 2 students
 - Past 5 years have been relatively stable but there is a slight uptick
 - As schools get smaller, the per capita of students with disabilities increases.
- 2024-25 Goals
 - Shared these with all counselors in TSD
 - Comprehensive training on 504 processes and procedures
 - On-boarding process for new employees
 - Single location for resources and on-demand training
 - Developing a TSD Legal Guidance and Policy Compliance website
 - Site-based “deep dive”
 - Administrator training at 2024-25 Law, Learning, Love symposium (multiple presentations including ADA)
 - Robust interdisciplinary team process for every 504
 - Counselor, Teacher, Administrator, Nurse, TSD 504 Coordinator, and other various staff
 - Technological improvements for creating, managing and evaluating 504 program eligibility and 504 plan success
 - Frontline will allow much better access and utilization
 - Developing a comprehensive workbook, “Mitigation Technology”
 - Real-time technical guidance as needed
 - 504 meeting participation where appropriate
 - Manifestation Determination Review (MDR) facilitation
 - Direct student observation (particularly with behavior)
- Future Goals
 - More robust reporting system
 - Look at policies and do they result in a disparate impact?
- 504 Evaluation Sources
 - Evals require a multidisciplinary approach to be thorough and comprehensive which is required by ADA/504.
 - Key sources of data include:
 - ESS evals
 - Grades
 - Attendance
 - Benchmark achievement (iReady, PSAT, etc)
 - Outside psychological evals
 - Medical diagnosis
 - direct observation

- RTI/MTSS/SST (grade level standards)
 - Parent Knowledge
 - Parents know their students better than anyone.
- Questions?
 - Are you representing the district in any way as legal representation? No.
 - Do you have any role in the TSD special education system? Not officially but help all of Student Support Services. Compliance work is what you do before there is a problem. Legal work is what happens when there is a problem. Caplan and Earnest is the TSD legal representative.
 - Are you attending every single 504 meeting and if not, how do you determine which meetings you are attending? Typically attend via staff (counselor) request
 - Assessment interpretation, mediator, training for new counselors
 - Can you explain timelines?
 - Looking at different structures so delays are reduced.
 - Why are the IEP numbers lower than 504 numbers?
 - Criteria is different.
 - Are there going to be new 504 guidelines and will you be the final approver?
 - The new Frontline system will have an “approval”. I will not be “approving” 504s.
 - Is lack of RtI data a reason to not evaluate a student with a suspected disability? When staff has a ChildFind obligation, different instructional methods and mediums need to be implemented (RtI, etc.)
 - What schools are doing well with ChildFind, which are average, and which are over referring?

ESS Community Forum

- Purpose: To receive feedback as well as engage in community conversations around how we support students with ESS/504 needs here in the District.
- TABLED due to conflict with superintendent interviews. ESS Forum will occur at a later date. Lazlo will discuss this with the Exec. Committee.

Closing

- Next meeting: May 14th, 2025
 - Topic: Annual Recommendations
 - Presenters: SEAC Executive Committee

March 12, 2025

Welcome and introductions

- Mission statement read by Jenny Webb
- General guidelines covered
- Introduction of attendees:
 - Lazlo Hunt - Director of Exceptional Student Services (ESS) - TSD
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Dawn Kirk - Parent, SEAC EC member
 - Alexandra Lessem - TSD Board of Education member
 - Sammi Burchfield - Executive Admin. Assistant, Student Support Services-TSD
 - Dr. Maria Gabriel - Director of Equity, Diversity, and Inclusion - TSD
 - Vicki Pesce - Grandparent/Guardian
 - Patti Virden - Executive Director of Student Support Services - TSD
 - Kevin Clark, Director of Athletics and Activities - TSD
 - Heidi Abrahamson - Unified Coordinator
 - Brad Nelson - Adapted PE teacher - TSD
 - Nicole Rosendale - Parent
 - T.E. - TSD student
 - Nami Novak - ARC
 - Merrily Bowers - Parent

SEAC Housekeeping

- Announcement about the CDE State Complaint Procedures Public Comment period, due to the OSEP finding issues with the complaint form for Part B ([link](#) and the DMS report detailing the findings is [here](#)).
 - The CDE is accepting public comment on the findings
- Proposal for a follow-up Q&A session by the District, related to restraint and seclusion.
 - Very hot topic during last month's meeting
 - Can this topic return during the 25-26 school year (Round 2)?
 - Lazlo: Yes, will also include new legislation which will be coming out.

SEAC OC

- SEAC EC Membership Q&A
- [Link](#) to SEAC which includes details
- Receive updates from the district
- Special topics/guest speakers
- Updated time commitment statement on the SEAC website description

SEAC Discussion

- Student EC membership
 - Would like to have at least one student on the executive committee
 - Please see the [TSD SEAC](#) website and the CDE SEAC website for more details.
 - Rendi: Would prefer that parent/guardian consent is obtained for student EC membership.
 - Will continue this topic at a future meeting

Accessibility and Unified Sports

- Presenters:

- Patti Virden, Executive Director of Student Support Services
Dr. Maria Gabriel, Director of Equity, Diversity, and Inclusion
Kevin Clark, Director of Athletics and Activities
Heidi Abrahamson-Unified Coordinator
- Patti:
 - Accessibility: How can we level the playing field?
 - Physical/environmental structures
 - Website accessibility
 - Language accessibility
 - Access to opportunities
 - Access to health care
 - Accommodations
 - Transportation
 - Modifications
 - Food, clothing, shelter
 - Meaningful access to general education/core instruction
 - Meaningful Access to Core Instruction
 - Never lower the academic standard. Don't underestimate the students!
 - Scaffolding up to the standard and remove scaffolds when no longer needed
 - Intentional planning for learner variability
 - Planning done by the GenEd teacher
 - Teacher provides frequent feedback and checks for understanding
 - Use a variety of assessments to adjust instruction and reteach
 - Expertise in the essential content standards
 - Take the time to build relationships and get to know your students
 - Recently had an adult learning experience at the EC-12 committee meeting (TSD administrators)
- Heidi:
 - Unified program coordinator, LHS alumni, daughter with Down Syndrome, brought unified basketball to LHS
 - Unified sports and activities
 - All 4 high schools have unified flag football teams. Got to play at the CSU stadium
 - Elementary kickball tournament at LHS
 - All 4 high schools had a unified summit (34 students attended!)
 - Unified bowling event, which may become a regular unified sport
 - All 4 high schools played at UNC and Crown Field House
 - High schools now have a full inclusion week.
 - Spirit week
 - Lunch activity - "I choose to include..."
 - Spread The Word
 - LHS staff vs unified basketball team
 - Unified track
 - Elementary unified sports day
 - Middle school currently has basketball. We will be expanding to include track and soccer.
- Dr. Gabriel:
 - Choose to Include Week
 - Pack the Stands event
 - Classroom lessons and activities
 - Collaboration with student council and other student organizations
 - Volunteer assistance

ESS Community Forum

- Purpose: To receive feedback as well as engage in community conversations around how we support students with ESS/504 needs here in the District.
- May 1, 2025, 6:00-7:00 p.m., TSD Administration building, Boardroom

Closing

- Brad Nelson - coloradojuniorwheelchairssportscamp.org
 - 17 years and running for this event!
 - Want to get the word out
 - June 9-13, 2025
 - Aurora, CO
 - Free event for student with disabilities, ages 6-21
 - This is not a TSD event
- 2nd Annual Elementary Unified Sports Day - May 15th, 10:30-1:00, Ray Patterson Field, TVHS
- Next meeting: April 9th, 2025
 - Topic: Section 504
 - Presenter: Colin Dike, Compliance Coordinator - TSD

February 12, 2025

Welcome and introductions

- Mission statement read by Rendi Eichner
- General guidelines covered
- Introduction of attendees:
 - Lazlo Hunt - Director of Exceptional Student Services (ESS)
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Dawn Kirk - Parent, SEAC EC member
 - Denise Chapman - Parent, TSD Board of Education member
 - Sammi Burchfield - Executive Admin. Assistant, Student Support Services
 - Dr. Maria Gabriel - Director of Equity, Diversity, and Inclusion
 - Vicki Pesce - Grandparent/Guardian
 - Hailey Uphaus - Behavior Support Team lead/CPI Instructor
 - Maddie Karanevich - assistant director of ESS and CPI instructor
 - Nicole Kreiling - TSD autism interventionist and CPI instructor
 - Brian Coffin - TSD Board Certified Behavior Analyst (BCBA) and CPI instructor
 - M. P. - TSD student
 - Nami Novak - ARC
 - Merrily Bowers - Parent
 - Robert Rumfelt - Community member
 - Laura Trapp - Parent

SEAC Housekeeping

- Announce call for member annual recommendation ideas
- “Welcome to SEAC” slide - Please introduce yourself and include any questions you have about the executive committee.
- 2023/24 recommendation updates request
 - Please send any recommendations to Sammi Burchfield at sammi.burchfield@tsd.org
- Call for questions regarding SEAC EC membership
 - What is the time commitment?
 - [SEAC Operating Procedures](#)

Federal Events

- How is the President's EO, *'Ending Radical Indoctrination in K-12 Schooling'*, impacting students with disabilities in TSD? Specifically, is the District considering any changes to the DEI practices that impact students with disabilities and if so, what?
 - We currently haven't had any knowledge or awareness of impact on students with disabilities.
 - Caplan and Earnest confirmed all policies in place to protect students and families against any type of discrimination. There are state laws we are obligated to follow that correlate to students with disabilities.
 - At this point, there have not been any changes regarding providing services to students with disabilities.
- Has TSD assessed the impact of the potential future federal funding freeze on TSD students for the programs that are being reviewed by the ED/new administration

appointees?

- o Generally speaking, federal \$ (IDEA) for special education equates to approximately 25% so it would have quite an impact, should there be a freeze.
- o At this point, there haven't been any details released.
- We'd like to request the District keep us apprised on any changes to the TSD ESS programming, policies, or practices coming down the pipeline, or being considered, as a result of ED or CDE changes.
 - o Lazlo Hunt will report during the monthly meeting if changes occur.
- There is currently a governmental DEI review. Do we currently receive any grant money that is more likely to be frozen, other than IDEA?
 - o Yes, we receive Medicaid reimbursements. We will monitor this and keep the SEAC updated as more information is made available.
- Questions? Please email Sammi Burchfield at sammi.burchfield@tsd.org.

Restraint and Seclusion

- Presenters:
 - o Lazlo Hunt, director of ESS
 - o Maddie Karanevich, assistant director of ESS and CPI instructor
 - o Nicole Kreiling, TSD autism interventionist and CPI instructor
 - o Brian Coffin, TSD Board Certified Behavior Analyst (BCBA) and CPI instructor
 - o Hailey Uphaus, TSD Behavior Support Team lead and CPI instructor
- History of TSD training includes the following:
 - o functions of Behavior
 - o Trauma Training
 - o Verbal and Nonverbal De-Escalation Training
 - o CPI Trainings
 - o climate and Culture Academy
 - o Restorative Practices Training
- CPI - Nonviolent Crisis Intervention
 - o Provides training to over 17 million people worldwide
 - o Increased number of trainers to 4
 - o 234 TSD employees trained in 2023-24 and 93 during August-November 2024
 - o Training includes full and refresher trainings
 - o Focus is on the verbal de-escalation process
- Specifics of a CPI training include:
 - o Care: Respect, dignity, empathy, person-centered
 - o Welfare: Maintaining independence, choice and well-being
 - o Safety: Protecting rights and minimizing harm
 - o Security: Safe, effective, harmonious and collaborative relationships
- Restraint
 - o What types of restraint are used?
 - Seated
 - Standing
 - Not allowed: Prone (face down), on the ground, mechanical (any sort of device that involuntarily restricts movement, and chemical (sedatives)
 - Seatbelts/harnesses on bus are considered safety devices, rather than mechanical restraint.
 - o When can restraint be used?
 - When there is imminent harm to self or others.
- Documentation and Reporting
 - o Individual reporting requirements
 - Any time a student is restrained
 - Communication with family
 - Staff debrief/incident report

- Currently reviewing/revising forms and processes
- Local reporting requirements
 - Collect data in Infinite Campus
 - Allows monitoring at the district level
- State reporting requirements
 - Annual report due no later than June 30 of each year
 - House Bill 22-1376
- CPI is not a disciplinary or punitive tool.
- Are staff taught state laws regarding restraining and seclusion?
 - Yes. TSD conducts “mini lessons” with this being one of the topics.
- If a student has a BIP or FBA, these should be the primary guidance rather than restraint. How is staff trained on this?
 - Teachers receive and are trained on the student’s behavior plan.
 - Know the student and follow the behavior plan
- Where are the checks and balances on a restraint?
 - Determine which category of the decision-making matrix.
- We highly recommend and encourage staff to attend CPI trainings. There will be a specific training for administrators in the near future. Safety and Security staff are all CPI trained.

ESS Community Forum

- Purpose: To receive feedback as well as engage in community conversations around how we support students with ESS needs here in the District.
- May 1, 2025, 6:00-7:00 pm, TSD Boardroom, 800 S Taft Ave, Loveland

Closing

- Elementary Unified Sports Day will be May 15, 2025 10:30-1:00 at TVHS Ray Pat Field
- Reminder about EC membership Q&A session in our March meeting
- Next meeting will be March 12, 2025
 - Topic: Accessibility and Unified Sports
 - Presenters: Dr. Maria Gabriel, Director of Equity, Diversity, and Inclusion
Kevin Clark, Director of Athletics and Activities
Patti Virden, Executive Director of Student Support Services

January 8, 2025

Welcome and introductions

- Mission statement read by Rendi Eichner
- General guidelines covered
- Introduction of attendees:
 - Lazlo Hunt - Director of Exceptional Student Services (ESS)
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Sammi Burchfield - Executive Admin. Assistant, Student Support Services
 - Dr. Maria Gabriel - Director of Equity, Diversity, and Inclusion
 - Vicki Pesce - Grandparent/Guardian
 - Nami Novak - ARC
 - Nichole Rosendale- Parent
 - Robert Rumfelt - Community member

SEAC Housekeeping

- Announce call for member annual recommendation ideas
 - May 2025 will include 2025/26 recommendations to Lazlo
 - Please email recommendations to Sammi Burchfield at sammi.burchfield@tsd.org.
 - Recommendations will be included if possible.
 - Lazlo will let the SEAC know which recommendations will be addressed.
- 2023/24 recommendation updates request
 - Lazlo, can you please provide updates during the May meeting?
 - Can this include a percentage of progress made?
- SEAC EC membership
 - Related to Q/A session last meeting.
 - Will create a Q/A about what SEAC looks like
 - February meeting - gather questions regarding SEAC EC membership
 - March meeting - provide answers to questions asked during February meeting
 - May meeting will include decisions on Exec. Committee

State of the District (ESS)

Lazlo Hunt, director of Exceptional Student Services

- Strive 2025 Connection
- ESS Action Plan
 - Facilitated onsite review with CDE - January 2024
 - Developed a plan, spanning 5 years, effective 2024
 - Regular monitoring has not changed
 - File reviews
 - Parent surveys
 - Indicator 14 - what are students doing a year after graduation?
 - Specific to TSD
 - Regular progress checks with CDE
- Year 1 - Training
 - Focus on progression toward IEP goal achievement
 - IEP goal progression included in Present Levels
 - Training on Feb. 18, 2025
 - All ESS staff will be together for the day of training
 - Area of need - meaningful parent participation in the IEP process

- o Training on the use of PWN to document decisions made by the IEP teams
 - o Updated mini-lectures and full session of Feb. 18 PD
- Year 1 - Procedures
 - o Change of placement through discipline
 - o Partnered with CDE and trained all ESS certified on placement procedures under IDEA - December 2024
 - o Training provided to all building leadership - October/November 2024
 - Building leadership is a part of the discipline process
 - o Placement of ESS students in specialized programming
 - o Partnered with and trained all ESS certified on placement procedures under IDEA - November 2024
 - o Developing local Standard Operating Procedure - will be shared January/February 2025
- Change of Placement Procedures
 - o Creating a TSD-specific manual
 - o Written procedures developed for change of placement
 - o Separate written procedures developed for disciplinary change of placement
 - o Procedures distributed to all ESS staff, building leadership, safety security, district leadership
- Program Evaluation
 - o This is supposed to happen every 5 years
 - o Program evaluation on elementary school affective needs classrooms in 23/24
 - o Implementing resulting plans (program specific)
 - o Reviewing and updating plan - February 2025
 - o Conducting a program evaluation on our secondary affective needs classrooms
 - o Beginning January 2025
 - o This is a continued partnership with Bill Brown and the Colorado Dept. of Education (CDE)
- Project SEARCH
 - o Launched the program at Banner Health McKee in August 2024
 - One year, school-to-work program to develop
 - partner with local transportation, Division of Vocational Rehabilitation, Foothills Gateway, etc.
 - Internship areas include:
 - Cafeteria
 - Environmental Services (EVS)
 - Facilities
 - Post Anesthesia Care Unit (PACU)
 - Rehab Center
 - Supply Chain
 - Sterile Processing
 - o Currently have 6 interns but would like to expand to 12
 - o Currently doing outreach for 2025-26
 - o Information night and sharing at high schools
 - o Spread the word = for more information, contact Lazlo Hunt at lazlo.hunt@tsd.org.
- Frontline/Enrich
 - o This will reduce workload for our ESS staff
 - o It will improve our overall ability to write and manage IEPs
 - o It will improve quality control and ensure more accurate and timely data moving forward
 - o Data transfer happened January 2025
 - o Training being developed and will occur in summer 2025
 - o Rollout is planned for August 2025

- o Frontline will also be used for 504 plans
- professional Learning
 - o Enhanced PD for job alike groups (SSPs)
 - o PD specialized for ESS staff beginning February 18, 2025
 - o Continue to group classified staff PD opportunities
 - SWAAAC
 - Assistive technology
 - Behavior/Verbal de-escalation
- Staffing
 - o Increase in positions being filled
 - o Most vacancies due to addition after the school year staffing allocation
 - o Changes to choice policies will better align staffing decisions
 - o SLP continue to be an area of concern
 - Currently have several contracted SLPs
 - Utilizing SLPAs
- Psychologist Pods
 - o Moved away from site based psychologists
 - o Has built a strong support system for psychologists
 - o Provides better coverage for students
 - o Hope to have three interns
 - o Overall good feedback
 - o Building structure throughout the year to support work
 - o Gathering feedback and will develop a PD model
- Questions:
 - o Potential ask for PWN and discipline PD for SEAC community
 - o How will we be able to access the SOP manual?
 - Currently in Google Classroom for staff
 - Migrating towards an actual document which will be accessible on the website.
 - o Will program evaluation outcomes be shared with SEAC and/or be published on the website?
 - Would like to create a progress report available to the community, including goals and progress
 - o Change of placement through discipline - can this be clarified? It sounds like a change in status.
 - IDEA has protection for students who may get suspended.
 - 10 day, cumulative or individual
 - Once various processes are followed (FBA, etc.), IEP team convenes to look at different options.
 - Re-evaluation
 - o What were you and the team most proud of during the CDE evaluation?
 - Our outcomes are really good!
 - High growth, better achievement
 - Kudos to the ESS staff.
 - Staff had to “pick apart” their own stuff. - Generated very good conversation.
 - o Is Enrich relying on AI for writing goals, etc.?
 - No, Staff will be writing goals. AI might be used to assist
 - No, Staff will be writing goals. The use of goal banks will be addressed through FRontline training
 - May include tips such as “What does a SMART goal look like?” or “Don’t forget to consider extracurricular activities.”
 - Now have an IEP specialist to support staff with Enrich
- Create mini-PD for SEAC meeting in 25-26 for Enrich

Current SEAC Projects

- Finalize discussions about creating a subcommittee to assist Dr. Gabriel's team with incorporating We Choose To Include into their special olympics program
- Recruitment discussion
 - o This will be a recurring topic at each meeting as we want to expand the executive committee.
 - o Email was sent to building secretaries on January 8, 2025, requesting information be shared in newsletters, etc.
 - o 15 minute agenda item about what it's like to be on the EC.
 - What's involved?
 - Q & A time
 - Link this information into the EC operational guide (?)
 - Update the flyer and give it out at IEP meetings, put in school newsletters, school websites, etc., Case managers keep flyers in their room (not all have the technology to scan QR code) and inform families about SEAC.
 - o Each case manager can invite different families to SEAC

We Choose to Include Update

- Partnering with Athletics and Unified to focus on inclusion
- In alignment with the MOU, engage in week-long Choose to Include event with entire school body
 - o Pack the Stands event
 - o Schoolwide assembly
 - o Banner - "I pledge to include..."
 - o Spirit Week
 - Mismatch Day - honors diversity
- Schoolwide initiatives that promote inclusion
- High schools have a .5 activities coordinator
- Kevin Clark asked the coordinators to rally students to put on school events.
- MVHS has an outstanding Unified program!
- Questions
 - o What has the reception been at the high school level?
 - Excited about it and it's nice to have MVHS as a model
 - Having the new coordinators and the Unified MOU is helpful
 - o Are students with disabilities included in the decision-making for the Choose to Include events? Are their voices being heard?
 - Some buildings have a Unified Club. This will be encouraged in all buildings.

Closing

- Next meeting will be February 12, 2025
- Restraint and Seclusion: Lazlo Hunt, director of Exceptional Student Services (ESS) and CPI Instructors

December 11, 2024

Welcome and introductions

- Mission statement read by Rendi Eichner
- General guidelines covered
- Introduction of attendees:
 - Dawn Kirk - Parent, SEAC EC member
 - Lazlo Hunt - Director of Exceptional Student Services (ESS)
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Sammi Burchfield - Executive Admin. Assistant, Student Support Services
 - Dr. Jennifer Guthals, director of Student Success, TSD
 - Dr. Maria Gabriel - director of Equity, Diversity, and Inclusion, TSD
 - Laura Trapp - Parent
 - Vicki Pesce - Grandparent/Guardian
 - Nami Novak - ARC
 - Rachel Fancher - Parent
 - Nichole Rosendale- Parent
 - Robert Rumfelt - Community member
 - Arka Samanta - role not identified

SEAC Housekeeping

- Update on We choose to Include subcommittee
 - Dr. Gabriel is still working on connecting with the Unified director and Athletics/Activities director. She will keep the SEAC updated.
- Announcement to table the student EC membership criteria until after the new year when more info. is available from the District.
 - We want to ensure both students and parents are clear on the criteria. This will be tabled until the February meeting.

SEL and Behavioral Health Supports update

Dr. Jennifer Guthals, director of Student Success

- Tiered Instructional Model
 - Tier 3, intensive intervention - few
 - Tier 2, Targeted Intervention - some
 - Tier 1, Universal - all
 - Foundational Practices: Trauma-informed, restorative, culturally responsive, PBIS, SEL
- Staffing Support: all students
 - SEL Specialists (k-8) - Foundational, Tier 1,2)
 - Counselors - All Tiers
 - MS Behavioral Health Interventionists (6-8) - Tier 3
 - Mobile Behavior Support Team (k-8) - Tier 3
 - Co-responders - respond when students are in crisis (social workers, SROs) - Tier 3
 - New:
 - MS Behavior paraprofessionals - Tier 2,3)
 - Elementary Deans - all
 - TOL TOSA - Tier 3
 - Accessibility Coordinator - all
- Professional Learning

- o Continuous Improvement Teams: Culturally Responsive Restorative Practices Focus
 - o Restorative Practices Site Lead Training (k-12)
 - o SEL Standards Implementation (EC-8)
 - o Character Strong Implementation (EC-8, HS pilot)
 - o The Culture and Climate Academy (k-12)
 - o Others: Trauma-Informed Practices, PBIS
- Materials
 - o Character Strong materials (EC-8)
 - o Create a Connection : Warm Welcomes
 - Say student's name with correct pronunciation, know student's playlist, hobbies, etc., give them a voice in how they greet you
 - Do all the same when "out and about"
- Classroom Agreements:
 - o Must haves:
 - Don't take the place of consequences or procedures. Can be the foundation for WHY there are procedures
 - Every class needs its own classroom agreement to incorporate diverse perspectives
 - o Restorative Practices: The Big Ideas
 - o Social Engagement Window
- Questions:
 - o Can you give an example of what a classroom "agreement" would look like?
 - Examples are various for each classroom. Agreements are not a list of rules. It is an agreement on how to be within the classroom.
 - o Nice to see how classroom agreements are working now. There has been a big difference. Amazing to see in such a short time!
 - o What is TSD doing with "shame charts?" Does the team support this? Does it train staff?
 - Do NOT agree with them and try to remove them from classrooms since they are ineffective. Trying to teach more effective connections within classrooms.
 - o Does the Clinic Health Treatment that the district's professionals provide need to be approved by a parent/guardian prior to treating the student?
 - Family involvement is very important.
 - It is intended to be a very comprehensive support program
 - o Appreciate, as a parent, that all staff know my child's name just to know them. Not for being in trouble.
 - o What happens if the child is over 12 years old?
 - At this point, we have been fortunate that all students have given consent for parent/family involvement.
 - Consent for a mental health evaluation/treatment or consent for a medical treatment/procedure? Are these licensed medical professionals giving referrals?
 - No medical procedures. Referrals are only given by school counselors. Initial screener completed which is shared with parent and student. If a student needs more support, outside resources are given. All are DORA licensed.
 - o What is your team specifically doing to ensure that there is consideration of students with disabilities?
 - "Undoing" inclusionary practices. What are the foundational practices?
 - Helping people to understand that behavior is a form of communication.
 - o Can you give an example of how you are teaching staff to "ignore?"
 - What kinds of things would you NOT want to ignore?

- Don't have to correct every behavior all of the time.
- Have specific praise that each individual prefers. (Similar to Warm Welcomes)

Current SEAC Projects

- Finalize discussions about creating a subcommittee to assist Dr. Gabriel's team with incorporating We Choose To Include into their special olympics program
- Recruitment discussion
 - This will be a recurring topic at each meeting as we want to expand the executive committee.
 - Push out through schools, in addition to social media.
 - 15 minute agenda item about what it's like to be on the EC.
 - What's involved?
 - Q & A time
 - Link this information into the EC operational guide (?)
 - Update the flyer and give it out at IEP meetings, put in school newsletters, school websites, etc., Case managers keep flyers in their room (not all have the technology to scan QR code) and inform families about SEAC.
 - Each case manager can invite different families to SEAC

Update on ESS Action Plan

- Facilitated onsite last year, building action plan for 5 years
- SOP for discipline of students with disabilities – complete by February 2025
- Professional Learning
 - Focus on PLAAFP
 - ensuring info is timely
 - progress on goals is included
 - will go out to staff next semester
- Documentation of IEP decisions
 - PWN
 - Meeting notes/minutes
 - completed by March 2025
- P3 initiative
- Secondary Affective Needs Programming
 - Supported by Bill Brown – CDE
 - Creating action plan with Bill Brown
 - Professional Learning
 - Quality Indicator
- Project Search will be starting Year 2!

Closing

- Next meeting will be January 8, 2025
- State of the District (ESS): Lazlo Hunt, director of Exceptional Student Services (ESS)
- How has what we recommended been incorporated? Parent Pass

November 13, 2024

Welcome and introductions

- Mission statement read by Rendi Eichner
- General guidelines covered
- Introduction of attendees:
 - Amy Doran - TSD Board of Education (BOE) representative
 - Dawn Kirk - Parent, SEAC EC member
 - Lazlo Hunt - Director of Exceptional Student Services (ESS)
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Sammi Burchfield - Executive Admin. Assistant, Student Support Services
 - Brooke Beall - ESS Technician
 - Joe Vojdanský, director of Safety and Security, TSD
 - Laura Trapp - Parent
 - Vicki Pesce - Grandparent/Guardian
 - Nami Novak - ARC
 - Rachel Fancher - Parent
 - Merrily Bowers - Parent

SEAC Executive Committee Housekeeping

- Reminder - November 15th bi-annual SEAC EC [application](#) due date.
- Vote on operating procedure and opening statement modifications. - **PASSED**
 - Be cautious about sharing personal information
 - Change to opening statement supports student participation
- Receive updates from the District on student EC membership from cabinet and legal discussions.
 - Want to outline how this looks in bylines and operating procedures.
 - Complete the parent consent form

Safety and Security update

Joe Vojdanský, director of Safety and Security

- Standard Response Protocol
 - There is a poster in every TSD classroom and all buildings.
 - Hold, Secure, Lockdown, Evacuate, Shelter
 - Drills are held regularly (lockdown, secure, fire, hold, shelter/weather)
- School Resource Officers
 - Located in all secondary schools, as well as assigned to work with feeder elementary schools to foster positive relationships and education.
 - Focus is education and support
 - Assisted in creation and update of TSDs Crisis Response Manual
 - All have completed specific education and training identified by TSD
 - Youth Crisis Response Team
 - pair clinical social workers with SROs
 - Not an enforcement unit
 - K9 Program
 - Explosives and firearms detection only
 - Education
 - Support

- TSD staff
 - Not armed
 - Specially trained security staff
 - 40 hours of annual training
 - Student Support
 - School Patrols
 - After hours support
- Threat Assessment Process
 - Identified practices and procedures through DHS, Secret Service, and University of Virginia
 - Three step process (Threat Screen, CSTAG Level 1, Virginia Level 2)
 - ESS caseworkers and leadership involved in all parts of the process
 - “Master Trainer” certification through Dept. of Homeland Security throughout TSD Security Team. This ensures best practices.
 - Parent involvement
 - This is NOT a functional behavior assessment
- Safety Planning
 - Plan maintained and facilitated by S and S
 - Identified restrictions and supports
 - check in/check out, bag searches, flash pass, no contact contracts, etc.
- community Building
 - First Responder Day and LEES
 - Planning “Kids Community Night Out.”
- Staff/Training
 - Frequent EC-12 Trainings
 - Development of additional advanced trainings for staff
 - Review of regional staffing plans and practices to ensure adaptability to evolving S and S needs
 - Large scale drill
 - Transportation training
 - Information is housed in Navigate 360
 - PII is ensured
 - Information kept for 7 years
 - TSD Dispatch Center
 - 5:30 a.m. to 11:00 p.m.
 - Monitor police radio traffic
 - Document Camera footage
 - Support TSD security staff
 - Dispatch calls for service
 - Implement security/emergency communications
 - 24/7 service
- Questions?
 - What has TSD done universally with emergency planning for students with disabilities? Is it individualized?
 - Prepare Plan - identifies a variety of things, including identification of specific needs of student(s). This is shared with the Safety and Security team and First Responders. We do not include student names and specifics, UNLESS it is relevant to the situation.
 - Aids in formatting the response (appropriate staff to help support, how many students, type of needs, etc.)

- Monitoring of threat assessment data has been great. Real-time data is very helpful. ESS leadership can assist/respond if needed.
- Why would a safety plan live separate from the IEP if it is a manifestation of the disability?
 - Disciplinary removal vs. safety removal
 - Crimes of violence are typically what results in removal from a building.
- Is there a clear difference in consequences when a general education student bullies a special needs student?
 - Code of conduct includes bullying not being permitted.
 - Processes are currently being reviewed and will be revised as needed.
 - When made aware of a situation, make sure TSD Safety and Security staff is following the processes correctly.
- Who decides discipline?
 - There is a discipline matrix that is used by building administrators as a guide for the disciplinary process.
- How are SROs being involved in restraint/seclusion?
 - They are not allowed to touch a child unless there is an imminent threat to self or others.
- How is “imminent threat” defined?
 - Reasonable person standard
 - Do not restrain for property
- How is seclusion addressed?
 - Restraint/seclusion is documented and reported to the state
 - ESS works closely with Facilities when a space is being created for seclusion to ensure proper guidelines are being followed.

Special Project

- Finalize discussions about creating a subcommittee to assist Dr. Gabriel’s team with incorporating We Choose To Include into their special olympics program
 - Dawn Kirk, Nicole Rosendahl, Jenny Webb, and Rachel Fancher will be connected with Dr. Gabriel.
 - Whole school engagement with an equity focus as outlined in Unified MOU which was signed July 2024

Update on ESS Action Plan

- Tabled to next meeting

Closing

- Next meeting will be December 11, 2024
- SEL and Behavioral Health Supports: Dr. Jennifer Guthals, director of Student Success

October 9, 2024

Welcome and introductions

- Mission statement read by Rendi Eichner
- General guidelines covered
- Introduction of attendees:
 - Amy Doran - TSD Board of Education (BOE) representative
 - Dawn Kirk - Parent, SEAC EC member
 - Lazlo Hunt - Director of Exceptional Student Services (ESS)
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Sammi Burchfield - Executive Admin. Assistant, Student Support Services
 - Tomeria Baxter - ESS Coordinator - PK-8 Schools/Charter Schools
 - Gordon Jones - Chief Financial Officer, TSD
 - Laura Trapp - Parent
 - Vicki Pesce - Grandparent/Guardian
 - Nicole Rosendale - Parent
 - Nami Novak - ARC

SEAC Student Executive Committee

- Membership discussion
- Requested by a general member after the previous meeting
- Encourage students of all ages and abilities to attend and participate actively in SEAC
- General membership
 - Students (Identification will be discussed regarding privacy of information)
 - Community members
 - Stakeholder definition? Need To be defined in OP
 - Rules for student participation-Consider privacy if students full name is present on google meet and they identify as a student with disability in meeting-
 - Do we need to secure Parental consent?-Privacy FERPA
- Can provide guidance on how to participate in a virtual meeting, if needed.
- Can it count as community service for high school students?
 - Possibly, can create
- Strive 2025, DAAC, CDE SEAC all encourage and recommend student participation.
- General members are non-voting members of SEAC who may attend all meetings, participate in discussions, and serve on sub-committees.
- Add blurb in the opening statement about what to share, etc. The exec committee needs to work on language for this.
- Student participants, executive member will sign off on the community service hours
- Counselors, case managers, etc. can promote SEAC participation.
- We agreed to table the EC membership student discussion to the Nov. meeting and Lazlo agreed to get further info. from the cabinet/legal about the processes of other similar student participation activities.

Special Project

- Tabled to next month

Update on ESS Action Plan

- Tabled to next month

Finance update

Gordon Jones, Chief Financial Officer

- 10 years in TSD
- Previously in private sector
- [Slide Show](#) for Gordon Jones' presentation
- Special Education Headcount (including charter schools)
 - General decline in enrollment from fiscal year 2018-fiscal year 2024
 - Similar to other districts in Colorado
 - Special education enrolment has had a slight increase
- Special Education Revenue
 - IDEA/ECEA = special education funding
 - Charter school agreements have a fully-insured model
 - Other = revenue collected for students that are paying tuition to TSD (Sierra School)
- Special Education Expenditures
 - Salaries/Benefits = majority of expenditures
 - Purchased services = special service providers hired through agencies (not direct TSD hires)
 - Expenditures are comparable to the rest of the district
- Trend of increasing cost is greater than the increased revenue.
- % of General Fund
 - Slight increase in Revenue
 - Slight decrease in Expenses
- Questions:
 - Do any of the numbers identify the amount spent on legal fees? Not specifically identified in general ledger.
 - How does special education impact the decline in student count?
 - 1.5% decline in general TSD count (year over year)
 - 1.1 % increase in special education TSD count
 - Can we get similar comparisons for the charter schools? Yes.
- ECEA fiscal year 2023-2024
 - Reconciliation of the funding for special education grant funds
 - Does enrollment status (part or full time) of a student impact the funding? No, it does not.
 - Tiered funding is based on primary disability.

Closing

- Next meeting will be November 13, 2024
- Safety and Security: Joe Vodjansky, Director of Safety and Security

September 11, 2024

Welcome and introductions

- Mission statement read by Rendi Eichner
- General guidelines covered
- Introduction of attendees:
 - Amy Doran - TSD Board Of Education (BOE) representative
 - Dawn Kirk - Parent, TSD BOE member
 - Lazlo Hunt - Director of Exceptional Student Services (ESS)
 - Rendi Eichner - Parent, SEAC EC member
 - Jenny Webb - Parent, SEAC EC member
 - Ryan Wilcken - Parent, SEAC EC member
 - Maria Gabriel - Director of Equity, Diversity, and Inclusion (EDI)
 - John Overheim - ESS Coordinator - Middle Schools/Out-of-District Placements
 - Katie Jennings - ESS Coordinator - Elementary Schools
 - Tomeria Baxter - ESS Coordinator - K-8 Schools/Charter Schools
 - Jason Hanford - ESS Coordinator - High Schools/Transition
 - Cheryl Wilkinson - Parent
 - Laura Trapp - Parent
 - Nicole Rosendale - Parent
 - Merrily Bowers - Parent

Updates on SEAC file transfer

- SEAC file transfer is complete

District Communication and action item commitment

- How do we keep track of which district staff does what?
 - Action box in the meeting notes will be added
- Can we set a timeline to get the notes, it currently takes a long time?
 - Finalized minutes will be shared with the executive committee by the end of the week or the beginning of the following week and added to the SEAC website.
- Sammi will add an action box with who and when an item will be done.

Changes in ESS structure and staffing update

- Paige Lorch will be filling in as a long term sub for Allison Aue who is currently out on leave of absence.
- The 2024-25 coordinator flow chart was shared. The district has moved away from a feeder system.
 - This will allow coordinators to build deep relationships with administration, deeper knowledge of curriculum, and the nuances of the different levels (elementary, middle, high school).
 - Coordinators are attending the levels meetings with administrators.
 - The new flow chart structure also aligns with the school psychologist pod model. The new pod model takes the following into consideration for placement:
 - Psychs interests
 - Expertise
 - Work closely with each other and their coordinator.

- All schools now have a psych.
 - The school psychology intern stipend has increased.
 - School social workers are being utilized for some assessment and duties that do not require a school psychologist.
 - All psychs are now district wide which will allow us to shift resources if needed.
- Maddie Karanevich is the new Assistant Director of ESS. She will be building professional development for staff within ESS and beyond. She will serve as a dispute resolution facilitator. Maddie will also oversee audiology, vision, and SWAAAC (assistive technology).
- Staff vacancy update:
 - ESS teachers: Two vacancies
 - Classified: Still have a few vacancies but still hiring
 - Speech: filled
 - Pushing out Addendum F

SEAC 23-24 recommendations

- Preplanning process:
 - Maddie went through the facilitated IEP training with CDE. One of the tools she came back with was building a cohesive feedback form. We are doing an inventory of the current buildings who are working on this. We will also be moving to Frontline for our IEP platform. Maddie will be a big part of the roll out of this. Frontline and forms are happening together.
- Welcome communication for parents: Check on accessibility requirements.
- Welcome Packet: Check on accessibility requirements.
- We are working more closely with TSD Family Engagement teams, including early childhood.
- Work on the caregiver pass is moving along
- Unified sports MOU talking about inclusive environments and building an understanding of ADA inclusions for activities, including the summer scholars programs. Student Support Services executive director, Patti Virden, will be a guest speaker on this subject at a future SEAC meeting.
- Disproportionality of disciplinary actions: The ESS assistant director and the TSD compliance coordinator have been focusing on compliance. The expectation will be that administrators have conversations with ESS Coordinators prior to or within 24 hours of a suspension.

Annual special projects

- SEAC would like to have something that they are doing to hand our perspective to the staff.
 - “We choose to include”: Found a tool kit with recommendations of activities to help people understand what it may be like for some of their peers.
 - Transition programs: We would like to highlight them and get people involved.
 - Community involvement: What are our students doing when they leave us?
- What do we want to do this year as our SEAC?
 - Possibly a resource guide? Do we need a work session to decide this?
- Maria stated that the Unified MOU has a lot of inclusive work that we can use and have approved easily.

- There is concern that Special Olympics is Intellectual Disability (ID) only.
 - Maria showed some language from the Unified MOU regarding “whole school engagement”
- It was agreed to have the special project be the continued work around “We choose to include”

Closing: Recruiting and invitation for attendees to join the SEAC Exec. Committee

- Description of process to apply.

Next meeting

- Oct 9, 2024 6:00-7:30 pm
- Topics will be finance and finalizing the special project