

-Poudre School District Special Education Advisory Committee Charter

The Poudre School District Special Education Advisory Committee has been established for the purpose of providing advice and recommendations to improve services for students with disabilities. The Special Education Advisory Committee advises the Special Education Leadership team, including the Executive Director of Integrated Services. This charter may be reviewed annually by members of the Special Education Advisory Committee and changes may be made as deemed necessary.

I. Duties and Responsibilities

The Special Education Advisory Committee (SEAC) provides a forum to facilitate the partnership between parents, general education, special education, and the community in Poudre School District (PSD). The following duties and responsibilities are assigned to the SEAC:

- Advise the Special Education Leadership Team, including the Executive Director of Integrated Services, on reviewing and implementing educational programs.
- Represent students with disabilities and impact educational decisions made on their behalf.
- Collaborate with PSD Integrated Services Department on various special education and parent focused projects as determined by the Special Education Leadership Team, including the Executive Director of Integrated Services.
- Serve as a source of information for families specific to special education topics delivered through public facing events. Coordinate with topic experts to provide parent workshops and transition fairs.
- Provide advice and recommendations to the Special Education Leadership team, including the Executive Director of Integrated Service, and other District departments, such as Human Resources as it relates to Integrated Services Hiring Fair, as their work impacts students with disabilities. To advise means to inform, counsel, recommend, suggest or guide.
- Provide input on district policy development and revision at the request of the Special Education Leadership Team, including the Executive Director of Integrated Services, and/or the superintendent.
- Report to the superintendent summaries of recommendations/outcomes of the collaboration between representatives serving on SEAC.

The following **are not** the responsibilities of the SEAC:

- To advocate for an individual student and or family and weigh in on a specific situation. To advocate means to plead your case or position, to favor an individual case or argument.
- To hear individual student stories, scenarios, IEP/School team situations.
- To provide advice or recommendations directly to the PSD Board of Education.

- To create new district policy.
- Although SEAC may be asked to provide feedback related to district policy and procedure, revision of policy and procedures is the responsibility of the district.
- For individual SEAC members to represent or speak on behalf of the SEAC without express consent and directives from the Executive Director of Integrated Services.

II. Meetings

The SEAC will meet at least quarterly, or as deemed necessary by members of the committee. There will be one additional orientation meeting for new members prior to the first committee meeting of the school year. Meetings will be held in-person with the option to join virtually. Meetings are held in the Boardroom of the JSSC from 5:30-7:30 pm. Attendance is mandatory. If a participant misses half the meetings in a year their membership may be reviewed and they may be released from their SEAC term.

SEAC meetings will be facilitated by the SEAC Coordinator, appointed by the Executive Director of Special Education, in partnership with the Executive Director of Integrated Services. Standing SEAC members will include Executive Director of Integrated Services and SEAC Coordinator. These members will not have direct input on the advice or recommendations given to the Special Education Leadership team and the Executive Director of Integrated Services. This is a working committee and not open to the public. All public comments will be communicated to the SEAC Coordinator as outlined on the website. Only guests and presenters invited by the Executive Director of Integrated Services and members of the committee will be allowed to attend SEAC meetings. Guests and presenters will not have direct input on the advice or recommendations given to the Special Education Leadership team and the Executive Director of Integrated Services, but rather are invited to attend as observers. Specific seating will be provided to observing guests.

Meeting Goals:

- Topics and associated goals will be determined by recommendations from the Integrated Services Leadership Team and the Executive Director of Integrated Services. Also, the SEAC leadership team can request specific topics or goals for meetings for the purpose of learning opportunities to inform future discussions.
- Provide a safe space for open and honest communication which encourages families to provide relevant, topic specific feedback to the Executive Director of Special Education.
- Goals for each meeting will be determined in collaboration with the SEAC leadership team and the Executive Director of Integrated Services on a monthly basis based on district timelines, relevant topics and other district/community needs.
- Goals will be clearly identified at the top of each monthly agenda.

Meeting Agendas:

- Agenda items are determined by:
 - Individual district departments request feedback from the SEAC committee.
 - The Executive Director of Integrated Services requests feedback from the SEAC committee. Items brought forward may include district improvement processes that are being implemented to support students with disabilities.
 - The SEAC leadership team requests more information regarding a topic that is of relevance to students with disabilities. This could include requests that are for educational opportunities only and may not require advice from SEAC.
 - Agendas will be finalized in collaboration with SEAC Leadership Team and emailed to all committee members within one week of the scheduled meeting.

III. Committee Membership

It is important to create a committee that is reflective of the make-up of the district and community as well as representing a variety of the 13 educational identifications. It is also important for members to have a base knowledge of special education supports and services at PSD. For that reason we ask that members have 2 years of experience with special education in PSD with an exception given to Early Childhood parents. Diverse membership representation for PSD includes:

- Parent of PSD Early Childhood Student
- Parent of Elementary Student with an IEP or with a disability
- Parent of Middle School Student with an IEP or with a disability
- Parent of High School Student with an IEP or with a disability
- Parent of PSD Transition Student
- Student or former student with an IEP or with a disability
- Early Childhood School-Based Staff
- Elementary School-Based Staff
- Middle School School-Based Staff
- High School School-Based Staff
- Transitions Program-Based Staff
- PSD community organizations working for people with disabilities
- Diverse representation of the 13 educational identifications.

Applications will be open for 2 weeks, beginning in August annually, with selected members beginning their term in September. Applications for SEAC are available on the SEAC website and are advertised yearly. Staff, parents and community members will be sent the application

via email. Each member selected will serve a 2 year term. If members wish to remain on the SEAC for more than 2 years, they must complete an extension application, which will be reviewed by the SEAC leadership team and Executive Director of Integrated Services. Extensions will be considered based on vacancy and committee needs. If the member's student graduates or transfers away from PSD they will be allowed to finish out the school year. If a member chooses to leave the committee mid term, the vacancy will be filled the following school year.

[Applications are reviewed](#) by the Integrated Services Leadership Team for committee needs and experience. As a representational committee, we strive to select members with experience across the continuum of special education, so part of the selection process includes considering how to create a balanced committee. Each initial application will be reviewed anonymously by the Special Education Leadership Team and new members are selected by a decision-making process.

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