

SEPAC Meeting Minutes

01/26/2021

24 November 2020 / 7:04 PM / Zoom

ATTENDEES

Angela Richardson, Atara Korik, Meredith Bielecki, Kate Mazzola, Melissa Suderman, Linda Vanaria, Jim O'Shea.

AGENDA

Last Meeting Follow-up

1. Call to order
2. Survey Results
3. Dese Tiered Monitoring Review
4. Basic Rights Workshops
5. FCSN-Voices of Community conference attendance

New Business

- Call to order
- Introductions
- Approve minutes from the January meeting.
- Parent questions/comments
- Tuesday March 2 Basic Rights Workshop
- Adjourn.

NOTES

- Meeting started at 7:04pm

- Meeting minutes approved by Kate Mazzola and seconded by Meredith Bielecki at 7:10pm.
- A parent made a comment that they are not sure exactly what their child is missing when they are pulled from class. They assume that the team is making the best decision for their child.
- A parent said that while in FCR they had felt that they had to make the decision of which class they would miss due to having services at school. Now that they are in person they are less aware of which classes they are missing.
 - Answer: Lori B. Commented that there is a lot of thought that goes into when a child receives their services . However, she agrees that FCR has been and still is very challenging in that aspect.
 - Lori also said that you can reach out to your case manager and they can answer this question for parents too.
- A parent made a comment saying they thought the case managers have been a good development.
- One of the parents thanked Lori B. for a book recommendation “ This is My Book”, thought it was fantastic.
- A parent asked about the Middle School parents' response. If there were major differences between the middle school and elementary response.
 - Answer: not as many responses from the middle school as the Elementary school. Hard to say why.The middle school does function a little differently than Elementary. For instance friendship groups look more like teen guidance groups.
- Another parent asked why would we want to get rid of fidgets?
 - Answer: Mostly to make them more socially acceptable and less obvious. If a child still wants to bring a stuffy into school in MIddle School they may transition them to a piece of soft small cloth instead or standing desks instead of pads.
- A parent was curious about the attitude towards MCAS and school.
 - Jim O'Shea answered that we will be taking them this year as it is state mandated. However, we don't put much into the MCAS. We don't hold state

standardized testing to be the end all be all. It's a reflection of what we already do everyday.

- This meeting was recorded.

AGENDA

1. Survey Results

- a. 31 People responded to the survey. Works out to be about two people per grade. 3rd and 4th had the highest number of responses.
- b. Most people who responded have a child that receives services.
- c. Most people have a solid understanding of the services they receive.
- d. Progress is being supported by the services they are receiving.
- e. Services are being delivered in the most inclusive way possible.
- f. IEP goals are challenging enough and goals are ambitious.
- g. People are comfortable reaching out to their case managers.
- h. People are being treated respectfully and staff are being responsive.
- i. IEP goals are informative
- j. Team provides resources and ideas for helping my child at home.
 - i. A couple of parents felt the school could do a better job. The school found this information very useful.
- k. Comments about Communication.
 - i. Mostly positive
 - ii. One parent felt there needed to be more cohesiveness and consistency.
 - iii. Lori B. shared the results with all the teachers, parap professionals, therapists and specialists.
- l. IEPS
 - i. Most parents felt they were aware and understood their child's IEP.
 - ii. One parent was concerned that their child is still having some gaps.
- m. Trainings that parents are interested in.
 - i. Anxiety
 - ii. Providing parents with a preview of what their IEP meetings look like.

- iii. Behavior management and goal setting.
- iv. Executive Functioning
- v. High School Transitioning
 - 1. Lori B. Added a link for the discussion of transitioning to high school in the meeting email. This way a broader audience can access the meeting instead of just the 8th graders.
- vi. Declarative language and its benefits.
- vii. Sibling relationships between neurotypical children and neurodiverse children.
 - 1. This is a very large topic.
- viii. Lori B. is able to help parents navigate who they can speak with about certain topics too.
- n. Program Strengths.
 - i. There was a lot of positive feedback.
 - ii. Lori B. reiterated that we have great staff and a program.
 - iii. One parent comment that Lori believes really reflects the school was "It's a small program that is able to provide individualized attention."
- o. Areas for Growth.
 - i. Building kids confidence and meeting goals without needing fidgets and tools.
 - ii. Try to recognize girls sooner with ADD.
 - 1. Lori responded that more tools and observations are being put into place so hopefully this won't happen again.
 - iii. Significant needs kids.
- p. Moving forward..
 - i. Considering increasing resources provided to families.
 - 1. There is no such thing as too much information.
 - ii. Share more information especially in elementary regarding what students are missing during pull out sessions.
 - iii. Request feedback after each IEP meeting.
 - iv. Provide more training and workshop opportunities.

2. DESE

- a. Would like to come to the February SEPAC meeting.
- b. They want to interview the SEPAC Chairs.
- c. They also are going to interview Lori B. and Jim O'Shea.
- d. They are going to send surveys to certain families they pick.

- e. They had picked a timeline for information to reviewed before the closure last year.
 - f. Every student that had an IEP and three year re-evaluation within their time period will be reviewed.
 - g. Lori is responsible for sending samples. If the the samples don't meet all of the DESE criteria she will have to add more examples.
 - h. They will also be reviewing all out of district children.
 - i. They will be visiting on site.
 - j. Generally DESE completes a three year and a six year evaluation. One is SPED and one is Civil Rights that includes some SPED.
 - k. The reviews will be in March and we also have an ELL review too.
 - l. All of DESE's reviews and findings can be seen on their website; all the information is public.
3. Basic Rights
- a. Angela has put a request in for the first or second week in March. Waiting on them to get back to us.
 - b. Vision of Community Conference March 2-6. It will be virtual this year.
 - i. One SEPAC member and one Special Educator from the school can attend for free.

ACTION ITEMS

1. Federation of Special Needs

- a. SEPAC will reach out to the Federation and get a list of topics that they offer and will put a list together.
- b. Will look into scheduling a Parent Rights Workshop.

Meeting adjourned at 8:12pm

Motioned by Kate Mazzola Seconded by Angela Richardson