



Update on 2017-2018 Goals

FALL 2017 PRESENTATION TO THE ABRSC

Our Mission

*To ensure understanding, respect, support,
and the appropriate education of all children in our community.*

The Special Education Parent Advisory Council's duties under state law include:

“advising the district on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development and evaluation of the school district's special education programs.”

- Provide a network for parents and a forum for sharing and discussing interests and concerns
- Maintain dialogue with the broader community
- Collaborate with the school community to improve student outcomes
- Promote and enhance communication between families and administrators

Selected 2017-2018 Goals

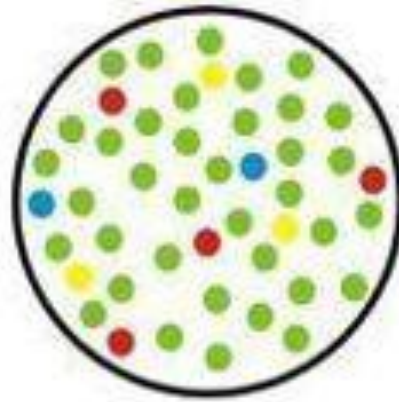
- Identify ways to improve inclusion practices in the schools and community
- Work with families and Student Services to explore issues found via 2017 parent/guardian mini survey, particularly around communication and Extended School Year programming
- Conduct MCAS analysis and promote stronger academic progress and improved and transparent measures of growth beyond Student Growth Percentile (SGP) for Students with Disabilities
- Community education and outreach regarding Basic Rights, mental health & the IEP, transition, autism, and Extended School Year programming

Defining Terms

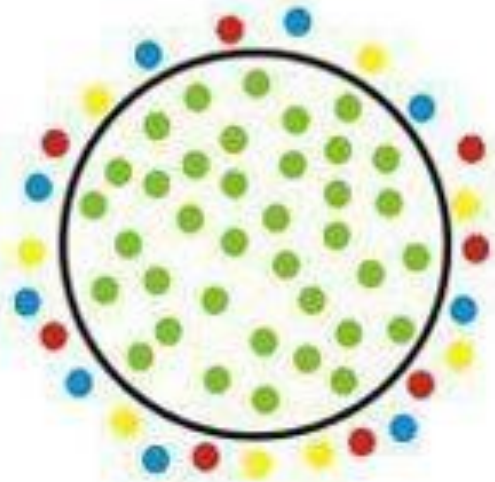
Accessibility – 1) Being able to physically enter an environment and 2) how an environment or service allows for full, independent usage

Inclusion – Involving people with disabilities in everyday activities and encouraging them to have roles similar to their peers without disabilities

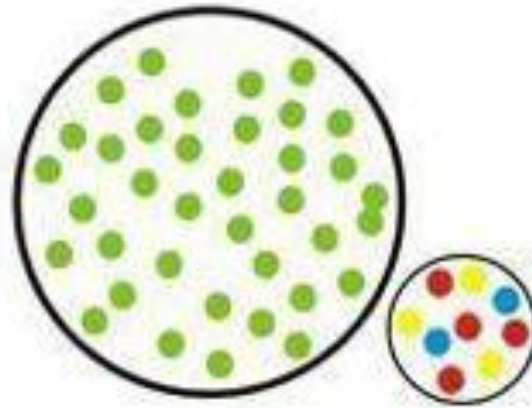
Adaptation/Accommodation – Changing an environment to enable participation



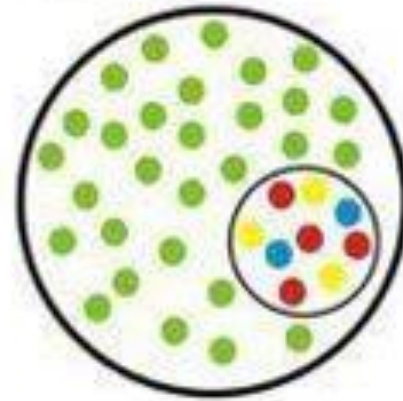
Inclusion



Exclusion



Segregation

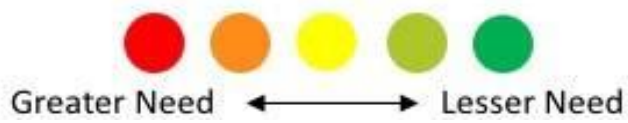
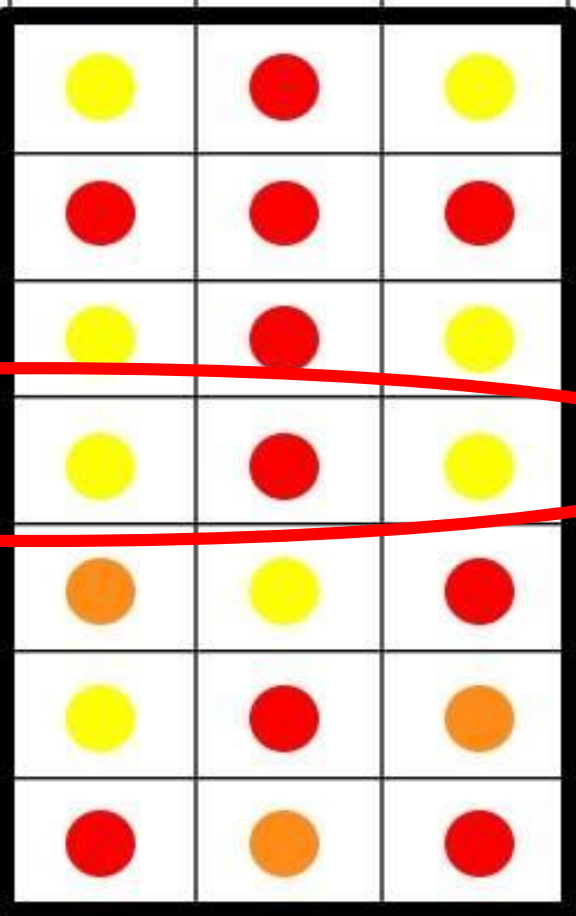
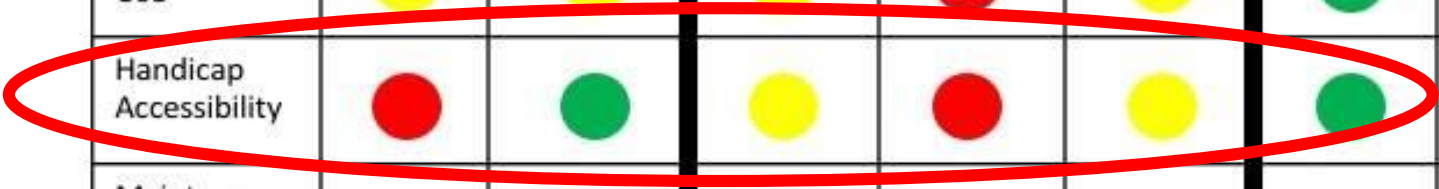


Integration

Examining Access & Inclusion

- Presentation to Acton-Boxborough Family Network board about increasing opportunities for access and inclusion; ABFN piloted sensory-friendly Halloween party
- Feedback session with Acton Rec about the need for inclusive and/or adaptive programming
- Raising awareness around the lack of a fully-accessible playground with inclusive equipment in either town (compared to SMILE in Sudbury, Ripley Playscape in Concord, etc.) including at elementary schools, Acton Early Childhood Program site
- Continuing to work with Student Services around individual access and inclusion issues as well as trying to identify broader opportunities (e.g., co-teaching at the high school)
- Disseminating information about the importance of the school building project in replacing older buildings and spaces constructed prior to the 1990 Americans with Disabilities Act

	Admin (Pre-K)	Blanchard	Conant	Douglas	Gates	McCarthy- Towne & Merriam	Jr High	High School	Maintenance Bldg
Health, Safety, & Welfare									
Code Compliance									
Functional Use									
Handicap Accessibility									
Maintenance									
Energy Efficiency									
Hazardous Materials									

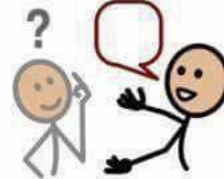




to sit with my class.



to learn from others
and they from me.



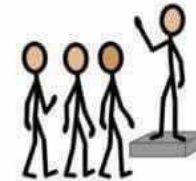
to be called upon to
answer questions.



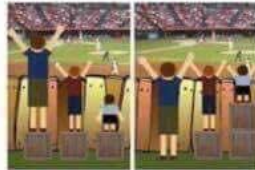
to not have my aide
as my group partner.



to be a student in my
class not a guest.



to experience being
a group leader.



to adapted or modified
grade level lessons.



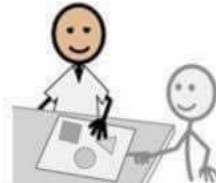
to have a teacher that
presumes competence.



to develop authentic
friendships not helpers.



to create an inclusive
future with my peers now



to choose when, where
and if I desire a pull out.



**We...have the
right too!**

MCAS 2.0

“‘We’re establishing a new baseline so comparisons with the past are difficult,’ said state Education Secretary James Peyser. ‘They really are apples and oranges.’”

—*The Boston Globe*

While we still examine and analyze MCAS results school to school and district to district, what are some other ways to track progress and ensure accountability?



Measuring Growth Beyond SGP

Specific, **M**easurable, **A**ction-worded, **R**ealistic/**R**elevant, **T**ime-limited goals and benchmarks/objectives

Accurate and comprehensive present levels of performance in the IEP

Clear performance criteria in the IEP

Report cards

IEP progress reporting

Behavior data

Work samples

Anecdotal observations

Formative and summative testing

Annual/triennial evaluations

Outsider provider documentation and evaluations

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COMMUNICATION

TRANSPARENCY

TRUST, BUT VERIFY

Parent Support & Education

- Monthly business meetings
- Routine newsletters on events and advocacy information
- Monthly parenting support group; added tea and coffee hour for information sharing and support purposes
- Maintain parent-to-parent listserv & Facebook page
- Fielding ongoing parent information and support requests
- Attending regional workshops and state-level conferences to bring back resources, including:
The Arc of Massachusetts Transition Conference
Providing Trauma-Informed Care for Families with Children and Adults with I/DD
- Presentation January 10, 2018, on A-B transition resources and best practices from ABRHS transition coordinator and the Federation for Children with Special Needs

Next Meeting & Thanks

Annual Holiday Potluck & Business Meeting
December 6, 2017
7:30 p.m.
RJ Grey Junior High Library

With thanks to Special Education Director Pamela Smith,
Assistant Superintendent of Student Services Dawn Bentley, and the ABRSC