

Acton-Boxborough SEPAC

Selected Survey Findings & 2019-2020 Priorities

Fall 2019 Presentation to the ABRSC

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[@absepac](https://www.facebook.com/absepac)

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:

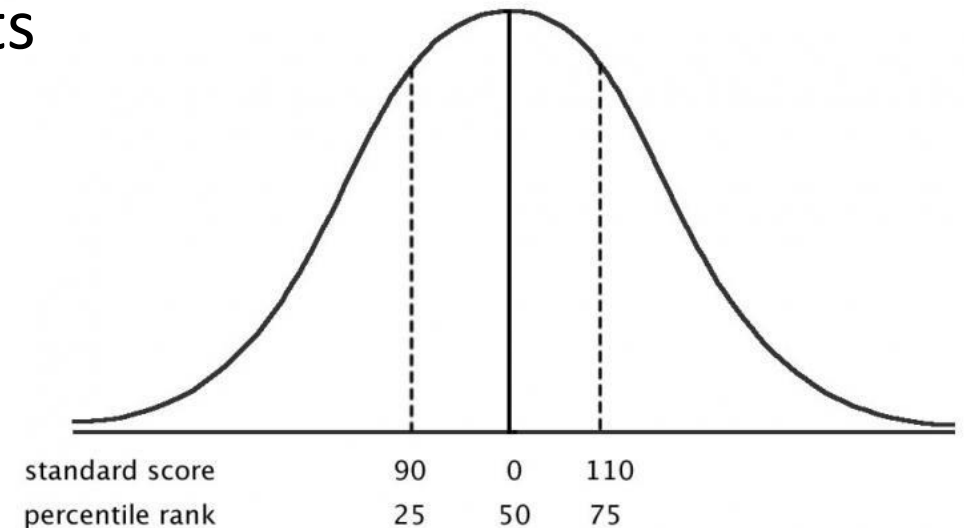
“advising the district on matters that pertain to the education and safety of students with disabilities and meeting regularly with school officials to participate in the planning, development and evaluation of the school district’s special education programs.”

Some SEPAC Priorities for 2019-2020

- Continue to focus on outreach and engagement
- Participate in search process for new Special Education Director
- Pursue districtwide use of percentiles with standard/scaled scores in evaluation reports
- Monitor early reading assessments and interventions, PowerSchool access, Extended School Year programming, and MCAS performance
- Identify opportunities for meaningful inclusion across domains
- Ongoing parent education

Including Percentiles in Evaluation Findings

- Providing only the scaled score and the comment may mask gaps in the learning profile—there's a wide range of “average”
- Whole team benefits from the information, including receiving teams during transitions
- Asking for consistent, districtwide use in reports by all staff conducting evaluations and assessments
- No cost to implement



What Percentile Ranks Reveal

Scaled Score	Percentile Rank	NEPSY-II Classification	Wechsler Classification
19	99.9	Above expected level	Very superior
18	99.6		
17	98.6		
16	97.7		
15	95		Superior
14	91		
13	84		
12	75	At expected level	Average
11	63		
10	50		
9	37		
8	25		
7	16		
6	9	Borderline	Low average
5	5	Below expected level	Borderline
4	2.3		Extremely low
3	1.4		
2	0.4	Well below expected level	
1	0.1		

Note. Scaled scores have a mean = 10 and standard deviation = 3. Percentile ranks corresponding to the scaled scores are based on the Wechsler classification.

Ongoing Education: The DCAP and IEPs/504s

- Our District Curriculum Accommodation Plan (DCAP) is unique to Acton-Boxborough
- Students with identified disabilities who require accommodations should have them documented via an IEP or 504
- Language in our DCAP notes this practice for existing IEPs & 504s:

“For students with existing 504 plans or IEPs, the team should ensure that any accommodations that are required due to the student’s specific disability should still be listed in the IEP or 504 plan, regardless of whether or not they are listed in the DCAP and available to all students. This ensures that if students leave us to move to another district or graduate, the receiving school has the information necessary to develop an appropriate plan for that student.”

2019 Parent/Guardian Survey Overview

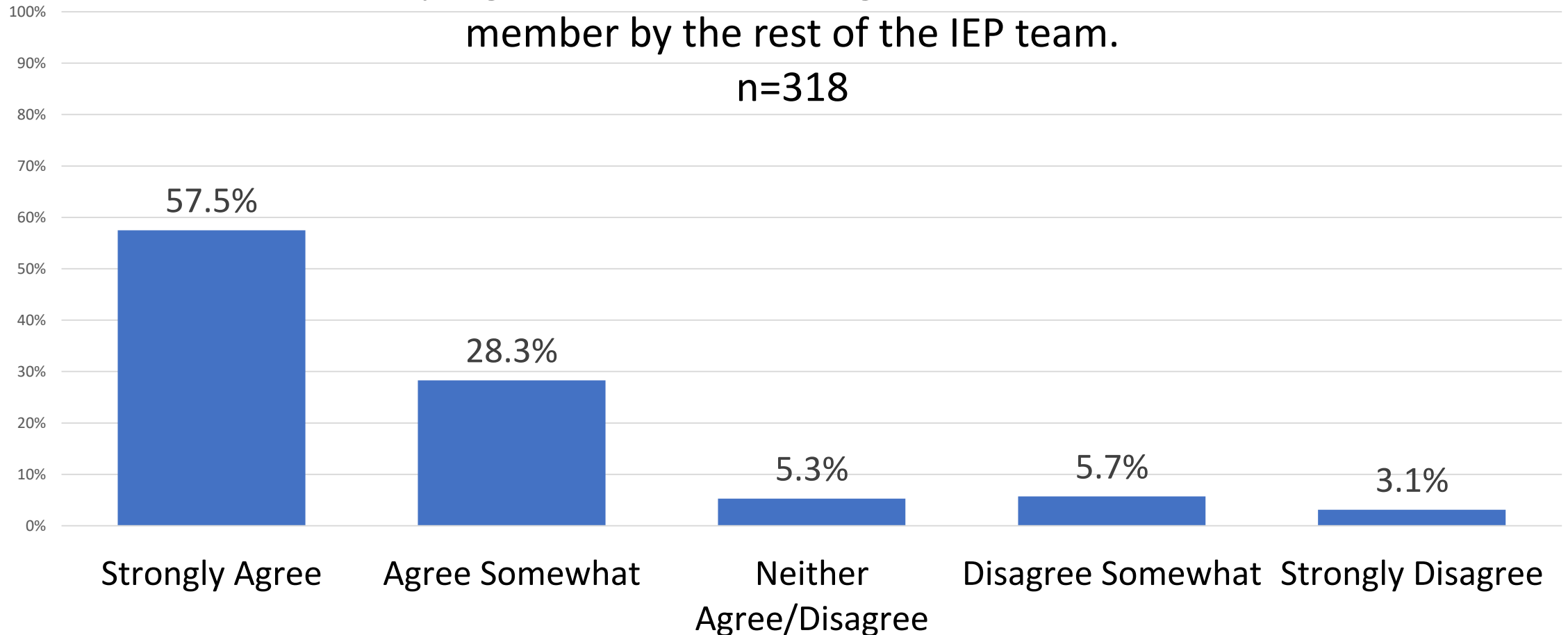


- Responses reflected 36% of Students with Disabilities in ABRSD as of DESE October 1, 2018 headcount
- Most people are satisfied with the services their children are receiving

The Good News: Collaboration

Q1: My observations and suggestions about my child's special education program or services are given consideration as a full member by the rest of the IEP team.

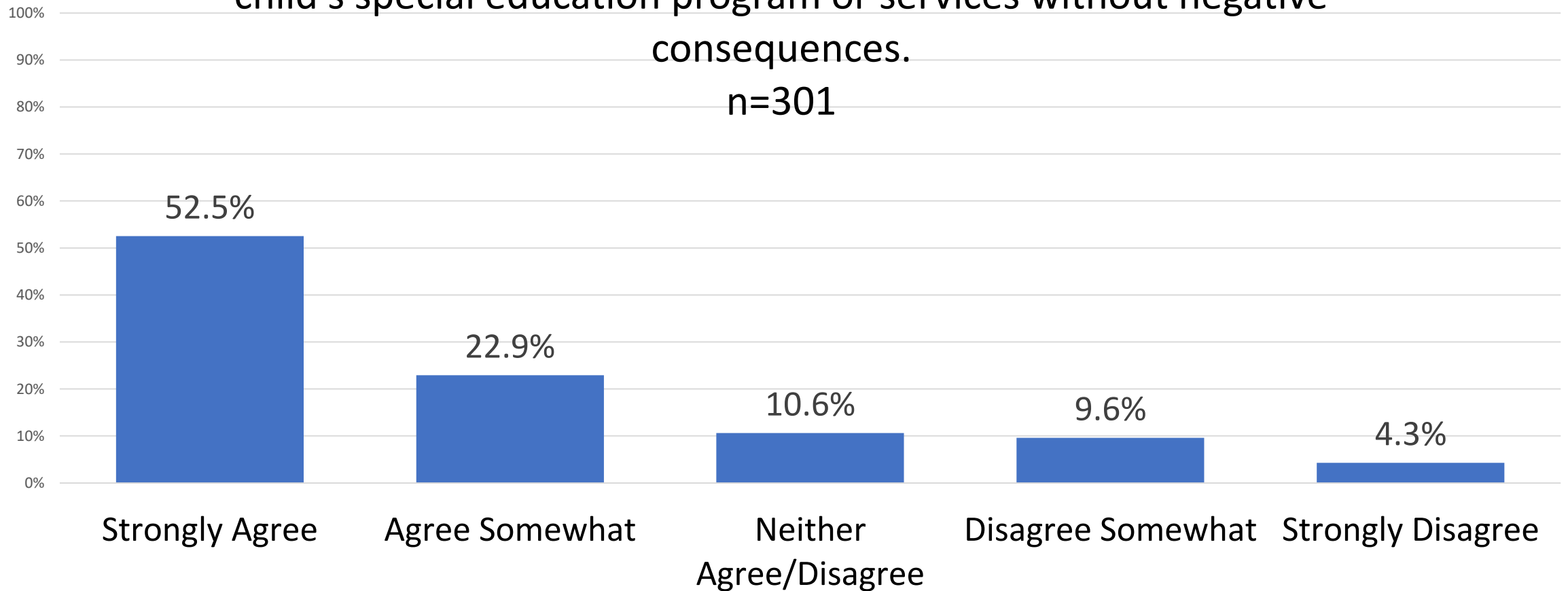
n=318



Speaking Freely Held Steady

Q4: I feel I can speak freely with district staff and disagree with my child's special education program or services without negative consequences.

n=301



General Education and Special Education

Most Classroom Teachers Feel Unprepared to Support Students With Disabilities

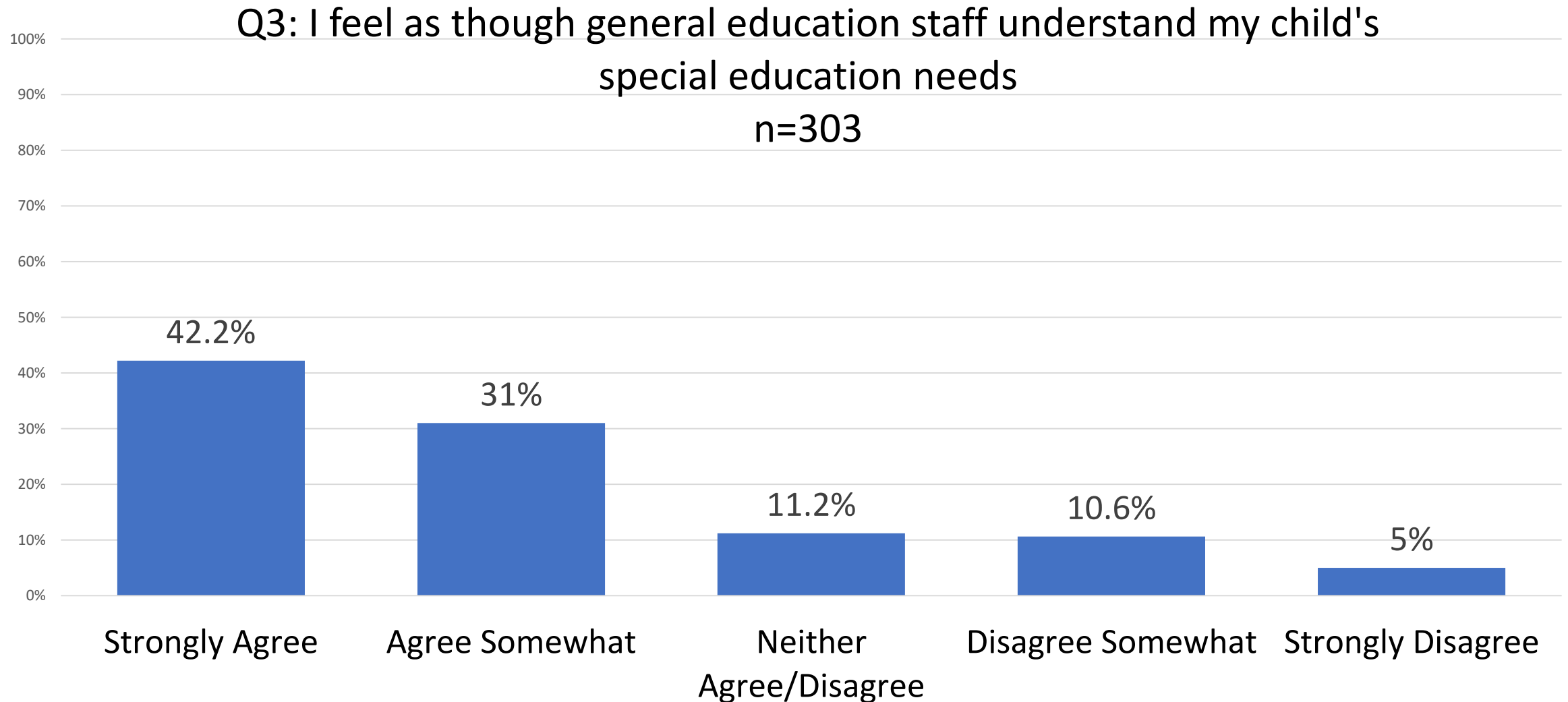
By Corey Mitchell on May 29, 2019 2:40 PM

Less than 1 in 5 general education teachers feel "very well prepared" to teach students with mild to moderate learning disabilities, including ADHD and dyslexia, according to a new survey from two national advocacy groups.

The survey found that only 30 percent of general education teachers feel "strongly" that they can successfully teach students with learning disabilities—and only 50 percent believe those students can reach grade-level standards.

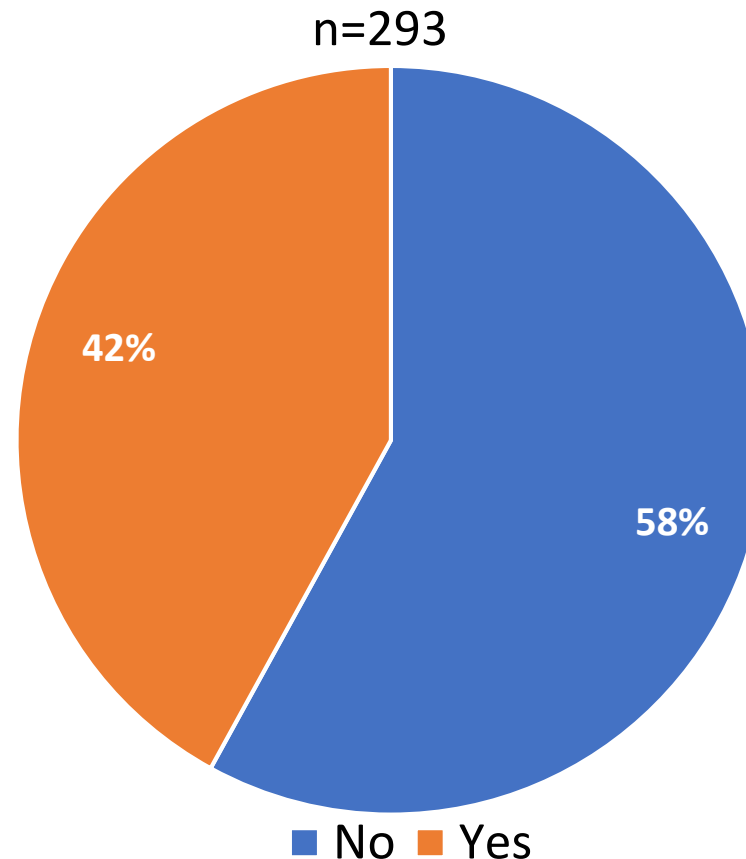


Perceptions of Gen Ed Understanding



Extended School Year Information

Q6: I was informed by a team member that my child must demonstrate regression to qualify for Extended School Year summer services.

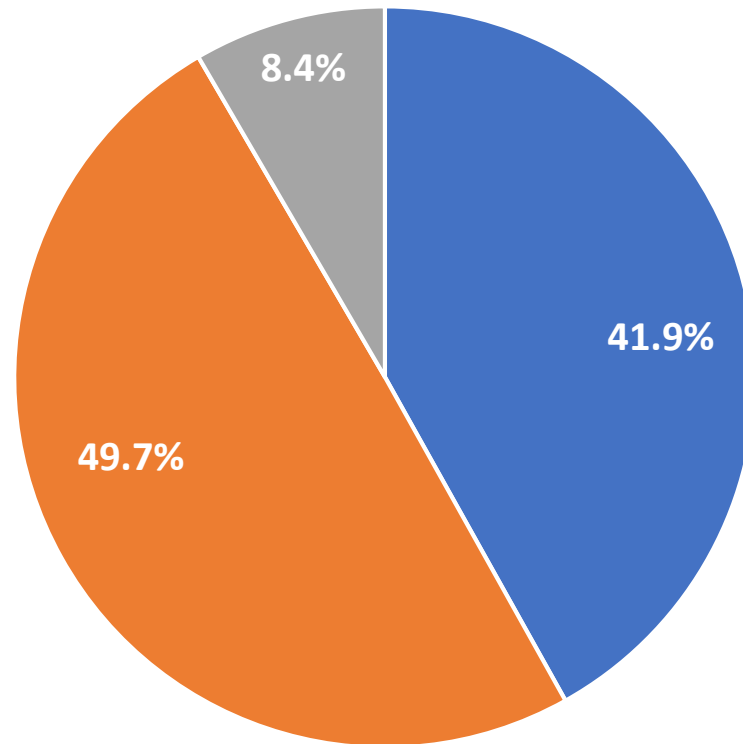


“An extended year program may be identified if the student has demonstrated or is likely to demonstrate substantial regression in his or her learning skills and/or difficulty in relearning such skills if an extended program is not provided.”
[603 CMR 28.05(4)(d)1]

PowerSchool Access

Q5: Have you successfully accessed your child's special education documents in the PowerSchool portal?

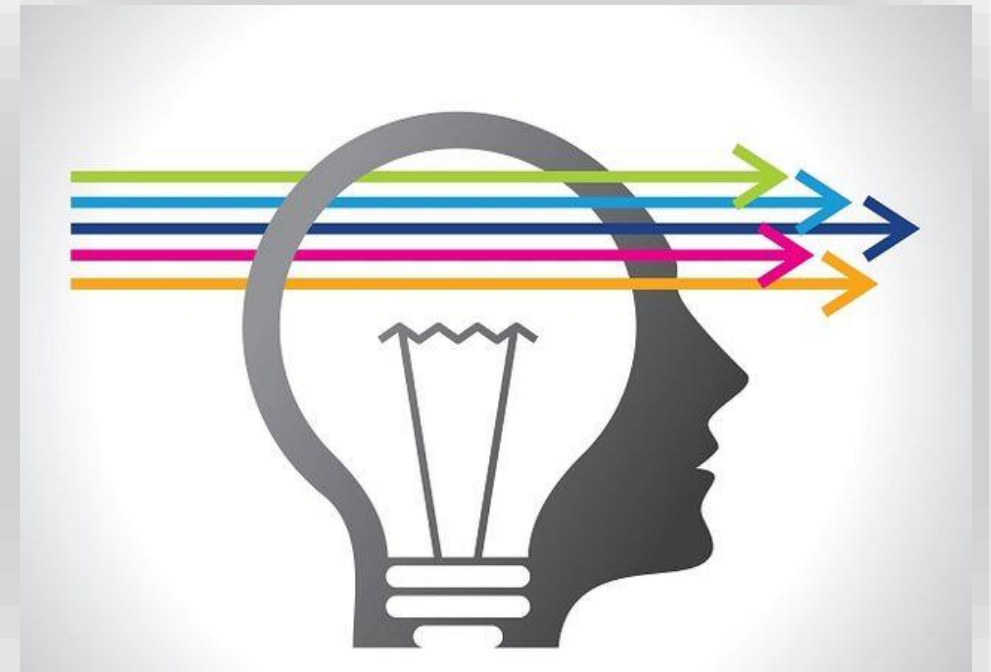
n=298



■ Yes ■ No--I haven't tried/I don't know how ■ No--I tried but was unsuccessful

Recommendations

- Verify during the annual IEP meeting that parents/guardians have accessed their child's special education documents in the portal
- Demonstrate how at that time if they require support
- Continue to email notifications when new materials are added to the portal; mail hard copies of progress reports
- Consider presenting the login information and features in a different way (video)
- Follow up with parents/guardians about access and usability before adding Docusign component





Business Meeting Schedule 2019-2020

September 4

October 2

November 20

December 18

January 8

February 12

March 18

April 15

May 20

June 10 - Annual Meeting & Officer
Elections

*All meetings begin at 7:30 p.m.
in the RJ Grey Junior High library*

Free Screening of Dan Habib's
"Intelligent Lives"
Monday, October 28
7-9 p.m.
RJ Grey Junior High Auditorium

intelligent *lives*
a film by dan habib



Talk following the film by Melanie Perkins McLaughlin, M.Ed., consulting producer, award-winning documentary filmmaker, and Medford SEPAC Co-Chair

Co-sponsored by the Acton-Boxborough, Concord/Concord-Carlisle, Maynard, and Sudbury SEPACs and Acton-Boxborough Regional School District Student Services



Acknowledgments

Our thanks to Interim Special Education Director Debbie Dixon
and the Acton-Boxborough Regional School Committee

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