

Acton-Boxborough Special Education Parent Advisory Council (AB SEPAC)

Business Meeting Agenda

Wednesday, January 12, 2022, at 7:30 p.m. Virtual Meeting Over Zoom

To attend: <https://us02web.zoom.us/j/84512204162>

To call in: +1 646 876 9923

Meeting ID: 845 1220 4162

I. Call to Order

II. Approval of Minutes

Review and approval of December 15, 2021, meeting minutes

III. Organization/Business Issues

- A. Updates from Monthly Meeting with Director of Special Education
- B. ABRSD Protocols for Responding to Incidents Involving Hate or Bias (See 1/13/22 School Committee Meeting Packet)
 - 1. Re-establishing SEPAC Involvement in District Initiatives
- C. Facilitating Home-School Communication
- D. Extended School Year FAQ
- E. Acton Town Election Information - School Committee Seats (2)

IV. New Business – Other topics on people's minds


V. Open Issues

- A. MCAS performance vulnerable for students with disabilities
- B. Mandatory special education training/professional development for regular and special education staff – hiring dual-certified staff
- C. Increasing opportunities for meaningful inclusion across domains
- D. Enhanced Extended School Year, before-, and after-school programming
- E. Increased use of technology in IEP development, revision, & communication
- F. Following up on communication issues noted as barriers to overall satisfaction and subgroup trends for Out of District, Early Childhood, and Specific Learning Disabilities identified via 2015 and 2017 parent/guardian surveys
- G. Need for consistent K-12 executive functioning curriculum

VI. Adjournment

VII. Next Meeting

Wednesday, February 16, 2022, at 7:30 p.m. Virtual Meeting Over Zoom



Acton-Boxborough Special Education Parent Advisory Council (AB SEPAC)

Business Meeting

January 12, 2022

I. Call to Order

Virtual Meeting Participation

- SEPAC meetings are public
- Participation may not take place via the chat box
- Votes will be conducted by roll call
- To be recognized by the Chairs, please use the raise hand function in the Participants window



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.”

II. Approval of Minutes

- ~~• Review and approval of December 15, 2021, meeting minutes~~
- We will **vote to approve the minutes as written or amended** if necessary
- Voting will be by roll call
- If you are not a voting member (parent/guardian of a child with a disability residing or attending school in Acton or Boxborough), please ABSTAIN

III. Organization/Business Issues

- A. Updates from Monthly Meeting with Director of Special Education
- B. ABRSD Protocols for Responding to Incidents Involving Hate or Bias
(removed from 1/3/22 School Committee meeting agenda & packet)
 - 1. Re-establishing SEPAC Involvement in District Initiatives
- C. Facilitating Home-School Communication
- D. Extended School Year FAQ
- E. Acton Town Election Information – School Committee Seats (2)

A. Updates from Monthly Meeting with Director of Special Education

- Update regarding significant disproportionality finding regarding Black students overidentified with communication disabilities
- Timing and equity issues regarding elementary IEP progress reporting
- Extended School Year summer dates and planning
- State Tiered Focus Monitoring district self-assessment
- Proposed FY23 budget items related to special education

Proposed FY23 Budget

- Superintendent's preliminary budget to be presented at the January 13 School Committee meeting
- Among the ongoing budget guidelines:
 - *"Prioritize student needs in alignment with the District's Strategic Plan and Goals"*
 - *"Prioritize funding for programs that support: students with IEPs ..."*
- Among the FY23-specific budget guidelines:
 - *"Address disproportionate outcomes for students in high needs subgroups"*
 - *"Ensure that effective post-COVID recovery services and supports are in place for students' social-emotional and academic needs and who may have been disproportionately impacted by the pandemic and school closures"*

ABRSD Leadership “Guiding Questions”

- *Who are our most vulnerable students and families?*
- *How are they doing and what do they need from us?*
- *What do you think they will need most next year?*
- *Will this decision significantly advance, maintain or limit our work in creating more equitable and inclusive schools and classrooms?*
- *Who will be served by this decision? How will our most vulnerable students and families benefit from this?*
- *What will our staff need in order to help them with this?*

Proposed Needs

NOTE: THIS MEETING IS BEING RECORDED

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Identification of Budget Additions/Critical Needs

Leadership Team evaluated all requests from buildings and departments using a rubric to develop consensus of critical needs

- 1 - Non-negotiable, must be included
- 2 - Urgent & Strategic need even if this requires other reductions
- 3 - Urgent OR Strategic Need, consider other reductions
- 4 - Important, but may be deferred until later time
- 5 - Important, but not supported at this time

Only requests ranked 1 or 2 were included in budget requests

WELLNESS • EQUITY • ENGAGEMENT

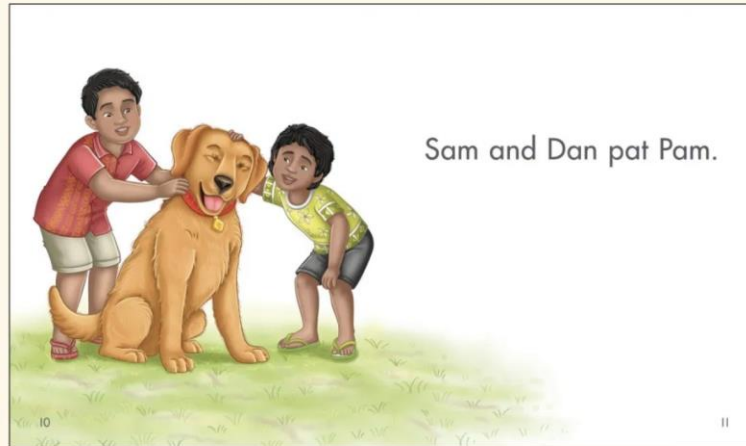
Proposed Needs

Among the level 2 urgent and strategic needs:

- + Literacy Coach for McCarthy-Towne/Merriam
- + Early literacy resources (decodable texts)
- + Increase Special Education Coordinator to 1.0 in two schools (Blanchard +1)

Example of a Level 1 Decodable Text

All words are decodable if the child knows the sounds for: s a t p i n m d



Proposed Reductions

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Proposed Reductions to Balance Budget

Leadership Team engaged in activity similar to that used when considering budget critical and strategic needs.

- 1 - Non-negotiable, will be eliminated
- 2 - Does not create inequities for student or alter strategic direction of the district; may reduce inequities
- 3 - Does not create inequities for students, minor impact to the strategic direction of the district
- 4 - Likely to result in inequities for students and families or will have significant impact on strategic direction of the district
- 5 - Will create significant inequities and significantly alter the strategic direction of the district

Final determinations made by Superintendent after input from Leadership Team.

WELLNESS • EQUITY • ENGAGEMENT

Proposed Reductions

Among the proposed level 1 reductions:

- 1.0 Assistant Superintendent of Schools for Diversity, Equity & Inclusion

NOTE: Responsibility for 504 Plans and Civil Rights will need to be addressed as part of subsequent Central Office restructuring.

Among the proposed level 2 reductions:

- 1.0 Elementary Special Educator
 - * Evaluate for small caseloads (<12 students)
 - * 1.0 additional FTE (Full-Time Equivalent) recategorization through grant funding

B. ABRSD Protocols for Responding to Incidents Involving Hate or Bias

- To be presented at the 1/27/22 School Committee meeting
- ABRSD includes disability as a protected category
- Protocols drafted without input from the AB SEPAC
- AB SEPAC is not listed as a stakeholder organization
- Feedback is welcome from the SEPAC prior to the 1/27/22 School Committee meeting

1. Re-establishing SEPAC Involvement in District Initiatives

- Pattern emerging of the SEPAC not being asked for input or feedback regarding initiatives; omitted as a stakeholder
- Forces the SEPAC to ask reactively and doesn't allow us to fulfill our statutory role
- The pandemic has disproportionately impacted families of students with disabilities

Q: How can we re-establish the SEPAC's proactive involvement?

Q: How can we utilize the School Committee?

C. Facilitating Home-School Communication

- Identified as a need in the SEPAC/Special Education Director listening sessions with families
- Communication can be written into an IEP as an accommodation, in the Service Delivery Grid A section, and in Additional Information
- Common reasons to include communication in an IEP are to help with generalization of skills, student recall, coordination with outside providers, progress monitoring, etc.
- Logs and tools for communicating vary by individual student, program, school, and grade

Carol Huebner Early Childhood Program, ABA Program 2017-2018
Key: Independent/Faded= Age appropriate cueing
Followed Prompts = Followed additional, needed cues
Needed more assistance = Followed student specific guidelines

Daily Home Log

Student:

Thematic Unit: Nursery Rhymes

General Information:

Date: 12/21/17

Full Day Program:

AM Circle:

Age Appropriate Followed prompts as prescribed

Needed prompts

AM Snack:

Party!
Ate all/most Ate some Ate little/none

Art Project:

Independent/faded prompts Followed prompts as prescribed

Needed more assistance

Direct Instruction:

Independent/faded prompts Followed prompts as prescribed

Needed more assistance

Social Skills:

Independent/faded prompts Followed prompts as prescribed

Needed more assistance

Play:

Independent/faded prompts Followed prompts as prescribed

Needed more assistance

Lunch:

Ate all/most Ate some Ate little/none

Rest/Nap: Slept, duration: _____

Rested, duration: _____

PM Circle:

Independent participation Followed prompts as prescribed

Needed more assistance

Play:

Independent/faded prompts Followed prompts as prescribed

Needed more assistance

PM Snack:

Cookie and fruit
Ate all/most Ate some Ate little/none

Targeted Behavior:

Independent/faded prompts Followed prompts as prescribed

Needed more assistance

Parent Questions/Concerns:

NOTE: THIS MEETING IS BEING RECORDED




Early Childhood Example – ABA Program












































































Have a
Nice Winter
Break!

Acton-Boxborough SEPAC
abrsdsepac@gmail.com

Weekly Communication for _____

Week of _____

 This is something I really enjoyed. I would like to do it again.  This was something that was OK.  I did not like this at all.

Monday	Tuesday	Wednesday	Thursday	Friday
A little something about my morning _____ _____ _____	A little something about my morning _____ _____ _____	A little something about my morning _____ _____ _____	A little something about my morning _____ _____ _____	A little something about my morning _____ _____ _____
Art was   	Gym was   	Library was   	Morning Meeting was   	Music was   
3 things I can talk about from today: 1. _____    2. _____    3. _____   	3 things I can talk about from today: 1. _____    2. _____    3. _____   	3 things I can talk about from today: 1. _____    2. _____    3. _____   	3 things I can talk about from today: 1. _____    2. _____    3. _____   	3 things I can talk about from today: 1. _____    2. _____    3. _____   
Recess went:   	Recess went:   	Recess went:   	Recess went:   	Recess went:   

Elementary Example – Student Report

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Sunday/Monday	Tuesday	Wednesday	Thursday	Friday
At home my child ___slept all night ___did not sleep well ___ had a good morning ___was not feeling well ___ate all of breakfast ___didn't eat breakfast	At home my child ___slept all night ___did not sleep well ___ had a good morning ___was not feeling well ___ate all of breakfast ___didn't eat breakfast	At home my child ___slept all night ___did not sleep well ___ had a good morning ___was not feeling well ___ate all of breakfast ___didn't eat breakfast	At home my child ___slept all night ___did not sleep well ___ had a good morning ___was not feeling well ___ate all of breakfast ___didn't eat breakfast	At home my child ___slept all night ___did not sleep well ___ had a good morning ___was not feeling well ___ate all of breakfast ___didn't eat breakfast
Behaviors noted at home:	Behaviors noted at home:	Behaviors noted at home:	Behaviors noted at home:	Behaviors noted at home:
Questions/Concerns /Comments	Questions/Concerns /Comments	Questions/Concerns /Comments	Questions/Concerns /Comments	Questions/Concerns /Comments
This weekend I:	Special activities:	Special activities:	Special Activities:	Special Activities:
Parents Initials	Parents Initials	Parents Initials	Parents Initials	Parents Initials

Elementary Example – Parent Report

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WEEK OF:	GROWS	GROWS	NOTES
1/10/2022			
(Classroom)			
(Special Educator)			
(School Psych)			
(Speech)			
(BCBA)			
Family			

Elementary Example – Google Doc

Resources & Better Practices

- One size doesn't fit all
- Include related self advocacy or executive functioning goals in the IEP
- Keep it meaningful but simple; consider frequency
- Respect what's appropriate for the age and grade
- Get student's input about what's important to them when developing the log
- Provide a way for students to share their experiences



[A Day in Our Shoes - Daily Home to School Communication Log Templates](#)

D. Extended School Year FAQ

- See the AB SEPAC's FAQ for information and resources
- ESY eligibility should be determined annually for each student
- Documented regression **isn't** required
- ... Now is the time to document regression from winter break
- Extended School Year services are different from COVID Compensatory Services
- Programming dates and information pending

E. Acton Town Election Information

- Two Acton 3-year terms are up for election on the School Committee
- Seats currently held by Ginny Kremer and John Petersen
- Last date to obtain papers is **February 4** with a filing deadline of **February 8**; town election is March 29
- *Per our bylaws, the AB SEPAC does not campaign on behalf of or in opposition to any candidate for public office*



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IV. New Business

Other topics on
people's minds

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abrsdsepac@gmail.com



More Information

DESE Info to Special Education Directors
doe.mass.edu/covid19/sped.html

Mass Advocates for Children (MAC)
massadvocates.org/covid19

Special Needs Advocacy Network (SPaN)
spanmass.org/covid-19.html

Federation for Children with Special Needs (FCSN)
fcsn.org

V. Open Issues

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- G. Need for consistent K-12 executive functioning curriculum

VI. Adjournment

- We will **vote to adjourn the meeting**
- Voting will be by roll call
- If you are not a voting member (parent/guardian of a child with a disability residing or attending school in Acton or Boxborough), please ABSTAIN

Next Meeting February 16, 2021, 7:30 p.m.
Meeting Recordings Available @ absepac.org

Thanks & Contact Information

Our thanks to Director of Special Education Jen Truslow
and the Acton-Boxborough Regional School Committee for their
ongoing collaboration

absepac.org

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

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