

# **Acton-Boxborough Special Education Parent Advisory Council**

Select 2021-2022 Survey Findings & 2022-2023 Priorities  
Fall 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.”*

# The SEPAC's Role

Acton-Boxborough SEPAC  
abrsdsepac@gmail.com



Content inspired by Family Voices, "Assessing Family Engagement in Systems-Level Initiatives"

# 2021-2022 Survey Objectives

**Goal 1:** Solicit information from our entire parent/guardian community to facilitate participation and ensure all children with disabilities are represented through our efforts

**Goal 2:** Monitor families' experiences with special education programming to provide feedback and guidance to the district

**Goal 3:** Follow up on issues previously identified through surveys, feedback forms, and anecdotal reporting

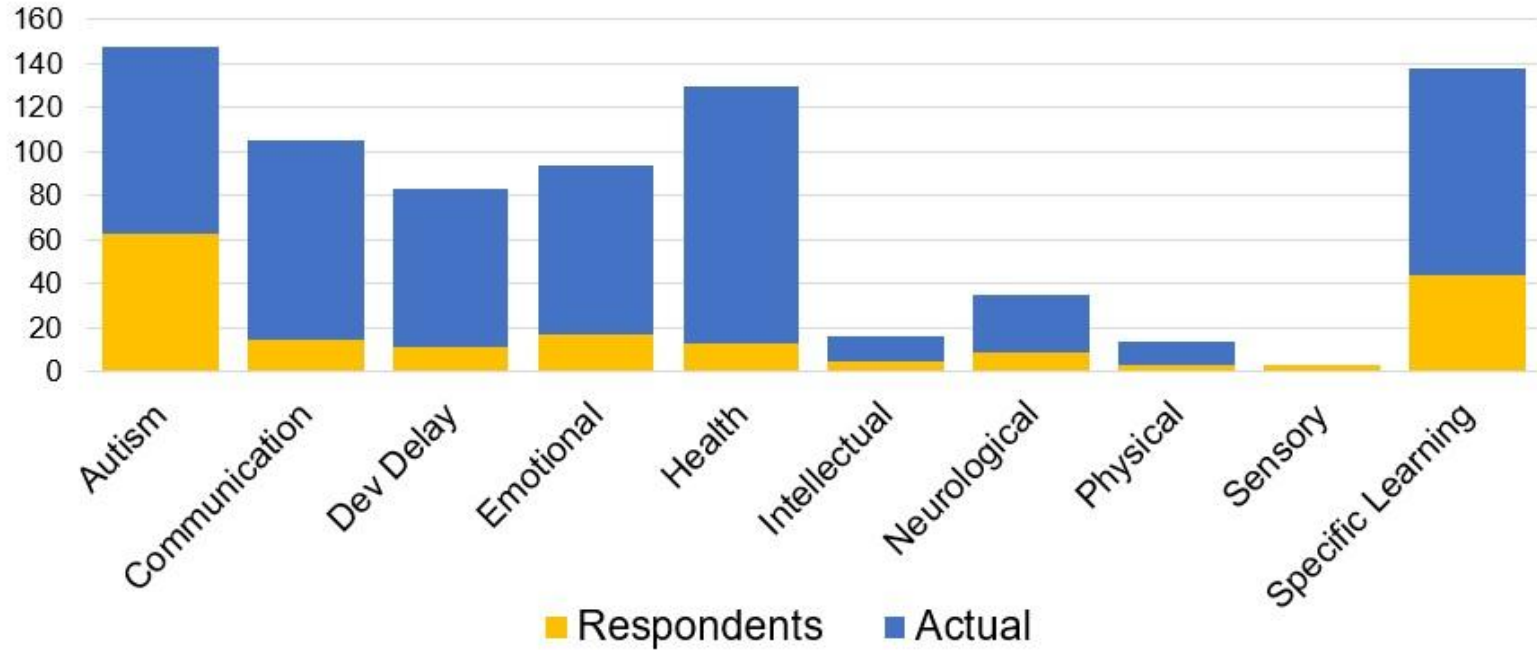
# Demographics

- 209 responses
- 183 students with Individualized Education Programs (IEPs) / Students With Disabilities (SWD)
  - 24% of 762 October 1, 2021, headcount per DESE
- 26 students with 504 Plans
- First time translating survey into languages other than English
  - Chinese, French, Portuguese (missing Korean & Spanish)
  - 3 of 13 surveys returned

# Demographics Continued

- First time collecting race/ethnicity data per DESE definitions
- Survey results (IEPs + 504s) of total SWD based on 810 headcount
  - African American 9.3% (5 of 54)
  - Asian 25.4% (31 of 122)
  - Hispanic 11.7% (7 of 60)
  - Native American 0% (0 of 3)
  - Native Hawaiian, Pacific Islander 0% (0 of 3)
  - Multi-Race, Non-Hispanic 21.6% (11 of 51)
  - White 28.8% (149 of 517)

Survey Responses to Total SWD by IEP Disability Type  
N=183  
\*504s removed



# Outreach

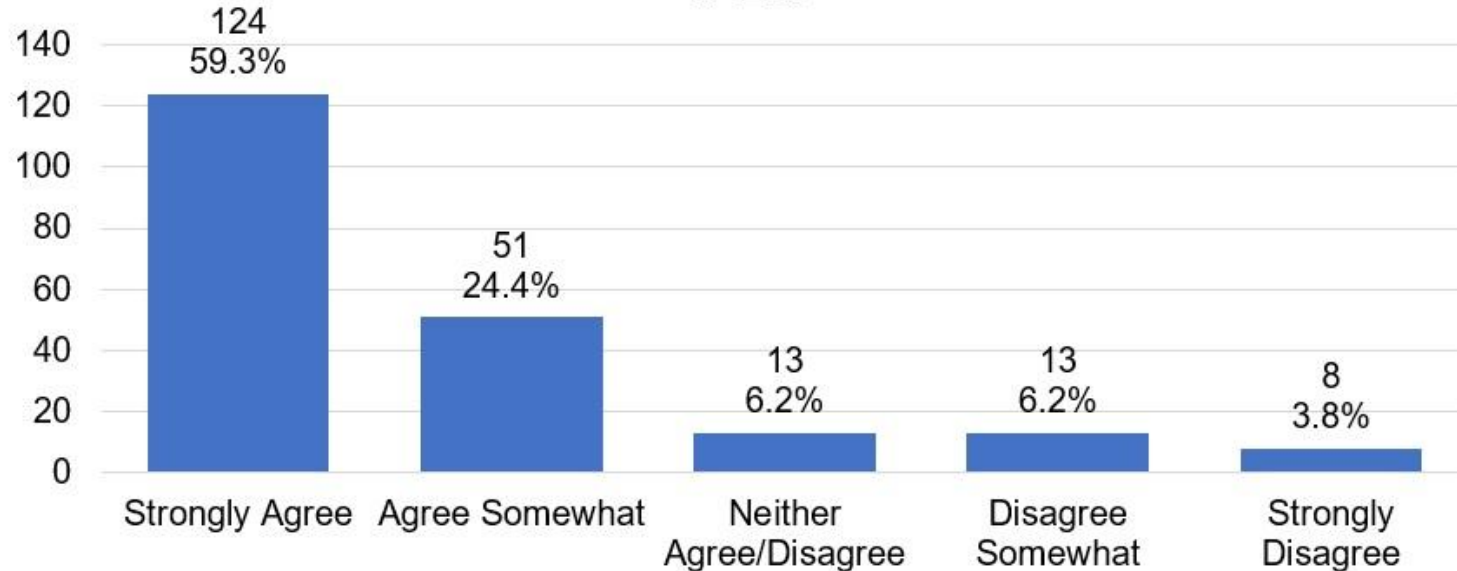
- Resource table at all back to school nights and Early Childhood Program meetup
- Reached out to all Special Ed Coordinators to (re)introduce organization and extend partnership opportunities
- Hosted Special Ed Coordinators and OT/PT Chair at September business meeting
- Available to present to PTOs
- Met with new Director of DEI to discuss 504s, translation, inclusion, and other issues related to students with disabilities



# Collaboration

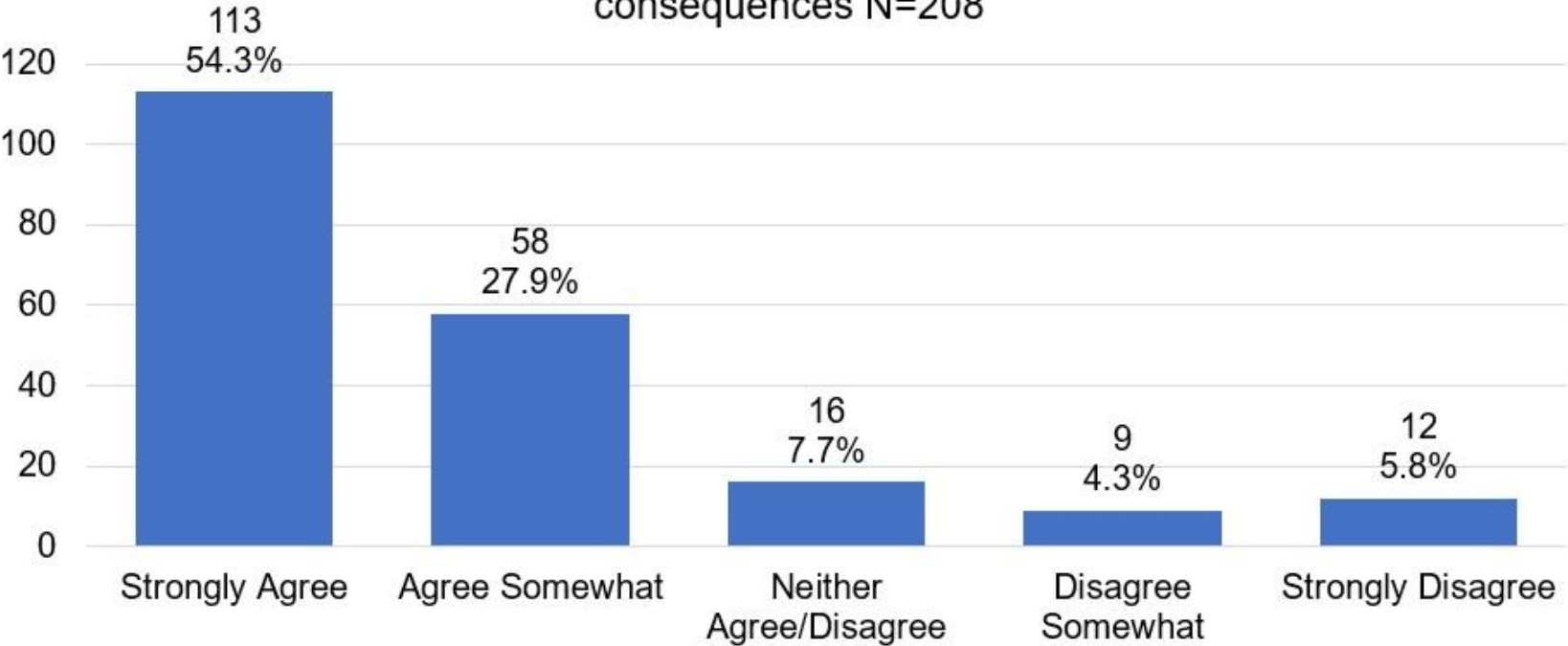
Q5: My observations and suggestions about my student's special education program, accommodations, or services are given consideration as a full member by the rest of the IEP team / For a student with a 504, my input is given consideration by school staff

N=209



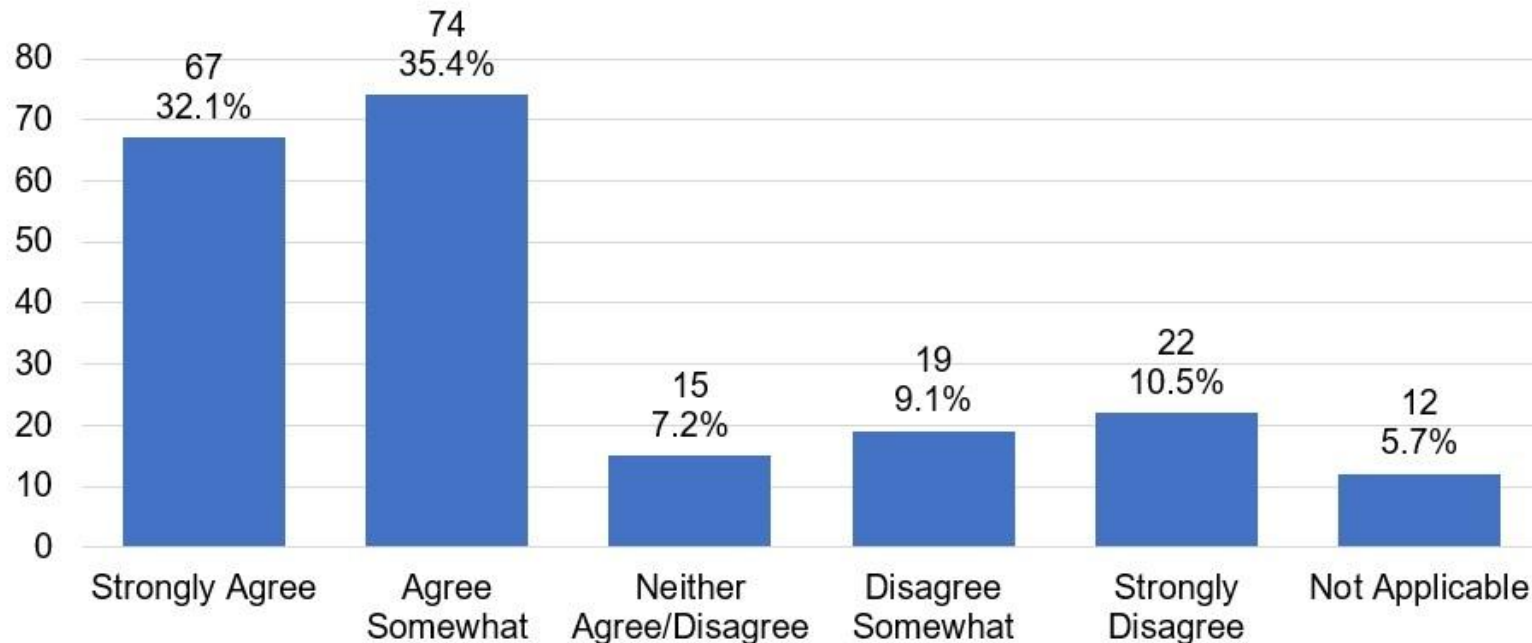
# Culture

Q6: I feel I can speak freely with district staff and disagree with my student's special education program or services without negative consequences N=208



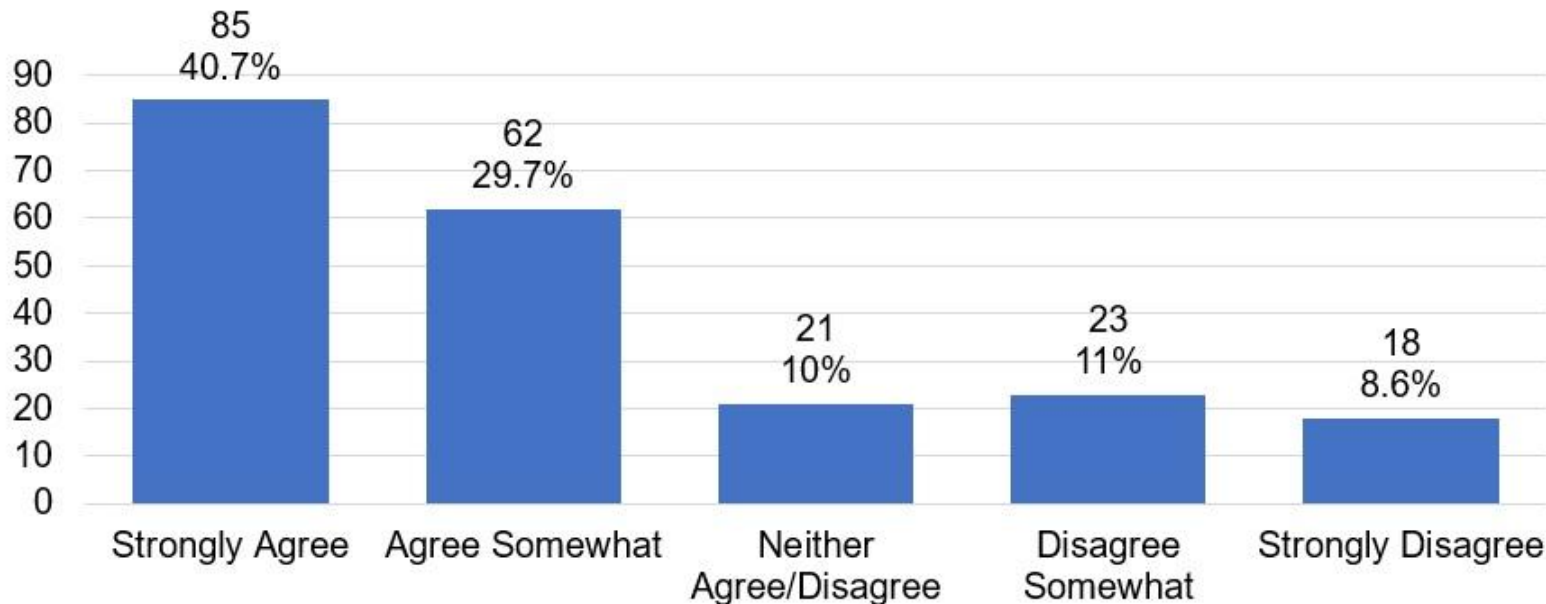
# Staff Understanding

Q11: I feel as though general education staff understand my student's disability-related needs N=209



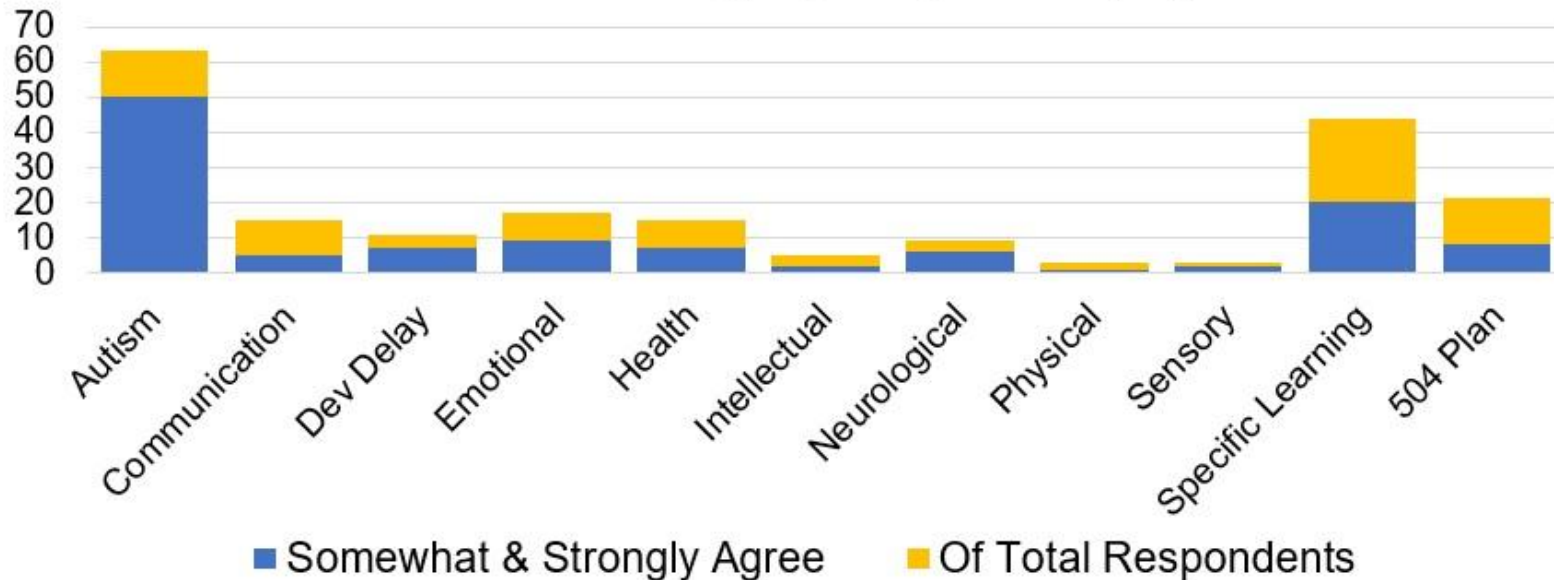
# Social Emotional Needs

Q9: My student has the appropriate support, peer groupings,  
and/or services necessary to meet their social and emotional  
needs N=209



# Bullying, Teasing & Harassment

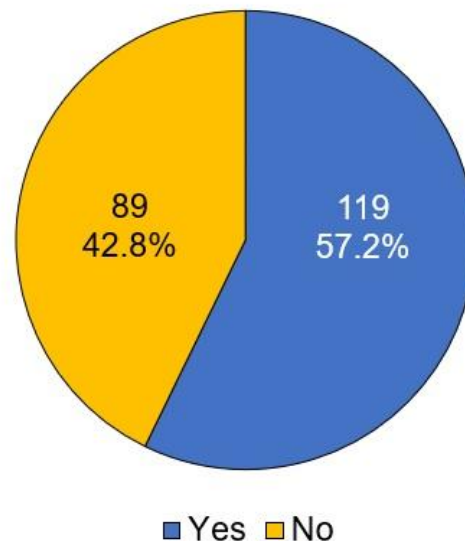
Q10: I worry about my student being bullied, teased, or harassed  
due to their disability N=208  
*Somewhat & Strongly Agree by Disability Type*



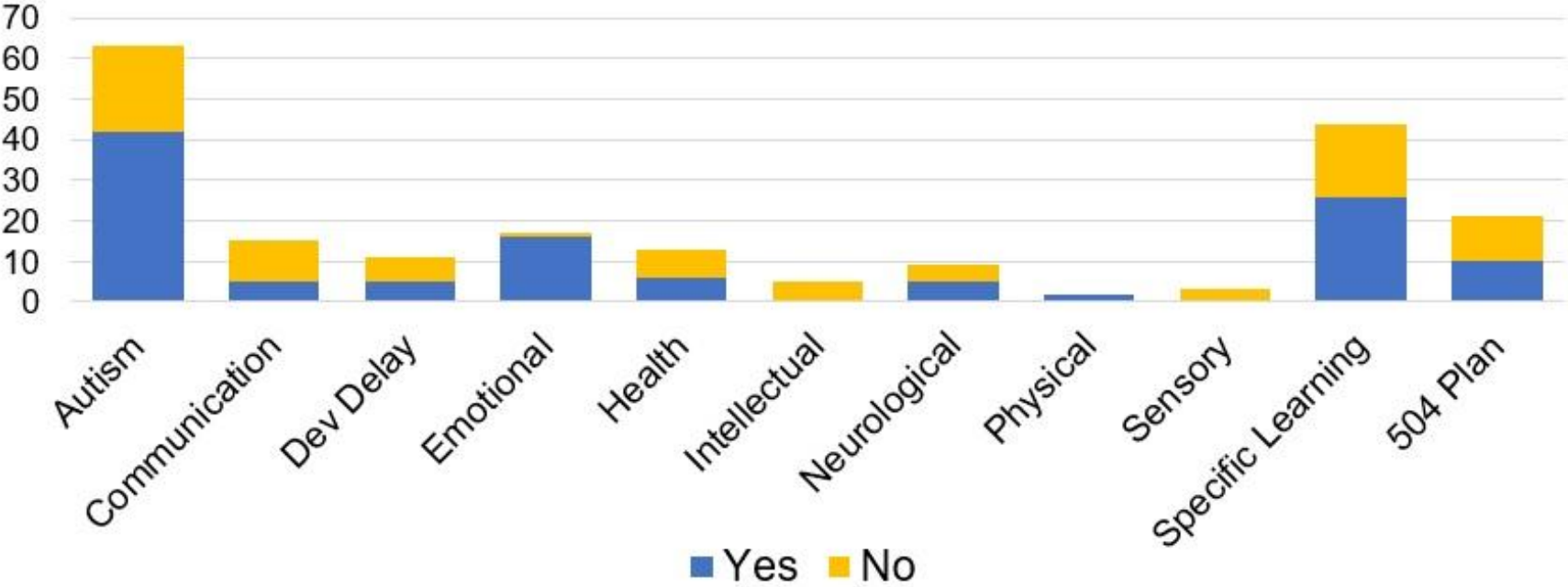
# Private Therapies

- Many families report pursuing outside services in addition to what their students receive in school
- Over half report supplementing
- Discrepancies by disability type
- Questions regarding equity, adequate in-school service provision, and progress monitoring

Q14: I supplement my student's special education services or 504 support with private therapy for their disability-related needs N=208

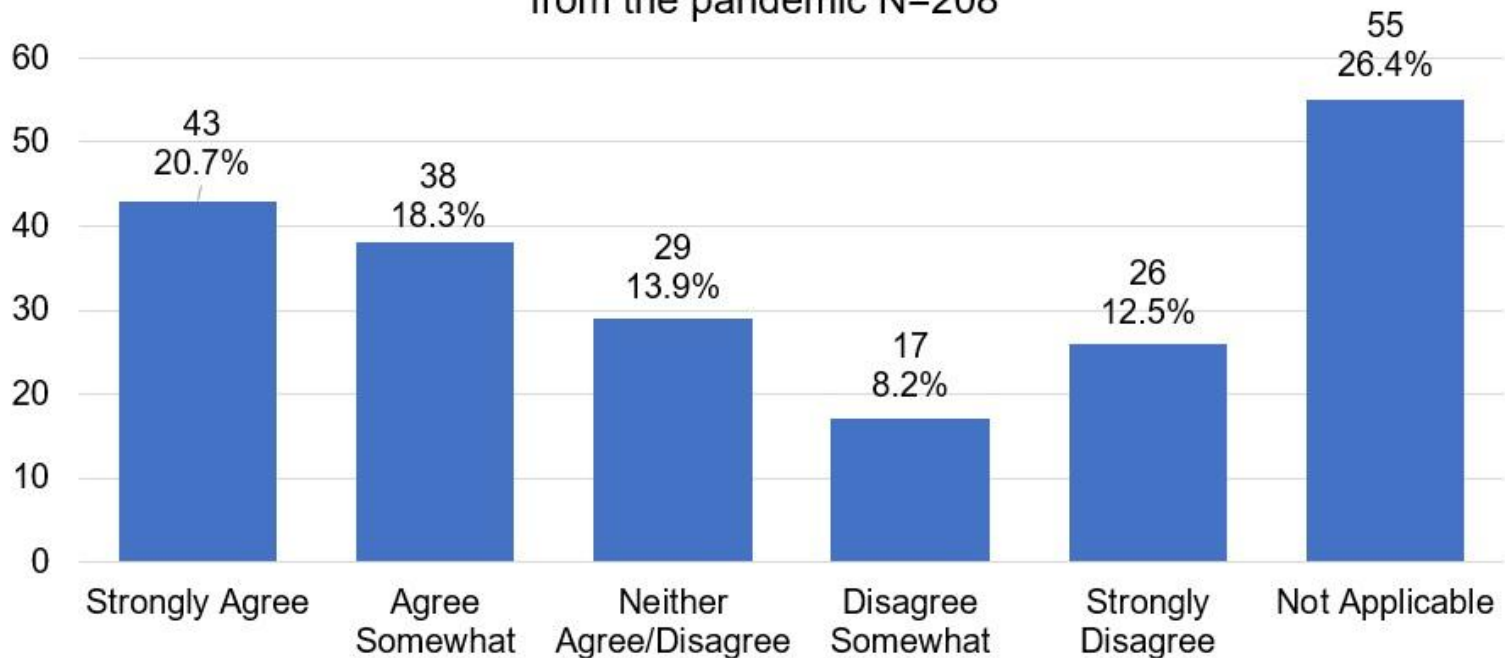


Q14 Private Therapy by Disability Type  
N=208



# COVID's Impact

Q13: My student was provided the appropriate level of COVID  
Compensatory Services to address any regression or new needs  
from the pandemic N=208





# 2022-2023 Preliminary Priorities

- Monitor district conversations regarding Memorandum of Understanding for the School Resource Officer program
- Participate in DESE Tiered Focus Monitoring process
- Follow up on issues identified in 2021-2022 survey: Extended School Year eligibility process, PowerSchool access, SEPAC outreach, community building, etc.
- Listening session for parents/guardians of students with Autism
- Spring 2023 parent/guardian survey
- Community education on Basic Rights and other topics

# Meeting Dates & Resources

October 19 (Zoom)

November 16 (Zoom)

December 14 (RJ Grey library)

January 11 (Zoom)

February 15 (Zoom)

March 15 (RJ Grey library)

April 12 (Zoom)

May 17 (Zoom)

June 14 Annual Meeting & Elections (RJ Grey library)

Federation for Children with Special Needs  
fcsn.org

Mass Advocates for Children  
massadvocates.org

Special Needs Advocacy Network  
spanmass.org

# Thanks & Contact Information

Our thanks to  
Director of Special Education Jennifer Truslow,  
Director of DEI Jennifer Faber,  
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