

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

Annual Meeting Agenda

Wednesday, June 14, 2023, at 7 p.m. RJ Grey Junior High Library

Followed by Friends of AB SEPAC 501(c)(3) Meeting & Elections

I. Call to Order

II. Approval of Minutes

Review and approval of February 15, 2023, March 15, 2023, and May 17, 2023, minutes

III. Organization/Business Issues

A. Updates from the Director of Special Education

1. Assistant Director of Special Education Search
2. Follow Up RE: Role of School Counselors in Pre-Referral Process
3. Extended School Year Questions RE: Transportation, Least Restrictive Environment
4. Staffing
5. Status of Student Mentorship in Occupational Development Program
6. Ensuring SEPAC is Aware of Proposed Program Changes

B. Autism Listening Session Summary & Next Steps

C. Seek Nominations & Elect Officers for 2023-2024

D. Discuss Meeting Logistics for 2023-2024

E. Brainstorm 2023-2024 Priorities

1. Finalizing Autism Recommendations
2. School Committee Policies & Procedures RE: Gen Ed Progress Reporting
3. Reviewing Post-Secondary Transition Planning Practices
4. Relationship Building With New Assistant Director & Principals
5. Engagement with Accessibility Alliance & Other DEI Groups
6. Survey


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 issues and subgroup trends identified via 2021-2022 parent/guardian survey
- G. Need for consistent K-12 executive functioning curriculum

VI. Adjournment

VII. 2023-2024 Meeting Schedule TBD



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

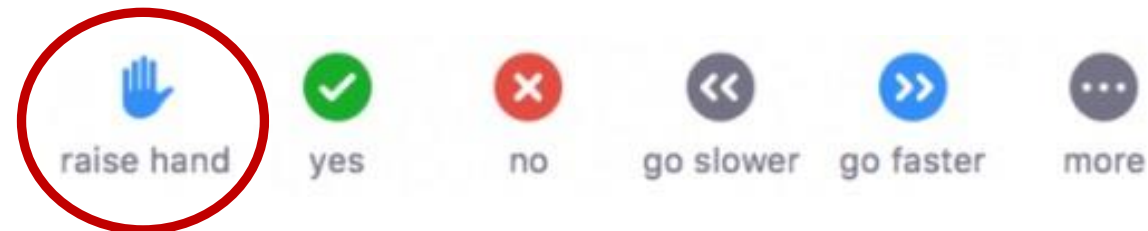
Business Meeting

April 12, 2023

I. Call to Order

Online Meeting Participation

- SEPAC meetings are public
- 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 March 15, 2023, meeting minutes (draft available at absepac.org)~~
- 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 the Director of Special Education
- B. District Proposal to Add Assistant Director of Special Education
- C. SEPAC Participation On District Bullying Prevention Plan Review Team
- D. Discuss Amending* SEPAC By-Laws Regarding Meeting Attendance Requirement for Officer Candidacy
- E. Upcoming School Committee Elections
- F. Other AB SEPAC Priorities for 2022-2023

A. Updates from the Director of Special Education



- Director meets monthly with SEPAC Co-Chairs for information sharing purposes
- Updated on March SEPAC meeting and recent events
- School Committee policy subcommittee meeting regarding gen ed progress reporting
- How to address concerns regarding building-based coordinators
- SEPAC request for full program evaluation report from fall 2022 granted

B. District Proposal to Add Ass't Director of Special Education

1) Rationale, Responsibilities, and Budget Factors

- See 4/13/23 School Committee meeting packet, pages 79-88
- Recommendation stemming in part from fall 2022 program review of leadership structure (also looked at use of paraprofessionals)
- SEPAC asked for clarification of how role would be funded and responsibilities of Director and Assistant Director

2) Implications for Families & the SEPAC

- SEPAC would have representation in the search process

Circuit Breaker 101

- Provides additional funding to districts for “high-cost” Students With Disabilities
- Eligibility is tied to 4x the state average foundation budget per pupil, with the state paying 75% of the costs above that threshold
- Districts submit claims listing types and amounts of special ed services provided to those students during the previous fiscal year
- Reimbursements must go toward special education-related purposes (excluding administrative and overhead costs)



See DESE’s [*A Primer on Financial Aspects of Special Education*](#)

Current Leadership Structure

Director of Special Education

Early Childhood Coordinator

Out of District Coordinator

{ Special Education Coordinator Merriam & Conant
Special Education Coordinator Blanchard
Special Education Coordinator Douglas & Gates
Special Education Coordinator McCarthy-Towne

Special Education Coordinator Junior High

Special Education Coordinator ABRHS

+ Department Chairs, Admin Assistants

Ass't Director Primary Responsibilities



- 1) Support effective program development across the elementary schools, including Pathways (Blanchard), Connections (Conant), Compass (Mc-T), and LAB (Douglas)
- 2) Support management of complex cases at the elementary level
- 3) Improve special education processes and consistency of services across all elementary schools

What We Don't Want



C. SEPAC Participation On District Bullying Prevention Plan Review Team

- Per state law, each district must review and update its bullying prevention plan at least biennially
- Team of teachers, staff, administrators, community representatives, students, and parents/guardians; Director of DEI approached the SEPAC regarding participation
- Will evaluate current plan, identifying areas for improvement, and suggest changes to better prevent bullying in our schools
- Current plan and more info available at abschools.org

D. Discuss Amending SEPAC By-Laws RE: Meeting Attendance Requirement for Officer Candidacy

- Some SEPACs require candidates to have attended a set number of meetings [question asked of School Committee candidates]
- People can currently run for SEPAC officer regardless of their familiarity with the organization
 - Officers are Chairperson (up to 3) and Secretary (up to 2)
 - Chairs are primary representatives and liaisons with the district
- *May want to clarify if general or voting membership is required*
- By-laws may be amended by a vote of 2/3 of the voting membership at any business meeting, provided written notice of the proposed amendments is given prior to the meeting

E. Upcoming School Committee Elections

ACTON

- Three 3-year terms up for election
- Seats currently held by Amy Krishnamurthy, Kyra Wilson Cook, and Yebin Wang
- Six candidates
- Acton town election is April 25
- Recordings of public forums and candidate statements available

BOXBOROUGH

- Two 3-year terms up for election
- Seats held by Evelyn Abayaah-Issah and Tessa McKinley
- Four candidates pulled papers
- Boxborough town election is May 16

Per our bylaws, the AB SEPAC does not campaign on behalf of or in opposition to any candidate for public office

F. Other AB SEPAC Priorities for 2022-2023

1. Outreach & Community Building
 - a. SEPAC introduction at 3/27/23 Early Childhood Program PTA meeting
 - b. ADHD Essentials presentation had 40 attendees; slides to be available
 - c. Autism programming feedback form to open 4/24/23
 - d. Scheduling meetings RE: reported issues at high school



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 issues identified via 2021-2022 parent/guardian survey
- 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 May 17, 2023, 7 p.m. Via Zoom
Meeting Information Available @absepac.org

Thanks & Contact Information

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

absepac.org
 @absepac
abrsdsepac@gmail.com

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

Draft Business Meeting Minutes

February 15, 2023

I. Call to Order

Amanda Bailey called the Zoom meeting to order at 7:01 p.m. SEPAC Co-Chairs Amanda Bailey and Kara Lafferty, Secretary Lynette Cassel, Director of Special Education Jennifer Truslow, School Committee liaison to the SEPAC Adam Klein, and nine community members were present.

II. Approval of Minutes

A motion was made and passed to approve the December 14, 2022, meeting minutes as written.

III. Organizational/Business Issues

A. Updates from Monthly Meeting With Director of Special Education

1. Staffing

There are openings (BCBA, SLP, special educators, and paraprofessionals) due to resignations, maternity leave, and people pursuing other options. Roles are being covered by long-term subs and other staff.

2. Internal Special Education Program Review Findings

Consultants Dorsey Yearley and Chris Brumbach were hired to look at the admin structure and use of paraprofessionals throughout the district due to high turnover and increase in use of paras. They spoke with a variety of staff, conducted a survey, met with SEPAC leaders, and reviewed data. They recently presented their findings to district admins and special ed leadership. Recommendations included creating a strategic plan and clarifying priorities and vision. There is a need to define the role of the special education coordinator. Additionally, further clarifying specialized programs is required with possibly having a dedicated coordinator for the specific programs. They also asked how the district can have more opportunities for special educators and general educators to collaborate and support students. They suggested clarifying language in IEPs about when and why a special education assistant is needed and how these decisions are made. A parent asked if there was any advice about changes to the levels of training for the ABA support staff who had obtained Registered Behavior Technician status. The Director said the RBTs weren't mentioned specifically. There will be a multi-year process to think about the district's priorities.

3. 2022-2023 State Tiered Focus Monitoring Report Findings

The Department of Elementary and Secondary Education representative was in the district in September. The final report said the ABRSD is in compliance in all areas. There was one finding about Out of District monitoring that asked the district to create a form to show how the monitoring was taking place vs. having the information throughout

a student's record. Overall, the state was very complimentary. They recommended looking into improving communication with families (progress reports, etc.). There was positive feedback about the good relationship between the district and the SEPAC. It is noted that the state was looking for very specific details, not the broader feedback that they may have gotten from individual families. They will review every three years with different indicators.

B. Pathways Program Status & Expansion to Junior High

In 2016-17 an internal program called Pathways was created to support students with Autism within the district. Now the program is expanding as that cohort heads to the junior high. At this time there are cross school observations and exchange of information (Blanchard/RJ Grey) to determine needs. This includes space, schedules, and inclusion opportunities. There will be a time for parents to meet the professional staff and see the classroom space as well as a visiting day for the students. A parent asked how those who are heavily supported but not in the Pathways program will have their needs met. Their transitions are planned for as well. Another parent asked how people know if their child is in a specific program. Typically this is mentioned in the N1 form. Those present agreed programs should be more clearly listed and described in the IEP.

C. District Mathematics Update at 1/26/23 School Committee Meeting

1. Subgroup MCAS & iReady Performance

Data was shared showing how many students were 2-3 years behind in math, broken down by subgroups. The SEPAC confirmed caregivers had not been informed of this in every instance.

2. General Ed Progress Monitoring

There is no clear procedure for general ed progress monitoring at the elementary level, nor how the information is shared with caregivers. A student may be behind without a caregiver knowing. This has implications for Child Find. Parents/guardians are to receive iReady results upon request.

3. Multi-Tiered System of Support (MTSS) Implementation

Students with special education needs are general ed students first and receive MTSS support. Caregivers of all students need to be informed when this occurs and what type of intervention students are receiving.

D. IEP/504 Accommodations & District Curriculum Accommodation Plan (DCAP)

The ABRSD has a District Curriculum Accommodation Plan outlining best practices for all students. An ICAP (Individualized Curriculum Accommodation Plan) is sometimes offered instead of a 504 plan. For students with documented disabilities, it is important to have specific accommodations documented in 504s and IEPs even if they are best practice, especially for portability. The Acton-Boxborough DCAP directly states accommodations must be listed in 504s and IEPs even if they appear in the DCAP. The Director shared she is in charge of supervising school counselors as well as 504s.

E. Transition Assessments for Students 14+

Transition planning for life after high school should be part of the process for all students with IEPs 14+ regardless of disability type. Transition assessments can take many forms, including formal and informal measures. They will be individualized based on student needs. There are reports of delayed transition assessments for students in Out

of District placements. The SEPAC will seek additional clarity regarding existing practices.

F. Other AB SEPAC Priorities for 2022-2023

1. Outreach & Community Building

- a. The SEPAC will do a presentation for the Early Childhood Program PTO later this month on what the organization does and other resources for families.
- b. ADHD Essentials with Brendan Mahan is scheduled for 3/8/23 at 6:30 p.m.
- c. The SEPAC's autism listening session will take place this spring at the Sargent Memorial Library in Boxborough.

IV. New Business

Five seats are turning over in the upcoming election (3 in Acton and 2 in Boxborough). Caregivers of students with disabilities are encouraged to run. The last date to obtain papers is March 3 for Acton and March 24 in Boxborough. Per its bylaws, the SEPAC does not campaign on behalf of or in opposition to any candidate.

V. Adjournment

The meeting adjourned at 8:15 p.m.

VI. Next Meeting

Wednesday, March 15, 2023, at 7 p.m. in the RJ Grey Junior High Library

All AB SEPAC meetings are open to the public. We encourage parents of children with disabilities and others interested in special education to attend. Please visit our website (www.absepac.org) for information regarding upcoming events.

Respectfully submitted by Lynette Cassel, Secretary

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

Draft Business Meeting Minutes

March 15, 2023

Followed by Friends of AB SEPAC 501(c)(3) Planning Meeting

I. Call to Order

Amanda Bailey called the meeting to order at 7 p.m. SEPAC Co-Chairs Amanda Bailey, Kara Lafferty, and Abe Gutierrez; Secretary Lynette Cassel; School Committee liaison to the SEPAC Adam Klein; and five community members were present.

II. Approval of Minutes

A motion was made and passed to approve the January 11, 2023, meeting minutes as written.

III. Organization/Business Issues

A. Updates from [Monthly Meeting With] the Director of Special Education

1. Staffing

The district has started posting for ESY and many other staff to take over for long term substitutes and interim roles. There were no special education staff positions cut in the budget.

2. Clarifying Length of IEP Meetings

IEP meetings should take as long as necessary to have meaningful parent participation. This may be over multiple meetings.

3. The number of initial evaluations has been very high, requiring additional time and resources.

4. The 504 coordinator for the district is Shannon Dandridge at the high school.

B. Recently Reported Accessibility Issues at Acton-Boxborough Regional High School

An ABRHS alum who is a wheelchair user posted on social media about inaccessibility at the high school, ableist comments by staff and students, and lack of disability representation in the curriculum. Health and sexual ed particularly omits physical disability and PE is not accessible. A parent noted that alternative writing assignments for PE can also be challenging. The SEPAC proposes to meet with the Director, the high school coordinator, and the principal to find out the status of these issues. A Co-Chair asked if the SEPAC would want the district to conduct an accessibility audit and if they would be required to implement any findings. There is a HS accessibility club that should allow for student input. A parent noted that the accommodation for moving between classes without stairs is to give more time, but then students miss class. There was a discussion about where to start requesting (which building) to review. The School Committee liaison suggested starting with the recent facilities review. Projects could be added on to the existing list of needs.

C. Disability Inclusion in K-12 Curriculums

This would be a conversation with the Assistant Superintendent for Curriculum and Learning. There seems to be limited content during Disability Awareness Week. A more systemic awareness would have a wider reach. Examples include people advocating during IEP meetings to have education for a class about disability from the

school counselor. This would require support from the principals. There have been concerns about comments and questions other students have and asking individual students to process as they are still learning about their disabilities themselves. The district has brought in much social-emotional learning and curriculum but there is a growing edge on how to incorporate it. There is a cultural shift towards understanding with new leadership. There does seem to be some shift on the high school level in giving accommodations to everyone (e.g., typed notes and outlines in advance). How could the SEPAC consult to classroom teachers? This may be paired more often with DEI education. The way to be inclusive is not being modeled and/or taught by staff.

The turnover of the administration and staff prevents some of the quality professional development they are getting from being sustained and implemented with fidelity. Consultants are being utilized, like BCBA Jessica Minahan. There also seems to be much staff burnout. The SEPAC should continue to work to make connections with administrators. A parent was curious about models in other districts: having their own specialists do the trainings, have trainings in smaller parts, and putting it in policy or in IEPs. In A-B it seems that schools are trying to internally share information. The SEPAC could bundle requests through parent groups in different schools. Acknowledging the positive things that are being done already is important. There was a suggestion to say that in IEP meetings. There is an open SEPAC form for folks to acknowledge staff efforts.

A parent asked if the SEPAC could invite neurodivergent adults to share success with students. How can we highlight the many talents and skills (besides academics) that are important and useful in the world? The SEPAC could host an event to bring awareness (e.g., a movie screening and speaker). The high school has many career speakers; they could include neurodivergent presenters. Someone asked about how to include Out of District students in more programming. There could be a survey or public focus group about disability inclusion.

- D. Brainstorming Action Items to Address Ableism in ABRSD
See above discussion.

- E. School Resource Officer Involvement With Students & Notification to School Communities Regarding Individual Behavior
The SRO sub-committee has just started asking about alternatives to the SRO program and getting data from the district. They hope to survey the community, then discuss how to proceed from consensus and bring it back to the ABRSC. There is a schedule and a deadline by the end of the academic year.

On Monday an entire school community was notified when a student left the grounds and the SRO was called to help. The district said there was a “safety issue” and they had to call. Members wondered if the student knew the SRO and other adults involved. How the incident was shared could be isolating and stigmatizing to the student. A parent shared in their experience their student did not know the crisis team. In their experience the school sent a school-wide email due to emergency vehicles being at school but not specific information other than a “medical issue.” The wrong support can be damaging long-term, and officers in uniform and some staff members may be considered a threat in students’ minds due to history. The parent also shared there was never a follow up with their family or an apology when an incident was not

handled well despite known triggers and supports. The parent would like to prevent this from happening to other kids.

How can caregivers hope to change who steps in to help when higher level staff don't always follow the plan that is in place? There is an unclear relationship between the special ed team and the general ed crisis team. During the time of crisis, the special education staff are most needed to prevent trauma. The protocols must be included in the behavior plan and the behavior plan included in the IEP. Someone suggested that IEPs should state that parents/guardians must be contacted with any change to a behavior plan. There is a need to differentiate crisis response and the SRO role in a response. Students should have established relationships with the crisis team and SRO. The question remains about communication with the community. There are questions about who is running a given incident (building coordinator vs. principal). Is there a practice in place about who is approving communication? A root cause seems to be that building coordinators are often so involved in many things that it becomes a time/staffing issue when they are unavailable.

F. Other AB SEPAC Priorities for 2022-2023

1. Outreach & Community Building
 - a. The SEPAC will contact the ABRHS Accessibility Alliance advisor.
 - b. The SEPAC Early Childhood Program presentation will be rescheduled.
 - c. Brendan Mahan will present on ADHD Essentials 4/10/23 at 6:30 p.m. online.
 - d. The autism listening session is to be held at Sargent Memorial Library.

V. New Business

The SEPAC cannot endorse but encourages folks to ask questions of the School Committee candidates. The SEPAC has been invited to attend an ABRSC policy subcommittee meeting to review the district's efforts regarding gen ed progress reporting to families. There is consensus the School Committee policies regarding progress reporting should be reviewed and likely agreement that procedures should be developed.

Open Door Theater and the Miracle League have accessible programming. SPED Child Mass has a monthly newsletter with many events. CASE collaborative has a nice newsletter.

Superintendents around the state are pushing for additional state reimbursements for Out of District tuitions due to changing rates (14% increase instead of usual 3%).

VI. Adjournment

The meeting adjourned at 8:48 p.m.

VII. Next Meeting

Wednesday, April 12, 2023, at 7 p.m. Over Zoom (Meeting ID: 882 1639 6903)

All AB SEPAC meetings are open to the public. We encourage parents of children with disabilities and others interested in special education to attend. Please visit our website (www.absepac.org) for information regarding upcoming events.

Respectfully submitted by Lynette Cassel, Secretary

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

Draft Business Meeting Minutes

May 17, 2023

I. Call to Order

Amanda Bailey called the virtual meeting to order at 7:05 p.m. Co-Chairs Amanda Bailey, Kara Lafferty, and Abe Gutierrez; Secretary Lynette Cassel; Director of Special Education Jennifer Truslow; School Committee member Leela Ramachandran; and six community members were in attendance.

II. Approval of Minutes

III. Organization/Business Issues

A. Updates from the Director of Special Education

1. Assistant Director of Special Education Search

The screening committee is composed of an elementary principal, coordinators, a BCBA, special educators, the elementary psych chair, and a SEPAC representative. Only 7 of 20 applications had the appropriate education and experience. After interviewing 5, none were advanced. The application was reopened. Finalists will meet with special educators and the special ed leadership team. There will be no family forum for the Assistant Director position. The SEPAC hopes to consult with SEPACs from any finalists' districts.

2. Role of School Counselors in Pre-Referral Process

When families share a new diagnosis with the school, counselors may help obtain accommodations. The question is how to help the families and school counselor know when to use a 504 plan and/or to ask for an evaluation. At the elementary school level there is a clear process to determine when an evaluation may be needed, but this is not clear at the high school level. This is important so the needs are protected and documented. The Director will be talking to the high school counseling department. Clarity and communication are important. More info will be shared at the next meeting.

3. Post-IEP Meeting Feedback Form for Parents/Guardians/Students (14+)

The district used to send out a feedback form for families after IEP meetings. This was discontinued due to admin turnover. A new form is being drafted with the SEPAC and the Director. It could include seeking input from transition-age students (14+). This may be helpful with the new IEP form.

4. Staffing

There are a number of positions being interviewed and filled. Searches are progressing. There are more applicants this year. Right now the teaching positions have been posted but not yet the assistant positions (except through word of mouth). AB has been participating in some virtual job fairs.

B. Feedback from ABRHS Accessibility Alliance

Earlier in the year an alum shared some challenges with physical accessibility at the HS on social media. The Accessibility Alliance student group invited the

SEPAC to attend a meeting. Feedback included issues with staff not implementing accommodations and the need for support when advocating because they don't feel heard or are dismissed. Staff allies and training are needed. They didn't know who the 504 coordinator for HS was. Transition planning was split between counselors and the IEP team. The HS used to have a transition specialist. There is pervasive, rampant ableism, including standard notes on report cards. The whole community needs education about ableism. There should be disability representation in the curriculum. Students also shared concerns about de-leveling the courses. There is a plan to go back in the fall to determine what issues SEPAC can help bring forward together. Students can be general members of the SEPAC. There is a similar group newly formed at the junior high level. School Committee member Leela Ramachandran offered to also speak with students.

C. District Bullying Prevention Plan Review Team Update

The district team revising the current plan includes SEPAC representation. Advocacy includes ensuring IEP/504 accommodations are followed during investigations, defining teasing/harassment, determining staff to student ratios in unstructured settings, and linking to other guidance, policies, and procedures. The current plan and more resources are available online at abschools.org. The group also considered staff bullying toward students.

D. Autism Listening Session 6/3/23 & Feedback Form

The SEPAC's goals are to establish 1) what is working well and 2) what would help improve programming and services. The SEPAC will report findings and draft recommendations at a future meeting. The last autism focus group was in 2010.

E. Updates on SEPAC 2022-2023 Goals & Priorities

The SEPAC followed up on outreach and community building issues identified in the 2021 survey. The organization reestablished SEPAC meetings on the district calendar, hosted special ed coordinators, connected with coordinators and principals, is doing outreach to new School Committee members, has ongoing participation with joint PTO, presented to the early childhood program PTO, and met with ABRHS Accessibility Alliance. There is a pending listening session for parents/guardians of students with autism. The SEPAC participated in the Tiered Focus Monitoring process. The SEPAC did not issue a survey in 2022-2023. As for community education, there was an annual Basic Rights presentation on transition planning, the ADHD Essentials workshop, a presentation to the McT PTO, and ongoing resource sharing via the newsletter and social media with an emphasis on no-cost opportunities. Info on the new IEP form is pending. Other SEPAC activities included advocacy regarding sharing progress reports with families for all students. The School Committee policy subcommittee will take this up in the fall. There is SEPAC representation on the district Welcome Center committee and the Assistant Director search. The SEPAC also served on a MassPAC panel for new SEPAC members.

F. Officer Descriptions for 6/14/23 Annual Meeting & Elections

The SEPAC may have up to 3 chairs and 2 secretaries. Descriptions of these positions and their responsibilities can be found in bylaws. Contact abrsdsepac@gmail.com if you would like more info. Other positions on the executive board include Past PAC Chair and standing committee chair. There are

many informal opportunities to be involved: updating site resources, coordinating and advertising workshops, etc.

IV. New Business

No new business was forthcoming.

V. Adjournment

The meeting adjourned at 7:50 p.m.

VI. Annual Meeting & Officer Elections

Wednesday, June 14, 2023, at 7 p.m. in the RJ Grey Junior High Library

To be followed by a Friends of AB SEPAC 501(c)(3) Meeting & Officer Elections

All AB SEPAC meetings are open to the public. We encourage parents of children with disabilities and others interested in special education to attend. Please visit our website (www.absepac.org) for information regarding upcoming events.

Respectfully submitted by Lynette Cassel, Secretary