

## SEPAC Collaboration Meeting 11.19.19 – Minutes

1. We will approve minutes next time, when we have a SEPAC quorum
2. Communication: Charles G says new communication director is starting soon. Working on the OOD email communication problem.
3. Subcommittee reports:
  - a. Safety: we are redoing everything, with cooperation of Fire Dept, Police. Updating emergency response plan. Writing protocols for students with mobility issues. Subcommittee will go over plan before it's finalized.
  - b. Jess O. – Charles had done a lot of work & planning. (ESY; planning in IEP meetings). Need for a sex ed/personal safety curriculum sensitive to kids with disabilities. How do incidents get reported.
  - c. Jen O. – there are some safety issues at the HS. Notes two different occasions. Removal of the night locks; no communication to the students. Particularly tough for kids with issues like anxiety, especially with backdrop of school shootings across the country.
  - d. Charles G: what we're trying to do: we've talked to students, including a student who wants to do his senior project about school safety. Goal—we want you to feel that you're safe. Best approach is to work through the kids themselves; also a faculty member who is interested.
  - e. Carol: when something comes up, it's important how the principal phrases it. Jen ). notes that this is not happening at all.
  - f. Policy committee: meeting on Thurs (Charles and Natasha), before SC. John is sharing feedback.
  - g. Survey committee: has met twice. What we want to do, ideas for a more general survey, maybe a separate SEPAC one; one for OOD students as well. The questions will be different for those families. For OOD: communication; happiness with placement; feedback about responsiveness from both sides; transportation; types of services. Also questions about coming back; do you feel like you're part of your district. More general survey—prob using some of the questions from the survey a while ago. “Higher-themed” questions. Jess O. will research what other SEPACs put out for their surveys.
  - h. Communication: setting some specific goals. Improve access on student services/SEPAC pages of website; working on Roadmap that Maro started last year. New DESE guide will help a lot with this. Field trip permission form is now

in subcommittee folder. New process for those events. New Google calendar for nurses—keeping track of field trips. Colleen has sent around to all MPS personnel.

- i. Jess O. – does this form help the schools really work on how to make the event inclusive? (The “Walk around Maynard;” things like the Fun Run/Halloween Social.) We need to help school personnel to figure out what “accessible” mean.
  - j. Jen O. proposes a committee to review per building. Get a teacher per building, and some mechanism to review.
  - k. Carol notes “differences of opinions” about what’s inclusive in some of the conversations she’s been in. Natasha asks if the SEPAC school reps could be part of that conversation?
  - l. Professional Development subcommittee was postponed
  - m. Reading Instruction: has met 2-3 times. Dec. 11 next meeting. Carol reports that—we’ve talked about what we want to do; finalizing update of parent questionnaire, including indicators of possible disability, family history. Agreed to do the screening we have right now, will do three times a year; Kindergarten & 1<sup>st</sup> grade; start out in fall—then winter, spring for students who didn’t pass fall (didn’t meet mastery).
  - n. Jess O. – what about the kids who might start off fine but then fall off during the year; will we catch them? Carol replies that these are very basic skills
  - o. Carol G – resource teacher can go into specific classrooms, do targeted instruction. Current focus on phonemic awareness.
  - p. Natasha asks if Dr. Green helps with any of this? Carol says she only works with 3 districts—a little with us.
  - q. What does the K’garten screening already entail? We already do the DIBBELS, Foundations. No definite plans yet on PD training for teachers. DESE is piloting four computer-based screeners, will probably make a recommendation.
  - r. Talked about what kind of letters do we send out to parents.
  - s. We will learn a lot from this year about what works and what doesn’t. Our current screen takes a long time per student.
  - t. International Dyslexia Awareness webinar—CG put link in meeting notes. Other outside resources in that folder.
4. SEPAC presentation to SC: any questions, any responses, discuss recommendations—any feedback? Natasha will check with Colleen A.
- a. Reviewing recommendations
  - b. PD training in Basic Rights

- c. Listening sessions with special ed families. Natasha notes that Carol might be concerned with confidentiality, and data collection plus follow-through. Maro notes we don't do a good job with this part—some sort of circling back. Natasha notes that we should expect a listening session to potentially be a difficult conversation.
  - d. Jen O. explains that Jill Greene used to have guiding questions, to shape the conversation.
  - e. Natasha notes that frustration with OOD parents comes from no survey, no communication
  - f. Carol reports that individual families meet with her one-on-one. Very concerned about breaching confidentiality.
    - a. Jen O notes that this is why it' a "listening" session: there is something to be gained by the group having the conversation together. So how do we proceed?
    - b. Natasha asks can it be part of a subcommittee.
    - c. Maro is really interested in the mentoring idea. Charles asks if we can find out where it's happening?
    - d. Natasha asks about access to information through Tyler? Jen O. asks if Tyler has an online guide?
    - e. Carol thinks IEPs are now available to teachers in Tyler. Natasha notes the increased efficiency in returning IEPs that would be possible.
    - f. Maro notes the other recommendations: Oasis & Best Buddies & ASPIRE; supporting the non-voting seat on the SC.
5. Any questions for Carol about her presentation:
- a. What is a social/emotional para? Carol explains that they are two paras who provide support in gen ed, could be out on playground, etc. This was part of a grant. This year there are no funds from the grant. Data elements – reduction in suspension, in referrals to BBST, in minutes on IEPs supported by behavioral paras. Hypothesis about the impact of having staff dedicated to specific issues. Some floating, but there at lunch & recess. Went to 3-day Social Thinking training. They've attended when Julie Danforth was doing in-class Zones of Regulation, etc. – internal training. NR asks if they have Safety Care/de-escalation training? Not assigned to specific students. Charles knows them both and says they do look out for particular kids.
  - b. Karen asks about relationship between Foundations and Wilson.
  - c. Natasha asks about Wilson and OG. Carol explains that Wilson starts with pre-test, starting somewhere in book 1. OG -lessons will be developed where each student's gaps are.

6. Charles notes that the OOD list should be functioning soon.