

# SEPAC Meeting Minutes

## 11/24/2020

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24 November 2020 / 7:04 PM / Zoom

### ATTENDEES

Angela Richardson, Atara Korik, Meredith Bielecki, Kate Mazzola, Melissa Suderman, Sesha, Linda Vanaria, Jim O'Shea, Niressa Martin, Nancy Anderson, Eva Mostoufi, Amanda Comperchio, Cynthia Sorn.

### AGENDA

#### Last Meeting Follow-up

1. Call to order
2. Introductions
3. Lori Bruce Update on West Ed
4. Contingency plan
5. Survey

#### New Business

- Call to order
- Introductions
- Approve minutes from the November meeting.
- Update on SPED subcommittee
- Dese Tiered Monitoring Review
- Basic Rights Workshops
- FCSN-Voices of Community conference attendance.
- Parent questions/comments

- Adjourn

## NOTES

- Meeting started at 7:04pm
- Meeting minutes approved by Kate Mazzola and seconded by Angela Richardson at 7:05pm.
- Parent asked Lori what screeners are we using for the Child Study Team?
  - Answer: Lori B. Dibbles and Hagerty early learning skills. Math is still antidotal. We added Freckle on-line math program. Middle Schools is Alex and Star Renaissance.
- Parent asks what grade do they start in?
  - Answer: Lori B. Alex and Star Renaissance is 5-8. Hagerty K sometimes 3, Dibbles across the board. QRI 4th and sometimes 6-8.
  - All SLPs have their own screener that they use.
  - Like Hagerty better than Dibbles but will usually use both.
- Parent asked if they are tested per grading period.
  - Answer Lori B. Screeners are being done for all K. The Bass is what the general ed kids are doing across the board second end of K till 4th grade. The bass is the first tip off but then would move to a Hagerty, etc.
- Jim commented on the continuous improvement and all the hard work Lori B. 's team is putting in.
- A Parent asked What are the contingency plans?
  - Answer see below.
- Parent asked who determines what child is high need.

- Lori B. Answered. The state determines that, they have a grid. If your child is pulled out 21% or more of the time your child is defined as high need.
- Parent made a comment some kids have an issue being able to access remote learning. Such as the need as a larger font, information delivered in a certain way. Parent feels grid could be limiting.
  - Jim answered that if we all have to go remote, all in person parents will want their child to have in person learning. At which point a difficult decision will have to be made which children should be given in person learning. This is when you need to fall back on the state guidelines that gives us the guidance and shelter to make the decision. It would be the only fair way to operate for our staff and students.
  - Parent responded yes that is understandable however we should be more creative in the way we deliver Remote learning.
  - Jim responded we should be making those/these modifications now for our Family Remote families.
- Parent made comment that the group of children that would receive in-person learning will be very small.
  - Lori B. Answered its difficult to say who will be in person and who will not. There are too many variables. The plan is to have as many people in-person as possible.
  - Parent would like to make parents aware of the possible scenarios. Many parents have concerns and anxieties about the possibilities of being all remote.
  - Jim replied that we have a track record of Lori and her team have leaned into this and we have the best for our kids at heart. We are continually modifying are approach as things have changed. Jim suggested that FR parents should reach out to them and let them know of what is and is not working.

- Lori asked if the areas of work needed are just special ed or gen ed also.
- Parent answered both.
- Parent made comment that they are not large issues.
- Parent made comment that scheduling is a problem. Lot of small things to compound into larger areas. Eg transportation and missing classes. Para professionals for FR. Taking breaks etc.
- Lori B there's some planning around material and kits. Having some break out rooms. Having same schedules for sped classes.
- Parent wants to know that the school does have a plan in place. It meant a lot as a parent to know that there is a plan in place for kids w/ IEPs and high needs. It took a lot of the anxiety out of future closer.
  - Lori B. Said parents can contact her or their case managers if they have concerns and are not comfortable reaching out to Lori.
  - Parent said they had talked with their case manager but they didn't have anymore information for them. Parent would like more information telling us of what is being done or considered for our children. What supports are being put into place even if its a grey area. Just more of some sort of guidance and understanding that things are being worked on behind the scenes.
  - Lori B answered said yes.
- Another parent asked if there is a SPED newsletter that can be sent to all parents with a child on an IEP? Reasoning is that unless a parent seeks out the SEPAC minutes or goes on the FB page you wouldn't be aware of the information. Some people may not be comfortable with picking up the phone. Second question could she get the spreadsheet of the West Ed Report.
  - Lori B. Said we can attach it to the SEPAC notes.
- Parents asked what happens after receiving the West Ed Report.

- Jim said that the West Ed report gave us some guidance and objective themes to follow up and work on. We started to work on the major themes that were put forth in the West Ed report. There are no third party company coming back to remeasure changes.
  - West Ed only looked at our outputs but not the outcome. There are no hard numbers to compare.
- Parent would like to ask about subseparate classroom in the survey.
- Parent said that a parent survey will not be enough to assess what exactly is going on with their child. A child may seem happy and content but the matrix may show something different.
- There was a parent discussion on when, where and how trainings for parents could be delivered.
- A couple parents asked about sub separate classrooms and are they being considered for next year or the year after?
  - Lori B. Answered yes
- What is the best way for parents to be involved or to ask questions about it and be part of the process?
  - Lori B. Answered that this is where we get into the idea about what sub separate is and which children qualify. It's an IEP conversation. It's individualized. If a child can not able to access part of the curriculum in the classroom. Then the team needs to decide what part curriculum the child can not access in the classroom and set up a sub separate classroom or setting. Then wether that becomes setting becomes a program because there is more than one student and they are similar age or level or how we tailor that individuals programing, will depend on family, students, populations.
- Parent concerned about going remote. Will parents receive some sort of training to help them support their child in their education?

- Lori B. Answered to reach out to our case managers. If we need more help then we could reach out to Lori or Katie R. There will be support.
  
- This meeting was recorded.

## AGENDA ITEMS

### 1. West Ed Report

- a. Broken into different categories
  - i. Continuum of Services
  - ii. Professional Development
  - iii. IEPS
  - iv. Multi tiered support, tier 3
    - 1. Tier 1 and 2 is work done with the principals.
- b. Change current model of 1 special educator per grade
  - i. We now have reading specialists that cover across grades. Specifically for student who are significantly Dyslexic.
  - ii. A couple of Special Educators who do some more cross grade level work.
  - iii. Explored in-depth with Middle School. Decided that Educators can collaborate with the Special Educators.
    - 1. Special Educators may keep students for several years depending on needs and how well it works.
  - iv. We are not doing co taught classes. Kids' needs and numbers are too high.
- c. This year systems were put in place to look at groupings for placing kids in classes. Starting out with school Psychologists then special educators, OTs, SLPs and back to school Psychologists. Then general ed built there classes based on the placements.
- d. Using Paraprofessionals in a very specialized way.
  - i. They understand their roles better.

- ii. They have an understanding of the IEPs of the students they are servicing.
  - iii. Attending IEP meetings when they can.
  - iv. Attending consult meetings.
  - v. Working on written language.
  - vi. Attending some of the pullouts also.
  - vii. Had been given lots of trainings over the break.
  - viii. Expectations are now more clear.
  - ix. Meetings with Paras for increased information.
- e. Reading needs are separate and smaller groups.
  - i. Middle school
- f. Having special educators specializing in specific needs and covering cross grades.
  - i. Kids are being grouped with the same needs kids.
- g. Child study team.
  - i. General Educators need to supply data for concerns for student needs. As does Tier 2 Educators.
  - ii. Progress reports should be more databases now.
- h. Consults are being done on Wednesdays.
- i. Common planning time needs to still be readdressed after Covid.
  - i. More an issue in Middle School.
  - ii. Elementary School has team meetings with Dennet.
- j. Consultation meetings still needs to be addressed in Elementary school.
- k. Working with Matt and Dennet with UDL.
- l. Professional Development
  - i. We are no longer doing coteaching.
- m. Increase training with Dyslexia.
  - i. Wilson, OG, Just words ( bridge for Wilson)
  - ii. Currently working on Math
- n. IEPs
  - i. Last year working on goals and objectives
  - ii. This year working on accommodations.
- o. Multi tier supports
  - i. Emotional social supports
    - 1. Weekly meetings with Matt and Dennet.

2. Groups and programs still be accommodated

p. Need to address students with significant needs.

## 2. Contingency Plans

a. Multiple plans in place.

b. If a class goes remote.

i. Special educators are ready to go if they need to teach remotely.

ii. There are kits available.

iii. Zoom links will be set up.

c. If the whole school goes remote.

i. Why did the school close down. Is it the state?

ii. High needs students.

iii. If we have healthy staff that can come in.

iv. Lots of different scenarios.

## 3. Survey

a. Lori B. says they have ideas for changes for the survey. Wanted SEPAC input for questionnaire.

b. Lori B said the survey is to see a couple of things

i. Do parents have a solid understanding of what services their child is receiving on their IEP?

ii. Is the IEP supporting their progress?

iii. Are services being delivered in the most inclusive way possible?

iv. Are the goals appropriately ambitious.

v. How the delivering IEP effects the students day

vi. Any additional information

vii. The frequency of communication

viii. The specificity of communication

ix. Do you feel comfortable reaching out to your case manager.

x. The team has been responsive and respectful in replying to questions you may have.

xi. That the team demonstrates an understanding of your students' needs.

xii. You find the information regarding your child's IEP goals informative.

xiii. That the team supplies resources and ideas for at home.



- xiv. Area for more additional information or comments.
- xv. That you understand the IEP process.
- xvi. Do you feel like a valued team member?
- xvii. Are you comfortable asking questions.
- xviii. You have confidence that the team is doing what is best for your student.
- xix. You are confident your child is receiving the services to support your child's progress.
- xx. Anymore questions you may have for this area.
- c. Are you interested in any specific training? And then a list of different trainings put on by the school.
  - i. Lori B would start with a list of in-house training that we could supply. Then we could offer more trainings that people would like that are from outside sources.

#### 4. Subcommittee

- a. Wanted to get the survey ready and out to parents.
- b. Have a couple of modifications to the survey and then will be sent out. Maybe around early December.
- c. Subcommittee meeting will be December 18th 7:30-8:30

## **ACTION ITEMS**

### **1. Federation of Special Needs**

- a. SEPAC will reach out to the Federation and get a list of topics that they offer and will put a list together.
- b. Will look into scheduling a Parent Rights Workshop.

**Meeting adjourned at 8:40pm**

**Motioned by Kate Mazzola Seconded by Angela Richardson**

