

**Nashoba Regional Special Education Parent Advisory Council (SEPAC)**  
**Meeting Agenda**  
**May 31, 2018**  
**8:30am**  
**The Emerson Building**  
**50 Mechanic Street Bolton, MA**  
**(Small Conference Room)**

Attendees: Frances Morgan, Kim Karn, Erika Elzey, Alise Crossland, Tage Smith, Nicole Thomas, Victoria Hayao, Lorraine Romasco

- I. Call to order at 8:40am
- II. Recap ideas for next year's presentations and budget constraints
  - a. Two delivery models: Workshops and Coffee Talks
    - i. Workshops – broader topics, more applicable to larger audience – 1:Many delivery (delivered monthly)
      1. Occupational Therapy – what is it/ what are the uses. How is it applied within the district
      2. Basic Rights in Special Education
      3. Understanding your Child's IEP (what each section entails with a structured goal writing portion)
      4. Knowing when to engage an advocate/mediation/lawyer
      5. Dyslexia
      6. Transition Planning
      7. Understanding Anxiety – what is it? What does it look like?
      8. Community Resources Workshop - Meet the Director of Pupil and Personnel Services & Safety (Drills, Lockdowns, Police Data)/ Emergency Preparedness in Schools)
      9. TBD – Making Sense of the Neuropsychological Evaluation
      10. To look into for next year Community Resource Fair
        - a. Natick has a really well done resource fair and will be willing to help us. This year we can build infrastructure to have to in the next year.
    - ii. Coffee Talks/ Support Group Meetings – more focused topics – 1:Few (cadence to be determined)
      1. Support Groups - Role of these groups is to gather information and report back to the SEPAC
      2. Sensory Diet / Sensory Integration
      3. Reducing Social Awkwardness / Building Social Communication
        - a. Donna Shea – Peter Pan Center in Boxborough – Written Books on Social Preparedness

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4. Perceptions of problematic student behaviors/the use of exclusionary discipline
  5. Information session/workshop focused on financial planning, special needs trusts, ABLE Savings Plans, etc.
  6. Mindfulness- Integrating Mindfulness into the Classroom
  7. Yoga/ calming strategies (perhaps yoga in this session)
  8. Misconceptions around 504s/ Using GenEd curriculum to address 504 remediation
- III. Discuss 501c status and review documents to file with the Secretary of State
- a. Summary: We have a 501c, but we do not have everything to get a 501c – we have an employee identification number but it is not registered with the state or federal government – you cannot have a public budget and private fundraising – establishing the friends of Nashoba SEPAC as long we make less than \$5000 a year and don't support a public entity we don't need to register with the federal government. Public support attorney said to get all documentation ready and file with the state in case we make over \$5000. It will cost us almost \$700 to become a 501c. We will make ourselves official without submitting and if we make more than \$5000 we will submit the paperwork.
  - b. Reasons for 501 C
    - i. Brochures to be handed out at IEP meeting to all families attending
    - ii. Resources fair
    - iii. Collaborate with other SEPACs only if we are officially a separate non-profit group
  - c. How the 501C is different from SEPAC
    - i. Private charity that is supporting SEPAC
  - d. No current 501C
  - e. The 501 C is "The Friends of SEPAC". We need to start a different charity to support ourselves.
  - f. By-laws, current statement of purpose, and statement of dissolution are all needed to file a 501C
    - i. Frances is writing these currently
  - g. Need to write by-laws
    - i. In By-laws that officers shall be able to appoint people in running fundraisers (with reimbursement for materials only)
    - ii. When a person leaves the group who takes over and when they take over

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- h. Can keep our current EIN
  - i. Current Board Members of 501C – Kim Karn and Frances Morgan
    - i. Isabel Wells is currently still on the account, but will be transitioned off
- IV. Discuss programming concerns voiced from the community
- a. Concerns around programming and the relocating of students across the district
    - i. Not being given clinical or service-based reasons for moves, being based on “diagnosis”.
    - ii. Discriminatory policies
      - 1. Concern from parents about grouping of children in schools and that parents are being told in IEP meetings because their children are not being put in groups for service based reasons but based on diagnosis. It is illegal to group by diagnosis. It is only legal to group by service delivery needs.
    - iii. SEPAC has the right to report this – determining if this is something that we should pursue – we are hoping to not have things get to this level
      - 1. <http://www.doe.mass.edu/pqa/prs/>
    - iv. Administration has not appropriately communicated with parents and SEPAC and this could also be reported
      - 1. <http://www.doe.mass.edu/pqa/prs/>
  - b. Ask to Alise Crossland - talk to SC Chair and Superintendent and/or Closed Meeting with SC to determine next steps
  - c. Follow up with Administration in regards to next steps
    - i. It seems there are number of clinicians in the district that either don't understand the policy or the policy has been presented wrong to them – need to meet with Joan DeAngelis and Brooke Clenchy to present the issue. If it across the district and many clinicians saying these things it is a poor roll out.
- V. Open forum discussion regarding agenda items
- a. APPLE Training – send costs to the SC to determine funding –
  - b. Next Meeting 7PM on the 18<sup>th</sup> of June
  - c. Next workshop on the 6<sup>th</sup> of June at 7PM
- VI. Consent agenda
- a. Vote on previous Meeting Minutes (3.21 and 4.26)
- VII. Items to be considered for next agenda
- a. Updates from school representatives
    - i. Two thoughts for the high school parents next year:

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1. College fair: Joan DeAngelis mentioned to me earlier this spring that she plans to collaborate with Jody Specht, head of Guidance at the HS, to host a college fair featuring schools that offer specific programs to accommodate students with special needs. No idea if Joan has moved forward on this idea but I'd be happy to follow up with her.
  2. Reaching parents of high school students: Isabel plans to meet with the principal over the summer to get his input on how to reach out to parents of high school students on IEP's/504 Plans. Posting meeting materials in the main office doesn't do much because parents aren't in the office very much (vs. elementary school). There are business communication courses that will take on specific projects that benefit groups in the HS and maybe the class could take on SEPAC at the High School level as one of the projects.
- b. Ask to Jacki Reinert about creating a survey around the general feel for SPED needs being heard/felt within the district to better determine strategies for next steps
    - i. Customer perception baseline
    - ii. Need to measure volume and whether or not this volume is increasing
  - c. Talent Loss – who are going to fill the positions (BCBA) with that are opening within the district and what is the quality of service to fill these positions
  - d. Ask to Isabel about high school ratios and grouping within class sizes