interested reading program (specifically Lindamood Bell’s Seeing Stars** program) over the summer on children’s reading abilities. The researchers examined two groups of 6-9 year old children: one group received 100-120 hours of Seeing Stars instruction over the course of 6 weeks during the summer and the other group did not receive this reading intervention program (though some children in this control group were involved in less intensive reading intervention programs). Both groups began the summer with no difference in their reading test scores. However, following the 6-week study, results demonstrated that the intervention group performed better on some reading ability measures. These differences were due to a decline in reading performance in the control group and no regression in reading ability in the group that received the intervention. Overall, these findings provide evidence for the importance of continuing intensive reading intervention during the summer months for children with reading struggles in order to maintain reading performance and prevent a regression.


Interested in getting more involved in the SEPAC? With flowers beginning to pop up all over, we are beginning to wrap up our 2016-2017 school year and plan for our 2017-2018 SEPAC board. If you are interested in working together with a group of smart, dedicated, and fun parents who are interested in making a difference in special education in the Concord/Concord-Carlisle region while connecting with other parents, we hope you would consider joining the SEPAC board! Please come to our next SEPAC meeting in June to hear more about the importance of the SEPAC and our open positions. If you cannot attend this meeting but are interested in learning more about the SEPAC or have any questions, please email us at concordsepac@gmail.com.

New CIPS Playground. Please visit our website www.cipsplayground.org for updates on the new accessible playground to be built at the Concord Integrated Preschool at Ripley this summer. Key features include a smooth rubber surface, shade trees, accessible equipment that will have dual therapeutic use, picnic tables, a trike path, and a custom built clubhouse. This is for use by the CIPS and the community outside school hours and will compliment and extend the existing Playscape at Ripley. Please contact Anne Kilroy at anneckilroy@gmail.com for more information and find out how you can help us reach our fundraising goal (we are only $27K away!).

Upcoming Events. For a list of all events, please visit www.concordsepac.org.

Please join us for an informative talk about Mediation & Facilitated IEP Meetings on May 25th, from 7-8:30 PM. Myrto Flessas from the Bureau of Special Education Appeals (BSEA) will discuss how and when to request a mediation as well as how to prepare for and what to expect from mediation at the BSEA. For planning purposes, please RSVP with the Eventbrite link on the bottom of our homepage at concordsepac.org.

The next SEPAC meeting will take place on June 15th, 7-9 PM. All meetings are open to the public. We encourage parents and caregivers of children on IEPs, receiving accommodations (e.g., 504 plan), or with any medical or special need to attend.

If you are a parent or guardian of a child with an out-of-district placement, please join us for our informal parent meet-up group. Come socialize and foster a greater connection to each other and our school community. Our next get-together will be on May 7th at 9:30-11 AM, at Club Car Cafe. If possible, please RSVP to Shaina Brito (shainabrito@gmail.com) so we know to look for you!

UPCOMING EVENTS

May

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May 7th: Out-of-District Parent Meet-up
9:30-11:00 A.M.
Club Car Café
20 Commonwealth Ave, Concord
May 25th: Mediation & Facilitated IEP Meetings
7:00-8:30 P.M., presentation
8:30-9:00 P.M. refreshments
CCHS, Room 206

May 31st: Annual SEPAC update and Appreciation Awards presentation at School Committee meeting
June 15th: SEPAC meeting
7:00-9:00 P.M.
Concord Free Public Library, lower level meeting room

Science Alert: The benefits of an intensive summer reading intervention for children with reading challenges. As summer approaches, many families with children with special needs are trying to determine appropriate summer placements and interventions for their children. For parents of children with reading struggles, this often involves questioning how much time to work on reading during the summer. A recent study* by researchers at MIT examined the impact of engaging in an intensive reading program (specifically Lindamood Bell’s Seeing Stars** program) over the summer on children’s reading abilities. The researchers examined two groups of 6-9 year old children: one group received 100-120 hours of Seeing Stars instruction over the course of 6 weeks during the summer and the other group did not receive this reading intervention program (though some children in this control group were involved in less intensive reading intervention programs). Both groups began the summer with no difference in their reading test scores. However, following the 6-week study, results demonstrated that the intervention group performed better on some reading ability measures. These differences were due to a decline in reading performance in the control group and no regression in reading ability in the group that received the intervention. Overall, these findings provide evidence for the importance of continuing intensive reading intervention during the summer months for children with reading struggles in order to maintain reading performance and prevent a regression.
