1. Open Meeting- guidelines read by Shaina Brito
2. Public comments
3. Approval of minutes from 6/19/19 Board Meeting - Sarah send pdf of minutes to Becky
4. Voting if applicable
5. Introduction of 2019-2020 SEPAC board, liaisons and school committee members
6. Committee Reports: 30min
   a. Report from Board Members that attended School Committee Meetings-
      Superintendent Goals and action plan:
      - Student Achievement Goals focus on Special Education. Carol will upload a link to the meeting.
      - The meeting highlighted notes from the forum about inclusion. Dr. Laurie Hunter is doing this throughout the district.
      - The committee members are re-thinking inclusivity and equality.
      - The school committee posts goals on their website. The committee members are still revising goals. School committee’s goals are to focus on student achievement academically and emotionally. The wellbeing of the student is important.
      - The committee members also work on the budget as an oversight organization.
      - The committee also evaluates the superintendent. The committee provides feedback and incorporates that and shares it with the superintendent. The committee finds out what is working and what we want to see more of.
      - Teachers will be going through a series of workshops, which are open to parents. There may be a small fee associated with the workshops. Dr. Henderson will be speaking. There is a series through January. It is sponsored by a Parent Organization and required by teachers. Eva will send a link to Carol.
      - The school committee is an advisory organization, looking for feedback and strengthened relationships with parents.
      - Communication between SEPAC, School Committee, Superintendent:
How to give feedback to School Committee: Parents can give feedback through the school committee via email, etc.

- Dr. Hunter wants to improve communication with parents.
- SEPAC is looking for parent input, School committee wants to hear from parents, too.
- The School committee wants to allow parents to engage in this process.
- Where do parents direct comments? SEPAC or School Committee?
- Parents can bring questions to the SEPAC. The school committee can’t be in the classrooms, but we can listen to parents. Eva will provide the committee with a review of what happens in SEPAC meetings.
- Open meeting laws keep the SEPAC co-presidents from sharing specifics given to them from parents, but the co-presidents can bring up issues.
- Dr. Hunter ask parents to call her with specifics.
- SEPAC can pick up trends that are happening in schools.
- Parents want to see how their feedback was integrated.
- Dr. Hunter is holding a meeting to take in parent feedback. Details coming soon.

b. PTG Meeting- Carol and Shaina alternate attendance.
   - How do we involve more parents? Have a QR code for parents to get a link quickly.
   - Staff training at preschool level: Dr. Roberto Olivardia.
   - Middle school building committee is open to hearing feedback about special education inclusion.
   - There has been talk about bringing in Kristen Herbert to talk about curriculum development. She is open to giving a talk to parents.
   - Question for Carol and Shaina to follow up on: who brings curriculum to the pathways program at CCHS?

c. Safety Committee

d. CCHS Team Chair Search Committee -
   - Going forward, Tom Keane will only be working with the pathways program. There will be a special ed team chair and special department chair. This person looks over all the paperwork.
   - 15 applications came in for the position held by Tom Keene at CCHS. 6 were interviewed. Jared Wickham was chosen. He was at Newton North HS, in the same position. He was in Everett as team chair. He has 2 special education degrees. He worked with Katie Stahl, the CCHS assistant principal. He works with the team in the guidance office.
   - He started a comic club for students at lunch time and after school. Lots of special ed kids like comics. He gets it and knows what they need. He
gets to work directly with the kids and gets to know them during the club time.
- His job description is the process side, the management of IEPs, 504s, making sure laws are being followed.
- Erin Pineau is CCHS Special Ed Dept. Chair
- Larissa Vincent is department chair at Middle School

7. Chairperson reports/updates
   a. Co-Presidents: 20 min
      i. Review of meeting with Ruth Grube
         - Carol and Shaina meet with her monthly. They discussed the parent forum in September. There will be a followup forum in the winter to talk about how info from the September forum will be/was used and implemented into the district plan. The district is more aware of areas that need to be addressed. Dr. Grube noticed the passion among parents in the community.
         - Dr. Grube is trying to observe almost every classroom so she can understand the district.
         - Dr. Grube referenced the WestEd report (which can be found on the SEPAC.org site) and the suggestion that the district is over-identifying students. The percentage of kids in this district on IEPs is higher than in neighboring districts. SEPAC wants to be part of this review process and this discussion.
         - The superintendent in Carlisle is taking the report very seriously. After receiving a report, teachers then give input and they address the needs and create goals.
         - The SEPAC wants to work on the right programming right now. Parents need to be watching and participating. There was another group that was hired to come into the district and evaluate the report without SEPAC involvement.
         - For example: How do we incorporate writing throughout the horizontal curriculum? How do we incorporate changes in the classroom in a vertical way- so kids are using the same strategies in each classroom as they advance grades?
         - Side question: Is preschool now part of the district? Is this a pre-K-12 district?
         - 18-22 Transition program is included.
      ii. Inclusion focus group
      iii. Correspondence-The SEPAC has the capacity to connect parents with each other.
b. **Membership:** (To be provided by co-presidents) 15min
   
i. **Update:** We need a membership chair. There is a liaison in each building.
   
ii. **Liaison Update**
   
iii. **Back to school nights - Willard:** Only one parent signed in; it was slow. Principals could put up “SEPAC” on the screen and invite parents to get out and meet the SEPAC. SEPAC must be presented as a resource for the school. Sanborn was busy. Peabody was busy, too. Brian Miller read out the information about SEPAC to the parents at CCHS, which yielded higher numbers at the SEPAC table.

c. **Events:** 15 min
   
i. **Update on future events:** The focus of events is Inclusion, community, and engaging all parents and administration. The goal is that students’ experiences/identities are to be valued. No one should be ashamed.
   
ii. **The goal is to reposition things so that the kids’ and families’ voices are seen as the experts.** Our goal is to provide strength and interest based groups as presenters. We want a first person experience.
   
iii. We’ll bring three “basic rights” presentations to CCHS: Nov. 6th or 20th at 7 p.m. We’ll invite Lincoln, Sudbury, Acton-Boxborough & Maynard. The Federation for Children provides the presentations. CC District is a member, so we can get speakers to come. Districts are required to have “Know your rights” presentations. Myrto Flessas is great at coming to speak about the Special Education Review process- Jan. 16th.
   
iv. Helen will send publicity invites to SEPACs in surrounding towns. Oct. 28th- We are co-hosting a screening of “Intelligent Lives” with Acton-Boxborough middle school.
   
v. The events chairs are trying to reach out to Bill Henderson.
   
vi. Caroline Maguire, a Concord parent, spoke about executive function. Discussions underway about a follow-up talk.
   
vii. We will use Neuropsych contacts to broaden our understanding of anxiety as symptoms, secondary to other struggles. It isn’t a primary difficulty.
   
viii. The Events chairs want to bring in John Robison, a man with aspergers, with an amazing life story. Acton-Boxborough has a “friends of SEPAC” donation receptacle. We need someone to hold our money for the program. The financial aspect of it is complicated. We could have someone write a grant for it.
   
ix. We’ve looked at Architects for Learning. All 3-5th grade teachers (in the Concord district) have been trained in Empower. The events chairs want parents to be able to support kids at home the way the teachers support them at school.
   
x. Leap is a program in which students are assigned to participate. Everyone in the school should be doing this. We can talk with the curriculum director about this.
   
xi. We can open up forums to every parent, not just SPED parents. Non-SPED parents can see why we’re doing what we’re doing as SPED
parents. We can invite team chairs to know about these SPED sponsored meetings.

xii. Some parents don’t know that their kids need help. In publicity, we want to explain that all kids really need help. We can focus on the topic.

xiii. We want to invite teachers and administration. When we put together a talk, parents need to invite teachers to the talks. Parents need to come. When teachers come, they want the speakers to come into the school.

xiv. How are topics selected for the workshops for teachers to attend? Eva will take this question back to School committee. The big topics this year are inclusivity and diversity in the classroom. We would like for parents to implement executive functioning topics at home.

d. Technology: 10min

i. Update on website and social media- Becky went through all the links on the website. We get about 20 views/day. It is a variety of pages. When the newsletter is put out, the website use goes way up. People are following up on the information presented. There are 363 Facebook followers and slightly fewer likes. Facebook: The highest traffic happens at 6 p.m. The newsletter has 250 views/month.

ii. If there is a good resource or event, please send it to Becky.

iii. The newsletter doesn’t go to all teachers, but it could. It goes to all administration and principals. Some school committee members are on it. We’ll ask Dr. Grube if we can send the newsletter to teachers. Could we provide a link to the SPED newsletter in all school newsletters/PTG Bulletins? Bulletins come out through PTGs; CCHS sends newsletter from school administration.

iv. Other communities use our website as a resource.

v. Becky will put a link on the website to the School Committee meetings.

vi. How do SPED parents continue the conversation, support, and remind faculty of the ideas Dr. Henderson imparted on the professional development day? How do we help teachers integrate the information into their goals? Dr. Grube could bring this up when she meets with special ed staff. Ask Dr. Grube how she might remind general ed staff about the presentation. Can the SEPAC send follow-up information to the teachers?

vii. SEPAC members want teachers to get information that is relevant to the special ed students to help them be included.

viii. Eva can ask which teachers will be coming to these meetings.

ix. The SEPAC members want to know how they take in the information and act on it.

x. Follow On Questions:

1. What is the best venue for communicating the fact that the schools are implementing the information?

2. How do we get a seat at the table when a speaker comes in?
3. How can we get parents to hear that topic and then have a conversation with the teachers about it?
4. Who is going to be the supporter and advisor to those teachers?
5. How do we connect with 504 families/all families?

   e. **Publicity**: 10min
      i. Update- new people added to list

8. Revist items placed in parking lot during meeting: 10 min **Compile all parking lot items for next meeting.**
9. Close Meeting

Attendants:
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