AGENDA

Hopedale SEPAC

Special Education Parents' Advisory Council

Date | *time* 11/28/2016 7:00 PM | *Meeting location:* Memorial School Library

Board Members: Elizabeth Callahan, Co-Chair | Theresa Ehrlich, Co-Chair & Treasurer | Justina Perriello, Secretary | Alysia Butler | Sharon Duest | Lisa Rosenfeld

Time	Item	Owner
7:00	Welcome 1. Approve 9/26/26 Meeting Minutes	E.Callahan T.Perriello
7:05	Director's Report 1. ~ Number of Seniors with IEP/504 in History (scholarship projections) 2. Recap of 10/7/16 PD Day & Plans for 12/9 PD Day 3. Personnel assignments 4. Programmatic changes (SY or ESY)	L.Gross
7:30	General Discussion	
	1. Membership drive – Recap 10/18/16 Senseability Gym Event	L.Rosenfeld
	2. Regional SEPAC – Recap 10/6/16 Event a. Regional Facebook Page b. Opportunities to Collaborate	T.Ehrlich
	c. Annual Basic Rights Co-host Event – Recap 10/17/16	E.Callahan
	3. New page on DESE website re: Social/Emotional Learning 4. Appointment of SEPAC representative on Sped Director Interview Committee	A.Butler
7:45	Awards/Donations	
	1. Scholarships: Expected number of seniors having IEP's or 504's at any point in their education in Hopedale; discuss dollar amount (VOTE required; tabled from previous meeting)	All
	2. Grant process for requesting SEPAC Support (Sample handout @ meeting)	S.Duest
8:00	Items Not Anticipated by Chair(s) 48 Hours Prior to Meeting	E.Callahan & T.Ehrlich
8:05	Adjourn Meeting	All

The listing of matters are those reasonably anticipated by the Chair(s) which may be discussed at the meeting. Not all items listed may, in fact, be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. Also, the time frame for each topic is a general guideline and may not be strictly adhered to.

Hopedale SEPAC Meeting Minutes
September 26, 2016

Attendees:
Alysia Butler
Elizabeth Callahan
Karen Crebase
Sharon Duest
Theresa Ehrlich
Leann Fairall
Linda Gross
Lisa Rosenfeld
Tina Perriello

1. **Open Meeting Law:** Elizabeth provided a quick overview of Open Meeting Law

2. **By-Laws:** At our next meeting, we will review our By-Laws and update them if needed

3. **Introduction of New Superintendent:** Our new superintendent, Karen Crebase introduced herself and provided her background and experience

4. **Director's Report**: See notes on page 2. Additional details are as follows:
    a. Linda discussed the ESY feedback received as a result of discussions with the staff. She handed out a memo that was sent to the staff reviewing the results and recommendations. In the meeting, we discussed sending a survey out to parents as well.
    b. Margo Austein has joined as the interim Out-of-District Coordinator
    c. The group discussed the program change at Memorial and how it could have been communicated to parents differently/ more proactively.
    d. The group discussed the school committee and how we would like them to be more engaged with SEPAC
    e. Back to School Night: We discussed providing a letter to all parents to let them know the schedule and that they have the option to visit their children's specialists

5. **Membership Drive**: The group discussed having a speaker or a meet-the-specialists event as a way to recruit new members. We also decided to use SenseAbility Gym space for a meet and greet. We will determine the date and will provide flyers at back-to-school night.

6. **Meeting Calendar:** We reviewed the meeting calendar for the year. Elizabeth will ask Nick to add dates to school calendar. The schedule is as follows:
    October 24 (canceled)
    November 28
    December 19
    January 30
    February 27
    March 27
    April 24
    May 22
    June 5 (Faculty/Staff Recognition)

7. **Faculty/Staff Recognition Program**: The team reviewed the awards program with Karen Crebase.

8. **Scholarships** – Linda will get a count of how many students are eligible. Once we have the number, we can discuss the award amount.

9. **SEPAC Grants:** Elizabeth provided a sample grant application. We need to simplify it a bit and provide examples of the kinds of goods or services they can request. We could create it as Google form on our website and provide a communication to everyone on how to access it.

10. **Regional SEPAC** : We were contacted by Franklin and North Attleboro SEPACs to attend a regional meeting on October 6. Elizabeth and Theresa will attend.

11. **Meeting Adjournment**

SEPAC MEETING, SEPTEMBER26, 2016: DIRECTOR'S REPORT
*Introduction
*Recap of ESY discussion:

I am enclosing a copy of a working document that was developed by District staff at the close of Extended School Year services. This discussion was driven by data regarding attendance, participation, survey of staff and discussion with some students, and some anecdotal conversation and feedback from a few parents. I would appreciate your input at this time, as well as suggestions of how to obtain a representative sample of parent feedback as soon as possible, so that this working group can continue to move forward.

*New staff:
We added two new positions through the budget process for this school year. Meghan Asselin is a newly hired special education teacher at the Junior Senior High School. Kelsy Rondeau is a newly hired School Adjustment Counselor who will be dividing her time between Bright Beginnings Center and the Junior Senior High School.

We also have hired two new teacher assistants, Geoff Hatl and Emily Laboissiere, both of whom will be working at the Junior Senior High.

At the Elementary School, Jessica Cecchi has been hired as a special education teacher. Jess primarily works with students on the autism spectrum who require a more substantially separate program. This allows Andrea Kelley to focus more on students who require support in an inclusive setting. Both of them are sharing instructional and work space in what was formerly a kindergarten classroom at the end of the hall.

At the Junior Senior High School, Lisa Cotton has been hired as a special education teacher, currently assigned to grade 7.

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English Language Acquisition and Academic Achievement
Humanities, History, and Social Science
Literacy
Science, Technology, Engineering, and Mathematics

Curriculum and Instruction

Social and Emotional Learning in Massachusetts

This website is an introduction to Social and Emotional Learning in Massachusetts Public Schools. The Department commonly uses the Collaborative for Academic, Social, and Emotional Learning (CASEL's), definition of Social and Emotional Learning (SEL): *SEL is the process of developing students' and adults' social and emotional competencies—the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices.* There are a **range of other definitions** for Social and Emotional Learning that may also be viable.

Social Emotional Learning is a core component of the Department's fifth strategic priority: to support students Social, Emotional, and Health needs. The goal of this strategy is to promote **tiered systems of supports that foster safe, positive, healthy, and inclusive whole-school learning environments that:**

- enable students to develop social emotional competencies, achieve academic and non-academic success in school, and maintain physical and psychological health and well-being; and
- integrate services and align initiatives that promote students' behavioral health, including social and emotional learning and other similar initiatives.

In April of 2016, the Board of Elementary and Secondary Education (BESE) held a special meeting on Social and Emotional Learning to provide an opportunity for members to hear a number of key ideas, information, and examples from experts in research, policy, and practice, and have the opportunity to discuss the topic of SEL. Resources from that meeting are available on the BESE website.

This website includes information about:

- CASEL's Collaborating States Initiative
- Developing SEL Competencies within a Tiered System of Supports
- Additional ESE Guidance

For more information about any of these resources, or to share work that your organization is involved with, please email achievement@doe.mass.edu.

Collaborating States Initiative

Massachusetts is one of eight states participating in the Collaborative for Academic, Social, and Emotional Learning (CASEL's) two-year Collaborating States Initiative (CSI). The CSI is an inter-state partnership on the development of policies, learning standards or goals, and guidelines to support statewide implementation of social and emotional learning (SEL). Other participating states include: California, Georgia, Minnesota, Nevada, Pennsylvania, Tennessee, and Washington.

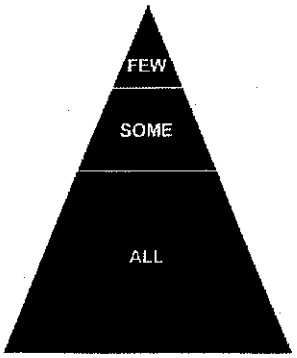
While the needs and approaches of supporting social and emotional outcomes vary from district to district, ESE intends to partner with our stakeholders to **establish a common language and shared vision of positive social and emotional competencies for all students.** Partnership with CASEL and other participating states will allow ESE to achieve those goals by:

- **Engaging** with our stakeholders, especially our teachers, administrators, and specialized instructional support personnel (SISP);
- **Integrating** SEL principles with existing policies, resources, and initiatives; and
- **Building** useful, well-aligned resources.

To receive occasional updates about the progress of this initiative or to submit comments about social and emotional learning in Massachusetts, fill out this short form.

CASEL's website has a wealth of information about Social and Emotional Learning, including a meta-analysis of 213 school-based, universal SEL programs which showed that, compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.

Developing SEL Competencies within a Tiered System of Supports



ESE recommends a tiered approach to SEL, where *all* students get high quality instruction in core competencies of SEL, *some* students will need supplemental supports for these core competencies, and a *few* students will need intensive supports for these core competencies. The distinction between supplemental and intensive supports will vary based on need and student population.

CASEL has provided the following descriptions of Social and Emotional Learning (SEL) as core instruction for all students.

Five Core Competencies of SEL:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

Four Approaches to SEL Instruction

CASEL has identified four general approaches to SEL instruction in the classroom:

- **Free-standing lessons** that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters;
- **General teaching practices** that create classroom and school-wide conditions that facilitate and support social and emotional development in students;
- **Integration** of skill instruction and practices that support SEL within the context of an **academic curriculum**; *and*
- Guidance to administrators and school leaders on how to facilitate SEL as a **school-wide initiative**.

ESE Guidance

PreK-K Standards
These Standards were developed as a collaborative initiative with the Department of Early Education and Care (EEC) and the University of Massachusetts/Boston with funding from the Race to the Top-Early Learning Challenge Grant. The standards bring attention to critical areas of development and learning that positively impact student outcomes and can be used to guide efforts to strengthen curriculum, instruction, assessment, professional development and family engagement.

Guidelines on Implementing SEL
This document contains guidelines for schools and districts on how to effectively implement social and emotional learning curricula for students in grades K-12. The information provided relates to leadership, professional development, resource

coordination, instructional approaches, policies and protocols, and collaboration with families.

Guidebook for Inclusive Practice
Created by Massachusetts educators, this Guidebook includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

Last Updated: October 13, 2016