



1. What we have done to date (John Matthias)

- Attended 2 teacher meetings- RSP/SDC- May 1 & May 8
- Hosted 3 parent meetings-Jan. 23, April 10 & May 29
- Created SEPAC Executive Committee
- Created SEPAC Website – <http://www.rosevillesepac.org>
- Created Yahoo group
- Michael Rosenberg's presentation
- Held 2 general meetings
- Elected 2008/09 SEPAC Board
- Reviewed RCSD Special Education Self Evaluation w/ Phillip Williams

2. What concerns have been raised re: Special Education & RCSD

▪ **RSP Teacher Meeting (Karl Dyer)**

- ⇒ Approximately 30 teachers attended the meeting
- ⇒ Concerns raised during RSP teacher meeting
 - Parents aren't familiar enough with IEP process
 - Parents need more resources and references to Special education process
 - Feel that there needs to be a flyer explaining the role of SEPAC/ then they can provide to parents
 - Parents are not signing assessment plans/giving back timely
 - Explaining to parents the importance of parent participation- particularly in relationship to IEP's
- ⇒ Training Opportunities raised during RSP teacher meeting
 - Reading training-teaches parents how to teach kids
 - Parenting classes
 - Training to work with kids with Special needs
 - Mrs. Clark's training- Developing Capable Young People
 - Warmline

▪ **SDC Teacher Meeting (David Riviello)**

- ⇒ 7 teachers attended the meeting
- ⇒ Concerns raised during SDC teacher meeting
 - Teachers feel parents need to have more involvement in process/come into classroom/observe/obtain better perspective of the child's day
 - Better communication between home and school
 - More communication about what works at home to effectively motivate and manage the child.
 - Teachers wanted more access to community events/resources/referrals
- ⇒ Training Opportunities raised during SDC teacher meeting
 - PCOE- Promoting Social Competence
 - Training that PCOE and SELPA do should be available to parents
 - Behavior support plan training
 - Autism training

▪ **Parent Meetings**

⇒ Concerns raised during parent meetings

A. Occupational Therapy (OT) (David Riviello)

- Assessments are not being completed timely and they are lacking
- RCSD does not have an OTSI on staff – how are complete and accurate assessments being performed without assessing and addressing sensory integration issues
- OT services are not being delivered as agreed to in student's IEP
- OT was a concern with 80% of our parents when we asked them about things that were a problem for them, within the district.
- Phillip Williams indicated at last SEPAC General meeting that they were looking to hire another OT (potentially a CODA) and at this point they were looking to hire "whatever they could get" whether it was an OT or not and whether he/she had SI training or not. Hiring whatever is available is not in the best interest of these children.

B. Budget Issue (John Matthias)

- Share data on Roseville's average spending for special education in relationship to other districts in our SELPA; additionally, comparisons in state. Will share 2005-2006 and 2006-2007.

C. Non-academic areas are not consistently being addressed in educational environment: (Melissa King-Nutall)

- Social
- Emotional
- Sensory (also overlaps with OT)
- Recess/Bullying/Zero social skills being taught
- From IDEIA – Subpart 3 titled "Supports to Improve Results for Children with Disabilities, SEC.670 states the purpose of the subpart is to ensure that children with disabilities and their parents receive training and information designed to assist the children in meeting developmental and functional goals and challenge academic achievement goals, in order to prepare students to lead productive, independent adult lives.
- Also from IDEIA – The primary responsibility of a school administrator is "to ensure that children with disabilities are provided a Free and Appropriate Public Education (FAPE) to meet their unique needs and prepare them for further education, employment and independent living.

SEPAC Discussion Notes – RCSD Board Meeting July 24, 2008

D. Communication to Parents about SEPAC (Anna Raymond)

- Prior to the first SEPAC Meeting fliers were distributed to all children in the Roseville City School District to inform parents of our general meeting. The attendance at this meeting was good and we attribute much of that to the communication provided to parents.
- Regarding our subsequent meetings, fliers were distributed less consistently (only at some schools) and were only reported to have been distributed to parents of special education children. SEPAC has seen a reduction in the number of parents participating in our meetings.
- We had one SEPAC executive committee member report she was unable to speak at a PTC meeting to inform parents of our contact information. SEPAC has not gotten a commitment from any school for the opportunity to advertise our meetings or contact information to parents through the PTC or school newsletters.
- SEPAC is not as effective in assisting the district with creating a better special education program if we do not have enough participants to support our goals and we would like a commitment from the district to provide information to all parents regarding our contact information and general meetings.

E. IEP Issues (Laura Sullivan) – There have been numerous issues raised related to IEPs including:

- No baselines being written
- IEP's being written without parents/prior to IEP
- No enforcement of goals
- Assessments not being provided/not being told about eligibility
- Parents not being notified of rights
- Information/draft goals/assessments not provided to parents ahead of time
- IEP's being written without parents/prior to IEP
- Goals inappropriately written
- Assessments not done by appropriate professionals
- Parents not being notified of denial of services
- Triennial IEP's not being done

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- F. Teacher Turnover (**Melissa King-Nuttall**) – parents have voiced concerns about the high rate of turnover in special education in the Roseville district (including teachers moving from special education to general education). We would like to see data from the school district related to teacher turnover.

We would like to understand when Special Education teachers in Roseville leave/quit/transfer- is there any type of exit interview conducted and/or question administered to identify why they are leaving? This is a measure that may help us (parents and administration) to identify any type of concerns and allow us to brainstorm solutions if there are issues that have not been identified or addressed.

3. What's next for SEPAC (**Karl Dyer and Anna Raymond**)

- Three scheduled SEPAC general meetings – September, January and May
 - Plan to conduct training at each meeting – September will have George Rooks presenting training on behavioral support plans
- Investigate opportunities to bring training to the schools
 - Sensitivity training – Valerie Phillips
 - Touch of understanding
- Create a resource library, hosted by the district for parents to share books, publications, research etc.
- Host an annual awards dinner as well as generate fundraisers for anyone impacted by Special Education – includes staff, administration, parents and community.
- Hold future meetings with RCSD Board
- Have regularly scheduled working sessions with Special Education administration

4. Close / Next Steps: (**John Matthias**)

- First, we appreciate the board taking the time to listen to the SEPAC
- Would like to schedule bi-annual meetings with the board to update them on SEPAC, our progress, our concerns, etc. much like the current meeting. Our proposal is to do this after the board meetings in January and July
- Want to schedule working sessions with the Special Education Administration on a quarterly basis to address issues/concerns, discuss training opportunities, understand strategies for the district related to special education, etc.
- Would appreciate any other feedback from the board on our approach, our objectives and how we can be more successful.