SEPAC Summer School
Session 10 – SEPAC Self-Assessment

Workshop Objectives

Learn how to:

- Understand the relationship between family engagement and the work of SEPACs
- Use tools/assessments to improve your practices
- Customize MA Fundamentals for your SEPAC
- Measure outcomes
- Make an Action Plan/share important information
Family Engagement is a Shared Responsibility

- Parents [family] play an integral role in assisting their child’s learning;
- Parents [family] are encouraged to be actively involved in their child's education at school; and
- Parents [family] are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

Shared commitment to engage families in meaningful and culturally respectful ways

### Tools for Change

**Sample SEPAC Self-Assessment**

The following form can be used by SEPAC members and the director of special education to get an impression of how well the SEPAC is doing. Each member and director of special education should complete the form about four weeks before the meeting at which the results will be reviewed. Ideally, a subcommittee of the SEPAC will receive the completed forms, collate them, and write a report indicating the number of respondents who rated the SEPAC for each of the 12 considerations.

<table>
<thead>
<tr>
<th>Considerations</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SEPAC members have full and common understanding of the functions, roles, and responsibilities of the SEPAC.</td>
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<td>2. The SEPAC has clear and easy to understand by-laws.</td>
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<td>3. The SEPAC has clear priorities based on objective assessment of needs.</td>
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<td>4. The SEPAC has established procedures for reporting needs for the education of children with disabilities and making recommendations to the school board.</td>
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<td>5. The SEPAC seeks diverse input in developing recommendations to the school board.</td>
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<td>6. The SEPAC effectively outreach to special education constituencies.</td>
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</tbody>
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From X: Guide for Local Special Education Advisory Committees in Virginia © 2011, used with permission from the Center for Family Involvement at the Partnership for People with Disabilities at Virginia Commonwealth University, 804-628-3879. All rights reserved.

https://sepacguide.parentcenterhub.org/, p.66-67

This page is excerpted from Advocacy In Action: A Guide to Local Special Education Parent Advisory Councils, produced under U.S. Department of Education, Office of Special Education Programs, No. H328R100616by Center for Parent Information and Resources. Permission to reprint this material is not necessary, however, the citation should be Center for Parent Information and Resources (retired). Advocacy In Action: A Guide to Local Special Education Parent Advisory Councils, Norfolk, VA, Center for Parent Information & Resources, 2010.
**MA Fundamentals**

The Massachusetts Family, School, and Community Partnership Fundamentals are the result of a statewide collaborative process of defining guidelines and research-based practices for the engagement of families, schools, and communities in supporting equitable learning opportunities for students.

1. Welcoming all Stakeholders
2. Communicating Effectively
3. Supporting the Success of Children and Youth
4. Advocating for Each Child and Youth
5. Sharing Power and Responsibility
6. Partnering with the Community

[http://www.doe.mass.edu/sfs/fscp-fundamentals.docx](http://www.doe.mass.edu/sfs/fscp-fundamentals.docx)

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**Fundamentals Assessment Tool**

Using defined indicators, measures levels of implementation that build on each other.

Not here yet

Level 1 – **Initiating**
- basic level of development and implementation

Level 2 – **Progressing**
- functioning level of development and implementation

Level 3 – **Mastering**
- highly functioning level of development and implementation embedded throughout school practice
Why measure outcomes?

Outcome measurement is “a systematic way to assess the extent to which a program has achieved its intended results.”

1. Measure the effectiveness of your activities (what can be improved)
2. Identify effective practices (what will you continue and build on)
3. Identify practices that need improvement (some activities may need to change)
4. Proving your value (establishing credibility)
5. Getting clarity and consensus around your purpose (understand the program and what it is intended to achieve)
**Big Picture Questions …**

What has changed in the lives of individuals, families, organizations, or the community as a result of this program?

Has this program made a difference?

How are the lives of program participants better as a result of the program?

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**Making Changes**

Using an Action Plan

An Action Plan is a document that lists the steps needed to achieve a goal. An action plan clarifies what resources you'll need to reach that goal, makes a timeline for the tasks to get to that goal and determines what team members you'll need to do it all.
Keeping a Record with an Action Plan

<table>
<thead>
<tr>
<th>Goal</th>
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<tbody>
<tr>
<td>Write your goal statement here.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Description</th>
<th>Party / Dept Responsible</th>
<th>Date To Begin</th>
<th>Date Due</th>
<th>Resources Required (staff, tech, etc.)</th>
<th>Hazard Forecast</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break down steps</td>
<td>Identify who is lead or define key roles</td>
<td>What are some of the barriers</td>
<td>What would success look like</td>
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<table>
<thead>
<tr>
<th>TOOLS FOR CHANGE</th>
<th>Sample Action Sheet – Agenda and Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agenda Item</td>
<td>Person Facilitating</td>
</tr>
<tr>
<td>Parent Input: Access to Library: Ellen school</td>
<td>SEPAC</td>
</tr>
<tr>
<td>Parent Input: Social Skills: Instruction needed</td>
<td>SEPAC</td>
</tr>
<tr>
<td>SEPAC Input</td>
<td>SEPAC</td>
</tr>
<tr>
<td>District Input: New Transition Coordinator</td>
<td>DSS</td>
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<tr>
<td>District Input: Professional Development</td>
<td>DSS</td>
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</tbody>
</table>

Possible Agenda Items for Next Meeting: | Odds and Ends List | Next Meeting Date: |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1. 2. 3. 4. 5.</td>
<td>1. 2. 3. 4. 5.</td>
<td>1. 2. 3. 4. 5.</td>
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Change is good ...

SEPAC Summer School

Please complete our Evaluation to be entered into a drawing for a free FCSN workshop!

Thank you for participating!!