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 the results, and write a report indicating the number of respondents who rated the SEPAC for each of the 12 considerations.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Considerations | 5StronglyAgree | 4Agree | 3Neutral | 2Disagree | 1StronglyDisagree | From ‘A 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 the Virginia Commonwealth University. 804-828-3876. All rights reserved. http://www.doe.virginia.gov/boe/committees\_advisory/special\_ed/local\_sped\_advisory\_committees/index.shtmlThis 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. H328R130014 by 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 (retrieval date). Advocacy in Action: A Guide to Local Special Education Parent Advisory Councils, Newark, NJ, Center for Parent Information & Resources, 2019. |
| 1. SEPAC members have full and common understanding of the functions, roles, and responsibilities of the SEPAC. |  |  |  |  |  |
| 2. The SEPAC has clear and easy to understand by-laws. |  |  |  |  |  |
| 3. The SEPAC has clear priorities based on objective assessment of needs. |  |  |  |  |  |
| 4. The SEPAC has established procedures for reporting needs for the education of children with disabilities and making recommendations to the school board. |  |  |  |  |  |
| 5. The SEPAC seeks diverse input in developing recommendations to the school board. |  |  |  |  |  |
| 6. The SEPAC effectively outreaches to special education constituencies. |  |  |  |  |  |

*- continues*

Sample SEPAC Self-Assessment *(continued)*

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 the results, and write a report indicating the number of respondents who rated the SEPAC for each of the 12 considerations.

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| 7. SEPAC meetings facilitate focus and progress on important issues and matters. |  |  |  |  |  |
| 8. The SEPAC receives regular reports on budgets, program performance, and other important matters. |  |  |  |  |  |
| 9. The SEPAC regularly monitors and evaluates progress on priority issues. |  |  |  |  |  |
| 10. All necessary skills and stakeholders are represented on the SEPAC. |  |  |  |  |  |
| 11. The SEPAC conducts ongoing training for its members. |  |  |  |  |  |
| 12. School board and division personnel are responsive to the work of the SEPAC. |  |  |  |  |  |