

Chelmsford Special Education Parent Advisory Council



Presentation for the
School Committee
February 2019

Prepared By:
Alison Barnes, Co-Chair
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Jane Zhao, Treasurer
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Acknowledgements

We would like to thank the following members of our community for their efforts to aid CSEPAC with increasing understanding, respect, and support for all children with special education needs.

CSEPAC Members & Parents

Chelmsford Council of Schools
Byam Student Association
Center PTO
Harrington PTO

Chelmsford Public School District
Amy Reese
Bill Silver
Dr. Jay Lang
Dr. Linda Hirsch

Chelmsford School Committee
Donna Newcomb

MassPAC & Federation of Children with Special Needs
Leslie Leslie

Chelmsford Police Department
Officer Brian Ubele
Officer Daniel Sullivan

Chelmsford Department of Public Health
Amanda Glasser

LinkLinks, Inc.

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Chelmsford SEPAC

"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."

– Andrew Carnegie

Chelmsford special education programming could be an exemplary model for others in the state. CSEPAC would like to help make that happen by providing objective, educated feedback to the school committee, fostering a trusting relationship between parents and the district, and providing information to parents so that they can successfully navigate the system. The feedback provided by parents in the needs assessment survey, at meetings, and from Parent Support Group updates indicates that we need to focus on two things to make that happen: communication and parent education.

CSEPAC has 4 current board Members. Alison Barnes and Kristen Eriksen are co-chairs. Laurie McCarron is secretary. Jane Zhao is treasurer. There are several parents serving as liaisons to the parent organization at their child's school. Board positions and liaison duties are outlined in the bylaws, attached. We are fortunate to have Amy Domow serving as our workshop coordinator. We defined workshop coordinator as a volunteer who is not a board member that plans, schedules, and assists with hosting workshops and speakers. Kendra Barbanti is serving as our ALEC Coordinator. We defined ALEC Coordinator as a volunteer who is not a board member that researches current special needs training that Chelmsford's emergency personnel have and the requirements and availability of bringing ALEC training to Chelmsford.

Regular business meetings and minutes are posted on the CSEPAC website, chelmsfordsepac.weebly.com. Meetings are typically held at the Chelmsford High School Learning Commons at 7pm. Elections are held in May. The 2018-19 meeting schedule is:

Thursday, August 9
Thursday October 25
Thursday November 29
Thursday January 24
Thursday February 28, snow date Mar 7
Thursday March 28, snow date Apr 7
Thursday April 25
Thursday May 23

CSEPAC Responsibilities & Duties

According to the Guidelines for Special Education Parent Advisory Councils, “The PAC has authority to create bylaws to help govern its duties, including rules for election of officers. By-laws may designate operational procedures or specific policies and steps to follow in organizing activities for the PAC.” Chelmsford SEPAC updated and approved bylaws with the parents of our community in November 2018.

The mission is to effectively communicate the understanding, respect, and support for all children with special education needs in our community.

Under the law, the duties of the SEPAC are defined – “advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials to participate in the planning, development, and evaluation of the school district’s special education programs.” 603 CMR 28:07(4) These duties are defined within our purpose:

- Advise the school committee on matters that pertain to the education and safety of students with special needs. Participate in the planning, development and evaluation of the school district's special education programs.
- Collaborate with the district to inform parents about their rights regarding special education.
- Disseminate information about programs and services in the school system.
- Help direct parents to advocacy, support services, and parent education opportunities.
- Inform parents about special education legislation.

Budget Review

Total Budget, line item “PAC” under Special Education	\$750
MassPAC Plus Membership	-\$450
An IEP for My Child Workshop	-\$150
Additional funds coordinated with Byam School Association	\$46
Refreshments for workshops	-\$24.86
Remaining Budget	\$221.14

Cost of an additional workshop from FCSN: \$300

Our line item for the 2018-19 school year was \$750. Our budget was used to provide workshops for parents. We are working on adding another workshop this spring, taught by the Federation of Children with Special Needs. That will use our remaining funds.

Additionally, our reciprocal relationship with the Byam Student Association allotted an additional \$46. BSA invited CSEPAC to run a cupcake booth at their back to school event and, in return, they split the profits with us. This has been used to provide refreshments at our events.

CSEPAC 2018-19 Goals & Accomplishments

This year CSEPAC has worked with parent and professional groups townwide. The following goals were presented last spring. We have focused on spreading the word about what CSEPAC is and does, while building positive relationships with the district and other parent led groups.

- ✓ Provide SEPAC community outreach at Open House
- ✓ Host True Colors Workshop
 - Attend A.P.P.L.E. Institute
- ✓ Complete Special Education Needs Assessment Survey
 - Apply for ALEC Grant
- ✓ Continue building a collaborative relationship with administration and school Committee
- ✓ Establish SEPAC guidelines for open dialogue between parents and collaborative dialogue with CPS
- ✓ Continue building a collaborative relationship with PTO and BSA groups

Our outreach into the community can be seen in a variety of ways:

- CHIPS packets include CSEPAC Handouts, coordinated by Mary Ellen Forty, CHIPS teacher
- Coordinated staffing at the cupcake booth for a BSA event
- Zen Den - a sensory friendly play space for use during school wide events, provided this service at Center School PTO's Trunk or Treat and BSA Sweetheart Dance
- Hosted an activity table at the Harrington PTO's Heritage Festival and Chelmsford Farmer's Market
- Attending Council of Chelmsford Schools meetings to share information
- Coordinated with the CHS Exploring Early Childhood program to provide free babysitting for families during CSEPAC events
- Continued collaborative relationship with the Chelmsford Special Education Parent Support Group, who meet periodically and share parent concerns at CSEPAC meetings

In addition to spreading awareness and providing support, there have been several opportunities for parent and professional training.

True Colors: Offered in September, Personality system to improve productivity and reduce conflict. Parents, CSEPAC Board Members, School Committee, and CPS Administration attended

Basic Rights in Special Education: Offered in November, 12 participants, cost included in MassPAC membership. The district is required to provide this workshop for parents annually. Basic Rights is an important workshop that every parent should take. It goes over the timeline for determining eligibility for special education and introduces the basics of how that works.

An IEP for My Child: Offered in January, 12 participants, cost reduced by half with MassPAC membership. This workshop explains the Individual Education Program (IEP) document, its development, how to articulate a vision, write measurable annual goals, monitor a child's progress and understand how the document will support a student.

Executive Functioning: April 4, 2019, To be presented by Speech and Language Pathologist, Karen Grabowski, and Special Educator & BCBA, Kristine Wiltz. Together, they will describe executive functioning deficits and focus on how to address your child's needs at home. Tools and techniques will be offered across all grade levels.

504 Plans: To be planned for spring. This workshop explains the rights and responsibilities of a 504 Plan, who is eligible, what it contains, and the major differences between a 504 Plan and an IEP. This is a presentation by the Federation of Children with Special Needs.

Anxiety: Planned for early June.

Additional time for parent to connect and to learn about resources in our community is provided before or during business meetings. Informal parent support is available from 6-7pm. It is simply time and space is provided for parents to connect before meetings begin. Guest speakers are invited to share information about programs, resources, and services. This year we have welcomed:

- School Resource Officers: School Safety and Emergency Preparedness
- LifeLinks Inc: Family Support Services
- Chelmsford Board of Health: Project Interface
- Health & Guidance Counselors: Mental Health Supports at School (planned for Feb.)

Concerns and Recommendations

Needs Assessment Survey

This anonymous assessment survey was designed by the Chelmsford Special Education Parent Advisory Council (CSEPAC) to quantify and qualify levels of understanding and satisfaction for the services our children are receiving from the Chelmsford Public Schools. Respondents were tasked with rating their experiences and answering questions to the best of their ability. An additional directive was given to submit the survey separately for one child and then re-submit for an additional child. Respondents were told that the entirety of the survey need not be completed twice.

The survey was sent to 1,104 contacts and 227 contacts completed the survey which is a great response rate. This number would likely go up as families see changes and trust the process. 75% of submissions were from families with a child on an IEP and 25% of submissions were from families with a child on a 504 Plan.

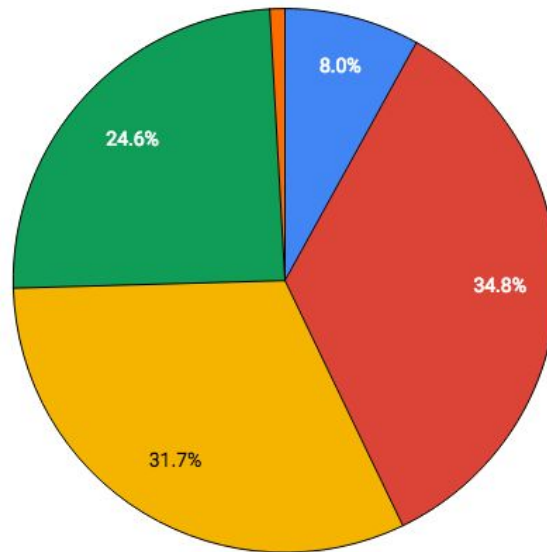
The Needs Assessment Survey Sub-Committee worked with the Director of ICTS, Bill Silver, on the following:

- Determining which software tool we could use to ensure anonymity as we knew more families would be likely to participate openly if they could be anonymous.
- Ensuring that the survey would be sent to any family within the district that had a child on an active IEP or 504 Plan regardless of whether they were in-district or placed out-of-district.

Demographics

Percentage of School

● Preschool ● Elementary ● Middle School ● High School ● 18-22



Have you already taken this survey for another child?

223 responses

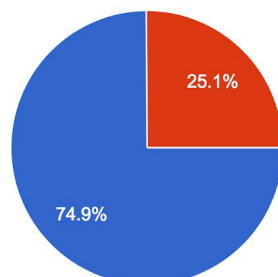
● Yes
● No



Is your child on an IEP or a 504 Plan?

223 responses

● My child is on an IEP
● My child is on a 504 Plan



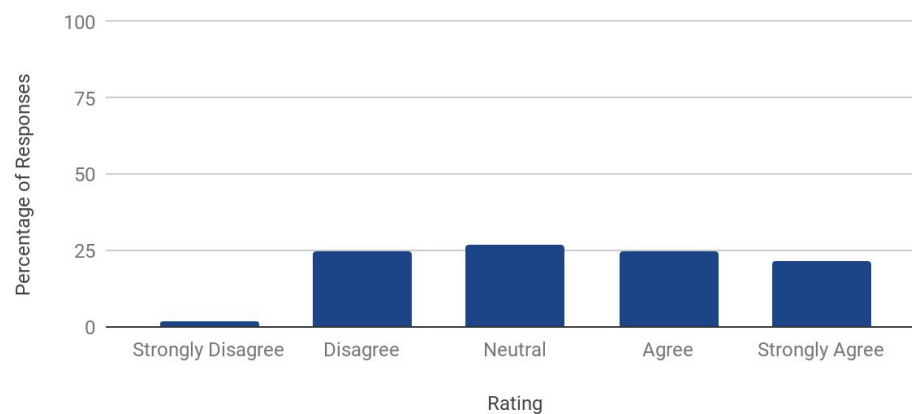
Highlights of responses for families with students with 504 Plans

- 87% feel their child is an accepted member of the school community.
- 82% fully understand their child's 504 Plan.
- 84% feel that school staff are properly trained to understand the unique needs of their child.
- The majority of families know who to contact for updates and to share concerns.
- 64% are satisfied with their child's 504 Plan
- 57% parents feel they are included by the 504 Plan team as an active participant.

It is difficult to know who to communicate concerns to because there isn't a liaison at the school. This issue ties back into communication with the district. CSEPAC is planning to add a training on 504 plans, for parents and possibly for teachers and staff.

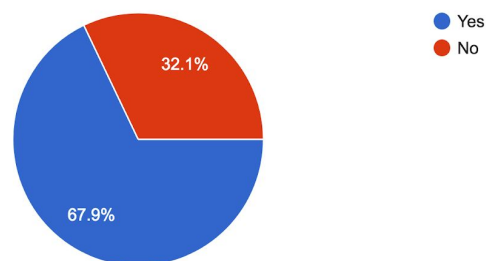
My child's 504 plan's accommodations are being used as written.

56 Responses



I know who to contact at the school if I have a concern about my child's 504 plan.

56 responses

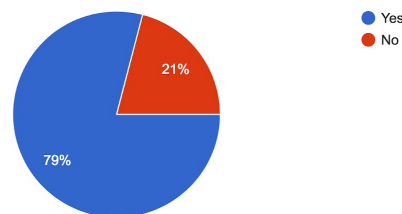


Highlights of responses for families with students with IEPs

- Almost everyone feels their child is an accepted member of the school community.
- 76% of families understand their child's IEP.
- 68% feel that the district is doing a good job at including them as an active IEP team member.
- 86% feel that their child's IEP is being implemented as written.
- 33% shared that their child's IEP goals and objectives were developed prior to the team meeting.
- 22% feel dissatisfied with overall communication and response time from their IEP team Members.
- 75% have had 2+ years experience going through the IEP process, opinions should be valued

I receive communication regarding progress on my child's IEP goals.
(example: progress report)

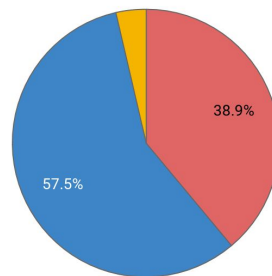
167 responses



Is your child making effective progress towards their goals?

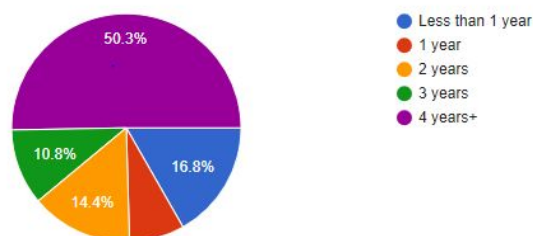
167 Responses

● Yes, on all goals ● Yes, on some goals ● No, my child is not making effective progress on any



How long has your child been on their IEP?

167 responses

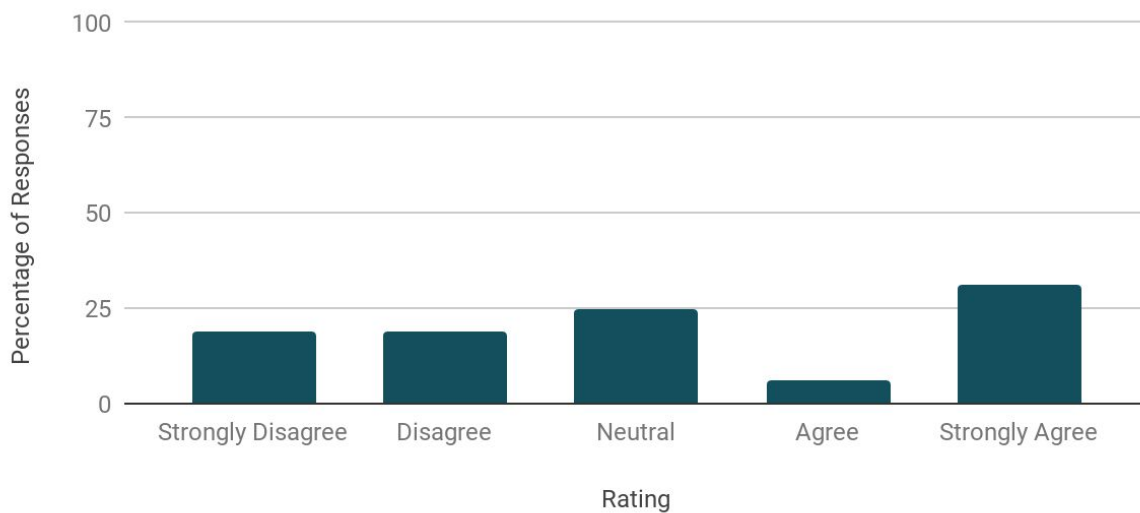


Results for families with students with Out of District Placement (OOD)

- 7% of the survey submissions came from OOD families
- The majority of OOD families feels they are receiving the right level of communication from their home school community.
- There were requests for more guidance on home school community after school enrichment activity and sports options.
- 56% were not given more than one OOD placement option.
- OOD families were interested in workshops on the following topics: Trauma Sensitive Schools, Transition Options/Rights/Planning for Coming Back in District, and Legal Rights.

Chelmsford worked collaboratively with me to decide on an out-of-district placement.

16 Responses

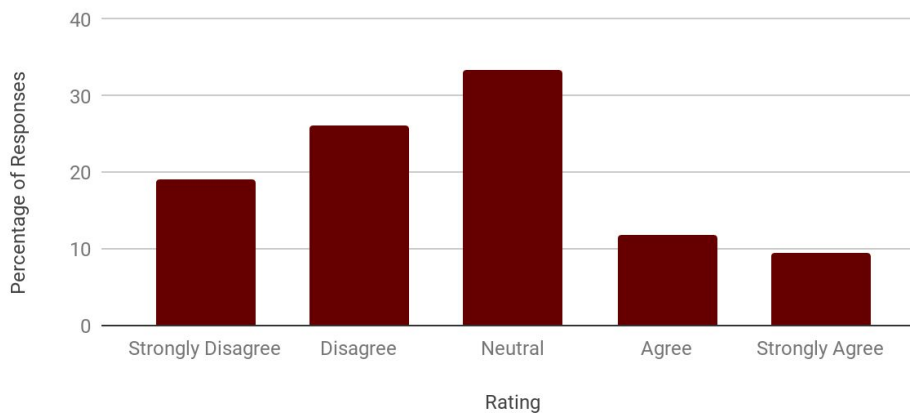


Home school community and enrichment relates to 17-18 sepac concerns. At this time we feel we need more information to make an informed list of concerns & recommendations. It recommended that CSEPAC look into how to reach out to them and get the info we need to figure this out, including collecting more data and learning more about processes and laws related to out of district placements.

Results pertaining to CPS Administration, Staff, and Transportation

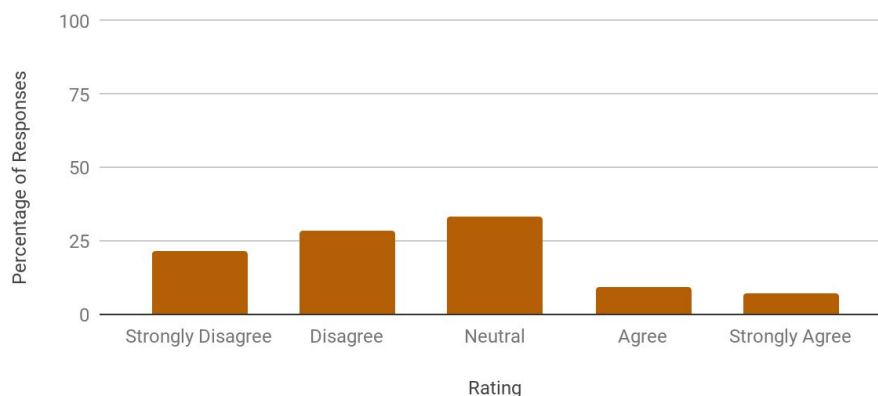
I am satisfied with the support I received from Student Services.

42 Responses



The Student Service team member(s) advocated for my child's needs.

42 Responses



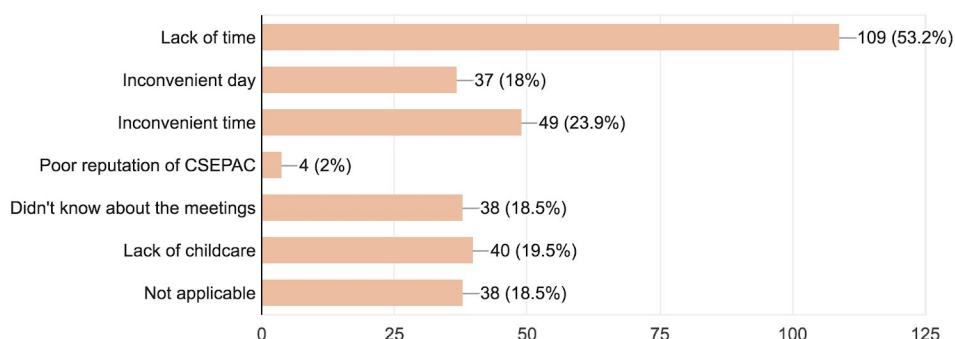
- 56% of 504 Plan families and 65% of IEP families felt that school staff is trained to understand their children's unique needs.
- 80% of IEP families feel that related service providers (SLP, OT, PT) are doing a great job with their children.
- 25% of families have had to contact Student Services with a question/concern regarding their child's IEP that was not handled by their liaison.
- 1/3 of the families feel they do not receive responses in a timely manner from Student Services.
- 73% of families experience inconsistent pick-up and drop-off times.
- 50% of families feel there is a lack of driver training.
- 46% experience a lack of communication with their child's driver.

Results of CSEPAC related questions

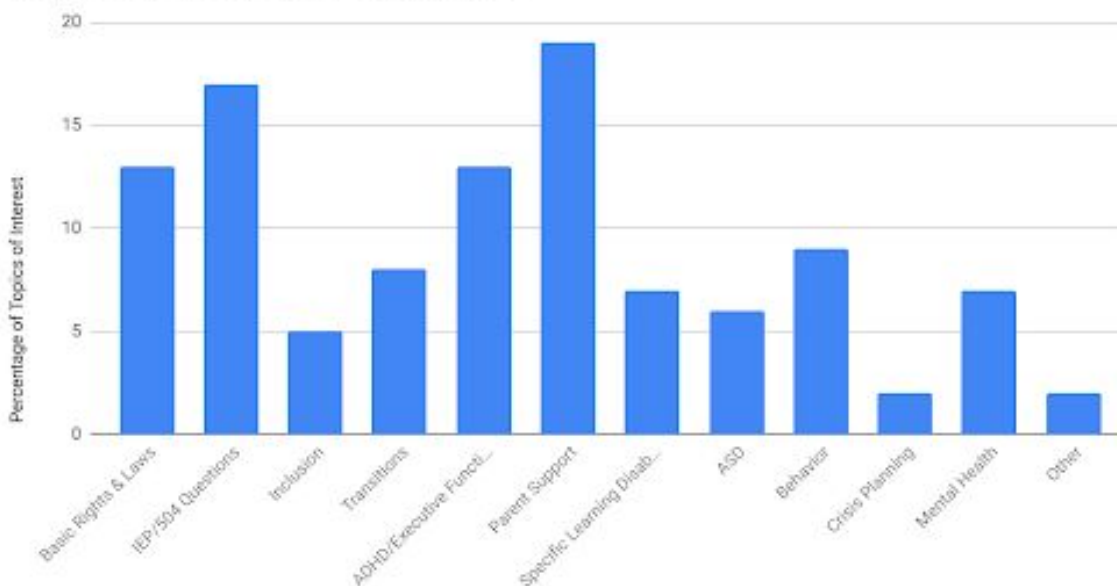
Of those who have not yet attended a meeting lack of time and inconvenient time we cited as the most prohibitive reasons. The third was access to child care. This is actually something we've already addressed. We've coordinated on site child care for CSEPAC programs with Joan Murphy at the Early Childhood Explorations program at the high school. Students are volunteering their time to earn service hours.

If you have not been able to attend a CSEPAC meeting in the past, what has prevented you from attending? (check all that apply)

205 responses



Topics of Interest for Future Workshops



Parents are most interested in workshops surrounding Parent Supports, IEP and 504 Plans, Basic Rights and Laws, ADHD/Executive Functioning, and behavior. We have access to many great presenters through the Federation, the district and town resources, and our area has some of the best researchers and practitioners in the country. The later of which cost more money to bring in, but we could look into co-hosting with a neighboring PAC for those events.

Concerns & Recommendations

Concern: Wait time to receive responses from Student Services and IEP team staff.

Recommendation: The district could develop and enforce communication guidelines for staff members to follow with clear escalation points for parents to utilize as needed. The district may want to evaluate staffing levels to ensure staff can deliver against the guidelines. Including using the “respond all” on email.

This concern is carried over from the 2017-18 presentation. “Communication surrounding special education services can lack consistency, clarity, timeliness.”

This is a recommendation that has carried over from the 2017-18 presentation. “Emails should be responded to in a timely manner to either acknowledge receipt of emails or to respond informatively. This should be modeled from the top down, starting with the director of student services.”

Concern: Parents are unsure who to contact regarding implementation of 504 plans.

Recommendation: A flow chart is created for each school outlining the hierarchy of professionals responsible for implementing the 504. Parent and teacher training on 504 plans.

Concern: Transportation issues and communication

Recommendation: The district could communicate a clear process for families to follow when reporting transportation issues. The district could share concerns with the transportation company and follow-up with families to ensure the problems are improving.

This recommendation is carried over from the 2017-18 presentation. “Clearly communicate details of special needs transportation by providing information to parents on the standardized protocols for specialized transportation and extended school year programming. If there is no standardized protocol, then one should be developed. This could be in the form as a flow chart of who to contact and when.”

Concern: Difficulties for parents accessing meetings and training

Recommendation: CSEPAC should redo the survey at least every 3 years. CSEPAC should maintain a website with timely updates, share information on social media, share information with administration and school principals, share information at PTO/BSA/CoCS meetings, share information through Connect Ed, provide child care at meetings. CSEPAC should invest in professionally printed brochures to be handed out at IEP and 504 meetings, open house, and PTO/BSA/CoCS meetings. CSEPAC should investigate the possibility of airing meetings and workshops on Chelmsford TV.

Concern: Communication within the district and to and from parents

Recommendation: CSEPAC and CPS could co-host a roundtable discussion to inform parents of how processes and timelines work for things like MTSS, SST, Title 1, IEP, and 504 Plans. The flowchart recommended above could be presented at this event.

This concern is carried over from the 2017-18 presentation. “Define levels of intervention, like the Response to Intervention (RTI) model, that occur before an evaluation is recommended or agreed upon when requested. The process to figure out if your child needs services is not clear. Parents need to know the timeline for trying approaches for individual needs within the general ed classroom. Parents need to know the process for seeking out and identifying children with special needs.”

Concern: Need update on the items that were partially or not implemented on the Coordinated Program Review

Recommendation: CSEPAC Chairs should meet regularly with administration and school committee to review our concerns & recommendations for the district, evaluation of special education programming and services, and PAC goals.

This recommendation is carried over from the 2017-18 presentation. “Continue efforts to achieve the goals listed on the CPR. We recommend that the items listed as concerns from CPR be made a priority. We realize a lot of the efforts that go towards meeting the goals listed on the CPR are behind the scenes. It would benefit the relationship between parents and the district to make those efforts be made visible. That could be done by communicating those action during SEPAC board meetings with administration or arranging for time on a SEPAC agenda to give an update to the entire group. We would like to be able to acknowledge the efforts being done to meet those goals and be an active participant in developing special education programs.”

Concern: Removing recess is part of district policy for consequences for behavior. Teachers remove recess for reasons other than those listed in the parent handbook.

Recommendation: The district could evaluate the behavior policies, districtwide and by individual teachers, related to removing recess as a punishment. Investigate how PBIS plans relate to district behavior policies and consequences.

This recommendation is carried over from the 2017-18 presentation. “Evaluate the behavior policies related to removing recess as a punishment. Punishment is a short term solution to a long term problem. Identify the cause of unwanted behaviors during lunch & recess and address those needs, rather than punishing children.”

Concern: Out of District families requests for more guidance on home school community after school enrichment activity and sports options.

Recommendation: CSEPAC and CPS should continue to seek ways to include children with OOD placements in our community

This recommendation is carried over from the 2017-18 presentation. “Invite OOD families to community events. In order to help children who attend school in different districts feel connected to their community, we recommend that they be included in invitations to special events that happen at our schools. Those children still live in Chelmsford, and if at any point moving back into this district for education becomes a choice, they need to have a connection to peers and community.”

CSEPAC 2019-20

Goals

- Collaborate with the district to host Basic Rights in Special Education for parents in October.
- Collaborate with the district and parent groups to host a discussion: “Integrated Learning in My Child’s Classroom” in November. This is a recommendation carried over from the 2017-18 presentation.
- Schedule monthly parent workshops January through May. We recommend including FCSN workshops Suspension & Discipline in Special Education and Effective Communication, based on survey results.
- Regularly scheduled meetings with school committee and administration for the evaluation of special education programming and services
 - Set up a committee to explore specific topics: PAC parents, admin, teachers, therapists
 - Meet with DSS prior to sepac meetings in lieu of meeting at different times
 - Set up meetings with Administration and SC to review our concerns & recommendations for the district, and PAC goals.
- Develop a 3 year plan for CSEPAC, which includes resending the survey in 2 years to coordinate with the CPR, then in 3 year cycles to monitor. Survey results can be used to get ideas for PAC actions.
- Provide support and information to families at PTO & BSA events.
- Plan an activity for families, like Co-host a Sensory Friendly Roller Skating night with local SEPACs.

Proposed Budget

For the 2019-20 school year, we project that CSEPAC will need to following funds to complete our goals: \$1500.

MassPAC membership	\$450
1st FCSN workshop: Effective Communication	\$150
2nd FCSN workshop: Suspension & Discipline	\$300
Activities	\$300
Community Outreach	\$300
Total Projected Budget	\$1500

Community Resources & Upcoming Events

More information can be found at Chelmsfordsepac.weebly.com. Our business email is ChelmsfordSEPAC@gmail.com. This is a public email used to schedule agenda items and attend to PAC business, subject to OML and FOIA. This email can be accessed by the public when requested.

Information about programs, services, and community events are largely shared on the Facebook group, "Chelmsford SEPAC." Membership to this group is open to the public. Additionally, we have an email for our liaisons to field questions from parents: csepac.liaisons@gmail.com. No SEPAC business is conducted via this email.

Upcoming Events

Next Regular Business Meeting:

**Tuesday, February 28 at 7PM
Chelmsford High School, Learning Commons**

Please join us for our next workshop for parents and professionals:

**Executive Functioning
April 4, 2019, 7-830PM
Chelmsford Public Library, McCarthy Room**

Presented by: Speech and Language Pathologist, Karen Grabowski, and
Special Educator & BCBA, Kristine Wiltz.

Together, they will describe executive functioning deficits and focus on how to address your child's needs at home. Tools and techniques will be offered across all grade levels.

Additional Resources

MassPAC at the Federation is the statewide organization providing information, training and networking opportunities to Massachusetts special education parent advisory councils (SEPACs) and the professionals who collaborate with them.

The PTIC (Parent Consulting Training Institute, <https://fcsn.org/ptic/call-center/>) Call Center is a free service to answer questions from parents and professionals about special education. It is staffed with information specialists and parent consultant volunteers trained in the federal and state special education laws, procedures, and related matters. Call Center staff is knowledgeable about the availability of additional community resources that can support parents and help them meet their child's needs.

The Federation for Children with Special Needs is one of the central resources that we direct parents towards. More information can be found at <https://fcsn.org>. Additional resources can be found on CSEPAC website: <https://chelmsfordsepac.weebly.com/resources.html>.

Attachments: CSEPAC Bylaws

Chelmsford Special Education Parent Advisory Council By Laws

Approved 11/29/18

Article I. Name: Chelmsford Special Education Parent Advisory Council, SEPAC, or CSEPAC

Article II. Mission Statement: The mission is to effectively communicate the understanding, respect, and support for all children with special education needs in our community.

Article III. Purpose

Section 1. Advise the school committee on matters that pertain to the education and safety of students with special needs. Participate in the planning, development and evaluation of the school district's special education programs.

Section 2. Collaborate with the district to inform parents about their rights regarding special education.

Section 3. Disseminate information about programs and services in the school system.

Section 4. Help direct parents to advocacy, support services, and parent education opportunities.

Section 5. Inform parents about special education legislation.

Article IV. Membership

Section 1. General Membership shall be open to any resident of Chelmsford or person affiliated with the Chelmsford School System.

Section 2. Voting Membership shall be open to parents/guardians of children with special needs who are receiving services through the Chelmsford School System. Members must have attended at least one previous business meeting during the current school year to vote in elections.

Article V. Officers and Liaisons

Section 1. The board members of this organization are the following but not limited to:

Chairperson, Secretary, Treasurer

Section 2. Additional officer positions may be established and/or combined as needed. At least two officers must be present to facilitate meetings. The term of office shall be one year from June to June. Officers must be re-elected at each annual meeting. Board members shall represent SEPAC as a non-partisan organization.

Section 3. Duties of the officers:

a. Chairperson

- i. Determine business meeting agenda and facilitate meetings.
- ii. Coordinate representation of SEPAC at public functions
- iii. The chairperson shall manage the activities of the organization.
- iv. Communicate with administration and the school committee regularly.
- v. Coordinate new board members receiving open meeting law materials.
- vi. Coordinate management of electronic communications, duty shared with secretary
- vii. Duties may be shared with a Co- Chairperson.

b. Secretary

- i. Shall be responsible for recording meeting minutes.
- ii. The secretary shall maintain a permanent file of the organization's by-laws, the meeting minutes, and records of Certificate of Receipt of Open Meeting Law material by board members.
- iii. The secretary shall maintain a record of all outside correspondence and post all meetings in accordance with open meeting laws.
- iv. Coordinate management of electronic communications, duty shared with Chairperson.

c. Treasurer

- i. Shall be responsible for maintaining the records for all monetary transactions of the organization
- ii. Manage purchase order requests and financial transactions made on behalf of SEPAC
- iii. Provide a report of monthly activity and funds balances at every general meeting
- iv. Provide a report of yearly activity and funds balances by June 30th
- v. Communicate with administration and/or school committee when needed.

Section 4. Duties of the liaisons:

- a. The liaisons of this organization assists the CSEPAC board by ensuring the most current information is accessible to special ed families within their school.
- b. Liaison responsibilities include: Act as liaison between his/her school and CSEPAC.
- c. Connect with school's PTO/BSA and share CSEPAC information.
- d. Communicate CSEPAC information to his/her school and school administration.

- e. Attend CSEPAC meetings and provide status updates and feedback to CSEPAC Board.

Article VI. Election Procedures

Section 1. Officers shall be elected by a majority vote, of all in attendance, at the General Meeting

in May. 2.

Section 2. Nominations for office shall be discussed and accepted at the general business meeting prior to the May election. Absentee candidates can only be nominated with their written permission.

Section 3. If any office becomes vacant, an election for that office shall be held immediately, with person elected to complete the current term.

Article VII. Subcommittees and Interim Team

Section 1. Subcommittees

- a. shall be created as needed.
- b. The subcommittee chair shall be a volunteer or willing nominee accepted by a simple majority of the members present.
- c. The Subcommittee Chair is responsible for maintaining a record of subcommittee meetings to be presented at a business meeting.
- d. All subcommittee meetings are subject to Open Meeting Laws.

Section 2. Interim Team

- a. CSEPAC shall be established by the School Committee according to the provisions of The Massachusetts Spec Ed Law, ch. 71 B, Mass Gen Laws and exercising the powers and assuming the duties granted to it under said statute.
- b. In the event that the CSEPAC becomes inactive for a period of two or more years, an Interim Team consisting of three or more parents/guardians volunteers shall have the option to oversee the process of forming a SEPAC using the most current bylaws.
- c. Any parent volunteer that has a child with special needs in the district of Chelmsford is allowed the entitlement to equally participate in the forming of establishing or re-establishing the up and coming SEPAC.
- d. Interim team responsibilities are to oversee the formation of a parent elected board.

Article VIII. Meetings

Section 1. Business meetings shall be held at least quarterly, from September through June. When

possible coordinate meeting calendar dates for the following school year by the end of the current school year.

Section 2. Notices of all general meeting dates shall be posted at town hall and communicated to the public.

Section 3. Annual elections will be held at the general meeting in May.

Article IX. Finances

Section 1. Public Funds: As a public body, SEPAC funds are subject to M.G.L. chapter 44, section

53A and chapter 71, section 37A. Funds raised by the PAC must be deposited with the municipal treasurer, held as a separate account, and become part of the district's End-of-Year Pupil and Financial Report.

Section 2. Private Funds: Private funds may not be collected in Chelmsford SEPAC's name.

Article X. Electronic Communications

Section 1. Student confidentiality: The board shall take steps to ensure student confidentiality is maintained in all communications.

Section 2. Electronic communications: All communications shall occur under the description of the applicable board member's position and/or additional duties as discussed at a SEPAC meeting. This includes, but is not limited to: email, text messaging, online messaging, social media, photo sharing, message boards.

Section 3. Email: The board will have access to SEPAC email. Email shall not be used for personal communications of any kind, sharing any information about individual students or families, or deliberation or decision making about SEPAC business.

Article XI. Bylaws Amendments: These bylaws may be amended by a 2/3 vote, of those in attendance, at a business meeting. By-Laws shall be reviewed at least every 3 years.