

SEPAG

Special Education Parent Advisory Group

January 18, 2023

What is SEPAG?

- Engage families to shape our special education programs
- Build positive relationships
- Information sharing
- Resources
- Parent advisors and school leaders collaborate



Mission Statement

The mission of the North Hanover School District SEPAG is to facilitate collaboration among students, parents, staff, the Board of Education, and the community in order to promote inclusion and understanding of, respect for, and support of all children with special needs in our community.



Parent Input is Important and Valued

- Parents will offer vital input and ideas
- Focus is on advising the district and giving input
 - Not individual student concerns
- Look at systems issues-- that is, challenges and opportunities that affect larger groups of students



SEPAG's Role

- To provide direct input on the policies, programs, and practices that affect services and supports for students with disabilities.
- To increase the involvement of families of children with special needs in school activities.
- To advise on issues that affect the education, health, and safety of students with special needs.



Special Education

- IEP-Individualized Education Plan: To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs
- **504 plan:** brings parents, teachers, and school administrators together to identify a student's learning challenges and create accommodations to remove or reduce barriers to learning



Evaluations

- Initial Evaluations: determine whether the student has a disability that requires specially designed instruction
- Re-evaluations: conducted to determine whether the student continues to be a student with a disability and in need of special education and related services.



Programs at North Hanover

- ICR- In Class Resource: students are educated with the general education students with the support of a special education teacher or a dually certified teacher
- POR-Pull out Resource: students who benefit from learning in a small group with a special education teacher during core subjects
- Self Contained: students who benefit from learning in a smaller classroom size with a special education teacher and stay in this classroom for core subjects



LRE- Least Restrictive Environment

The law requires the child to be educated in the least restrictive environment, and this obligates the school district to educate the child with children without disabilities to the maximum extent appropriate.



IEP Team

- Parents/Guardians
- Case Manager
- Related Service Therapists
- BCBA/Behavior Specialist
- Teacher
- Principal
- Director of Special Services
- Nurse



ESY- Extended School Year

To determine eligibility for ESY, the IEP team must consider a number of factors. Central to the determination is a regression/recoupment of skills that considers how much a child will regress during time away from school and how long it will take to recoup the skills if ESY is not implemented.

Eligibility is decided each year by the IEP team



FBA and BIPs

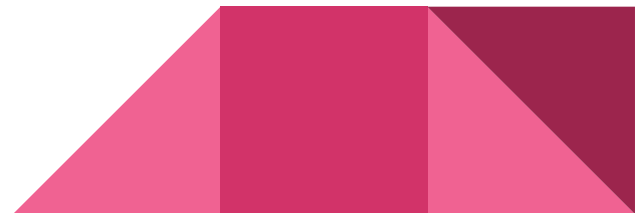
Functional Behavior Assessment: The FBA should be used to determine where, why, and when the behavior is most and least likely to occur.

Behavior Intervention Plan: outlines proactive and reactive strategies to address the behavior; helps to teach the student replacement skills for the behavior



Questions, Concerns, Discussion

1. SEPAG will have a page on the district website for information, notes, and resources
2. Agenda items to identify
 - a. Example only: There are stairs and one child is in a wheelchair so the entire class does not go to library.
 - b. [SEPAG Action Items](#)
3. Information for parents/guardians (identify topics)
 - a. Nurtured Heart Approach
 - b. Handling Behavior at home



Resources

- <https://www.nj.gov/education/specialed/>

