

Superintendent Steering Committee  
 Special Education Parent Advisory Committee  
 SEPAC Workshop Reflection

List possible topics for discussion at a SEPAC Meeting	Is this topic...		What are some ways that this issue can be addressed/resolved?
	Individual? (address through IEP)	Systemic? (affects most/all students)	
S.T.A.M.P. Special Teens After-School Mentor Program (high school ages 14-18)		X	Work with Teaneck High and District to start a pilot program.
			Look at Special Education Audit
			Look at Corrective Action Plan
Use students abilities to develop a customized IEP to assist with inabilities.			Customized IEPs for each child
Proper training for staff members that interact with Special Education students.			Give the teachers tools to use and new procedures to keep up with the demand.

How to work towards moving kids out of Special Education programs if they have met requirements of IEP.			Integrate age-appropriate and grade appropriate work as well as developmental work to keep them on task.
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The ad hoc administration of IEP implementation.	X	X	Teacher must/should submit a plan of action to address all IEP's of students under their control.
Student "Tracking" should be prohibited.			Class assignments should be justified in written form and submitted to both parents/principal.
Teacher integration into student IEP.			Discussion regarding the process, classroom teachers are brought into the IEP process.

Counsel/class selection process for students with IEP (tracking).			Review of curriculum, discuss how determinations are made.
Culturally Competent Assessments			Child guidance/professionals (study team) can discuss how they approach assessments and what personnel are contracted.
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Class rigor for classified students, is it comparable to students without an IEP?			Review of academic curriculum and assess whether academic rigor is comparable.
Specific steps involved in the overall IEP process (what level does it begin?)	X		Open communication between principal, teacher and CST.
Once in IEP, how to keep the line of communication open between parents and	X		Again communication, not just around conferences or end-of-year.

teachers.			
Are there specific By-Laws for IEP?		X	
Are there steps to remove a child from IEP?	X		
Qualifications and actions/responsibilities of case managers.	X		More case managers, better communication, accountability for actions.
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Speed and effectiveness of IEP evaluations	X		Be held accountable for not following legal procedures and timelines of evaluations.
Communication between parents and teachers/case managers/child study team/special services.	X		Set procedures and rules in place to enhance communication and speed up responses to problems and incidents.
Infrastructure (air conditioning, heat, etc).		X	Budget and fiscal review, grants, bonds, etc.
Safety drills/process for	X	X	Training for staff and collaborate with

students with more needs.			parents. Parent involvement in drill as permitted.
Professional Development for Mission One staff for 1:1 paraprofessionals (find it to be extremely generalized and not applicable).	X	X	Professional Development for Mission One staff.
IEP/Evaluation Transparency	X	X	Parent Workshops - Understanding numbers and reports.
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General Education training UDL Modifications vs. accommodations. Best buddies/peer groups for social (presuming competence).	X	X	Professional Development
Screening/Evaluation Transparency in-district.		X	Community outreach via school special services, etc.
Educator understanding and implementation of IEP.	X	X	Professional Development for teachers and TIME for them to create differentiated materials.

Communication that is <u>not</u> combative with schools/educators re students' IEP.	X	X	?
CTT classes and school accountability.	X	X	Modifications versus accommodations in the classroom. Professional Development - look at other districts - we should not be afraid to replicate what others have done.
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What are the <u>aspects</u> , <u>qualities</u> of a Teaneck graduate?		X	
Professional Development		X	Co-Teaching Strategies - Operationalizing Accommodations in the classroom. Modification of instructional. Lead District Trainers from Curriculum & Instruction and Special Services.
Communication of Special Services		X	Parent Meetings, Report Card Nights, Back-To-School Nights.

Parent training/support group		X	Inviting SPAN to the district to have informational sessions.
Professional development on topics like dyslexia both identification and solutions.	X	X	Supervisor of Special Education report back as to what the district is doing and what they may be looking to implement.
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Create a culture of inclusion and stigma-free to ensure all levels of staff and Board understand how kids of all abilities are part of a diverse school and not to blame.	X	X	Look at how written policy and documentation cite and refer ICP/SE kids.
Take Region V in-house vs. contracting to save \$300,000 annual dues.	X	X	Do a cost benefit analysis to see if it is cheaper and to have consistent evaluations.
New legal strategies: Evaluate the cost of	X	X	

continuing mediation and hearings vs. giving parents the re-evaluation.			
Settlement Agreements, look at what is missing and implement.	X	X	
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Retain new counsel who is geared toward helping not billing.	X	X	
Training for parents, teachers, staff (videos/info).		X	Ratios Time for Training Bring in Experts
Related Services SPOT (Special Parents of Teaneck; Activities, Sports, etc.)		X	



Inclusion & twice exceptional children.	X	X	Expand inclusion classes
Audit Findings and implementation process		X	
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Train teachers on how to read IEPs.		X	Set aside 1-2 days before school starts to reach students' IEPs and ask the facilitator/expert what these IEPs actually say "Translate" IEP.
Train teachers on how to implement accommodations for individual students.		X	Ongoing Professional Development by content area where resources can be shared on how to develop plans to provide individual students with individual accommodations.
Develop videos for parents		X	Ask parents to volunteer to produce these

about the IEP process - referral to IEP development and implementation.			videos in short plain language, explanation for step-by-step process.
Train staff on the challenges of dyslexia.		X	Professional Development during time at least once a year.
Define all terms: IEP, Referral, Accommodation Self-Contained, 12:1, etc.			
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Having <u>real</u> inclusion classrooms districtwide.		X	Having actual SPED and GEN Ed teachers full-time in classrooms not just saying you do.
District Professional Development on how all children are different and do not learn the same way and that is okay.		X	Districtwide ongoing professional development.
Avoiding unnecessary legal battles.		X	Provide full comprehensive evaluations by qualified unbiased clinicians.

Inclusive recreational programs.		X	Start a league for multi-sports/activities that include neurotypical and nontypical/neurodiverse children.
Forum for parental information regarding subscribable services/RIANT.	X		Formation of a support group/information portal.
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School bus safety in general and specifically for special needs students.	X		Implementation of standardized use of one system for electronic communication.
SEPAC online group (Facebook) ?			Forum for SEPAC member communication outside of meetings.
Timely Evaluations		X	Adhere to the standards set forth that evaluations are conducted in a timely and effective fashion.
Diversity/IEP of educational options.	X	X	Recognizing that each child is different and adhering to individualized educational

			plans.
Educational qualifications staffing/training.		X	Making sure students educational needs are met through matching appropriate levels of competence with expectations.
Consistency/transition		X	What is communicated is acted upon.