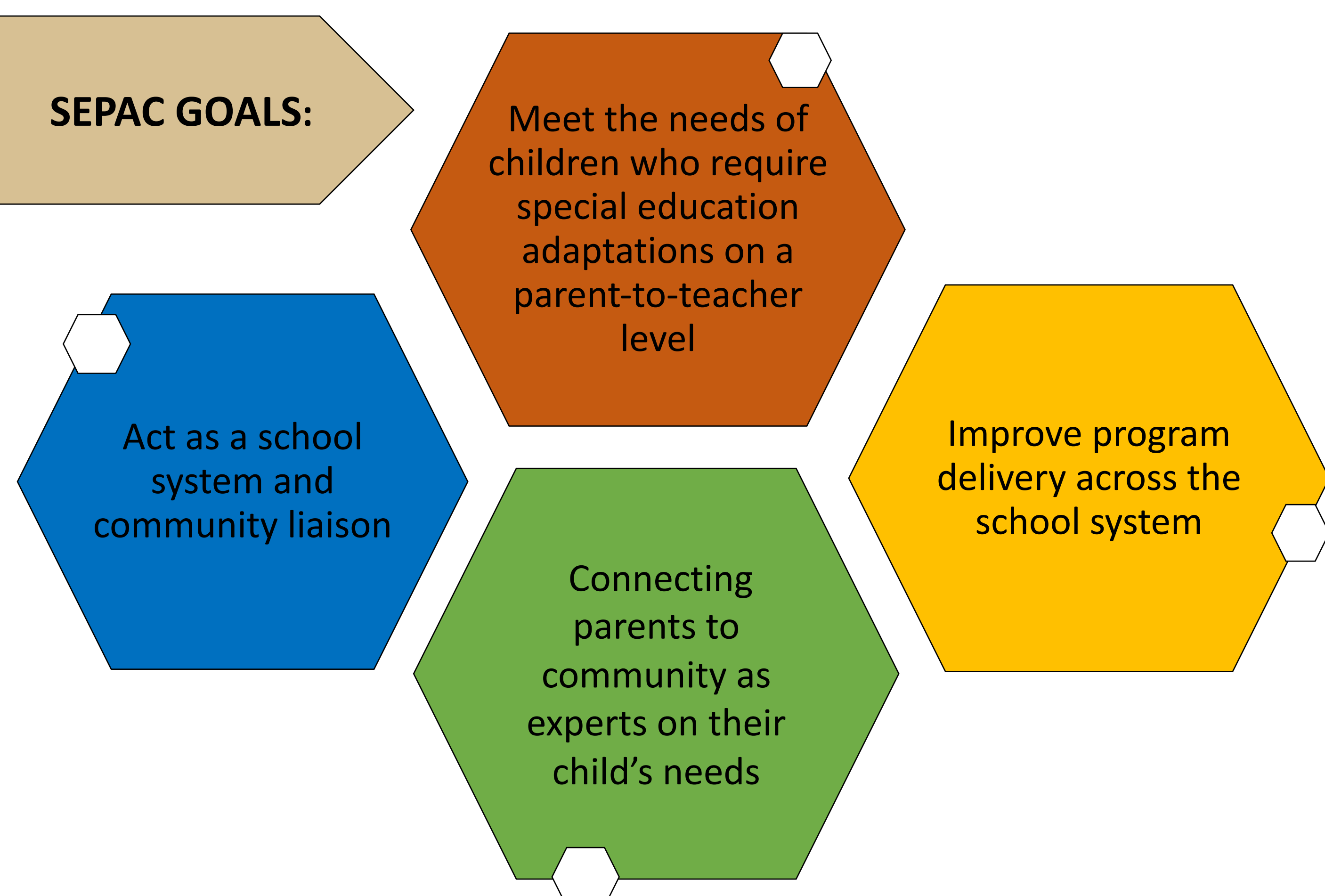




### WHAT IS A SEPAC?

SEPAC stands for Special Education Parent Advisory Council. Such councils exist in order to protect and fulfill the needs of students experiencing disabilities in the academic setting. This council is typically comprised of parents who have a child or children living with a disability (2).

### SEPAC GOALS:



### PROJECT OUTCOMES:

House bill 1473 passed in the house with amendments, however, it is still in the legislative process and awaiting a senate hearing.

### PROJECT GOALS:

If House Bill 1473 passes in the senate, all school districts in NH will be mandated to establish a SEPAC. Under these requirements, a SEPAC will be responsible for advising the district on matters that pertain to the education, safety, and full inclusion of students with disabilities, including full inclusion in school-sponsored extracurricular activities. The SEPAC will be required to meet at least biannually with school officials to participate in the planning, development, and evaluation of the school district's special education programs. At such biannual meetings, it will be the duty of the district to conduct at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws. It will also be required that parents be informed of the SEPAC and invited to participate.

References:  
 1. New Hampshire Council on Developmental Disabilities. (2015). Welcome to the NH Council on Developmental Disabilities. Retrieved from <https://www.nhcdc.org/index.php>  
 2. Romanczuk, Jeffrey Brian, "Implementation of a Special Education Parent Advisory Committee: A Mixed Methods Investigation into the Members' Experience of Parental Involvement with the School System." PhD diss., University of Tennessee, (2006). [https://trace.tennessee.edu/utk\\_graddiss/2023](https://trace.tennessee.edu/utk_graddiss/2023)

### Monitoring



### Training Support & Development



### Student & Family Engagement



Identification & Evaluation



Technical Assistance



The New Hampshire Council on Developmental Disabilities is a federally funded agency that supports public policy and other initiatives to remove barriers and promote opportunities in all areas of life. The mission of this council is to enable individuals living with varying abilities to achieve self-determination, independence, productivity, and social engagement within the communities to which they belong (1).

### PROJECT DESCRIPTION:

In New Hampshire and at the Council on Developmental Disabilities, my primary role was to assist in supporting House Bill 1473, under which new developments would require each school district in the state to have a SEPAC in place and conduct at least bi-annual workshops with the purpose of advising on the rights of students and their families while encouraging new members/parents to participate. I prepared written testimony advocating for the passage of this bill as well as developed a training with the purpose to inform, educate and provide resources related to the function and benefits of a SEPAC for parents, students and administrative staff.

### WHAT I LEARNED ABOUT LEADERSHIP AND ITS RELATIONSHIP TO LEND:

The policy process involves many players that have different roles in various systems. My leadership role allowed me to enact change on a larger scale by advocating for the rights of a large demographic. The mission of the Council on Developmental Disabilities directly aligns with the mission of LEND to improve the quality of life for children living with disabilities and their families. I have learned how to utilize advocacy skills and resource allocation to assist the population in ensuring that their needs are met effectively as well as providing an informative/training resource for anyone responsible for or interested in upholding the quality of care for individuals living with disabilities.

### WHAT DOES A SEPAC DO?

A SEPAC creates an environment where important issues related to the proper care for children with special health care needs (CSHCN) and disabilities can be addressed adequately and efficiently.



The State of Learning Disabilities: Understanding the 1 in 5

## New Hampshire State Snapshot

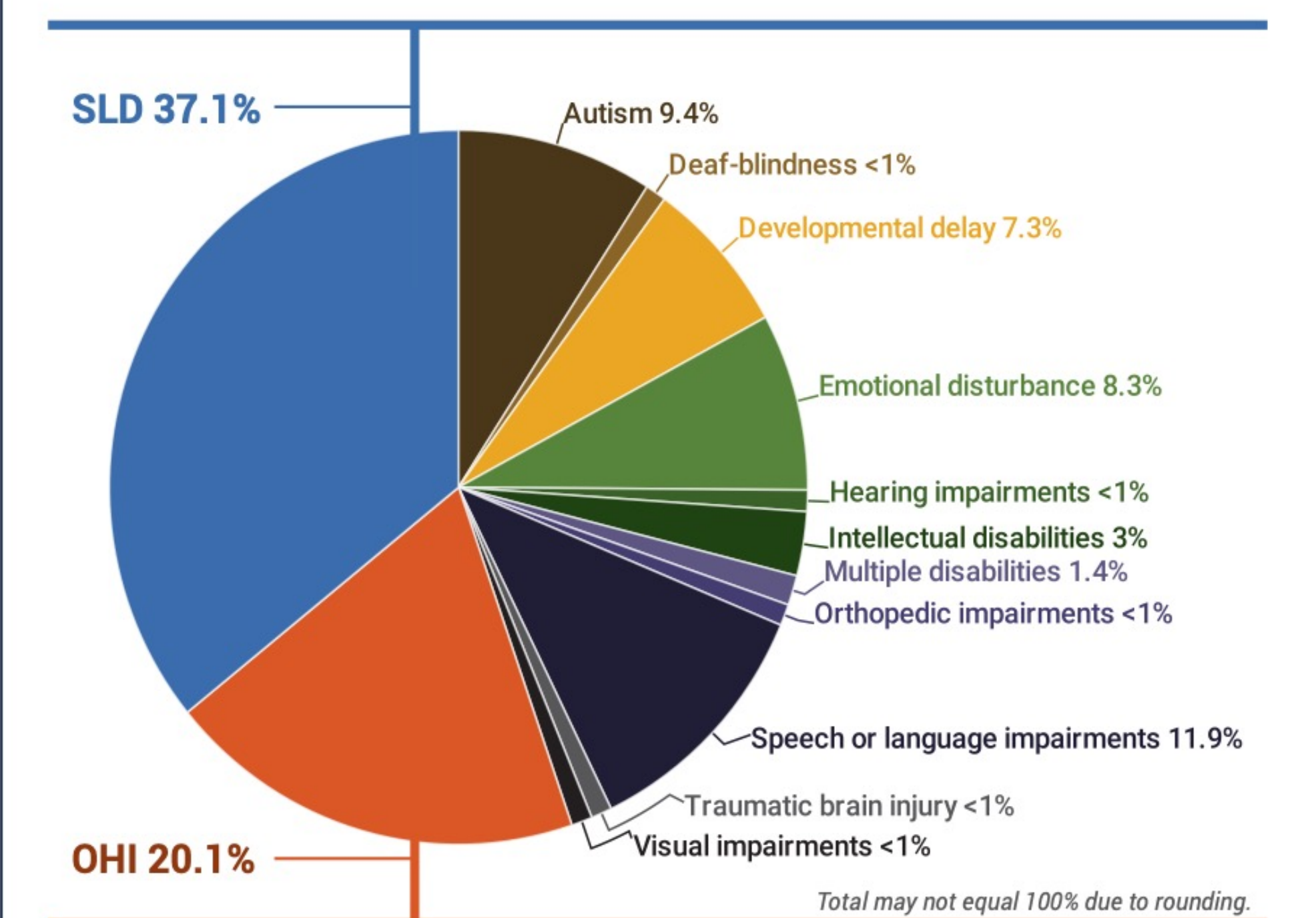
Nationwide, **12.2%** of public school students received special education in 2013-2014.

In New Hampshire, **15.3%** of public school students received special education that year.

Rates of SLD & OHI among students receiving special education in 2015-2016



**9,437 children** were identified in 2015-2016 with **specific learning disabilities (SLD)** in New Hampshire, where they accounted for the largest of the 13 disability categories covered under special education law.



Children are often classified under the category of **other health impairments (OHI)** when ADHD is the primary reason they qualify for special education. OHI can cover other health conditions but is used here as a rough proxy for students receiving special education who have ADHD.

For more information about the challenges and opportunities for the 1 in 5 students with learning and attention issues, visit [ncl.d.org/stateofld](http://ncl.d.org/stateofld)

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