
Special Education Report



June 2, 2020

Special Education Supervisors

Elementary Programing: Stacey McCoart

Secondary Programing: James Nichols

Our Shared Focus and Priorities:

- **Supporting and growing teacher practice through distance learning**
 - **Collaboration with and support of families**
 - **Continuing Educational Opportunities through Distance Learning**
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Special Education / Section 504 Services During Distance Learning

Special Education Teachers:

- Continue to provide specialized instruction with focused alignment with IEP goals and objectives via digital platform
- Assignment of tasks and delivery of instruction to be reflective of service hour frequency & duration
- Continue to implement accommodations and/or modifications, as applicable, within the digital platform
- Continue to collaborate and consult with any direct or related service provider as outlined on the student's IEP

Section 504 Case Manager:

- Continue to support the implementation of accommodations, as applicable, within the digital platform
- Continue to collaborate and consult with any/all general education or related service provider as outlined on the student's 504 Plan

[Complete Distance Learning IEP Addendum](#)

Related Services During Distance Learning

BCBAs:

- Provide parent/guardian access to behavior supports, plans, etc., if needed
- Provide consultation to staff and family on as-needed basis or reflective of any consultation or related service hours indicated on IEP or Section 504 plan

Speech/Language Pathologists:

- Continue to provide specialized instruction with focused alignment with IEP goals and objectives via digital platform
- Assignment of tasks and delivery of instruction to be reflective of service hour frequency & duration
- Continue to implement accommodations and/or modifications, as applicable, within the digital platform
- Continue to collaborate and consult with any direct or related service provider as outlined on the student's IEP

Psychologists, Social Workers, and School Counselors:

- Continue to provide specialized instruction with focused alignment with IEP goals and objectives via digital platform
- Assignment of tasks and delivery of instruction to be reflective of service hour frequency & duration
- Continue to implement accommodations and/or modifications, as applicable, within the digital platform
- Continue to collaborate and consult with any direct or related service provider as outlined on the student's IEP

Physical Therapist / Occupational Therapist:

- Provide home-based activities for parents/caregivers for students (properly supervised, as needed) with focused alignment with IEP goals and objectives via digital platform
- Assignment of tasks and delivery of instruction to be reflective of service hour frequency & duration
- Continue to collaborate and consult with any direct or related service provider as outlined on the student's IEP or Section 504 Plan

[Complete Distance Learning IEP Addendum](#)

Current Happenings

PPT & 504 Meetings continue to be held for:

- Annual Reviews
- Planning Reevaluation / Interim Evaluations
- Extended School Year Eligibility Determination
- Program Reviews / Transition Planning

Speech / Language Pathologist Interviews (*as of 6.28.2020*):

- Three finalists exists from the pool of twelve
- In process of finalizing recommendation for two new hires (Irving & DMS/DHS Campus)
- Zoom interviews being held and coupled with digital demo lessons

Special Education Teacher Interviews (*as of 6.28.2020*):

- Candidates have been selected for Round One interviews beginning second week in June
 - Two vacancies exist (Irving Learning Center and DMS)
 - Zoom interviews being held and will be coupled with mock PPT scenario and digital demo lesson
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Current Happenings

Extended School Year (ESY) Services:

- Multiple options being considered in response to both the reopening of Connecticut and state directives
- Options include, but are not limited to (*as of 5.28.2020*):
 - ‘Traditional’ ESY services which adhere to social-distancing guidelines
 - Distance learning ESY programming
 - Hybrid services: potentially structured by grade or by service area

Considerations of the ESY planning team:

- student safety
 - state guidelines
 - staffing
 - frequency, duration, and longevity of program
 - any program’s ability to fulfill purpose of ESY services
 - nature and structure of programming
 - transportation needs
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Elementary Special Education

School	December 2019 Students	January 2020 Students	February 2020 Students	March 2020 Students	April 2020 Students	May 2020 Students	Percent Change
Irving	69	73	74	75	75	75	0%
Bradley	36	35	36	36	35	35	0%
Little Raiders University	22	22	24	24	24	24	0%

Elementary Section 504

School	December 2019 Students	January 2020 Students	February 2020 Students	March 2020 Students	April 2020 Students	May 2020 Students	Percent Change
Irving	25	33	30	30	31	31	0%
Bradley	14	15	15	16	16	16	0%
Little Raiders University	0	0	0	0	0	0	0%

Elementary Special Education & 504

School	Dec. 2019 Total	January 2020 Total	Feb. 2020 Total	March 2020 Total	April 2020 Total	May 202 Total	Percent Change
Irving	94	106	104	105	106	106	0 %
Bradley	50	50	51	51	51	51	0%
Little Raiders University	22	22	24	24	24	24	0%

Secondary Special Education

School	December 2019 Students	January 2020 Students	February 2020 Students	March 2020 Students	April 2020 Students	May 2020 Students	Percent Change
DMS	78	74	77	78	78	78	0%
DHS	55	57	60	60	61	61	0%

Secondary Section 504

School	December 2019 Students	January 2020 Students	February 2020 Students	March 2020 Students	April 2020 Students	May 2020 Students	Percent Change
DMS	38	38	38	38	38	38	0%
DHS	31	30	31	32	32	32	0%

Secondary Special Education & 504

School	December 2019 Total	January 2020 Total	February 2020 Total	March 2020 Total	April 2020 Total	May 2020 Total	Percent Change
DMS	116	112	115	117	117	117	0%
DHS	86	87	91	91	92	92	0%

Special Education Students Not Enrolled in DPS

School	December 2019 Students	January 2020 Students	February 2020 Students	March 2020 Students	April 2020 Students	May 2020 Students	Percent Change
OOD (IEP Placed)	36	35	35	34	34	34	0%
OOD (Unilateral)	11 (Magnet)	11	11	11	11	19	0%

Number of In-District Special Education Students Grades K-5

Irving

Grade	Number of Students
K	13
1st	10
2nd	13
3rd	13
4th	12
5th	13

Number of In-District Special Education Students Grades K-5

Bradley

Grade	Number of Students
K	7
1st	3
2nd	4
3rd	6
4th	8
5th	7

Number of In-District Special Education Students Grades 6 - 12+

Grade	Number of Students
6th	25
7th	28
8th	25
9th	20
10th	13
11th	14
12th+	14

District Totals

	Elementary	Secondary
Special Education	134	139
Section 504	47	70
Total	181	209
OOD(private and magnet) Total	54	
In-District Total	444	

District Paraprofessional Allocation

School	2.2020 Shared Paras	3.2020 Shared Paras	Value Change (+/-)	2.2020 1:1 Paras	3.2020 1:1 Paras	Value change (+/-)	Total Paras
Little Raiders University	6	6	0	0	0	0	--
Irving	28.5	28.5	0	0	0	0	--
Bradley	12	12	0	0	0	0	--
DMS	5	5	0	3	3	0	--
DHS	4	4	0	2	2	0	54.5

Staff Injuries: Special Education

Description:	Sept. 2019	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	March 2020	April 2020	May 2020
Total Injuries	12	7	6	7	6	3	2	0	0
Total Injuries Treated by School Nurse	9	7	6	7	6	3	2	0	0
Injuries Requiring Medical Intervention	3	0	1	1	1	0	0	0	0

Professional Development

AUG/SEPT	OCT/NOV/DEC	JAN/FEB	MARCH	APRIL	MAY/JUNE
<p>June 24-28 Structured Literacy</p> <p>8/26 & 8/28 SERC Irving LC contracted PD</p> <p>8/26/2019 PMT 32 staff trained</p> <p>9/23/2019 DIBELS and DORF training with 3-5 LC teachers</p> <p>9/27/2019 Math Coach worked with K-2 LC teacher re: resources and materials</p>	<p>10/22/2019- 10/23/19 SERC Goals writing</p> <p>10/22/19 i-Ready. Using data to plan instruction (Elementary)</p> <p>10/29/19 SERC Entrance and Exit Criteria</p> <p>11/1/19 i-Ready. Using data to plan instruction (DMS and DHS)</p> <p>11/22/19 PMT refresher</p> <p>11/26/19 SERC</p> <p>12/6/19 PMT initial Training</p> <p>12/13/19 SERC</p>	<p>1/10/2020- SERC</p> <p>2/11- SERC</p> <p>2/25- Initial PMT</p> <p>2/28- PMT refresher</p>	<p>3/6/20- PMT initial Course</p> <p>3/20/20- SERC (in house) Canceled</p>	<p>Online Learning-</p> <p>Paraeduca tors completed RBT 40 hour course</p> <p>AFFIRM Modules</p>	<p>Online Learning-</p> <p>Continuation of RBT Course and AFFIRM Modules</p>

Professional Development

Through remote responsibilities, Paraeducators had the opportunity to participate two online training modules:

Training One: For paraprofessionals assigned to Learning Centers, we will be providing access to a digital training through The Autism Partnership Foundation (APF) to gain a certification as a Registered Behavior Technician (RBT).

Training Two: All other paraprofessionals assigned in either a one-to-one or shared capacity, will participate in each of the 28 modules offered through Autism Focused Intervention Resources & Modules (AFIRM).

2.5 days left from our SERC contract will be carried over to next year

Constellations Behavioral Support

Revised agreement for remote learning to include 20 hours per week of support from the BCBA.

Roles and Responsibilities:

Constellation School based Therapy is currently providing ABA services in Derby school district. ABA can be provided to children with Autism Spectrum Disorder to typically developing children struggling with problem behavior through direct intervention, consultation and parent training.
