

**Somers Special Board of Education Meeting.**

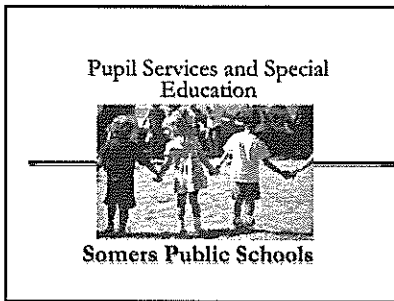
**Tuesday, December 14, 2021 7:00 PM**

Zoom Meeting -

<https://us04web.zoom.us/j/79861903409?pwd=K1NPdDFaNCs3L0dad0ZtQS9ZMEd4QT09#success>

**All visitors to Somers Public Schools must wear a mask.**

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **Orientation on IDEA** 2  
**Dr. Denise Messina, Director of Pupil Service in Somers Public Schools, will give the board an orientation on IDEA.**  
**(IDEA - Individuals with Disabilities Act)**
4. **ADJOURNMENT**



1

**Somers Public Schools**

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- Role of Director of Pupil Services
- BOE Obligations

2

**Pupil Services Personnel  
20 USCS § 7801(36)**

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- The term **Pupil Services Personnel** refers to school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services that support student access to public education.

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**Pupil Services Personnel  
20 USCS § 7801(36)**

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The term **Pupil Services Personnel** includes "related services" as defined in section 602 of the Individuals with Disabilities Education Act [20 USCS § 1401]) as part of a comprehensive program to meet student needs.

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- "Pupil Services" means the services provided by pupil services personnel.
- *Pupil Services* is a cluster of activities, functions and services designed to help each pupil experience success and benefit from school experiences.

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**Somers Director of Pupil Services**

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- **Exceptionality Issues**
- Entitlement under 504, IDEA
  - Compliance
  - State reporting
  - Staff guidance, training, supervision

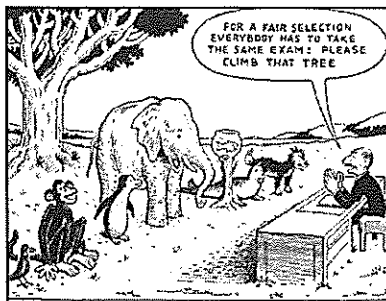
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**BOE Obligations**

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- Free and Appropriate Public Education (FAPE)
  - Child Find
- Least Restrictive Environment (LRE)
  - Continuum of Services

7



8

**Section 504**

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- Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that extends protection to individuals with Disabilities that impact a major life activity and may not be covered under IDEA.
- 504 Plan is developed to provide reasonable accommodations and requires full obligation.
- 504 Plan is a General Education obligation

9

### Section 504

- The Principal / designee is the building level Section 504 Coordinator.
- The Director of Pupil Services is the District 504 Coordinator.
- Building level coordinator has responsibility to disseminate 504 plans to instructional team to provide the accommodations.

10

### Special Education Regulations

- Connecticut State Regulations State Law: Statute (C.G.S. 10-76(a)-(n) and Regulations (R.C.S.A. Sec. 10-76a, 1 to 10 - 76h -16);
- \* Students with Disabilities Requiring Special Education\*
- Federal Regulation
  - Individual Disability Education Act Revised (IDEA-R 2004)



11

### Disabilities that enable a child to receive special education

- Autism
- Hearing impairments, including deafness
- Intellectual disabilities
- Specific Learning Disabilities
- Multiple disabilities
- Neurological impairments
- Orthopedic disabilities
- Physical impairments
- Emotional Disorder / Mental Health
- Developmental Delay (up to 6 years)
- Speech and/or language impairments
- Traumatic brain injury
- Visual impairments, including blindness
- Other health problems such as: asthma, Attention Deficit Disorder/ADD, diabetes, epilepsy, heart condition, hemophilia, lead poisoning, leukemia, nephritis, anxiety, rheumatic fever, sickle cell anemia, and Tourette Syndrome.

12

### Key Aspects of Special Education

- Child Find: To identify, locate and evaluate children, 3- 21 who may require special education
- Decision-making: A group of professionals called a "Planning and Placement Team" (PPT) which includes the child's parents
- Response to Intervention (RTI, SRBI, MTSS): activities and interventions prior to referral to special education
- Continuum of Services - LRE - MRE

13

### Key Aspects of Special Education

- Appropriate Comprehensive Evaluation: to identify all of a child's educational needs
- Individualized Education Program (IEP): Identifying goals, personnel, services
- Progress Monitoring: to help ensure services are appropriate and effective (report card period, Annual Review Triennial Evaluation)

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### Appropriate Evaluation



- ❖ State Assessment
- ❖ District Assessment
- ❖ Eligibility Evaluations (individual and require explicit parent consent)

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### Initial Evaluation and Reevaluation

- ✓ Evaluations must provide information to determine present levels of academic achievement and related developmental needs.
- ✓ Triennial occurs every 3 years.
- ✓ A Re Evaluation can not more frequently than once a year.



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### Individual Education Plan / IEP

- Student qualifies under an educational disability
- Developed by the Planning and Placement Team
- Revisited annually (AR PPT & Triennial)
- Annual Goals, objectives
- Educational and related services
- Implemented by Special Educators, General Educators, Para Educators and Related Providers

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### Monitoring

Priority areas which must be monitored

1. FAPE in the LRE
2. Child Find activities
3. Use of resolution sessions, and mediation
4. And a system of providing transitional services for students age 16 and older



18

### Inclusion Setting / LRE

- Obligation to the Least Restrictive Educational Environment
- Philosophy to provide support to students in the classroom environment in which they have greatest access to curricular content delivered by highly qualified teachers.



19

### General Educators

- To be knowledgeable of students in need of service
- Federal Regulations:
  - 34CFR300.342 (b)(2)



20

### General Education Instructional Practices

- Differentiated Instruction for students with diverse learning needs
- Instructional support services such as Child Study Team / Tiered Intervention
- School Curriculum Accommodation Plans / ICAP



21

### General Education Instructional Practices

- Professional development to enable staff to deliver scientifically based academic instruction and behavioral interventions
- Implementing Behavioral Intervention Plans (BIP)
- Recording response to research based intervention (RTI, SRBI, Tiered Intervention)

22

### General Education Teachers Responsibilities



- ✓ Implementing the Child's IEP (\*Accommodations/ Modification)
- ✓ Implementing the Child's Behavior Intervention Plan
- ✓ Participating in the PPT/ IEP / 504 meeting
- ✓ Implementing the Child's 504 Plan
- ✓ Implementing an ICAP

23

### Para Educators

- Knowledge of students in need of service: Case load of students to be supported (academically and behaviorally).
- Knowledge of required accommodations and modifications per IEP.
- Access to IEP is permissible.
- Student instruction and modification is under supervision of a teacher (general education, special education, or related provider).

24

### Confidential – Student Records

- Can not discuss a student with friends/neighbors/ parents in public spaces, even if the parent does.
- Can not leave IEP or related evaluations, etc . open on your desk (secured)



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### Confidential – Student Records

- Need to know
- Can not discuss a student with other teachers in faculty staff rooms.
- Obligation to respect student confidentiality at all times.



26

### Physical Restraint and Seclusion


- State Regulation – Zero Tolerance
- Can not be a deterrent
- Measure of last resort
- Parental notification
- State notification



27

**Child Find / Young Children**

Any child suspected of having a disability is identified, located and evaluated (34CFR-300.125)



Annual notices explain PreK screening and PreK Program components promoting school readiness

No obligation for FAPE unless finding of a disability (3 – 5 year olds).

28

**BOE Obligation: ESY Extended School Year**

- BOE meets the obligation for FAPE, LRE and continuum of services through a student's Individual Education Plan (IEP)
- ESY is a service on a student's IEP.
- ESY is for those students who have significant regression after separation from instruction and require a longer than typical period of recoupment.


29

**ESY Extended School Year**


- Not every child on an IEP receives ESY.
- ESY is the *rare* exception.
- ESY is determined annually by the PPT.
- ESY is on an IEP one year which does not imply that it will be on the IEP for subsequent years.
- ESY does NOT apply to all who might *benefit*, or all who are behind - it is specific to those with significant regression and prolonged recoupment.

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**Physical Restraint**



Physical restraint and seclusion is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats, which do not constitute a threat of imminent, serious physical harm to the student or others.



31

**Parental Procedural Safeguards**

**Special Education**

- <https://sites.google.com/somers.k12.ct.us/pupilservic/es/special-education?authuser=0>

**Restraint and Seclusion**

- [https://n19c0n4static.sharpschool.com/UserFiles/Servers/Server\\_61294/File/Departments/Pupil%20Services/2018%20Parental%20Notification%20of%20Seclusion%20and%20Restraint%20Laws.pdf](https://n19c0n4static.sharpschool.com/UserFiles/Servers/Server_61294/File/Departments/Pupil%20Services/2018%20Parental%20Notification%20of%20Seclusion%20and%20Restraint%20Laws.pdf)


**504**

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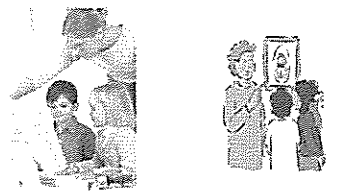
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Thank You for your attention and have a great year.



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1 **Pupil Services and Special Education**

Somers Public Schools

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- Role of Director of Pupil Services
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- BOE Obligations

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of imminent, serious physical harm to the student or others.

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■ Staff shall report the use of physical restraint that lasts longer than five minutes, or results in injury to a student or staff member. The staff member shall inform the administration of the physical restraint as soon as possible, and by written report, no later than the next school day. The Principal or director or his/her designee shall maintain an ongoing record of all reported instances of physical restraint, which, upon request, shall be made available to the Department of Education.

■ When a restraint has resulted in serious injury to a student or program staff member or when an extended restraint has been administered, the program shall provide a copy of the required report to the Department of Education within five (5) school working days of the administration of the restraint.

■ In special circumstances waivers may be sought from parents either through the Individual Education Plan (IEP) process or from parents of students who present a high risk of frequent, dangerous behavior that may frequent the use of restraint.

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