

Welcome to CT-SEDS!

Holmes Elementary School
October 12, 2022

Our agenda...

- **Who can I turn to for support?**
- **How do I access my child's documents on the Parent Portal?**
- **How is the new document different from the old?**
 - **Take advantage of the building staff! We are happy to walk you through your new document after it has been created!**

Supports for families:

1. Your child's case manager (Special Education Teacher, Speech Pathologist, Mr. Harvey - 504)
2. Holmes School administration (Mrs. Bleakley, Mrs. Galgano, Mr. Harvey)

Supports for families (con't)

Our PTO supports the needs of our special education students in relation to Holmes school events

Holmes PTO Special Education Representatives:

- a. Kate McIntosh - mcintoshkate@gmail.com, 856-979-1907
- b. Laura Laudicina - mirabella21@hotmail.com

Darien SEPAC provides education and workshops to the Darien community

- c. <https://dariensepac.wordpress.com/>
- d. dariensepac@gmail.com

The Parent Portal...

The CT-SEDS Parent Portal gives families the ability to access their child's documents at any time. For the 22-23 School Year, your child's IEP or 504 can be accessed after his/her first meeting of the year.

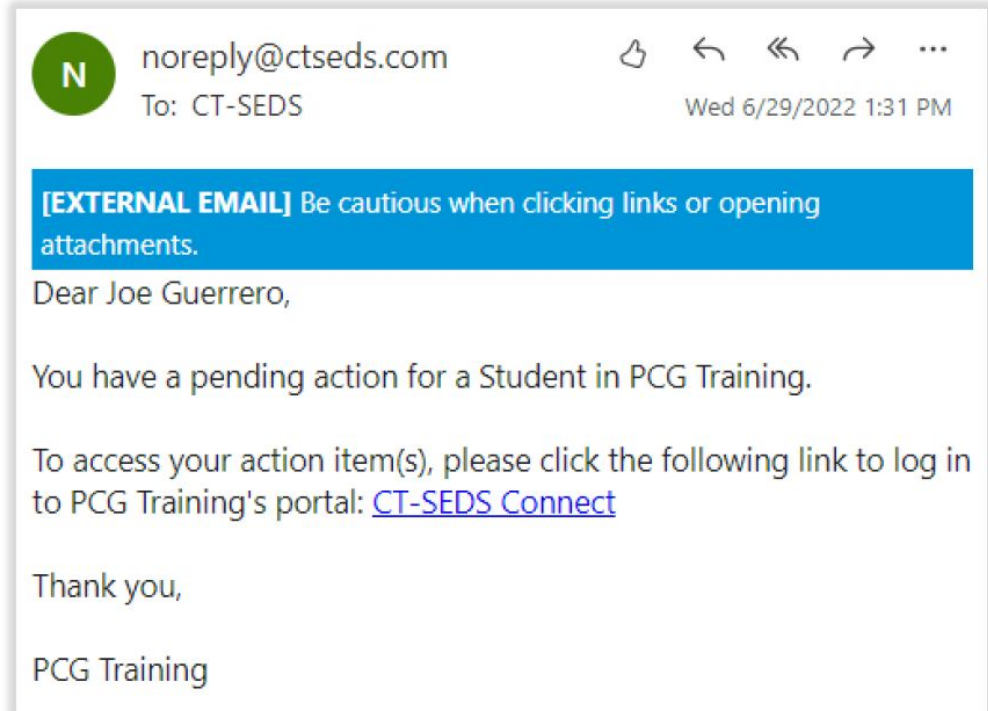
An Overview:

<https://www.youtube.com/watch?v=blwcNXf3-tc>

The Parent Portal...

The email you have provided in Aspen is linked to CT-SEDS


You will receive an email similar to this when there is an action sent to the parent portal.



Viewing and/or Signing Documents in the Parent Portal

To-Do List

Click **Item** name to view document.

| Student ↑↓ | Date Submitted ↑↓ | Item ↑↓ | Action ↑↓ | Respond ↑↓ |
|-------------|-------------------|--|---|---|
| Jason Smith | 06/13/2022 | Consent for the Initial Provision of Special Education | Apply Parent Response for Provision of Services Parental Consent Proposed |  |

Showing 1 to 1 of 1 entries

Previous

1

Next

Click **Pencil** icon to sign

Apply Parent Response for Provision of Services Parental
Consent Proposed

Event Type
Provision of Services Parental Consent Proposed

Parent Signing
John Smith

Date
06/13/2022

Select a response.

Response

☐ I consent to Initial Provision of Services

☐ I deny consent to Initial Provision of Services

Notes

Sign below.

Signature


CLOSE APPLY PARENT RESPONSE

Signing Documents

- You may use your mouse, stylus or finger to sign documents.
- You may need to scroll down to get to the signature box.
- The date will be auto-filled.

Documents will be auto-saved on the portal

[MY INFO](#) [TO-DO LIST](#) [COMPLETED ACTIONS](#) [SERVICE PLAN INFO](#) [DOCUMENTS](#) [CASE MANAGER](#)

 [CT QA Site](#)
[DOCUMENTS](#)

Student's Documents

Select School Year
2021 - 2022

| School Year | Date Finalized | Document | Associated Event |
|-------------|----------------|---|--------------------------------|
| 2021 | 06/10/2022 | Trial Placement for Diagnostic Purposes Planning and Parental Consent | Diagnostic Placement Extension |
| 2021 | 06/10/2022 | Consent to Conduct an Initial Evaluation/ Reevaluation | Parent Consent |
| 2021 | 05/24/2022 | Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting | |

You can Download or Save documents at any time...

The image shows a document viewer interface. At the top, there is a toolbar with various icons. Two red arrows point from text boxes to specific icons in the toolbar: one to the print icon and another to the save icon. The document content includes a title, a section header, and a form field.

1 of 1

CT Training Site

Consent for the Initial Provision of Special Education

I. Identification Information

Student Name: Jason Smith

Print document.

Save document.

Sent: 06/13/2022

Components of an IEP or 504 document have not changed...

Demographics

Meeting Summary*

Plan start and end dates

Present Level of Performance - IEP Only

Goals and Objectives (Academic and Functional) - IEP Only

Supplemental Aids and Services

Service Grid

Removal From General Education - IEP Only

District and State Testing

Prior Written Notice*- IEP Only

Document Layout...

The revised layout provided by CT-SEDS is designed to consolidate parts of the IEP/504 so that the purpose of the goal or service time is more clear.

Present Levels of Performance



Goals and Objectives



Supplementary Aids and Services

Individualized Education Program

For Demonstration Only

Darien Public Schools

Student Name: Jane Doe

SASID: 1234567

Date of Birth: 01/01/2016

Current Grade: 1

Current Enrolled School: Holmes

Most Recent Evaluation Date: 05/05/21

Most Recent Annual Review Date: 12/10/21

Surrogate Parent: (if applicable)

Meeting Date: 11/20/22

Case Manager Lauren Flory

Parent/Guardian Name: Sarah Doe

Primary Disability: OHI - Anxiety

School Next Year: 2022-2023

Next Reevaluation Date: 05/05/24

Next Annual Review Date: 11/20/23

Reason for Meeting: Conduct an Annual Review

Meeting Summary - Not Required by CT, but required by DPS

A separate document from the IEP that lists:

- Demographics of the student,
- Purpose of the meeting
- Team members in attendance
- Meeting Summary
- Team Recommendations

Present Levels of Performance (Academic)

Present Levels of Academic Achievement and Annual Goal(s) and Objectives

ACADEMIC, PRE-ACADEMIC, COGNITIVE ACHIEVEMENT

Parent and/or Student Input

Mrs. Doe is pleased with Jane's progress in reading, especially in the area of sight word memory. She requested that the team give her the next set of words that will be taught so that she can increase exposure to these words at home as well. She is hoping that the team will consider more push-in time to the classroom for Sarah.

FUNCTIONAL PERFORMANCE

Mrs. Doe feels that Jane's academic challenges are severely impacted by her anxiety and concern about what others in the classroom are doing. She is pleased that Jane is doing so well in her small group setting, but would like to see Jane generalize her skills in less structured environments.

Present Levels of Performance (part 2)

GOAL AREA: Reading

Present Level of Performance:

Jane is currently reading one level below benchmark. Her comprehension is grade-level as evidenced by her recent F&P assessment in both literal and inferential comprehension, but her fluency remains word by word due to decoding and sight word recognition (currently 56/78). Results of the interim reading evaluation (WIAT-4), show that Jane's reading skills are in the average range. Classroom observations show that she lacks confidence when reading, and attends to mostly the first sounds when decoding words.

Strengths:

Literal and Inferential Comprehension

Concerns/Needs:

Decoding of trigraphs (ex. spr-, -tch), sight word recognition

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities:

Jane's current difficulty with encoding words containing trigraphs and the impact of her working memory on sight word recognition makes it difficult for her to demonstrate grade level fluency and decoding.

Goals and Objectives (Academic)

Annual Goal 1



Given 30 sight words from the second grade level word list, Jane will recognize and read them as measured by the following objectives:

Evaluation Method

Progress toward meeting the annual goal will be measured by achievement on short-term objectives.

Short-term Objectives/Benchmarks

Progress Monitoring Schedule

Obj.1 Given words 1-30 on the grade level sight word list, Jane will recognize with 90% accuracy across 4 out of 5 trials.



Monthly



Obj. 2 Obj.1 Given words 1-30 on the grade level sight word list, Jane will read with 90% accuracy across 4 out of 5 trials.



Monthly



Supplemental Aids and Services

Supplementary Aids and Services

Supplementary aids and services will be provided for the duration of the IEP unless otherwise noted.

| ACCOMMODATION | Area(s)/Locations |
|---|-------------------|
| Gain attention prior to speaking | All Areas |
| Sensory Strategies | All Areas |
| Provide wait time in response to a question, pencil gripper | All Areas |
| Preferential Seating | All Areas |
| Gain attention prior to speaking | All Areas |

Present Levels of Performance (part 2)

GOAL AREA: Social/Behavior

Present Level of Performance:

Based on rating scales completed December 2021, Jane earned elevated scores for internalizing behaviors. Parent BASC3 Internalizing T Score 105, 99th%tile and Teacher BASC3 Internalizing T score 64, 91st%tile In addition, teacher scales for attention were "At-Risk" and parent ratings for hyperactivity were "At Risk".

Strengths:

Emotional Identification. Jane can identify how she is feeling and name the impact that it has on her body and actions.

Concerns/Needs:

Coping Skills: When Jane is dysregulated she has difficulty identifying a strategy that will help her shift to a more regulated state.

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities:

Jane's current difficulty with coping sk

Goals and Objectives (Functional)

Special Education and Related Services

SPECIAL EDUCATION SERVICES

| Service | Goal ID | Frequency | Duration | Responsible Staff | Service Implementer | Start Date | End Date | Site | Instructional Service Delivery |
|-----------------|---------|---------------------|------------|---------------------------|---------------------------|------------|------------|------|--------------------------------|
| Academic Skills | 2 3 | 1 x per 6-Day Cycle | 30 Minutes | Special Education Teacher | Special Education Teacher | 12/10/2022 | 12/09/2023 | 1a | Small group / 1:1 |
| Academic Skills | 2 3 | 1 x per 6-Day Cycle | 30 Minutes | Special Education Teacher | Special Education Teacher | 12/10/2022 | 12/09/2023 | 2a | Small Group / 1:1 |

RELATED SERVICES

| Service | Goal ID | Frequency | Duration | Responsible Staff | Service Implementer | Start Date | End Date | Site | Instructional Service Delivery |
|------------|---------|---------------|----------|-------------------|---------------------|------------|------------|------|--------------------------------|
| Counseling | 1 | 1 x per 6-Day | 30 | School | School | 12/10/2022 | 12/09/2023 | 2a | Small Group |

Other Important Parts of the IEP

- Removal from General Education
- District and State Testing
- Prior Written Notice*

Thank you for attending!