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# Special Education Program Update 2018-2019

Darien Public Schools - Special Education & Student Services  
November 27, 2018

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# **Statutory Requirements and Continuum of Programs**

# District Requirements under IDEA

The Individuals with Disabilities Education Act (IDEA) requires public school districts to provide every child with a Free and Appropriate Public Education (FAPE). Districts are required to:

- **Identify**  
Schools are required to identify children suspected of having a disability under the Child Find<sup>1</sup> requirement of the IDEA
- **Evaluate**  
Through a PPT process, schools are required to appropriately evaluate children suspected of having a disability to determine eligibility for an Individualized Education Program (IEP)
- **Program**  
Eligible students receive special education and related services, as appropriate, through an IEP. Services are implemented in the Least Restrictive Environment (LRE)

<sup>1</sup><https://sites.ed.gov/idea/regs/b/b/300.111>

# In-District Continuum of Programs



## General Education Grades K-12

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### General Education with Speech Therapy as a Special Education Service

- ELP Itinerant Services
  - K-12 Students Receiving Speech Services Only
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### General Education with Special Education Teacher (SET) Support Services

- ELP Integrated Program (16, 20, and 22.5 Program)
  - K-12 SET Push-In
  - Grades 6-12 Co-Taught Classes
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### Special Education Teacher (SET) Support Services

- K-12 Resource Room / Learning Center
  - Grade 6-12 Direct Reading Instruction
  - Grade 6-8 AIM Program
  - Grade 9-12 CORE Program
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### Modified Content Classes

- Grade 6-8 Alternative Learning Center 2 (ALC-2)
  - Grade 9-12 Comprehensive Classes
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### Specialized Programs

- K-5 Developmental Learning Centers (DLC 1, 2 & 3)
- Grades 6-8 Alternative Learning Center 1 (ALC-1)
- Grades 9-12 Excel Program

# Out-of-District State-Approved Placements

When determining the Least Restrictive Environment (LRE) for a student with a disability, the Planning and Placement Team (PPT), in accordance with its statutory requirements under Sections 10-76a through 10-76ee, must consider out-of-district placements to ensure the student receives a Free and Appropriate Public Education (FAPE).

The Connecticut State Department of Education regulates the approval of such recommended placements. Since the Local educational Agencies (LEA) may find it necessary to contract with private facilities<sup>1</sup> in order to meet statutory obligations as specified under Sections 10-76a to 10-76ee, all such private special education facilities must adhere to common operational standards.

<sup>1</sup> Directory of CSDE Approved Private Programs: <https://portal.ct.gov/-/media/SDE/Special-Education/APSEPDIRECTORY.pdf?la=en>  
<https://portal.ct.gov/-/media/SDE/Special-Education/PPS.pdf?la=en>

# Out-of-District Continuum of Programs



## State-approved Day Public or Private Programs

- Cooperative Educational Services (public)
  - Pinnacle School (private)
  - Eagle Hill Greenwich (private)
  - Institute of Professional Practice (IPPI, private)
  - AIND/Giant Steps (private)
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## State-approved Therapeutic Day Programs

- Spire School
  - Cedarhurst
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## State-approved Therapeutic or Transition Residential Programs

- Grove School
  - Wellspring
  - Devereux Glenholme School
  - Ben Haven
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## Out-of-State Approved Therapeutic or Transition Residential Programs

- Perkins School for the Blind (approved by MA Dept. of Education)
  - Center for Discovery (approved by NY Dept. of Education)
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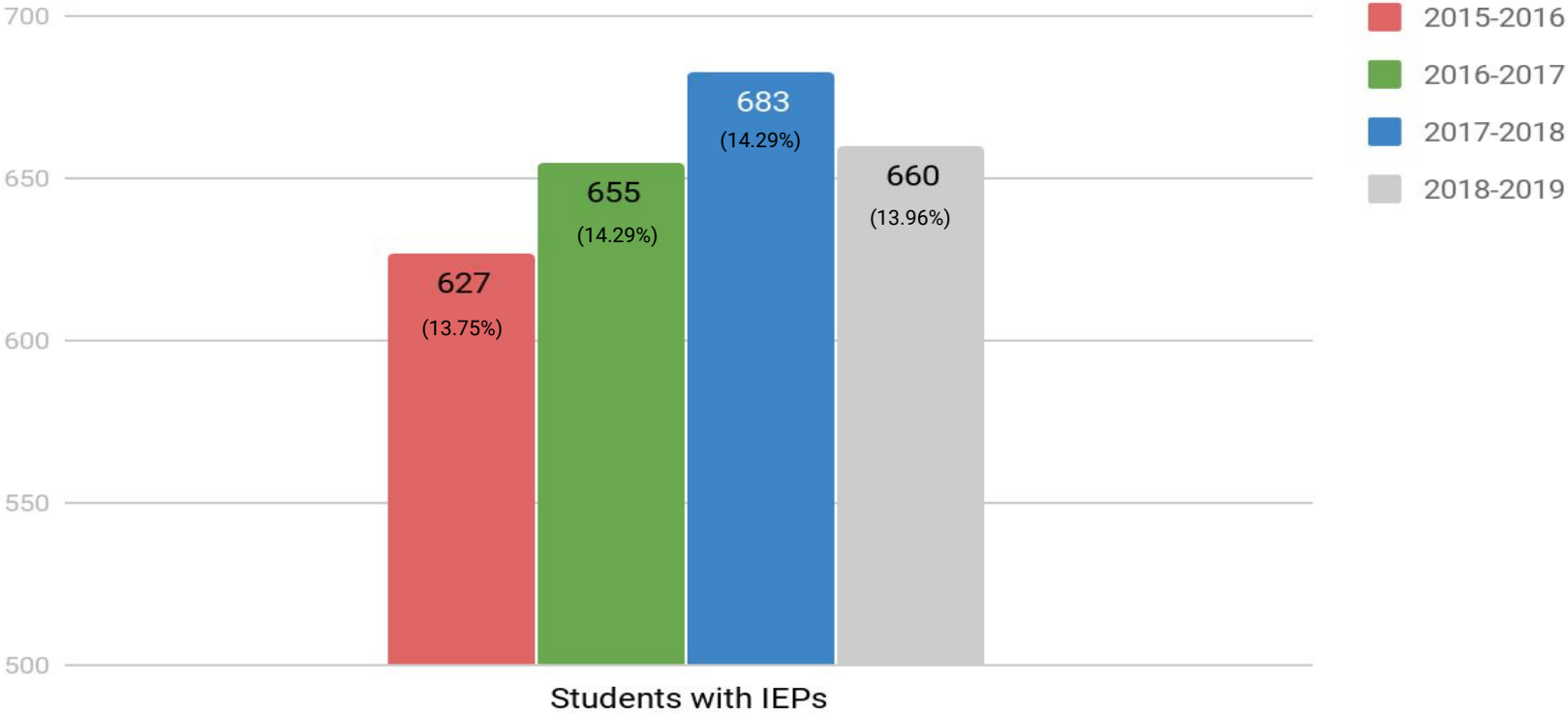
## Educational Supports in Hospital Settings

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# District Data and Trends

# District Data - Students with IEPs<sup>1</sup>

## Year-to-Year Change in Population of Students with IEPs

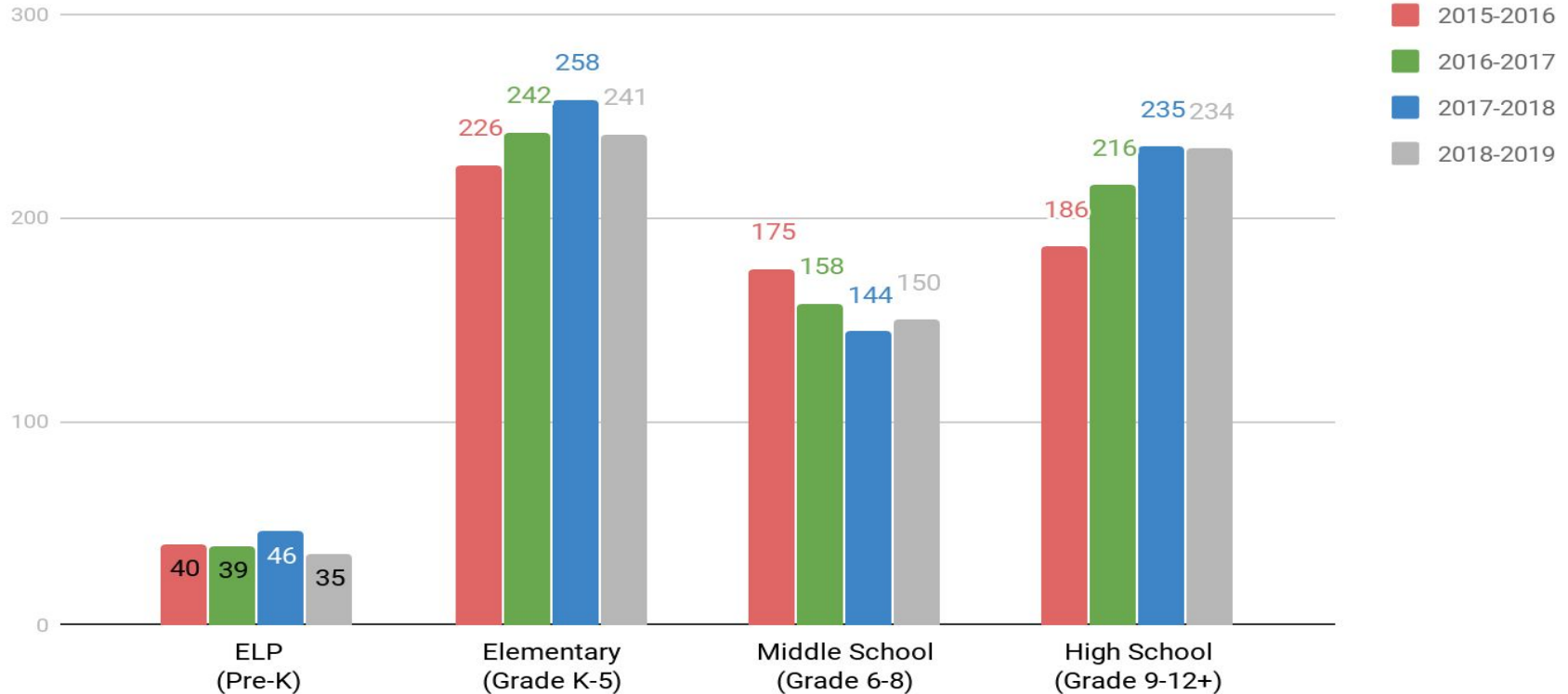


<sup>1</sup>Includes in- and out-of-district students with IEPs Pre-K through 21



# District Data - Students with IEPs (PK-12)<sup>1</sup>

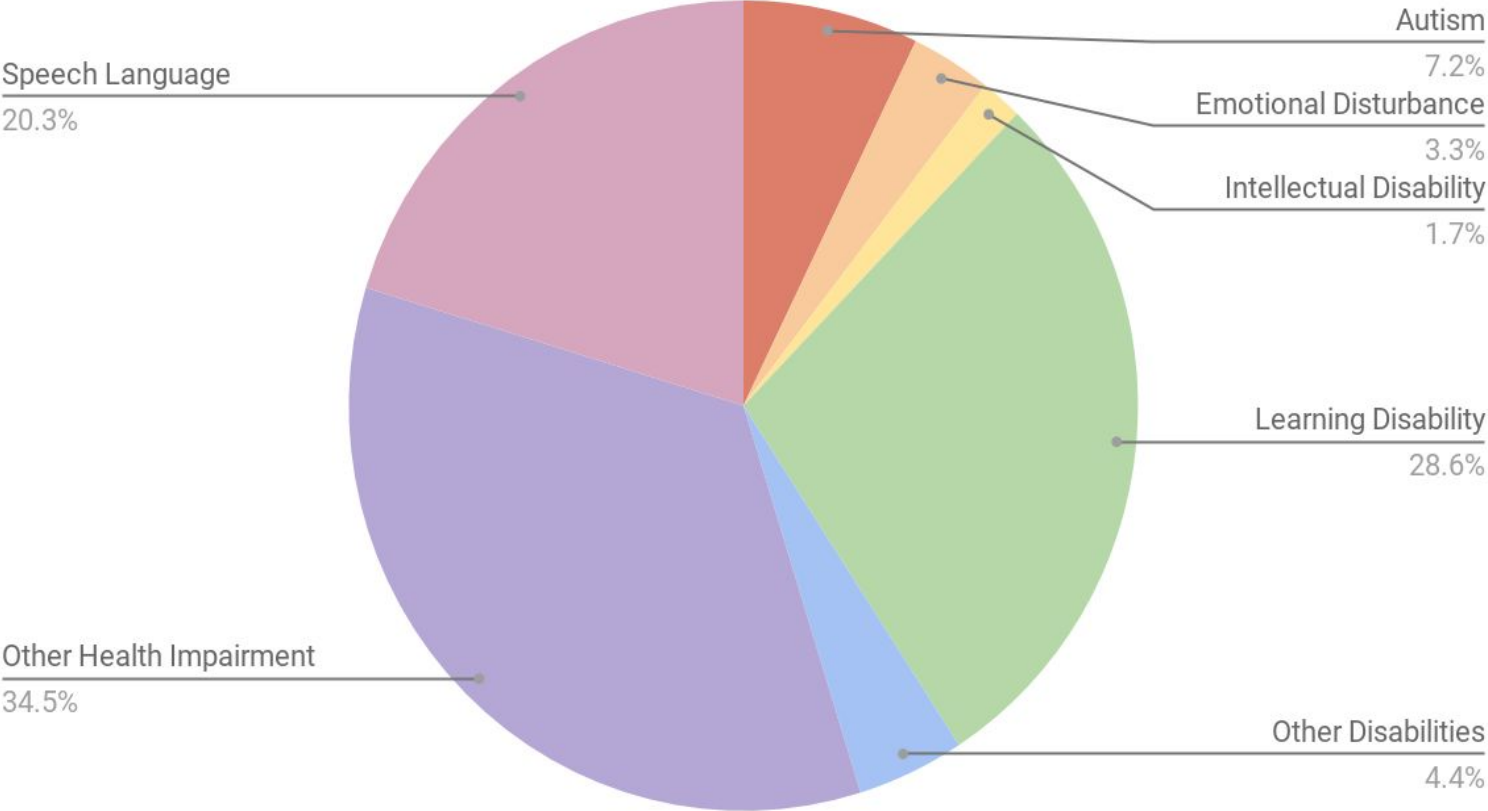
## Students with IEPs



<sup>1</sup>Includes in- and out-of-district students with IEPs Pre-K through 21

# District Data - Educational Classifications

## Darien Public Schools - Prevalence within Special Education



# **Priorities and Initiatives**

# Priorities & Initiatives

## **Dialectical Behavior Therapy (DBT)**

Research-based cognitive behavioral treatment consisting of individual therapy, group skills training, brief coaching, and a consultation team. DBT supports students with emotional dysregulation, difficulty with impulse control, interpersonal relationships, and self-esteem.

Five full-day trainings for all mental health staff and targeted teachers along with bi-weekly consultation team coaching.

Note: Training provided by Cognitive Behavioral Consultants (CBC) of Westchester, NY. (<https://www.cbc-psychology.com>)

# Priorities & Initiatives

## Co-teaching

Instructional approach providing Specially Designed Instruction (SDI) within a general education classroom. Effective co-teaching involves the utilization of six research-based models.

One Teach, One Observe	Alternative Teaching
Station Teaching	Teaming
Parallel Teaching	One Teach, One Assist

In-class modeling and coaching across grades 6-12

Intensive training for general and special education teachers on SDI

Note: Training provided by Dr. Marilyn Friend (<http://www.marilynfriend.com/approaches.htm>)

# Priorities & Initiatives

## **Wilson Reading Program**

Wilson is a multisensory, research-based reading and spelling program designed for students who have weaknesses in the phonological processes required for reading and spelling.

Targeted reading specialists and special education teachers are receiving ongoing training including an intensive 3-day workshop and Level 1 certification.

In-class modeling and coaching provided by Wilson at targeted intervals during the school year.

Note: Training provided by Wilson Language (<https://www.wilsonlanguage.com/programs/>)

# Priorities & Initiatives

## Assessment and Evaluation

Training on the use of targeted instruments to assess (1) attention and executive functioning, (2) language and communication, (3) sensorimotor functions, (4) visuospatial functions, (5) learning and memory, (6) social perception, and (7) integrated language and literacy.

TILLS: Test of Integrated Language and Literacy

D-KEFS: Delis-Kaplan Executive Function System

NEPSY-2: A Developmental NEuroPSYchological Assessment

Ensure proper identification of students with attention, executive functioning, language, and phonological deficits.

Note: Training provided by Dr. Christopher Bogart and Nicole Nascimento, MS, CCC-SLP, OMT (<https://southfieldcenter.com>)

# Priorities & Initiatives

## **Behavior Assessment and Intervention**

Provide targeted training in Autism and behavior-specific assessment including Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) for specialized program staff and psychologists.

Intensive training for targeted staff and psychologists

On-site follow up consultation days

Note: Training provided by the New England Center for Children and <https://www.necc.org> and Ravit Stein, PhD, BCBA-D (<https://www.eastconn.org/component/contact/contact/84-ravit-r-stein-phd-bcba-d-2>)





# Questions

