

ROYLE PARENT COFFEE: THURSDAY, OCTOBER 13TH 9:00AM-10:00AM

★

CT-SEDS: THE NEW IEP & 504 PLAN and PARENT PORTAL

Presented by Katie Risk-Interim AP SESS



★ ★ A Bit About Me

- From Upstate New York
- Human Dev. & Family Studies @ UConn
- NYCTF + Masters in SWD @ Pace Univ.
- Sixth Year in Administration through UCAPP
- ICT + Self-Contained Special Education Teacher in the South Bronx & Park Slope
- Reading Specialist & ESL Teacher at Ox Ridge & Hindley
- Elementary Curriculum Coordinator
- Interim Assistant Principal for Special Education





OUR AGENDA



- Who can I turn to for support?
- CT-SEDS Refresher
- Overview of the Parent Portal
- Overview of the New Document
- Q & A

SUPPORT FOR FAMILIES

1. Your child's Case Manager
 - a. Special Education Services
 - i. Special Education Teacher or Speech Pathologist
 - b. 504 Plan
 - i. Lynn Holcomb-Interim Assistant Principal

2. Royle Administration Team
 - a. Natasha Torre, Katie Risk, Lynn Holcomb



SUPPORT FOR FAMILIES

1. Royle PTO
2. Royle PTO Special Education Representatives
 - a. Betsy Kilmartin - betsy17ann@gmail.com
 - b. Natasha Tomai - natasha.tomai@gmail.com
3. ELP Representatives
 - a. Kate McIntosh - mcintosh.kate@gmail.com
 - b. Amy Young - amycyoung6@gmail.com
4. Darien SEPAC
 - ★ * a. <https://dariensepac.wordpress.com/>
 - ★ * b. dariensepac@gmail.com



01

CT-SEDS

What is CT-SEDS?

CONNECTICUT SPECIAL EDUCATION DATA SYSTEM

- Year 1 of Connecticut Special Education Data System (CT-SEDS) and new IEP
- September 2020 Partnership with Public Consulting Group (PCG)
- Comprehensive, statewide data system
- Improve format and flow
- Easy to use and access, intuitive displays
- Parent Portal to access IEP/504 and other important docs/information
- Translation feature
- * Supports PPTs in navigating a smooth process, and high-quality IEPs



SAME PROCESS, NEW SYSTEM



PPT

PPTs will run the same way they did last year. You will be able to access all documents digitally through the Portal.



15 DAYS

The 15 day implementation period will still stand.



MANUAL TRANSFER

Our team will work diligently to transfer and create the new IEP.*



DOCUMENT

You will be notified when the IEP is finalized. This year, we will also email it to you.

02



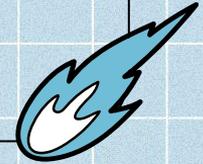
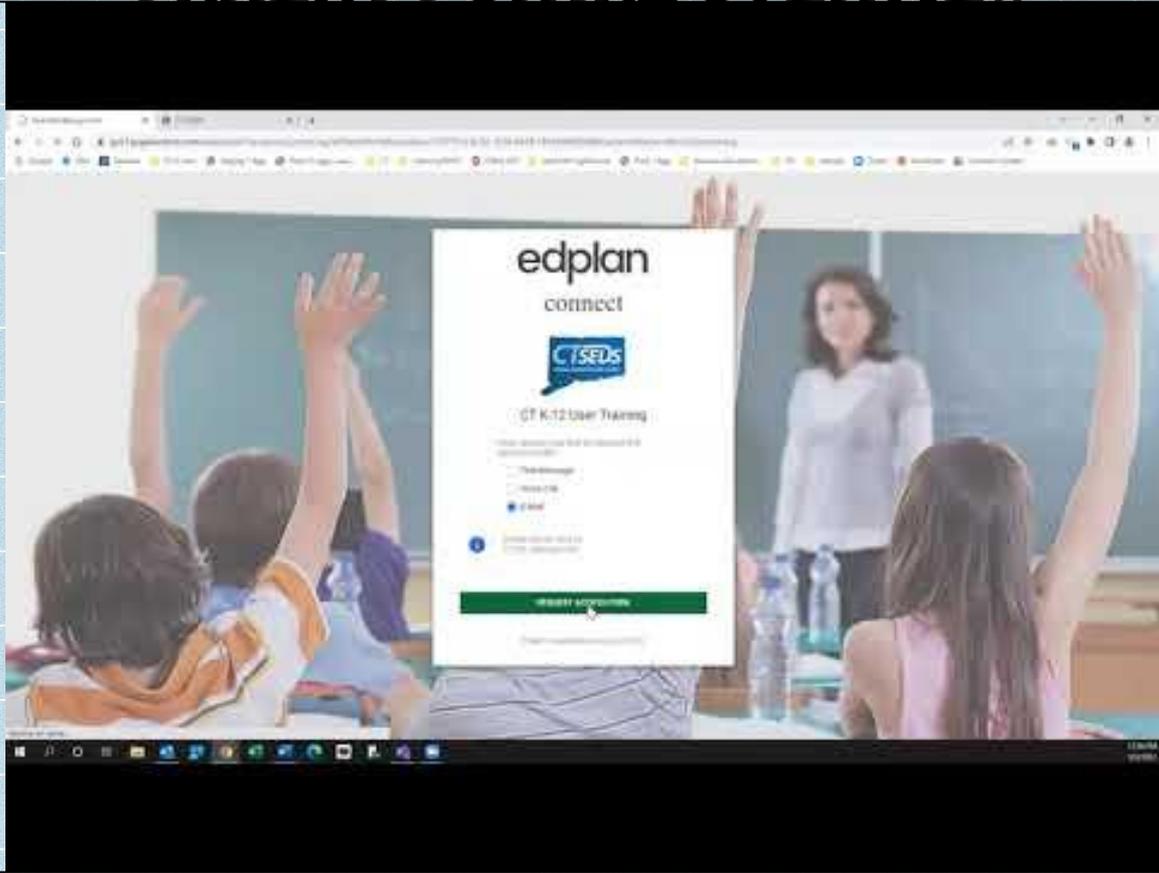
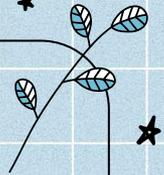
PARENT PORTAL



What is it? How do I access it? What's in there?



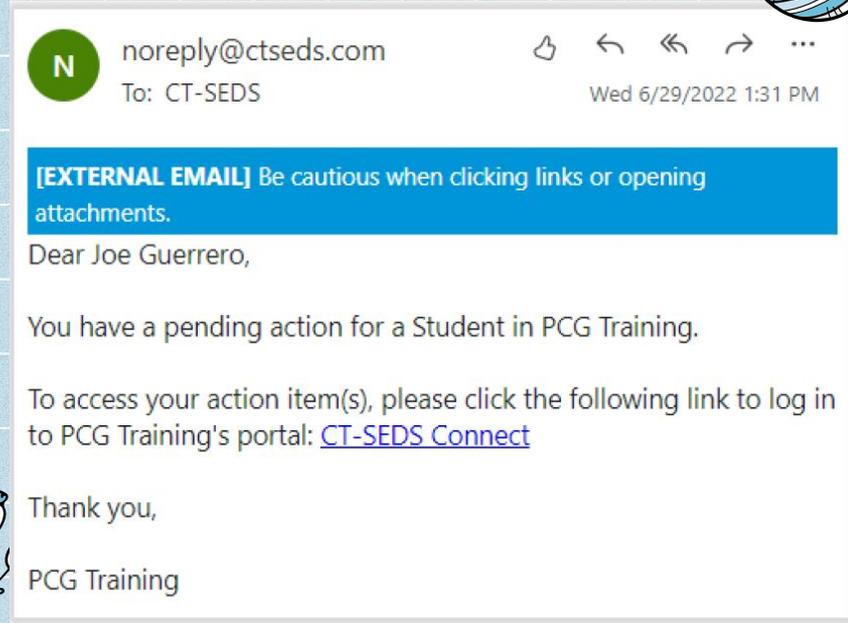
PARENT PORTAL OVERVIEW





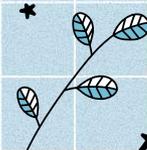
PARENT PORTAL

- Notices will go to the email addresses provided in Aspen
- Emails will look similar to this →





PARENT PORTAL OVERVIEW



CTSEDS

MY INFO

TO-DO LIST

COMPLETED ACTIONS

SERVICE PLAN INFO

DOCUMENTS

CASE MANAGER



Darien School District
TO-DO LIST

To-Do List

Student ^T ₁	Date Submitted ^T ₁	Item ^T ₁	Action ^T ₁	Respond ^T ₁
	09/12/2022	Notice of PPT Meeting	Review Final Notice of PPT Meeting	Review
	09/20/2022	Prior Written Notice	Review Final Prior Written Notice	Review
	09/30/2022	Notice of PPT Meeting	Review Final Notice of PPT Meeting	Review
	09/30/2022	Prior Written Notice (IEP)	Review Final Prior Written Notice (IEP)	Review
	10/02/2022	Individualized Education Program	Review Final Individualized Education Program	Review

Showing 1 to 5 of 5 entries

Previous **1** Next



VIEWING AND/OR SIGNING DOCUMENTS

To-Do List

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	

Click **Item** name to view document.

Click **Pencil** icon to sign

Showing 1 to 1 of 1 entries

Previous

1

Next



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

VIEWING AND/OR SIGNING DOCUMENTS

- Sign with a mouse, stylus, or finger
- Scroll down to check for signature
- Auto-filled dates



ALL DOCUMENTS WILL BE AUTO-SAVED

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 ¹	Date Finalized ¹	Document ¹	Associated Event ¹
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	

★ ACCESSIBLE ANYTIME – DOWNLOAD OR PRINT

The screenshot shows a web browser window displaying a document. The browser's address bar shows '1 of 1' and a search icon. The document title is 'Consent for the Initial Provision of Special Education'. The content includes the heading 'I. Identification Information' and the text 'Student Name: Jason Smith'. The document is dated 'Sent: 06/13/2022'. The browser's toolbar contains various icons, including a printer icon and a save icon. Two red callout boxes with arrows point to these icons: one labeled 'Print document.' pointing to the printer icon, and another labeled 'Save document.' pointing to the save icon.

1 of 1

CT Training Site

Consent for the Initial Provision of Special Education

I. Identification Information

Student Name: Jason Smith

Sent: 06/13/2022

Print document.

Save document.



03
NEW IEP/504
DOCUMENT



What will it look like? Is it the same components?

SAME COMPONENTS!

504 PLAN

- Demographics
- Attendance
- Meeting Summary
- Start and End Dates
- Supplemental Aids and Services
- Service Grid
- District and State Testing

IEP

- Demographics
- Attendance
- Start and End Dates
- Present Levels of Performance
- Goals and Objectives
 - (Academic and Functional)
- Supplemental Aids and Services
- Service Grid
- Removal from General Education
- District and State Testing
- Prior Written Notice

DOCUMENT LAYOUT



Designed to consolidate parts that go together.



**PRESENT LEVELS
of PERFORMANCE**



**GOALS &
OBJECTIVES**



**SUPPLEMENTARY
AIDS & SERVICES**



RECORD OF MEETING: DPS Requirement (not CT req.)

Darien School District Planning and Placement Team (PPT) Record of Meeting

Meeting Date:

Student Name:

Reason for Meeting: Conduct an Annual Review,

SASID:

Parent/Guardian:

Student Address:

Darien, CT, 06820

Darien, CT, 06820

★ Case Manager:

PLANNING AND PLACEMENT TEAM (PPT) MEMBERS PRESENT

Name

Role



Summary

Recommendations



Resources

Procedural Safeguards in Special Education

Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools

A Parent's Guide to Special Education

For assistance with understanding the provisions of the IDEA, please contact the district's special education director or the Connecticut Parent Advocacy Center (CPAC) at 1-800-445-2711.



**Individualized Education Program
Darien School District**

Student Name:	Meeting Date: 09/20/2022
SASID:	Case Manager:
Date of Birth:	Parent/Guardian Name:
Current Grade:	Primary Disability:
Current Enrolled School: Royle Elementary School (0350511)	School Next Year:
Most Recent Evaluation Date:	Next Reevaluation Date:
Most Recent Annual Review Date:	Next Annual Review Date:

Reason for Meeting: Review or Revise the IEP
--

PLANNING AND PLACEMENT TEAM (PPT) MEMBERS PRESENT

Name

Role

Planning and Placement Team Recommendations

The PPT recommends the following:

Special Considerations

Does the student exhibit behaviors that impede learning for self or others?

No Yes

Is the student deaf or hard of hearing?

No Yes

Is the student blind or visually impaired?

No Yes

Does the student have limited English proficiency (Student qualifies as an EL)?

No Yes

Does the student require accessible educational materials (AEM)?

No Yes

Does the student require an alternative mode of communication?

No Yes

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

ACADEMIC, PRE-ACADEMIC, COGNITIVE ACHIEVEMENT

Parent and/or Student Input

Mr. and Mrs. Risk shared concerns regarding Katie's current decoding skills. They are grateful for Katie's support, and happy with her progress in Math. Parents would like to know if there are visuals they can use at home. Finally, parents are hoping the team would consider her rate of progress in terms of acquiring new skills in next steps.

GOAL AREA: Reading

Present Level of Performance

Mr. and Mrs. Risk feel that Katie's reading is impacted by her anxiety, and awareness of what others around her are doing. Parents are pleased with Katie's progress in her counseling and reading services, but would like to see greater generalization of skills to her home or classroom settings.

Strengths

Listening comprehension, vocabulary, and encoding using taught skills.

Concerns/Needs

Decoding using closed, open, and vce syllables in or out of context, applying skills to texts, and fluency.

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

Katie's current reading needs require specialized instruction in order to access the grade-level curriculum at this time.

Annual Goal 2	Evaluation Method
Given a set of words or sentences, KATIE RISK will decode 1-3 syllable words with closed, open, and vce syllables with 80% accuracy.	Progress toward meeting the annual goal will be measured by achievement on short-term objectives.
Short-term Objectives/Benchmarks	Progress Monitoring Schedule
Given a set of words or sentences, KATIE RISK will decode 1-3 syllable words with closed, open, and vce syllables in isolation with 80% accuracy by 12/25/22.	per marking period
Given a set of words or sentences, KATIE RISK will decode 1-3 syllable words with closed, open, and vce syllables in the context of sentences with 80% accuracy by 12/25/22.	per marking period
Related Services necessary to achieve this goal (if any)	

Present Levels of Functional Performance and Annual Goal(s) and Objectives

FUNCTIONAL PERFORMANCE

Parent and/or Student Input



GOAL AREA: Fine Motor

Present Level of Performance



Strengths

Supplementary Aids and Services

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

ACCOMMODATION

Area(s)/Locations

Highlighted paper

All Areas

Extra space for work

All Areas

Give one paper or section at a time

All Areas

List sequential steps

All Areas

Review expectations prior to assignment/task

All Areas

Sensory strategies

All Areas

Visual supports

All Areas

Frequent movement breaks

All Areas

Preferential seating

All Areas

Seat away from distractions

All Areas

Seated close to source of instruction

All Areas

Progress Reporting

A report of progress toward meeting the Annual Goals and Short Term Objectives included in this IEP will be provided to the parent(s):

Consistent with general education grade-level report cards

Transition Planning

Is the PPT developing postsecondary/transition goals and services for the student?

Yes No

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
Reading	2	5 x per 6-Day Cycle	30 Minutes	Special Education Teacher	Special Education Teacher	10/03/2022	03/08/2023	2a	small group/individual Instruction
	3								
	4								
	5								
	6								
	7								
	7								
Study Skills	8	1 x per 6-Day Cycle	15 Minutes	Special Education Teacher	Special Education Teacher/Paraprofessional	10/03/2022	03/08/2023	1a	small group/individual Instruction
	9								

RELATED SERVICES

Service	Goal ID	Frequency	Duration	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
Fine Motor Skills Group	1	1 x per 6-Day Cycle	30 Minutes	Occupational Therapist	Occupational Therapist	10/03/2022	03/08/2023	2c	flexible setting

*Instructional Site Codes:

- 1a. General Education Setting 50% or more non-disabled peers
- 1b. General Education Setting less than 50% non-disabled peers
- 2a. Resource Setting
- 2b. Separate Setting/Program
- 2c. Related Service Setting
- 3a. Community-Based Setting 50% or more non-disabled peers
- 3b. Community-Based Setting less than 50% non-disabled peers



ESY Services

Are extended school year (ESY) services required for the Student to receive FAPE?

Yes No

ESY SPECIAL EDUCATION SERVICES

Service	Goal ID	Frequency	Duration	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
Reading	2 3 4 5 6 7	3 x per Week	30 Minutes	Special Education Teacher	Special Education Teacher	10/03/2022	03/08/2023	2a	small group/individual instruction

ESY RELATED SERVICES

Service	Goal ID	Frequency	Duration	Responsible Staff	Service Implementer	Start Date	End Date	Site	Instructional Service Delivery
Fine Motor Skills Group	1	1 x per Week	30 Minutes	Occupational Therapist	OT/COTA	10/03/2022	03/08/2023	2a	small group/individual instruction

OTHER IMPORTANT PARTS OF THE IEP

- Removal from General Education (calculated)
- District and State Testing
- Prior Written Notice



Prior Written Notice

PURPOSE: As a parent/guardian of a student suspected of needing or receiving special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement or provision of a free and appropriate public education (FAPE) to your child. This notice should be given to you after a school district makes a decision and 10 school days before action is taken on the decision, unless the school district and you both agree to waive the 10-day notice.

To:

Parent/Guardian/Adult Student

Date:

Re:

SASID:

ACTION(S) PROPOSED/REFUSED

Darien School District is providing notice of the following:

1.

The District is proposing to

The District is refusing the request to

2.

initiate

change

3.

identification/eligibility

an evaluation

an educational placement

the provision of FAPE (IEP)

DESCRIPTION / REASON

Description/Reason of the proposed or refused action:

The team proposed making revisions to

The reason for proposing or refusing to take action is:

Based on

Description (including the date) of each evaluation procedure, assessment, record, or written report the school district used as a basis for the proposed/refused action:

Prior Written Notice

Student Name:

SASID:
DOB:

Other options the PPT considered and rejected

- Instruction in the general education environment with supplementary aids and services
- No other options were considered and rejected
- Other

Reason for rejecting other options

- The student would not receive an appropriate program in the least restrictive environment.
- Other

Other factors that are relevant to this action

- There are no other factors that are relevant to the PPT decision
- Other

PLEASE NOTE:

Parents have a right to disagree with what is being proposed or refused by the district and may access the due process options described in the procedural safeguards of the IDEA. A copy of the procedural safeguards can be obtained by contacting Contact Name at Contact Phone or Contact Email .

This notice must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

For assistance with understanding the provisions of the IDEA, please contact the district's special education director or the state's Parent Training and Information Center: Connecticut Parent Advocacy Center (CPAC) at 860-739-3089 or 1-800-445-2722; E-mail: cpac@cpacinc.org



04

Q & A // FEEDBACK

How can we help?



★
★
THANK

YOU!



★ ★

krisk@darienps.org

★ ★ ★