



NEW LONDON
PUBLIC SCHOOLS



Special Education

Department of School and Family Support

united in excellence

Special Education Administration

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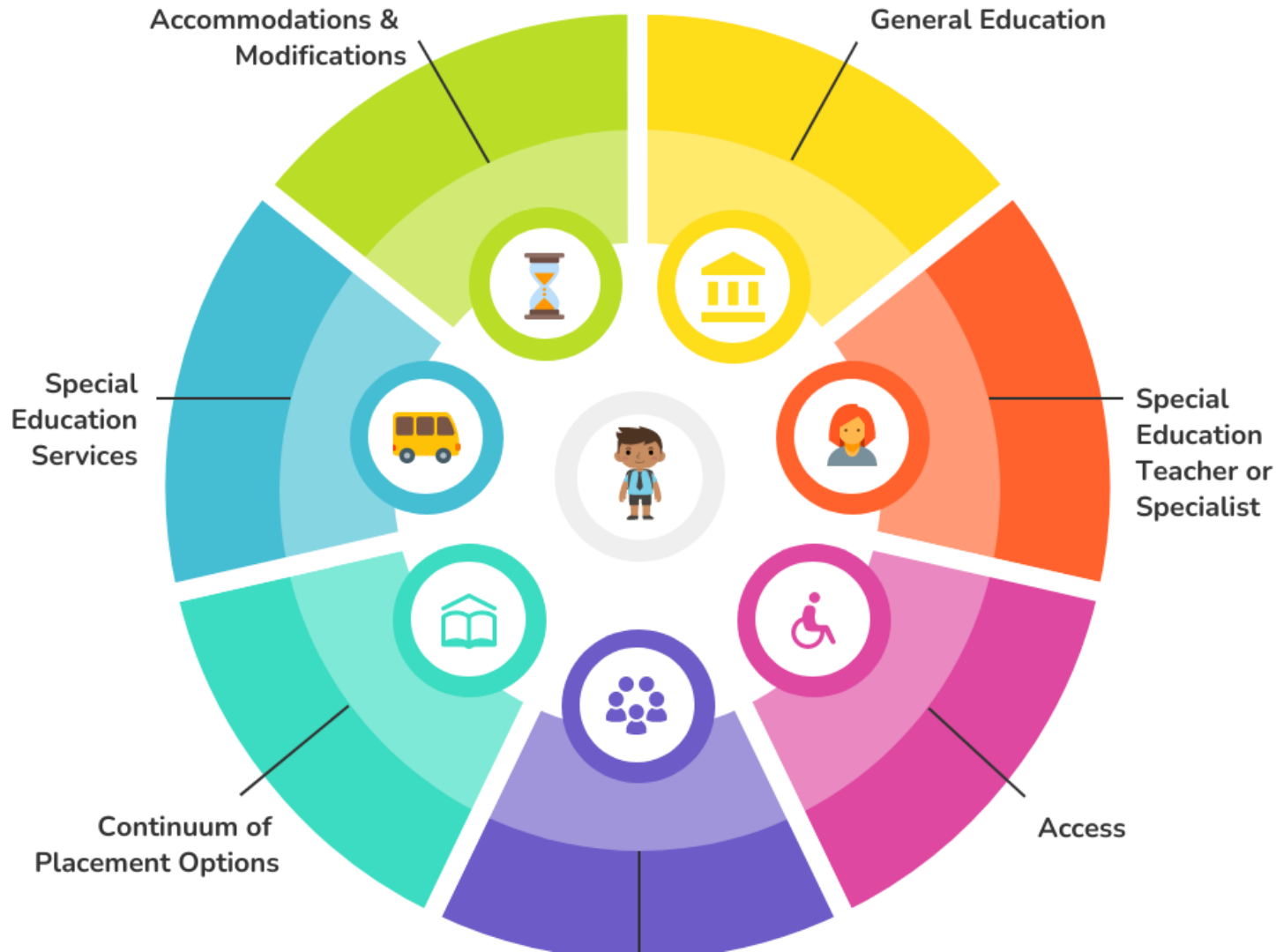
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Special Education is a Service, Not a Place



● General Education

The intent of LRE is to make sure that students who receive special education are included in the general education classroom as often as possible.

● Education Specialist Instruction Credential

A special education teacher is able to conduct educational assessments related to student's **access** to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction and, special education support to individuals in the area of specialization on their credentials.

● Access

Federal law says that students with disabilities should be educated alongside their non-disabled peers "to the maximum extent possible." Other types of classrooms or placements should be considered only if the student will not be able to experience success in the general education classroom.

● Peers

Students with disabilities should be with students in general education to the "maximum extent that is appropriate."

● Continuum of Placement Options

Special classes, separate schools, or removal from the general education class should only happen when a student's disability under IDEA—is so severe that supplementary aids and services can't provide the student with an appropriate education.

● Special Education

There is no "one size fits all" approach to special education. It's tailored to meet each student's needs. Special education refers to a range of services that can be provided in different ways and in different settings. Accommodations are a key component of special education and allow more students to access the general curriculum.

Section 504 is a part of the Rehabilitation Act of 1973

- Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the United States Department of Education (USDE).
- The Section 504 regulations require a school district to provide a “free appropriate public education” (FAPE) to each qualified student with a disability who is in the school district’s jurisdiction, regardless of the nature or severity of the disability.
- Funding for Section 504 comes from General Education. District social workers, psychologists, and school counselors are the case managers for these students.

School	Number of Students (182) (22-23SY: 183)
BDJMMS	23
CB Jennings	19
NHAMS	25
Winthrop	28
NLHS	33

Special Education Staffing

Staffing	Number
Special Education Teachers	48
Para-educators	96
Speech Pathologists(SLP)	3 District Hired (1 part-time) 2 Agency, virtual, 1 part-time 3 Agency, in-person, 1 part-time 1 contractor for evaluations
Speech Pathologist Assistant (SLPA)	4 (2 part-time)
Occupational Therapists (OT)	1
Occupational Therapist Assistants (COTA)	3
Physical Therapist (PT)	1
Physical Therapist Assistant (PTA)	1
Board Certified Behavior Analyst (BCBA)	3
Case Managers for out of district placements	3
Job Coaches	3
Registered Behavior Technician (RBT)	3
Special Ed Secretaries	2
PPT Coordinator	1

Support Staff

School	Psychologists	Social Workers	School Counselors
Jennings	1	2	--
NHAMS	1	2	--
Winthrop	1	2	--
BDJMMC	2	2	5
NLHSMC	2	2	7
Central Office	1	0	0

* Currently these positions are being filled with contracted services due to staffing shortages.

Para – Educators

- Para – Educator's support identified students based on their IEP's or 504 plans
- They work either 1:1 or small group based on need
- Trained in *Safety Care*
- Toileting Stipend provided as needed
- Requirements for employment include either 60 hours of college credit or passing the Para Pro exam
- Beginning in the 2023-2024 school year, each paraeducator employed by a school district must participate in a program of professional development, to be made available by the school district, annually, at no cost to its paraeducators, that is at least 18 hours in length, of which a preponderance is in a small group or individual instructional setting.

Special Ed Eligibility Areas

Disability Category	Number
Speech and Language Impairment(SLI)	59
Specific Learning Disability Dyslexia (SLDD)	14
Specific Learning Disability(SLD)	188
Other Health Impairment Attention Deficit Disorder (OHI-ADD)	101
Other Health Impairment (OHI)	24
Multiple Disability (MD)	16
Intellectual Disability (ID)	32
Health Impairment (HI)	4
Emotional Disability (ED)	40
Development Delay (DD)	44
Autism (ASD)	125
Traumatic Brain Injury (TBI)	1

Special Education Student Numbers – In District

Total In-District Students	20-21 SY	20-21 SY	21-22 SY	21-22 SY	22-23 SY	22-23 SY	23-24 SY	23-24 SY
NLHSMMC (884 enrolled)	194	21%	213	24%	203	24%	192	22%
BDJMMS (552 enrolled)	124	17%	126	21%	114	20%	129	23%
Harbor (260 enrolled)	57	20%	33	14%	42	16%	0	0
Jennings (472 enrolled)	50	10%	47	11%	29	8%	64	14%
Nathan Hale (469 enrolled)	76	15%	71	16%	69	18%	98	21%
Winthrop (480 enrolled)	72	15%	62	14%	71	16%	76	16%
BP Learned Mission (78 enrolled)	--	--	32	40%	43	45%	38	49%
District (3527 enrolled)	573	17%	585	19%	568	19%	597	17%

Dually Identified Students

	Number	Percentage of Enrollment
Nathan Hale	27	5%
Winthrop	22	5%
CB Jennings	27	6%
Middle School	40	7%
High School	75	8%

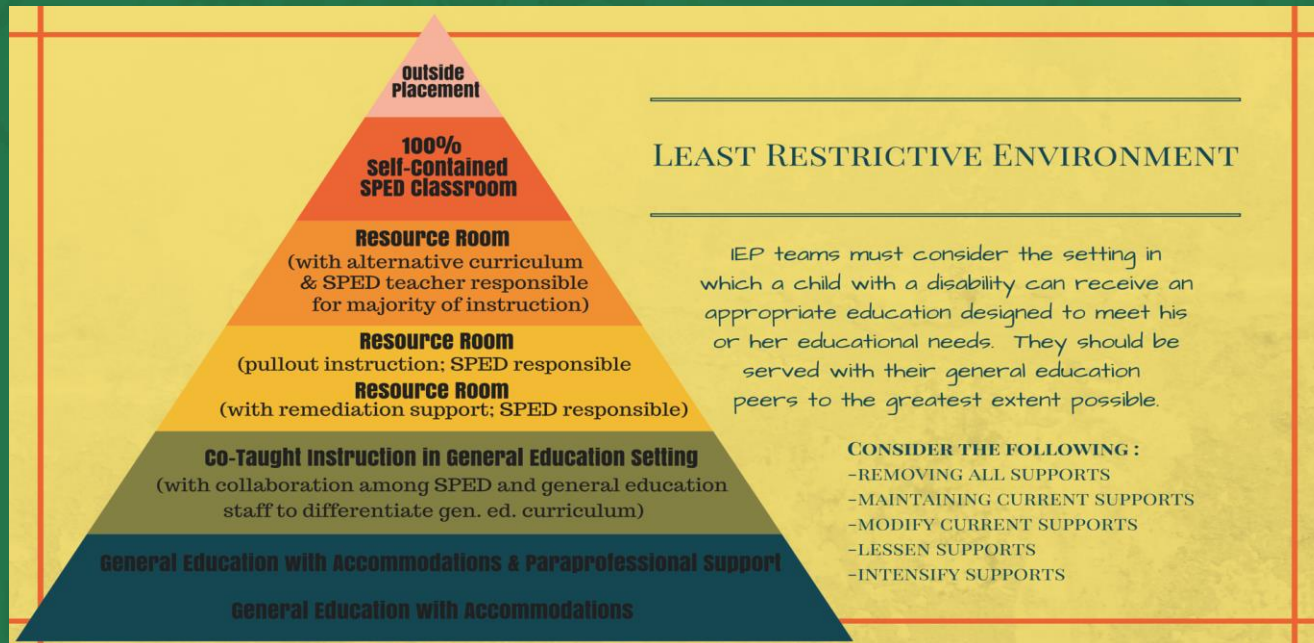
PreK-12 Student Support is monitored by the both the special education and bilingual and world languages departments.

Special Education Students Placed in Non-NL Schools for Parent Choice by District:

OSEP/ TOWN	504	IEP
East Lyme	1	1
Griswold	1	0
Groton	4	13
Ledyard	5	3
Region 18 (Lyme)	1	0
Montville	6	5
Norwich	15	18
Plainfield	1	1
Sprague	2	0
Stonington	1	2
Waterford	3	2
Windham	0	3

LRE – Least Restrictive Environment

All students must have meaningful access to their same age peers in the general education setting when appropriate. Any placement outside the general education classroom must be justified by the child's individual disability-related needs. This also means the assignment of a para-educator as needed.



Special Education – Specialized Classes

(Specialized Social-Emotional and Behavioral Support)

New London Public Schools provide a continuum of services for special education students. Our mission is to provide the most equitable access to education in the least restrictive environment. Classrooms provide a multi-disciplinary approach to education with a strong focus on the social, emotional and behavioral needs the student. Students are provided with individualized educational programming with a focus on these strategies utilizing counseling and BCBA services. Students are integrated during the school day in a variety of general education settings. Special education teachers continuously collaborate with the general education teachers and para educators to provide equitable access for all students.

Current Classrooms

Total Students: 40

School	New London Students	Out-of-District Students	Total Students
Nathan Hale	6	1	7
Winthrop	5	0	5
BDJMMS	9	1	10
NLHSMC	18	0	18



Special Education – Specialized Classes

Neurodiverse

New London Public Schools provides a continuum of services for special education students. Our mission is to provide the most equitable access to education in the least restrictive environment. Our neurodiverse classrooms provide a multi-disciplinary approach to education. Each student has a specialized instructional plan that includes:

- * Occupational Therapy
- * Physical Therapy
- * Speech/Language Therapy
- * BCBA interventions
- * Counseling

School	NL Students	OOD Students	Total Students
Nathan Hale	27	0	27
Jennings	8	0	8
Winthrop	12	1	13
BDJMMS	21	1	22
NLHSMC	34	0	34

Total # student: 104 students

Students are integrated during the school day in a variety of general education settings. Special education teachers continuously collaborate with the general education teachers and para educators to provide equitable access for all students.

Out of District Placement Costs

Students who require a higher level of support and are not successful in-district schools are placed in private special education programs. Currently, the costs associated with those placements are:

- 22-23SY: \$2,960,879
- 23-24SY: \$2,420,080

Special Education and 504 Student Placements

School	Number of Sped Students (763)	Number of 504 Students (219)
NLVA Middle School	35	11
NLVA High School	32	9
STEM Middle School	26	9
STEM High School	34	21
NLHS	133	39
American School for the Deaf	1	0
American School for the Deaf PACES	1	0
Conn College Child Development Lab School	1	0
Connecticut Coastal Academy	2	0
EastConn	1	1
Hamden Regions	1	0
Hartford Residential Center	1	1
High Road School Hartford at Windham County	2	0
ISAAC	41	0
LEARN OALA	8	0
LEARN SAILS	2	0
Lighthouse Learning Campus	1	0
Lighthouse Vod-Ed Center	2	0
Marine Schience Magnet HS	10	7
Milestones Behavioral Services- Orange	1	0
Natchaug Green Valley	2	0
RMMS	41	21
TFS	21	2
Thames River Magnet/ Groton	1	0
Three Rivers Middle College	1	1
Waterford Country School	6	0

Placement of Students

	Number	Percentage
Out of District	39	1%
Homebound	8	<1%
Expelled	4	<1%

Services for Hearing Impaired Students

- Services for hearing impaired students are provided through contractual services with Soundbridge. Services range from consult, to equipment and AAC usage, to direct instruction with a Teacher of the Deaf.
- Number of students who received services as hearing impaired: 7, this includes any NL student and not just those in our schools.
- Total cost of TOD and related services 23-24SY: \$90,000 (compared to 22-23SY \$332,056.25)
 - Hired part-time TOD teacher this year

Preschool Student Services

2023-2024 Current Preschool Enrollment – 78 students

At the **Early Childhood BP Preschool** there are 4 half day sessions for the Neuro-diverse self-contained program, one full day self-contained program, and 4 full-time classrooms that include students with IEPs. There are 4 Special education teachers, 2- part-time Speech and Language teachers, and 1 Speech and language assistant. OT, PT, BCBA, social work, psychologist support is provided through shared staff from Harbor school or other district staff as deemed needed.

BP is home to the **Preschool Articulation Language Services (PALS)**. This is a program in which students are deemed eligible for the services through the PPT process. They are transported from other preschool centers or their home in New London. This is to serve families who prefer to stay in their current preschool or are opting to not enroll their students in PreK. Currently there is 1 student enrolled.

Birth To Three Transitions: - As of July 2023 to January 2024 - There have been 21 students referred from Birth to Three Programs in the region. Students with a DOB after 5/1/24 can stay in B-3 until the start of the next school year.

The Friendship School currently has 43 students with IEP's who are New London students in PreK programming.

Transition Services

- Effective July 1, 2021, transition services are required for **each child** requiring special education beginning no later than the first individualized education program (IEP) in effect when the child turns 14.
- Transition-only services are for students with disabilities are provided to students between the ages of 18- 22 years old. They must have completed academic credits toward a regular high school diploma or are not working on academic credits toward a regular high school diploma but working solely on secondary transition goals and objectives through an individualized education program (IEP), including functional academics.
- Secondary transition services and related supports are designed to focus on improving the academic and functional achievement of the child with a disability. They are meant to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and based on the individual child's needs. These services consider the child's strengths, preferences, and interests.
- A student with an IEP has the right to receive transition services provided under both federal and state laws.

Diploma vs Certification

Number of 18-22 students: 50 students total (18 certification) and (27 diploma)

	High school diploma	High school certificate
What it means	A student has met all the requirements for graduation.	A student has completed high school but didn't meet all the requirements for graduation.
What are the graduation requirements	To earn a diploma, a student typically must pass grade-level English, math, social studies, science, and other classes. The number and type of class credits required vary by state.	It depends on the state and school. Unlike a diploma, the requirements are often flexible and can be tied to a student's IEP goals .
Accommodations allowed	Yes	Yes
Curriculum modifications allowed	Maybe. By changing what students learn, modifications can hurt their ability to earn a high school diploma.	Yes
Accepted by colleges	Yes	Maybe. It depends on the college.
Accepted by employers	Yes	Maybe. It depends on the employer and the job qualifications.

Diploma vs Certification

	High school diploma	High school certificate
Similar high school credentials	<ul style="list-style-type: none">• GED certificate: This isn't the same as a high school diploma. However, a GED is usually accepted by the military, colleges, and employers in place of a high school diploma.• Vocational diploma: A diploma for a student who achieved the required technical skills for a certain job.• Honors diploma: A special high school diploma for a student who achieved a high academic level. This usually means earning a high grade-point average or passing advanced tests.	<ul style="list-style-type: none">• IEP or special education diploma: This kind of diploma is available for a student with an IEP (though many students with IEPs earn regular diplomas). It has the same impact on a student's future as a high school certificate.• Certificate of Attendance, Certificate of Completion, or Certificate of Achievement: Different names for a certificate.

ESY- Summer Program

- What is ESY..... Extended School Year

ESY means special education and related services that are provided to a student with a disability beyond the school district's normal school year, in accordance with the student's individualized education program (IEP), and at no cost to the parent.

- What is the objective of ESY?

The purpose of ESY services is to assist students in maintaining the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress.

Summer of 2023 we offered ESY to 129 students , including our preschool students.

Gifted and Talented

- The identification of gifted and talented children is required under Connecticut special education law. Connecticut General Statutes (CGS) Section 10-76d(a)(1), though state law does not require programming.
- Gifted and talented means a child:
 - Possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and
 - Needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential.
 - The term includes children with outstanding talent in the creative arts.
- Multiple instruments and data are used for identification and the NLPS process is systematic and ongoing
- Work this year...
 - Holding PPTs as needed based on teacher and parent referrals
 - New CT SEDS module coming out this summer and impeding progress this year
- Goal by 2024: Identification of 3% of NLPS students as Gifted and Talented
- Current number of students identified Gifted and Talented is currently 8.

Special Education Transportation

- Criteria: If a student with an IEP cannot get to/from school the same way as non-disabled students for a disability-related reason, then the district must provide transportation for the student. This generally means door-to-door transportation, both ways, between home and school.
- Services: Special Education transportation can be individual or with other students. Vehicles range from a small bus to vans and cars.
- Total cost
 - 21-22SY Sped \$790,000
 - 22-23SY: \$882,270
 - 23-24SY: \$778,000
- Transportation for Homeless Students
 - 21-22SY Homeless \$226,330
 - 22-23SY: \$195,836
 - 23-24SY: \$140,000

Special Education Funding - 2022-2023

School	Amount
IDEA 611 (K-12)	\$1,092,023.00
IDEA 619 (Prek)	\$34,746.00
Excess Cost	\$1,825,545 (total eligible) at 70% is \$1,277,800 estimated Excess Cost
Medicaid	\$210,000
ARPA LEAP	\$200,000 (for 2 years)
General Education Budget Percentage	

Professional Development Goals for 23-24 SY:

- Ongoing work with CT SEDS
- Behavior strategies and Safety Care
- Co-teaching
- Neurodiverse programming

Support outside of the IEP....

Family Supports

Exceptionality Extravaganza

- * Fun Fair for family and students
- * Food / Raffles / Petting Zoo / Games

Naviance

- * Provide parent training for Naviance platform and student success plans

DDS night

- * HS families invited to complete DDS forms
- * Support for families and students in the completion

Able Accounts and Financial Supports

- * Information on creating savings accounts for students

Transition Night

- * Presented by SERC for families on transition services and programs

Questions ???

Thank you!