

Who's Who?

Chief of Specialized Instructional Reformer

John DiDonato-203-275-1306

Directors

Robert Arnold, Psychological Services:
203-275-1321

Teresa Cherry Cruz, Speech/Language:
203-275-1328

Dementred Young,
Social Work Services: 203-275-1331

Special Education Supervisors

Debra Arganese, PreK- High School:
203-275-1048

Angela Garafalo, PreK- High School:
203-275-1317

Veronica Lenzen, BLC: 203-275-1136
Michelle Matera, Preschool:

203-275-1451

Deirdre McKinnon, Out Of District:
203-275-1308

Denise Senko, PreK-High School:
203-275-1048

Specialized Instruction Support Partner

Angelina Alcantara, Special Education:
203-275-1309

Natasha Clarke, Social Work/Speech:
203-275-1329

Resources for Parents & Families Special Education Ombudsperson

Yvette Martinez: 203-275-1753

Special Education Hotline: 203-275-1759

(available in English/Spanish)

900 Boston Ave.—MARTINEZ@bridgeportedu.net

The BPS provides for a Special Education Ombudsperson to provide support for parents of students with disabilities.

Services include:

- ◆ Provides information for parents
- ◆ Supports parents/guardians at PPT meetings
- ◆ Provides assistance locating other resources
- ◆ Monitors Special Education Hotline

Office of Specialized Instruction Website:

- ◆ <http://www.bridgeportedu.com>

Procedural Safeguards Website:

- ◆ <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Prosaf.pdf>
- ◆ http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Prosaf_Spanish.pdf

Additional Resources:

Connecticut Parent Advocacy Center

<http://www.cpacinc.org/>

Department of Children and Families

<http://www.ct.gov/dcf>

Connecticut State Department of Education

860-713-6910 <http://www.sde.ct.gov/sde/site/default.asp>

BRIDGEPORT PUBLIC SCHOOLS

A Guide To Special Education Services



The Bridgeport Public Schools works closely with parents, teachers and staff to identify and support children ages 3-21 who are eligible for Special Education and related services. We provide a free appropriate public education in the least restrictive environment for all students.

Educational Environments

All students eligible for special education services will be educated in the least restricted environment (LRE), meaning that students will be placed with non disabled peers to the maximum extent appropriate.

Instructional settings include:

- ◆ General Education: Your child will receive specialized instruction in the IEP in a general education classroom with supplementary aids and services as needed.
- ◆ Resource Room: Your child will receive specialized instruction in a resource room for part of the day. The child will be educated in the regular education class to the maximum extent appropriate.
- ◆ Self Contained Class: With this placement, your child will receive specifically designed instruction in a self contained classroom with fewer students and additional staff. Currently, the district has self contained classes to meet the needs of students with autism, intellectual disabilities or a social/emotional disability.

Individualized Education Programs

A child's IEP will include:

- ◆ Present levels of Performance
- ◆ Annual goals and objectives
- ◆ Special education services
- ◆ Related services
- ◆ Modifications and Accommodations
- ◆ Extent of participation in regular ed.
- ◆ Placement
- ◆ Participation in assessments
- ◆ Beginning dates, frequency, duration of services
- ◆ Extended School Year services-if needed
- ◆ Specialized transportation if required

Communication

Having open communication between parents and members of the special education team is a vital component in the success of our programs.

Questions regarding your child's special education program should first be directed to your child's special education teacher or case manager.

Parents can request a PPT meeting at any time to discuss concerns and/or questions regarding their child's IEP.

Special Education Process

Step 1:Referral

A referral to special education is the first step in determining if a child should receive special education services.

The referral is a request regarding an evaluation of a child who is suspected of having a disability and who may need special education and related services. A referral to special education may be made by a parent, guardian, surrogate, school personnel or student, 18 years old or older.

Step 2: Evaluation

The PPT may determine additional information is needed in order to determine if your child has a disability. The PPT will design evaluation procedures for your child. With your consent, the district has 45 school days from the date of referral to complete the evaluation.

Step 3: Eligibility PPT:

Upon completion of the evaluation, the PPT will meet to Interpret and discuss the evaluation results. The PPT will determine if your child has a disability , and if special education services are needed.

Step 4: IEP

If your child is eligible for special education services an IEP will be developed. The IEP describes your child's strengths, needs, performance levels, and includes annual goals to meet your child's needs.