

Update on Support Services

Special Education, 504 and SRBI

Last month, Royle School held an *Update on Support Services: Special Education, 504 and SRBI*. District representative outlined the supports for Royle students and provide a brief update on special education topics.

Who do I speak to if I have concerns about my child's progress?

If a child is struggling in the classroom, then there are a number of resources available to the classroom teacher and student in an effort to help the student achieve. Parents should reach out to their child's classroom teacher and request a meeting to discuss their child's progress. SRBI, 504 and Special Education are three kinds of support. These supports address different types of need.

What is SRBI?

Darien uses a three-tiered system of support called SRBI, Scientific Research-Based Interventions, in reading, math and writing. This is a regular education support program. All students are considered to be part of Tier 1. If child does not meet grade-level expectations, they will first receive support in the regular education classroom.

Classroom teachers, instructional specialist and administrators regularly review student progress. Children who do not meet sufficient progress move to Tier 2. For this level of intervention, children receive small group instruction (2-3 students, 2-3 times a week,) with an instructional specialist in addition to regular classroom instruction.

After six to eight weeks, student progress is reviewed. Progress monitoring data and classroom performance are used to make tier movement determinations. If the team determines the student is not making sufficient progress, additional goals and objectives may be added, and/or the student may be moved to Tier 3 instruction. At Tier 3, the team may involve SESS Facilitator Mary Scalise and/or special education staff to help determine if a referral to special education is necessary. Parents are kept abreast of progress and any changes to service.

What is a 504 Plan?

A 504 Plan helps a child with special health care needs to fully participate in school by requiring teachers to utilize specific accommodations within the classroom. These supports are provided under Section 504 of the Rehabilitation Act of 1973. Typically, a 504 Plan is provided for a general education student who does not require specialized instruction, through an IEP (Individualized Education Plan). A child with a 504 Plan has an identified disability, which may be medically based. Frequently students diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) require specific accommodations and are provided with a 504 plan.

What does a parent do if they suspect their child has a learning disability?

Parents should speak with their teacher and/or SESS Facilitator Mary Scalise regarding referral to special education. At any level of SRBI, a parent has the right to request an evaluation of a child suspected of having a learning disability. Information can be found in the Procedural Safeguards in Special Education, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#publications>.

What are co-taught classes?

Co-teaching is an instructional and special education service delivery model that emphasizes collaboration and communication among a regular education teacher, special education teacher, and other educational staff to meet the needs of all students in a particular class. The classroom composition may vary according to the needs of the students in the class.

What do you do if your child with an IEP is scheduled to transition to kindergarten and you have concerns?

Transition planning for children who have IEP's and are approaching kindergarten will be handled on an individualized basis. Parents should request a meeting with Laura Straiton, Director of ELP or John Verre, Special Assistant to the Superintendent as early as possible to begin the transition process.

When should I start planning for Extended School Year (ESY)?

Parents can request that ESY be discussed at any PPT (Planning and Placement Team) during the school year. The district will be holding work groups to further review ESY services being offered in the Darien School District.

Is Dyslexia a disability under Special Education?

Beginning in January 2015, Dyslexia will be a disability designation in CT. The Darien School District has begun professional development in this area to appropriately address the needs of these children.

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