

# **REGIONAL SCHOOL DISTRICT ONE**

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## **Region One Special Education/Pupil Services**

### **April Report to the Boards of Education**

Similar to but also somewhat above and beyond the challenges of distance learning for all teachers, Region One Special Education Teachers and Pupil Services providers are rising to that challenge and working on provision that is as close to each student's IEP as is possible. Our staff is engaging with students and, as appropriate, with parents or care-givers as partners. We are working under recent guidelines established by the federal Office of Special Education Programs and the Connecticut State Department of Education Bureau of Special Education, all disseminated in recent days. Some of our procedures (such as P.P.T. meetings) are still forthcoming but should be operational soon.

Special Education Teachers are working in collaboration with General Education Teachers and, along with our Speech-Language Pathologists, are using an array of available internet resources and "live" on-line platforms to provide specialized instruction and services, such as: ZOOM, Google Classroom, Google Meet, Language Live, Newsela, Wilson Reading, Kahn Academy, RAZkids, and Lexia. Our paraprofessionals are actively supporting all these efforts.

School Psychologists, in some cases in tandem with School Counselors, are providing counseling input, which may be in even more acute need at this time, and, are reaching out regularly to particular students at a time when their social-emotional needs may be peaking.

A significant issue in Special Education that arises from our circumstances is the regulatory concept of compensatory education for students with disabilities. Distance programming and provision may fall significantly short of some students' IEPs, as would be determined at Planning and Placement Team meetings. In these cases, as also confirmed by federal and state sources, those students will be afforded compensatory or "make-up" specialized instruction and related services. In anticipation of this possibility, we have begun conversation with neighboring districts and with our RESC (EdAdvance) to consider an inter-district or regional model that might more efficiently address this potential need.