



June 28, 2022

Dear Attorney Egan,

Thank you for your correspondence, and my apologies for the delay in responding to your letter. Hartford Public Schools also appreciates and values the long term collaborative working relationship between our organizations. As such, the following response outlines the steps taken after the fact-finding, including corrective actions.

#### **PARENT COUNSELING AND TRAINING**

##### **Fact-finding:**

BCBA support was increased from 30 minutes of bi-weekly consultation in September 2021 to 4 hours monthly consultation in November 2021. In March 2022, this was increased to 16 hours monthly of direct observation and consultation, including monthly direct training for parents. In April 2022, support was continued and will be reviewed next April at the Annual Review.

##### **Parent Training:**

Parent training, as applicable to include on Page 8 of the IEP, was discussed with the Special Education Directors. This information was shared in the school-based team meetings which are held with special education and related service providers to reiterate that if there is a need for parent training, it can and should be included on the IEP.

#### **STAFF ASSIGNED TO CHILDREN WITH COMPLEX DISABILITIES**

##### **Fact-Finding:**

##### **Professional Learning:**

School-based professional learning is provided by building leaders, based on school need. This training can include magnet themed professional learning, instructional strategies, data collection procedures and MTSS processes and procedures.

Building-based special education teams are provided with a variety of professional learning opportunities. Online modules are completed for each employee when hired. Special education department training occurs throughout the school year, with a combination of asynchronous

and synchronous sessions. District professional learning for all staff occurred throughout the year with a focus on Restorative Practices.

### **CPI Training**

When staff are hired, it is encouraged that training, especially for program paraeducators to be CPI trained. The building administrator or lead Admin for the program is responsible for scheduling staff. A District practice is that all crisis team members at each school also need to be trained. It is also required for all Behavior Technicians to be trained to work, per the contract.

### **IDEA-INDIVIDUAL STUDENT CONCERNS**

#### **Fact-Finding**

##### **Individual student concerns:**

The below outlines steps taken from the school:

January 2022: Specific work with the BCBA in terms of VB-Mapp completed and reviewed

March 2022:

- PPT to review the VB-Mapp and as a result, BCBA was significantly increased to support the student
- Monthly parent training with the BCBA reviewed

April 2022: Annual PPT held and progress reviewed

June 2022: Program review held and progress reviewed

##### **Corrective Action:**

1. In the August professional learning, a presentation will be provided to all district administrators to explain CPI training. OTM will be part of the training to ensure training is documented for employees.
2. In the August professional learning, a special education presentation will be provided to all district administrators, including components of the IEP.
3. In the September building based meetings, Special Education Directors will document in their team meetings that parent training can be included on the IEP. The District will share a general communication statement to all families of children currently receiving special education and related services that they can be afforded an opportunity to receive parent counseling and training as a related service, to: (i) advise them of this related services and the District's efforts to include this related service (when necessary); and (ii) encourage families who are interested in including this related service to their child's IEP to request a PPT.
4. In the September building based meetings, Special Education Directors will document in their team meetings that paraeducators will be provided access to IEP's, behavior plans

and any other supporting documentation pertaining to the student with whom they work. Additionally, special education case managers will be required to ensure that paraeducators are trained on the student's IEP, behavior plan and any other child specific needs.

5. COVID presented multiple challenges with training staff for CPI. In the fall of 2022 the District will resume consistent CPI training.

We look forward to continued partnership. Please feel free to contact me if I can be of assistance.

Thank you,



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