

Instruction

Individual Services and Diagnostic Counseling

The school district shall provide professional staff to work with individual students, or groups of students, who exhibit poor attendance, poor school adjustment, or other evidence of causes, largely external to the school, which may be interfering with the school progress.

Such professional staff shall have special training in social work, sociology, guidance, or shall have exhibited a special ability to help students improve their performance aspirations.

Instruction

Drugs, Tobacco, Alcohol

Since the use of these harmful agents may have a deleterious effect on the health and welfare of the users, and causes far-reaching detrimental consequences to the users, their families and society, the Board of Education desires that every effort be made by all staff members to reduce the chances that students will begin or continue use of such harmful drugs, all tobacco products and alcohol.

The professional staff shall become more aware of the problem, and become more expert in recognition of the symptoms of such use. Annually, teachers in each grade shall emphasize the effect of alcohol, all tobacco products and drugs on health, character, citizenship and personality development wherever appropriate in the health education program and other contexts which touch on the subject, i.e. students should be encouraged to understand the decisions which affect their own health.

It is desired that the administration make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies be given wherever such cooperation can be advantageous to the students.

(cf. 5131.6 - Drugs, Tobacco, Alcohol)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.

10-19a Superintendent to designate substance abuse prevention team.

10-19b Advisory councils on drug abuse prevention.

10-220 Duties of boards of education.

10-221(d) Boards of education to prescribe rules.

Policy adopted: November 19, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

Instruction

Acquired Immune Deficiency Syndrome (AIDS)

Acquired Immune Deficiency Syndrome (AIDS) is a serious health problem in the United States. Currently there is no cure for AIDS. The Board of Education advocates that education about AIDS should be provided to students and that it be presented in a societal context. Specifically, students should be encouraged and instructed in how to make decisions to protect their own health as well as their responsibility to minimize the transmission of the disease. Further, the Board supports the public health community's position that sexual abstinence is the best way to prevent the spread of AIDS. In addition, the Board believes that sexual abstinence protects the student psychologically from the stress of adult decision making during adolescence.

The Board hopes that parents will join in partnership with the schools in conveying health information and sound decision making to the children. For those parents who wish to handle these topics without the involvement of the schools, the administration will inform parent(s), guardian(s) of their right to have their child(ren) excluded from AIDS instruction.

Legal Reference: Connecticut General Statutes

10-19(b) Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

Policy adopted: November 19, 2007

THOMASTON PUBLIC SCHOOLS
Thomaston, Connecticut

Instruction

Guidance Services

Guidance services are designed to coordinate and manage academic and social/emotional services and interventions for each secondary age student. Guidance counselors assist all middle and high school students in working toward achieving their maximum personal and educational development by providing: individual and group counseling, college and career counseling, interpretation of standardized testing results, the development and monitoring of students' academic program, consultation with students, parents, faculty, administration, and members of the community, group guidance programs, and the development and implementation of student and parent information programs. As members of an interdisciplinary team, counselors participate on the Student Assistance Team and in IEP meetings. The role of a counselor is to be a student advocate.

Program goals for student learning focus on academic development, personal/social development and career development. Student academic development goals are to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan, to complete school with the academic preparation essential to choose from a wide variety of substantial post-secondary options, including college, and to understand the relationship of academics to the world of work and to life at home and in the community. Goals for personal/social development will include the acquisition of attitudes, knowledge and interpersonal skills to help students understand and respect self and others, the ability to make decisions, set goals and to take appropriate actions to achieve goals, and to understand safety and survival skills. Career development goals include the acquisition of to make informed career decisions, to employ strategies to achieve future success and satisfaction, and to understand the relationship between personal qualities, education and training, and the world of work.

Those students found eligible for special education will have an IEP developed to address the areas of deficit. Service delivery may include individual and/or group counseling. Service may also include consultation with families and teachers. Progress on goals and objectives will be evaluated and reported to parents each marking period.

Legal Reference: Connecticut General Statutes
10-76a(9) "Related Services"

Individual with Disabilities Education Act 20 U.S.C. § 1400-1487
IDEA Regulations §300.24 (b)(2) Counseling services

Section 504 Regulations Sec 104.37(b) Counseling Services

Policy adopted: November 19, 2007

THOMASTON PUBLIC SCHOOLS
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Instruction

Student Psychological Services

Student Psychological Services are an integral part of the total program of the Thomaston Public School System. It shall be the aim and objective of the Board of Education to provide within the financial constraints of the resources available, a professionally competent psychological staff, consisting of the school psychologists, assisted by guidance counselors and social workers; such a staff fully expected to function most effectively by utilizing its individual and collective specialized knowledge and technical skills in collaboration with teachers, school administrators, parents and other pupil personnel specialists in the service of individuals, groups and the school as an educating institution.

The school psychologists shall serve all the schools as diagnosticians, as resource persons and consultants to parents, teachers, guidance personnel and school administrators in the area of social, emotional and learning problems of children and young adults and as consultants in educational program development and program implementation. The psychological personnel shall be vital members of the Planning and Placement Teams which are responsible for planning appropriate educational curricula and placements of youngsters who are adjudged to be in need of special educational programs.

Instruction

Identification of Special Needs and Abilities

The Board of Education recognizes that each student is a unique individual, and that while for most students the conventional school program is appropriate, a substantial number of students have exceptional needs.

The Board of Education therefore directs the Superintendent or designee to develop and implement regulations and procedures which will serve to seek out all individuals with exceptional needs residing in the school district who are eligible for "free appropriate public education."

The Superintendent or designee is also directed to develop an assessment plan for the assessment and evaluation of the exceptional needs of each individual identified in the search. The assessment plan shall be a description in ordinary language of the procedures, tests, records, or reports proposed for use in the assessment of the individual.

The search and assessment plans shall be in accord with the provisions of federal and state laws and regulations.

(cf. 6159 - Individualized Education Plans)

Legal Reference: Connecticut General Statutes

10-76a et seq. Special education.

10-76d(a) Identification of school age children needing special education.

State Board of Education Regulations 10-76b-1 et seq.

34 C.F.R. 300 Assistance to States for Education of Handicapped Children.

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THOMASTON PUBLIC SCHOOLS
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Instruction

Speech, Hearing and Language Services

Speech, hearing and language services are designed to develop communication skills in students whose speech, language or hearing deficits or disabilities are preventing them from accessing the curriculum and participating in language-based activities.

Speech, hearing and language services are provided along a continuum including: screenings for primary grade students, early intervention groups, consultation with staff and families, evaluations and individual and group therapy for students eligible under IDEA.

Teachers or parents may refer students for a speech and language screening when concerns about language development, sound production, fluency or voice are present. Parents will be notified when concerns regarding their child's speech and language skills result in referral for speech and language services. If the results of the screening indicate an area of concern, an early intervention plan is formulated to address those needs. If the plan is unsuccessful, the student is then brought to the Pupil Study Team to consider a speech and language evaluation. For students with significant language disabilities, services may also include evaluations in the area of augmentative communication, the development of alternative communication systems as well as the provision of augmentative communication devices.

For a student to be found eligible for special education in the area of speech and language, there must be a significant deficit in the identified area of communication. In addition, the identified deficit must have an adverse impact on educational performance so that the student does not perform effectively despite the provision of general education modifications and supports.

Those students found eligible for special education will have an IEP developed to address the areas of deficit. Service delivery may include individual and/or group therapy that is provided in a separate setting or classroom-based. Service may also include consultation with families and teachers. Progress on goals and objectives will be evaluated and reported to parents each marking period.

Legal Reference: Connecticut General Statutes
 10-76a(9) "Related Services"
 Individual with Disabilities Education Act 20 U.S.C. § 1400-1487
 IDEA Regulations 34 CFR Part 300 Section 504 Regulations
 Sec. 104.35 Evaluation and Placement

Policy adopted: November 19, 2007

THOMASTON PUBLIC SCHOOLS
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Instruction

Social Work Services

School social work services enhance the link between the home, school and community. School social work services are designed to help students work toward maximizing their social, emotional and educational development. Student referral may be initiated when there are concerns that the student's social, emotional, behavioral or developmental functioning is interfering or has the potential to interfere with academic achievement. Any student may be referred by staff, parents, the IEP Team, other students or by themselves. Parents will be notified when concerns regarding their child result in referral for school social work services. Services on behalf of students focus on individual and group counseling; the connection of families with community resources and facilitation of the development and implementation of positive behavioral support plans.

The school social worker's contribution as a member of the school's interdisciplinary team includes: providing developmental histories; participating in the development of functional behavioral assessments; consulting and collaborating with families over school issues; conducting class meetings, thematic groups and parent educational groups; educating staff on the impact of family dynamics on child development and student functioning; monitoring student attendance; participating in the kindergarten transition and screening process; and acting as a link between community resources, families and schools. In addition, the social workers participate in crisis intervention teams on the building and system wide levels; help mobilize community resources around specific needs; organize information for community referral; serve as mandated reporters for children at risk for abuse and neglect; provide community education on children's mental health issues and are actively involved in community and system wide committees and programs. In collaboration with the school mental health team, the school social worker offers family outreach through home visits; develops and monitors 504 plans, which prohibit discrimination and may provide accommodations to qualifying students; assesses student drug involvement and need for referral; assists with peer mediation and determines the seriousness of student depression, suicidal ideation and other critical concerns.

Those students found eligible for special education will have an IEP developed to address the areas of deficit. Service delivery may include individual and/or group counseling. Service may also include consultation with families and teachers. Progress on goals and objectives will be evaluated and reported to parents each marking period.

Legal Reference: Connecticut General Statutes
 10-76a(9) "Related Services"
 Individual with Disabilities Education Act 20 U.S.C. § 1400-1487
 Section 504 Regulations
 Sec 104.37(b) Counseling Services

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