



Bureau Blog

November 15, 2006

SY 06-07 B-3

*From Nancy M. Cappello, Ph.D., Interim Bureau Chief and Blogger
Welcome to the Bureau of Special Education's monthly blog.*

Personnel News:

Terry Piccolo joined the Bureau in October as Secretary I in the Surrogate Parent Program Office. She has special education experience having recently worked at CREC.

Brenda Heath has also joined the Bureau this month as a Secretary I. Prior to her employment at the CSDE, she worked at UCONN Health Center and the Department of Revenue Services. She most recently worked at the State Department of Education in the Bureau of Educator Preparation, Certification, Support and Assessment.

Carolyn Isakson is retiring effective January 1, 2007. Carolyn has spent 20 Years at the State Department of Education and has spearheaded initiatives in the area of speech and language pathology and assistive technology. We will miss her energy and relentless dedication to improving services for students with disabilities.

SPEECH AND LANGUAGE SURVEY

REMINDER! The online SLP survey mentioned in the October BUREAU BLOG will be open on the SERC website through November 20th. Please ask each of your SLPs to go to www.ctserc.org and click on **For School-Based SLPs**, where they will find instructions about how to proceed. It should take approximately 15-20 minutes for them to complete the survey. Thanks for your cooperation.

ID GUIDELINES TRAINING

In an effort to ensure that appropriate identification procedures are followed for students suspected of having an intellectual disability, two sessions providing an introduction to the revised *Guidelines for Identifying Children with Intellectual Disability* are planned for November 29th and 30th at the Crowne Plaza in Cromwell. Please review **attachment one** and contact SERC to register for a session.

Additionally, an **Executive Summary**, containing the key concepts of the revised guidelines, will be available on the CT State Department of Education and SERC websites before the sessions. This document is being made available to provide participants with an initial understanding of the changes in the identification procedures of students with intellectual disability.

TRANSITION UPDATES

Although the IDEA 2004 Regulations, which took effect on October 13, 2006, did not change significantly with regard to the provision of transition services, several areas were clarified and are highlighted below (emphasis added):

1. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate, and updated annually, thereafter, the IEP **must** include:

- Appropriate **measurable** postsecondary goals based upon age-appropriate transition assessments **related to training, education, employment, and, where appropriate**, independent living skills; and
- The transition services (**including** courses of study) needed to assist the child in reaching those goals. [34 CFR §300.320(b)]

In order to assist districts in writing measurable postsecondary goals in the areas of training, education, and employment (and where appropriate independent living skills), the Transition Task Force has developed the **Transition IEP Goals, Objectives and Services Checklist (attachment two)**. District personnel may find it helpful to use this tool in PPT meetings where transition services are being discussed. This checklist will document the thoughtful process that the PPT used to identify individual transition goals and objectives. Additional assistance in writing transition goals and objectives can be found in an excerpt from the **Transition Training and Resource Manual (attachment three)**. Both of these tools will be available on the SDE website.

2. **Documenting Transition Services:** Given that ALL students who are age 16



Additional Resources:

Parent Training and
Information center (PTI)
CPAC
1-800-445-2722
(860) 739-3089 V/TDD
www.cpacinc.org

For professional
development and technical
assistance offerings contact
State Education Resource
Center (SERC)
(860) 632-1465
www.ctserc.org



and older **must** have measurable postsecondary goals, all items (#2–#8) on the Transition Planning page of the IEP (p. 6) **MUST** be completed. This includes developing and implementing measurable annual transition goals and objectives on pg. 7 of the IEP. For students whose special education eligibility will terminate due to graduation or “aging-out,” item #9 on page 6 of the IEP must also be completed.

3. With regard to **agency participation in the IEP Team** [34 CFR §300.321(b)(3)], when considering postsecondary goals for a child and the transition services needed to assist the child in reaching those goals, district personnel must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services **with the consent of the parents or a child who has reached the age of majority**. This consent, which is related to the sharing of confidential information, must be written and should be updated annually. In addition, anytime district personnel wish to discuss potential students with an outside agency (e.g., BRS, BESB, DMR, DMHAS), written consent must be obtained before sharing any student names or record information.

4. In order to collect data on Indicator #14 of the CT State Performance Plan, which looks at **Post School Outcomes for students who have graduated or aged out of special education services**, the State Department of Education conducts an **annual survey of these exiters**. Until such time as districts are able to include student addresses in their annual data reporting procedures, SDE must collect address contact information directly from each district. Data disks and instructions to each district will be mailed the week of November 27, 2006. Please insert the requested information and return the data no later than January 5, 2007.

If you have questions, or would like additional information, please contact: Dr. Patricia Anderson at 860/713–6923 or patricia.anderson@ct.gov.

FOCUSED MONITORING UPDATE

The districts that will receive a focused monitoring site visit this school year in the area of decreasing the suspension and expulsion of students with disabilities have been notified. All districts will receive a mailing in December with a copy of the suspension/expulsion data maps, the district data used to generate the maps, and a focused monitoring manual. A copy of the current data maps is available on the CSDE website. In addition, as requested at the recent leadership forum, special education/pupil personnel directors will receive a CD with copies of the focused monitoring site visit tools as part of this mailing. If you have questions regarding focused monitoring please contact Deborah Richards at 860-713-6925 or deborah.richards@ct.gov.

DISCIPLINE FLOWCHART

A discipline flow chart incorporating IDEA 2004 regulations is found in **attachment four and attachment five**. You must use 11x17 paper for printing the chart. If you have any questions about the discipline flow chart, you may contact Attorney Terri DeFrancis at theresa.defrancis@ct.gov or Attorney Gail Mangs at gail.mangs@ct.gov.



Connecticut State
Department of
Education

Bureau of Special Education
165 Capitol Avenue
Hartford, CT 06106
Phone: 860-713-6910
Fax: 860-713-7051

Mailing address:
P.O. Box 2219, RM 369
Hartford, CT 06106-2219

Visit us on the web at:
www.state.ct.us/sde

UPDATE ON STATE PERFORMANCE PLAN (SPP)

As you are aware, the SPP required the collection of data on evaluation timelines. We have recently closed this data collection and will be analyzing the data for the February submission of our Annual Performance Report (APR). As part of this analysis, the CSDE will be creating a question/answer document regarding evaluation timelines and data collection for the SPP to guide further data collection. Just a reminder, data collection on evaluation timelines is an annual requirement for the SPP.

UPDATE ON PJ

Thank you for your prompt response to updating our PJ class membership mailing database. Parents of class members received a mailing in the past few weeks with information on the settlement agreement and an invitation to the Expert Advisory Panel (EAP) Public Forum on November 16, 2006 from 4:30 – 6:30 at Rensselaer University in Hartford. In addition, parents who have children recently identified as having an intellectual disability (within the last year) will receive a second mailing at the end of the month, asking them for permission to release their child's name and contact information to Attorney David Shaw. Parents who do not want to share this information must contact the CSDE to request that the information not be shared. If parents contact you with questions regarding the mailing, please have them contact either Deborah Richards at (860) 713-6925, Lynn Toper at (860) 713-6941 or Anne Louise Thompson at (860) 713-6936.

COMPLAINT RESOLUTION PROCESS

Attachment six contains the revised Complaint Resolution Process document updated to coincide with the new regulations.

SAVE THE DATE

A conference on Addressing the Achievement of Connecticut's Black and Hispanic Male Students will be held on March 30 and 31, 2007. Floyd Flake, Senior Pastor of Greater Allen A.M.E. Cathedral, will be the featured speaker at the pre-conference on Friday evening from 4 to 8 pm. Dr. Rudy Crew, Superintendent for Miami-Dade Public Schools, will be the featured speaker on March 31st. More details are contained in **attachment seven**.

APPROVED PRIVATE FACILITY

The Oakbridge School at Bloomfield has completed the corrective action that was required pursuant to a recent review by Bureau staff of its special education program. The program is now fully approved by the State Department of Education. Please contact Mary Jean Schierberl at (860) 713-6943 if you have any questions or concerns regarding the Oakbridge School at Bloomfield.

SPECIAL EDUCATION HEARING OFFICERS' QUALIFICATIONS

A description of the background and qualifications of special education hearing officers is found in **attachment eight**.

The Revised Connecticut Guidelines for Identifying Children with Intellectual Disability: Appropriate Identification in Special Education

The 2000 version of the *Connecticut Guidelines for Identifying Children with Intellectual Disability* was designed to promote consistency across Connecticut in the determination of eligibility for special education services. Revisions to these guidelines also address the improvement of appropriate identification and placement decisions that are non-biased, while ensuring appropriate services and placement in the least restrictive environment.

This workshop will introduce the revised *Connecticut Guidelines for Identifying Children with Intellectual Disability* (2006), as well as provide an introduction to non-biased assessment focusing on data analysis and decision making.

Participants in this session will:

- define key concepts in the process of identifying students with intellectual disability; and
- identify essential practices in early intervening services and the special education identification process to reduce bias and prevent overrepresentation by race and ethnicity.



Dates, Time, Location:

Session A: Wednesday, November 29, 2006
Crowne Plaza, Cromwell
9:00 a.m. to 11:30 a.m.
or

Session B: Thursday, November 30, 2006
Crowne Plaza, Cromwell
9:00 a.m. to 11:30 a.m.

Presenters:

Daniel J. Reschly, Ph.D.
Vanderbilt University
Nashville, Tennessee

Perri Murdica
Anne Louise Thompson
Consultants
CT State Department of Education
CT District Representatives

Audience: PreK-Grade 12

Two hundred (200)
Special Education and
Pupil Personnel Directors and
Psychology Supervisors or
School Psychologists, per session
(Note: As seating is limited, a maximum
of two applicants per district/agency
can be accommodated.)

CEUs: None

Registration Fee:

There is no registration fee for this activity.

Questions/ Special Needs:

Contact: Stacy Rosay
Unit Coordinator
(860) 632-1485, ext. 228

Register By:

November 15, 2006



www.ctserc.org

A collaborative effort
between the Assessment
and LRE/Inclusion
Initiatives



Please return application to SERC, **Assessment Initiative**, 25 Industrial Park Road, Middletown, CT 06457-1520. Participants will be selected on a first come, first served basis with regional consideration. Applicants will receive written confirmation regarding participation shortly after the registration closing date. Note: As seating is limited, a maximum of two applicants per district/agency can be accommodated.

APPLICATION FORM: **Revised ID Guidelines**

(07-13-021/22-flyer/AI)sr

(Please Print Clearly.)

Please indicate session choice: Session A: Wednesday, 11/29/06 or Session B: Thursday, 11/30/06

District/Agency _____ School/Program _____ Work Phone () _____

Name _____ Member of PPT, EIP, SAT &/or CST Team? (Please Circle.) Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Levels _____ Email (Please Print.) _____

Name _____ Member of PPT, EIP, SAT &/or CST Team? (Please Circle.) Home Phone () _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Levels _____ Email (Please Print.) _____

In which region do you receive/provide services? ___ACES // ___CES // ___CREC // ___EASTCONN // ___ED CONNECTION // ___LEARN

Writing Transition Goals And Objectives

The transition planning process is driven through the development of a comprehensive IEP for each student. One of the greatest difficulties in the provision of quality transition services is that transition goals and objectives have not, traditionally, driven the development of an IEP. Transition planning in many instances, remains an “afterthought.”

Ask yourself a simple question: **If we are to prepare students to successfully transition to the responsibilities of adult life, how can we accomplish this without knowing where the student is going?**

Understanding, defining and clarifying post-school dreams, visions and outcomes will give teams the foundation to begin to develop transition goals and objectives that reflect what skills a student will need to achieve his/her goals.

We need to re-think our approach at PPT meetings – **Transition Planning Must Guide the Development of IEP's!**

The transition component of the IEP must address the targeted post-school outcomes in each of the domains noted in IDEA: postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. The post-school outcomes areas mandated under IDEA can be consolidated into the domains of:

- Employment/Postsecondary Education
- Independent Living
- Community Participation

Questions To Ask Students:

Employment:

What kind of work would you like to do?
What kind of training will you need for that work?
What kind of environment would you enjoy working in?
Will you need any supports on the job?

Postsecondary Education:

Are you interested in pursuing higher education after you leave high school?
Have you investigated the types of colleges/universities that would match your interests/needs/environment?
What supports will you need to succeed in a postsecondary, academic environment?

Independent Living:

Where would you like to live (with your family, on your own, with a friend)?
What kinds of skills will you need to make it happen (cooking, cleaning, using transportation)?
How will you take care of your health needs?
How will you manage financially?

Community Participation:

Will you be able to travel to work and pursue leisure activities in the community?
Will you be able to access the services that can help you?
Do you have hobbies and interests outside of school? Will they be enough to fill your leisure hours as an adult?
How will you be able to find friends and maintain relationships with friends and family?

Once you have the answers to some of these questions, you can begin to develop a framework for what life after school will look like for this student. You will also have a better idea of what skills, experiences, and educational experiences must be integrated into the student's IEP.

The following section contains an "Objective Bank" that can assist you in identifying potential areas of skills training for a student. While not exhaustive, it should provide you with some good ideas of the types of opportunities students will need in order to enhance their independence as an adult in whatever post - school environment that is appropriate.

A special thanks to Simsbury High School for sharing their Objective Bank for adaptation.

Postsecondary Education

Goal: Student will acquire the skills to successfully transition to a two-year or four-year college/university.

Objectives:

- ___ Student will enroll in academic classes that will prepare him/her for the educational challenges of postsecondary education.
- ___ Student will meet with guidance counselor/special education teacher to discuss academic requirements of pursuing a college degree.
- ___ Student will demonstrate skill in developing a positive school profile and resume that will be used in the college application process.
- ___ Student will participate in at least one extracurricular activity in order to develop nonacademic aspects of learning.
- ___ Student will describe their disability in terms of learning strengths and weaknesses.
- ___ Student will attend postsecondary options fairs, events, and group sessions provided by the school.
- ___ Student will participate in the traditional standardized tests necessary for acceptance to postsecondary institutions (PSAT's, SAT's, etc.).
- ___ Student will complete the paperwork necessary to take the SAT's with accommodations.
- ___ Student will schedule a visit with the Disability Services Coordinator for at least two colleges/universities to determine the levels of services available.
- ___ Student will describe the accommodations/modifications available to them in postsecondary settings.
- ___ Student will explain the difference between protection under special education law (IDEA) and Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
- ___ Student will ensure that all evaluation data required by postsecondary institutions has been conducted and is within three years of graduation.
- ___ Student will receive direct skills training in becoming a positive self-advocate:
 - ___ Learn whom to ask and when to ask for assistance.
 - ___ Practice describing what is needed in order to become a successful student.
 - ___ Develop and practice negotiation skills to help get what is wanted/needed.
 - ___ Develop strategies for seeking assistance.
 - ___ Discuss disability needs in the context of seeking accommodations.
- ___ Student will practice needed postsecondary education strategies:
 - ___ Time management
 - ___ Test preparation
 - ___ Study partner/study group
 - ___ Note-taking techniques
 - ___ Special study locations
 - ___ Stress reduction techniques
 - ___ Text anxiety reduction activities
- ___ Student will develop the skills to organize their work with efficiency.
- ___ Student will develop strategies to enhance their study skills.
- ___ Student will determine what testing, evaluation data is required by a postsecondary institution in order to receive needed accommodations.
- ___ Student will research resources within and outside the college to find support:
 - ___ Determine if they are eligible for Vocational Rehabilitation Services (BRS)
 - ___ Research private tutoring, if necessary.
 - ___ Research Personal Care Assistance services, if necessary.
- ___ Student will submit a resume and postsecondary list of options to their guidance counselor by September, Grade 12.
- ___ Student will write a personal essay in the fall of Grade 12.
- ___ Student will investigate availability of financial aid and complete paperwork.

Career Awareness/Employment

Goal: Student will complete a series of activities in order to prepare him/her to transition to competitive or supported employment.

Objectives:

- ___ Student will complete a series of formal and/or informal vocational assessment activities:
 - ___ Career Interest Inventory
 - ___ Learning Style Inventory
 - ___ Student Interview
 - ___ Parent Interview
 - ___ Values/Maturity Inventory
 - ___ Achievement Test
 - ___ Psychological Tests
- ___ Student will define interests and abilities related to potential career and job opportunities.
- ___ Student will develop a career portfolio to compile all vocational-related materials.
- ___ Student will complete a minimum of two job reports on occupations of interest.
- ___ Student will complete a series of formal and/or informal vocational assessment activities.
- ___ Student will participate in ___ career trips to area businesses.
- ___ Student will participate in ___ school-based opportunities to hear guest speakers from career fields of their choice.
- ___ Student will identify primary and secondary career goals comparing the qualifications necessary for success in such occupations with his/her own abilities.
- ___ Student will increase knowledge of general labor laws re: the employment of minors (e.g. work permits, hours of work, minimum wage and jobs permitted for minors).
- ___ Student will demonstrate skills necessary to effectively locate, apply, interview and maintain employment.
- ___ Student will identify attitudes and behaviors necessary for job success.
- ___ Student will apply decision-making strategies to job-related issues.
- ___ Student will develop a personal resume.
- ___ Student will define transition goals related to competitive or supported employment postsecondary education and training, independent living, and community participation.
- ___ Student will refine transition goals related to employment, postsecondary education and training, independent living, and community participation.
- ___ Student will meet with adult service representatives to initiate referral process.
- ___ Student will meet with adult service representatives at least two times per school year to prepare for transition.
- ___ Student will discuss job-related concerns and transition planning issues in vocational counseling sessions.
- ___ Student will complete ___ job-shadowing experiences related to expressed interests.
- ___ Student will successfully complete ___ school-supervised work experiences.
- ___ Student will demonstrate positive work habits and attitudes in school-based vocational settings.
- ___ Student will participate in ___ community-based internships in a career field of interest.
- ___ Student will demonstrate positive work habits and attitudes on community-based vocational training.
- ___ Student will complete ___ community-based job training experiences.
- ___ Student will self evaluate work behavior in community-based vocational settings.

Self-Advocacy

Goal: Student will demonstrate self-advocacy skills in order to communicate learning style, academic and behavioral needs.

- ___ Student will complete a learning style inventory and be able to describe learning style.
- ___ Student will communicate to others the strengths and weaknesses of learning style.
- ___ Student will review the modifications/adaptations page of his/her IEP.
- ___ Student will communicate with teachers to seek help, clarify instructions or requirements of academic tasks, and make them aware of accommodations.
- ___ Student will learn skills to begin to facilitate his/her PPT.
- ___ Student will identify impact of behaviors on self and others and how it affects learning.
- ___ Student will assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- ___ Student will accept the consequences of being unprepared for class by discussing such consequences and developing a strategy to avoid such problems in the future.
- ___ Student will demonstrate the skill of obtaining information from teachers regarding tests, quizzes, projects, etc.
- ___ Student will develop and carry out a plan for making up work missed due to absence.
- ___ Student will accept responsibility for utilizing resource period services to meet classroom objectives.
- ___ Student will discuss specific topic behaviors (positive and negative) and their effect on academic classes and/or social performance of self.
- ___ Student will seek guidance/direction when facing new or difficult situations.
- ___ Student will appropriately confront topics/issues which are uncomfortable, with teacher/para support.
- ___ Student will plan and implement alternative solutions for school problems as they occur with adult guidance.
- ___ Student will face academic and social situations positively and appropriately and discuss feelings regarding these situations.
- ___ Student will accept praise and/or criticism from peers or adults and utilize this to change social and behavioral outcomes.

Organization and Study Skills

Goal: Student will demonstrate organization and study skills in order to participate successfully in academic classes.

- ___ Student will self-monitor homework by maintaining an assignment note pad that lists all assignments and dates due.
- ___ Student will monitor long-term assignments by breaking down assignments, setting up blocks of time for completion of each part, recording and monitoring progress.
- ___ Student will show preparation for class by reporting to class on time with necessary materials for class.
- ___ Student will complete assigned tasks by following oral and written directions.
- ___ Student will complete assigned tasks by beginning within a reasonable amount of time and finishing within a specified time frame.
- ___ Student will work towards effective task completion by remaining on task, ignoring distractions and working independently for a specified period of time.
- ___ Student will assess accuracy of assignments and tests by reviewing for errors and making necessary revisions.
- ___ Student will demonstrate understanding of concepts presented in class by applying study skills (e.g., note taking, outlining, summarizing).

- ___ Student will gain understanding of class content by identifying key words, taking notes and using compensatory devices as needed.
- ___ Student will actively prepare for tests and quizzes by applying strategies (e.g., mnemonics, visualization, graphic organizers, outlining, attending extra help sessions, etc.).
- ___ Student will demonstrate improved organizational skills by keeping class work and notebooks orderly.
- ___ Student will demonstrate self-advocacy skills by planning with classroom teachers for academic and behavior needs.
- ___ Student will accept the consequences of being unprepared for class by discussing such consequences and planning how to avoid such problems in the future.
- ___ Student will improve test-taking skills by acquiring and applying strategies.
- ___ Student will prepare for more active participation in classes by previewing and later reviewing topics of study.
- ___ Student will independently seek assistance in classes by choosing a classmate, checking thoroughness of notes and clarity of assignments.
- ___ Student will increase retention of material read by applying strategies for approaching the reading of content materials (scanning, skimming, note taking, outlining, summarizing).
- ___ Student will accept academic responsibility by utilizing resource periods and working with staff to meet study skills objectives.
- ___ Student will self-monitor assignment completion by prioritizing tasks and breaking down assignments into workable units.
- ___ Student will complete research projects by setting a time line for completion, locating primary and secondary sources, taking notes from these sources, citing sources, organizing by sub-topic and presenting report in oral or written form.
- ___ Student will access the reading component of classes through the use of recorded materials as needed.
- ___ Student will employ compensatory strategies in setting goals in content classes, creating strategy to improve recording of assignments, developing strategy to improve grades, monitoring time spent on specific subjects and following through on the use of these particular strategies.
- ___ Student will improve memory strategies by acquiring and applying a variety of memory techniques.
- ___ Student will improve note taking skills by acquiring and applying strategies for written and oral sources.
- ___ Student will independently arrange conferences/extra help sessions with teachers.
- ___ Student will complete assignments on time and according to designated criteria by recording assignments, budgeting time appropriately, being prepared by having all necessary materials, and by seeking help when necessary.
- ___ Student will earn a passing grade in academic courses by participating in in-class discussions/activities, utilizing various study skills and actively preparing for tests/quizzes.
- ___ Student will accept academic responsibility by attending classes on a regular basis, participating in class discussions and activities, completing assignments according to stated criteria, and following class behavioral guidelines.

Independent/Daily Living Skills

Goal: Student will acquire the necessary daily living skills to allow for independent functioning in a variety of environments (home, vocational and community).

- ___ Student will maintain well-groomed appearance and proper hygiene.
- ___ Student will perform appropriate first aid for minor cuts, burns, and insect bites.
- ___ Student will identify personal medical management needs (prescription, over-the-counter medicine, directions and safety of use).
- ___ Student will verbalize information about the need for regular exercise and proper diet to maintain healthy bodies.
- ___ Student will identify steps necessary to ensure a safe environment, such as obtaining appropriate assistance during emergencies, dealing with strangers, having appropriate ID and knowing when and how to use it.

- ___ Student will maintain a bedroom by making a bed correctly, hanging up and placing clothing neatly in closets/drawers.
- ___ Student will maintain a clean bathroom – based upon specific teacher criteria.
- ___ Student will maintain a clean kitchen – based upon specific teacher criteria.
- ___ Student will maintain a clean living room – based upon specific teacher criteria.
- ___ Student will apply and expand knowledge of meal preparation skills, clean up, food storage, and safety in the kitchen – based upon specific teacher criteria.
- ___ Student will demonstrate appropriate use of household appliances – based upon specific teacher criteria.
- ___ Student will demonstrate appropriate skills in laundering – based upon specific teacher criteria.
- ___ Student will perform necessary organizational techniques, such as calendar use, scheduling, and record keeping.
- ___ Student will expand time management skills as they relate to home, work, and the community.
- ___ Student will, through role playing, demonstrate appropriate telephone etiquette, usage, 911 emergency calls, 411 operator assistance, and personal safety.
- ___ Student will apply and expand knowledge of written correspondence including telephone messages, letters, lists, etc., based upon specific teacher criteria.
- ___ Student will, based on a dollar amount, choose and purchase a meal in a restaurant or cafeteria.
- ___ Student will demonstrate proper etiquette, procedure, and social conversation when in a community – based upon specific teacher criteria.
- ___ Student will, based on a given dollar amount, locate and purchase appropriate items in a store for meal preparation, clothing purchases, household and personal needs – based on specific teacher criteria.

Community Participation

GOAL: Student will acquire the necessary skills to access the community with independence (and/or specified levels of support).

- ___ Student will participate in _____ extracurricular activity/clubs in the school and community.
- ___ Student will participate in _____ sports program in the school/community.
- ___ Student will be assigned a Peer Mentor to support him/her in recreation/leisure activities in the school/community.
- ___ Student will read and follow directions, maps, signs and transportation schedules.
- ___ Student will receive additional tutorial support to pass the written driver’s license examination.
- ___ Student will learn the skills to access public transportation.
- ___ Student will participate in community-based training to learn skills related to:
 - ___ Shopping
 - ___ Going to a Restaurant
 - ___ Establishing a checking and saving account and completing transactions at a bank
 - ___ Utilizing the Post Office
- ___ Student will demonstrate an understanding of proper etiquette in a variety of social/community situations.
- ___ Student will register to vote (if age 18) and learn the skills to use the voting machines.
- ___ Student will learn the skills to access appropriate medical care (calling doctors to make appointments).
- ___ Student will identify leisure activities that they can enjoy in their free time.
- ___ Student will identify appropriate community resources that could support them after high school.
- ___ Student will complete an application for federal/ financial assistance, if appropriate (SSI, SSDI, Title XIX), with assistance from staff and family.

Student Name: _____ Grade: _____ Age: _____ SAS ID # _____

Transition IEP Goals, Objectives and Services Checklist

This checklist was designed by the Connecticut Transition Task Force to assist Planning and Placement Team (PPT) members to determine if transition goals, objectives and services have been developed in a coordinated, measurable, sequential and age-appropriate manner. Districts may find it helpful to use this tool during any PPT meeting following the student's 15th birthday where transition services are being discussed.

Within each of the four outcome areas, check all activities that have been considered in the development of the student's transition goals and objectives. Check "Not Applicable" if specific goals are not appropriate in any of the four outcome areas.

Postsecondary Education Not Applicable

Does the student's IEP include consideration of:

- Enrollment in College Preparatory courses;
- Accommodations to meet general education course requirements;
- Minimizing or eliminating curriculum modifications over four years of high school;
- Teaching of learning strategies that are appropriate to student needs and include study skills, time management and organizational skills;
- Participation in college entrance examinations, with appropriate accommodations;
- Exploration of a variety of college choices to ensure that there is an appropriate match and that support services are available to meet the needs of the student;
- Obtaining financial aid and/or scholarships;
- Teaching self-advocacy skills so the student can articulate learning strengths and weaknesses and share information with others;
- Development of postsecondary education goals and objectives that includes student/family input;
- Development of social skills;
- Linkages to state agencies/community resources, if appropriate;
- Utilization of Assistive Technology, if appropriate.

Employment Not Applicable

Does the student's IEP include consideration of:

- Enrollment in the highest level of academic coursework to ensure students are gaining the skills to advance to the best career opportunities;
- Supporting and enhancing the skills required to be successful in a variety of employment settings through school curricula;
- Enrollment in coursework to enhance skill development in technologies (business, computers);
- Sequencing of employment curricula from career awareness to career exploration to specific skills training that matches interests and preferences;
- Movement of career training experiences from in-school to community-based settings;
- Exposure to appropriate workplace behaviors (task persistence, punctuality, effective communication);
- Workplace accommodations, if appropriate;
- Teaching self-advocacy skills so the student can articulate learning strengths and weaknesses and share information with others;
- Development of employment goals and objectives that includes student/family input;
- Development of social skills;
- Linkages to state agencies/community resources, if appropriate;
- Utilization of Assistive Technology, if appropriate.

Independent Living	Not Applicable <input type="checkbox"/>
Does the student's IEP include consideration of:	
___ Enrollment in curricula that addresses:	
___	Personal/legal advocacy;
___	Personal Finance Management;
___	Household selection and management;
___	Daily Living skills;
___	Family Planning/Sex Education;
___	Nutrition;
___	Consumer Skills;
___	Personal and health insurance;
___	Managing individual health care and medical needs in all environments;
___	Providing skills training in a community-based setting, if appropriate;
___	Participation of all appropriate pupil personnel and general education staff who could support the student in independent living skills development;
___	Teaching self-advocacy skills so the student can articulate learning strengths and weaknesses and share information with others;
___	Development of independent living goals and objectives that includes student/family input;
___	Development of social skills;
___	Linkages to state agencies/community resources, if appropriate;
___	Utilization of Assistive Technology, if appropriate.

Community Participation	Not Applicable <input type="checkbox"/>
Does the student's IEP include consideration of:	
___	Participation in extracurricular activities (clubs, sports);
___	Use of transportation options: independent, public, specialized;
___	Need for travel training;
___	Participation in community recreation/leisure activities;
___	Strengthening of friendships/relationships;
___	Voting and citizenship;
___	Inclusion in social groups/clubs;
___	Volunteering;
___	Providing skills training in a community-based setting, if appropriate;
___	Teaching self-advocacy skills so the student can articulate learning strengths and weaknesses and share information with others;
___	Development of community participation goals and objectives that includes student/family input;
___	Development of social skills;
___	Linkages to state agencies/community resources, if appropriate;
___	Utilization of Assistive Technology, if appropriate.

Removal of not more than 10 (cumulative) school days in a school year
 Student may be disciplined in the same way as students who do not have disabilities; no educational services must be provided (Includes partial day removals that when added together equal a full school day and full-day suspensions)

Student With A Disability Violates A Code Of Conduct 34 CFR 300.530-300.537

Current Removal When Added To Previous Removals Is Greater Than 10 (Cumulative) School Days In a School Year

Removal For More Than 10 Consecutive School Days (in CT, called an expulsion, see CGS 10-233a(e))

CHANGE IN PLACEMENT

CHANGE IN PLACEMENT

NOT A CHANGE IN PLACEMENT

A manifestation determination must be performed for expulsion, removal to special circumstances IAES (see page two) and any other change in placement

Determination by the school personnel that current removal *is change in placement* because the following criteria are met:
 (1) Removal for more than 10 consecutive school days; **OR**
 (2) The child has been subjected to a series of removals that constitute a pattern
 (i) because the series of removals total more than 10 school days in a school year; and
 (ii) because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 (iii) because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Determination made by school personnel that current removal *is not a change in placement: criteria not met*. No manifestation determination is required and student may be disciplined in same manner as students without disabilities. If current removal is not more than 10 school days, school personnel in consultation with at least one of the child's teachers, determine the extent to which educational services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. The student shall also receive, as appropriate, an FBA and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Criteria for MD:
 (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 (2) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

Who performs the MD:
 The LEA, the parent and relevant members of the IEP team.
 CGS 10-233d(i) requires PPT team to make the MD when an expulsion is being considered.

When the MD must be performed:
 Within 10 school days of any decision to change the placement of a child with a disability. During this time period before the MD is complete, the LEA may remove the child from school through a suspension and must provide educational services. The IEP team determines the setting and the educational services so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP.

STATE STATUTORY AND REGULATORY CONSIDERATIONS
 CGS Sec. 10-233a. Definitions. Whenever used in sections 10-233a to 10-233g, inclusive:
"Exclusion" means any denial of public school privileges to a pupil for disciplinary purposes.
"Removal" means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.
"In-school suspension" means an exclusion from regular classroom activity for no more than five consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed.
"Suspension" means an exclusion from school privileges or from transportation services only for no more than ten consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.
"Expulsion" means an exclusion from school privileges for more than ten consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year.

STATE LAW REQUIREMENTS: Connecticut General Statutes (CGS)
 CGS 10-233e: requires notice to parents within 24 hours of the removal.
 CGS 10-233c(d): requires that students who are suspended be provided with an opportunity to complete any missed classwork including examinations.
 CGS 10-233d(d) and (e): sets criteria for offering alternative educational opportunity to students who are expelled (age and offense).
 CGS 10-233d(i) sets criteria for alternative educational opportunity for students who are eligible to receive special education and related services.
 CGS 10-233d(i) requires PPT team to make the MD when an expulsion is being considered.

State Regulations at 10-76d-7 states the following: "Provision shall be made for the prompt referral to a planning and placement team of all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance."

If conduct IS Manifestation of Child's Disability:
 LEA must conduct an FBA, unless LEA had conducted an FBA before the behavior that resulted in the change of placement had occurred, and implement a BIP for the child; or, if a BIP has already been developed, the BIP must be reviewed and modified as necessary to address the behavior; and, return the child to the placement from which the child was removed unless the parent and LEA agreed to a change in placement as part of the modification of the BIP.

If conduct is NOT a Manifestation of Child's Disability:
 The child may be disciplined in the same manner and for the same duration as a child without disability, BUT child must continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress towards meeting the goals and set out in the child's IEP. The IEP team determines the educational services to be received and the setting for those services.

WHEN A CHILD IS NOT ELIGIBLE FOR SPECIAL EDUCATION AT THE TIME OF THE VIOLATION

The child who is not eligible for special education at the time of the violation of the student code of conduct may assert any of the protections of an eligible child if the LEA had knowledge that the child had a disability before the behavior occurred.

BASIS OF KNOWLEDGE:

An LEA will be deemed to have knowledge if before the behavior occurred:

- (1) the parent of the child expressed concern in writing to supervisory or administrative personnel of the LEA or a teacher of the child that the child is in need of special education; ***OR***
- (2) the parent of the child requested an evaluation; ***OR***
- (3) the teacher of the child or other LEA personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or other supervisory personnel of the LEA.

EXCEPTION TO BASIS OF KNOWLEDGE

An LEA would not be deemed to have knowledge if the parent:

- (1) had not allowed an evaluation of the child or has refused services under the IDEA; or
- (2) the child has been evaluated and found not to be eligible.

IF NO BASIS OF KNOWLEDGE

- (1) The child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors.
- (2) If a request is made for an evaluation of a child during the time period the child is subjected to disciplinary measures, evaluation must be conducted in an expedited manner. Until the evaluation is completed the child remains in the educational placement determined by the LEA which can include suspension and expulsion without educational services, except as provided under State requirements. If the child is determined to be a child with a disability, the LEA must provide special education in accordance with these disciplinary provisions as they apply to children with disabilities.

EXPEDITED HEARINGS RELATED TO DISCIPLINARY ISSUES

An expedited hearing may be requested by:

- (1) LEA when parents will not agree to a change of placement when the LEA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others;
- (2) Parents who do not agree with the location of, or the services being provided in a 45-day special circumstances IAES;
- (3) Parents who believe the child's conduct is a manifestation of the child's disability;
- (4) Parents who believe that a removal is a change in placement.
- (5) LEA which seeks to continue the 45-day special circumstances IAES due to the dangerousness of the student.

The hearing must occur within 20 school days of the date the hearing request is filed with the LEA with a copy to the Due Process Unit of the Bureau of Special Education. The hearing officer must make a determination within 10 school days after the hearing.

During the expedited hearing, the child must remain in the IAES pending the decision of the hearing officer or until the expiration of the additional suspensions (not a MD) or 45-day special circumstances IAES unless the parent and the LEA otherwise agree.

SPECIAL CIRCUMSTANCES RESULTING IN REMOVAL OF A STUDENT TO AN IAES*

School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- (1) carries a weapon to, or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
- (2) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to or at a school function under the jurisdiction of an LEA; or
- (3) has inflicted serious bodily injury upon another person while at school, on school premises, or to or at a school function under the jurisdiction of an LEA.

Educational Services during IAES: child must continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress towards meeting the goals set out in the child's IEP. The IEP team determines the educational services to be received and the setting.

* IAES means Interim Alternative Educational Setting

Considerations re: partial day suspensions and in-school suspensions:***Counting partial days to ten school days and consideration of whether partial days constitute a pattern of exclusion***

Removals from school include partial day suspensions, transportation suspensions and other partial day removals from school regardless of what they are called. (i.e., asking parent to take student home from school). These partial days must be added together to see if they either total more than 10 school days or constitute a pattern of exclusion which equates to a change in placement.

On counting in-school suspensions towards the cumulative 10 school days of removal:

In the Analysis of Comments to the IDEA 2004 regulations at page 46715: "...an in-school suspension would not be considered a part of the days of suspension...as long as the child is afforded the opportunity to continue to appropriately participate in the general curriculum, continue to receive the services specified on the child's IEP, and continue to participate with nondisabled children to the extent they would have in their current placement."

**Connecticut State Department of Education
Bureau of Special Education**

**COMPLAINT
RESOLUTION PROCESS**

Revised November, 2006

INTRODUCTION

The Individuals with Disabilities Education Act (IDEA, the federal special education law) establishes the requirement that State Education Agencies adopt written procedures for the investigation and resolution of any complaint which alleges that an education agency has violated a requirement of the IDEA. This booklet specifies the process to be used by the Connecticut State Department of Education, Bureau of Special Education, in the investigation and resolution of these complaints as well as complaints which allege that an education agency has violated a requirement of the Connecticut laws regarding special education (Connecticut General Statutes Sections 10-76a to 10-76h inclusive, of the general statutes and the implementing regulations).

Complaints and questions regarding the Complaint Resolution Process or requests for copies of this booklet should be directed to:

Connecticut State Department of Education
Bureau of Special Education
165 Capitol Avenue, Room 359
P.O. Box 2219
Hartford, CT 06145-2219
(860) 713-6921

DEFINITIONS

<u>Bureau</u>	Bureau means the Bureau of Special Education, an entity of the Connecticut State Department of Education.
<u>Bureau Chief</u>	Bureau Chief means the Chief of the Bureau of Special Education.
<u>Bureau Consultant</u>	Bureau Consultant means an education consultant in the Bureau of Special Education.
<u>Complaint</u>	Complaint means a signed, written grievance of sufficient detail to indicate that an education agency may have failed to comply with a requirement of the Individuals with Disabilities Education Act and/or with a requirement of the Connecticut laws regarding special education.
<u>Complainant</u>	Complainant means the parent, student (aged 18-21 years inclusive or an emancipated minor), advocate, attorney or other interested party who has submitted the Complaint to the Bureau.
<u>Day</u>	Day means calendar day.
<u>Due Process Hearing</u>	Due Process Hearing means a formal adjudicatory hearing before an impartial Hearing Officer which is guaranteed under federal and state special education law and in which both parties may be represented by legal counsel and may present evidence and sworn testimony to be considered by the Hearing Officer.
<u>Education Agency</u>	An Education Agency is the entity against which a complaint may be filed and includes those schools, institutions, boards of education and agencies listed under the definitions of <u>Private School</u> and <u>Public Agency</u> , below.
<u>IDEA</u>	Individuals with Disabilities Education Act, the federal special education law.
<u>Private School</u>	Private School means a private special education program which has been approved by the Connecticut State Department of Education to provide special education and related services to eligible students.
<u>Public Agency</u>	Public Agency means a local or regional board of education in Connecticut, the Connecticut Technical High School System, a unified school district, a regional educational service center (RESC), the Department of Children and Families (DCF), the Department of Mental Retardation (DMR), the Department of Mental Health and Addiction Services (DMHAS), the Department of Corrections or the Judicial Department to the extent the agency may be responsible for the provision of special education and related services to children eligible for such services and/or their actions impact upon a child's receipt of a free appropriate public education.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Bureau of Special Education

Procedures for Complaints Regarding Special Education

Any individual or organization (the “complainant”) may submit to the Connecticut State Department of Education a written complaint that claims that a Connecticut education agency, as defined in this document, has failed to comply with a requirement of the Individuals with Disabilities Education Act (IDEA - the federal special education law) or with a requirement of the Connecticut laws regarding special education. The complaint procedures are available to resolve disagreements over any matter concerning the identification, evaluation or the educational placement of a student or the provision of a free and appropriate public education to such student. The Bureau of Special Education will review and address each submitted complaint. In addition, a complaint alleging that an education agency has failed to implement a special education due process decision will be reviewed and resolved through this complaint process.

Submitting a Complaint

A complaint must be submitted in writing and must be signed. The complainant must forward a copy of the complaint to the education agency against whom the complaint has been filed at the same time the complainant files the complaint with the Bureau of Special Education. (An individual who is unable to write may submit a complaint by telephoning Bureau staff at 860-713-6910.) If the complaint is being submitted by an organization, the complaint must be signed by a person who is authorized to represent the organization. (A model complaint form is attached to these procedures although this form does not have to be used to submit a complaint.)

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint was received by the Bureau of Special Education and include the following:

- A statement that an education agency has violated either a requirement of the Individuals with Disabilities Education Act *or* a requirement of Connecticut laws regarding special education *or* a requirement of both;
- A listing of the facts that are the basis for the statement that a requirement of special education law has been violated;
- The signature and contact information for the complainant;
- The name and address of the residence of the child;
- The name of the school the child is attending;
- In the case of a homeless child, available contact information for the child and the name of the school the child is attending;
- A description of the nature of the problem of the child, including facts relating to the problem; and
- A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed.

Review of the Complaint:

- An education consultant (“consultant”) who is a member of the Bureau staff will be assigned to take responsibility for the complaint. This consultant will conduct an independent review of each issue raised in the complaint. The review will include the actions listed below.
- The consultant will communicate with the complainant by telephone and/or by mail. The consultant will use this communication to acknowledge receipt of and clarify, as needed, the complaint and to indicate that the complainant may submit additional information, orally or in writing, about the allegations in the complaint up to 15 calendar days after the date the complainant receives notification that the complaint has been filed with the Bureau. The consultant will forward a copy of these complaint procedures and the procedural safeguards notice to the complainant upon the first filing of a complaint in a school year.
- The consultant will also communicate by telephone and/or by mail with the education agency that is the subject of the complaint. The consultant will use this communication to obtain information about the allegations in the complaint from the perspective of the education agency and to provide the education agency with the opportunity to respond to the complaint, including, at the discretion of the education agency, a proposal to resolve the complaint. The consultant will forward a copy of the written complaint to the education agency. The consultant will also forward a copy of these complaint procedures upon the first filing of a complaint in a school year regarding that education agency.
- If applicable to the complaint, the consultant will communicate by telephone and/or by mail with any private school, regional education services center, state agency, or other service provider that the Bureau believes has been providing services, or should have been providing services, on behalf of the education agency that is the subject of the complaint. The consultant will also communicate by telephone and/or by mail with each entity, such as a state or private agency, that the Bureau believes may have been impeding the provision of services by the education agency that is the subject of the complaint. The consultant will use these communications to obtain information about the allegations in the complaint from the perspective of the service provider and/or entity.
- The consultant will review all available information relative to the complaint issues. The consultant will request in writing, from the relevant organization or individual, a copy of any education records or other documentation that the consultant believes will be helpful in the review of the complaint.
- The consultant will carry out an independent on-site investigation if the consultant determines that an on-site investigation is necessary.
- The consultant will not review any issue in a complaint if the consultant determines either that the issue is not a violation of either federal or state special education law or that the issue has been previously decided through a special education due process hearing or complaint. The consultant will notify the complainant that the issue will not be reviewed and that no further action will be taken regarding that issue. A copy of the notice will be forwarded to the education agency that is the subject of the complaint.

Mediation

The complaint resolution process provides an opportunity for a complainant and education agency to voluntarily engage in mediation. Mediation services are available through the Bureau of Special Education to assist a complainant and education agency to reach an agreement. To obtain mediation services, the model mediation form (a copy of which is attached to these procedures) should be completed and sent to the Bureau.

Complaint Issues and Due Process Hearings

Written complaints may be received that are also the subject of a special education due process hearing or contain multiple issues of which one or more are part of a due process hearing. The following applies in such situations:

- Any complaint issues that are being addressed through the hearing will be set aside and not reviewed until the conclusion of the hearing.
- Any issue in the complaint that is not a part of the hearing will be reviewed and resolved using the time limits and procedures set forth herein. Upon conclusion of the hearing, those issues that were set aside but were not resolved by the hearing decision will be reviewed and resolved by the assigned consultant.
- If an issue raised in a complaint has been previously decided through a special education due process hearing involving the same complainant and the same education agency, the hearing decision is binding.
- Complaints alleging the failure of an education agency to implement a special education due process hearing decision will be reviewed and resolved through this complaint process.

Time Limits and Extensions

- The consultant will complete the review of the complaint and will issue a written final decision within 60 days of the date the Bureau received the complaint.
- The 60-day time limit for the review and resolution of a complaint may be extended if the parties agree to extend the time in order to engage in mediation.
- An extension of time may also be granted by the consultant if exceptional circumstances exist with respect to the particular complaint in which case all parties will be informed in writing of the specific length of the extension and the circumstances requiring the extension.
- If new issues are raised during the course of the investigation, or if additional information is submitted by the complainant on either related or different issue(s), the consultant will determine whether the new issues and/or information constitute a new complaint or are an amendment to the existing complaint. If considered an amendment to the existing complaint, the 60 day time limit may be extended if exceptional circumstances exist. All parties will be informed in writing of the specific length of the extension and the circumstances requiring the extension. In addition, the education agency will be afforded the opportunity to respond to the new and/or amended complaint under any new timelines as determined by the consultant investigating the complaint(s).

Decision of State Department of Education

Upon completing the review of the complaint, the consultant will issue a written final decision that contains the following:

- Findings of fact and conclusions;
- The reasons for the decision;
- In the event that the decision indicates that the education agency has failed to comply with a requirement of the Individuals with Disabilities Education Act and/or with a requirement of the Connecticut laws regarding special education, any corrective actions that must be taken by the education agency in order to achieve compliance with said requirement(s). Such corrective action shall be appropriate to the needs of the child who has been the subject of the complaint (such as compensatory services or monetary reimbursement) and may address, if applicable to the final decision, the appropriate future provision of services for all children with disabilities who are the responsibility of the education agency.
- Date(s) by which each corrective action must be completed.

Implementation of Decision

- The education agency must report completion of the corrective action(s) to the consultant by the date(s) set forth in the decision. This date(s) may be extended at the discretion of the consultant.
- The Bureau will provide technical assistance to an education agency if the consultant determines that such technical assistance is necessary.
- Upon the request of the education agency that must complete the corrective action(s), the consultant will participate in negotiations, as may be appropriate, with that entity regarding an alternative plan for effective implementation of the decision. However, if no agreement is reached through such negotiations within a reasonable period of time, the education agency must complete the corrective action(s) delineated in the final decision by the date set by the consultant.

Withdrawal of a Complaint

- At any time prior to the date that the consultant issues the final decision regarding a complaint, the complaint may be withdrawn by the complainant. Upon withdrawal of a complaint, the Bureau will not take further action regarding the matter.
- The withdrawal of a complaint may be made by the complainant either in writing or during a conversation with the consultant. If the complaint is withdrawn during a conversation, the consultant will send a written confirmation of the withdrawal to the person who signed the complaint and a copy of the confirmation to the other party.
- Withdrawal of a complaint does not preclude the person who signed the original complaint from refileing the complaint at a later date.

Distribution of these Procedures

The Bureau will ensure that a copy of these procedures is available to parents, other interested individuals, and interested organizations by mailing copies to each of the following entities within the state:

- The Connecticut Parent Advocacy Center (CPAC);
- The Office of Protection and Advocacy for Persons with Disabilities;
- The Child Advocate;
- Each Center for Independent Living;
- Each public education agency;
- Each regional education services center;
- Each approved private special education program;
- Department of Children and Families;
- Judicial Department;
- Department of Mental Retardation;
- Department of Mental Health and Addiction Services;
- Department of Social Services.

The procedures will also be available on the State Department of Education website (www.state.ct.us/sde/). In addition, the State Education Resource Center (SERC), a contractor for the Department, will mail copies of these procedures to individuals and organizations upon request (860-632-1485 or www.ctserc.org).

**Connecticut State Department of Education - Bureau of Special Education
Special Education Complaint Form**

This is a recommended form for the filing of special education complaints. You do not have to use this form to file a complaint although it will help you to include the required information. (Questions may be directed to Bureau staff at 860-713-6921 or 860-713-6938.) Please complete this form and forward to the parents or school district (as appropriate) and send a copy to:

**State Department of Education
Bureau of Special Education
P.O. Box 2219 – Room 359
Hartford, CT 06145-2219**

Date: _____ Person/Agency filing the Complaint: _____

Address: _____ Phone: _____
(street)

_____ (town) _____ (state) _____ (zip)

Parent's Name (if different): _____ Phone: _____

Child's Name _____ Date of Birth _____
(last) (middle) (first)

Education Agency (school district) _____

Name of School the Child Attends _____ Disability Category _____

Child's Address: _____
(street)

_____ (town) _____ (state) _____ (zip)

Be specific as to why you believe that a requirement of the Individuals with Disabilities Education Act has been violated. Include a description of the relevant facts, the nature of the child's problem and a proposed resolution of the problem to the extent known and available at this time. Please forward a copy of this complaint to the education agency. If necessary, you may attach additional sheets as well as documentation of your complaint allegations.

Signature of Complainant _____

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
BUREAU OF SPECIAL EDUCATION
DUE PROCESS UNIT
P. O. Box 2219-Room 359
Hartford, Connecticut 06146-2219
FAX# (860) 713-7153**

Request For Mediation

We request a mediation concerning _____, _____
(Name of student) (Date of birth)

_____ who is currently within the jurisdiction of
(Address of residence of student)

the _____ and attends _____
(School district) (Name of the school the student attends)

Parent Signature Date District Signature Date

Parent Telephone # Fax # District Telephone # Fax #

The date of the IEP meeting at which the parties failed to reach agreement: _____

Description of the nature of the issues in dispute, including related facts:

Proposed resolution of the issues to the extent known and available at this time.

Please provide three mutually agreeable dates for the mediation, which will be held within 30 days of this request. From these dates, one will be selected for the convening of the mediation.

****Please forward to the above address and, as appropriate, the parents or the school district.****

Two-Day Conference

Save the Date!

Addressing the Achievement of Connecticut's Black and Hispanic/Latino Male Students

Pre-Conference

March 30, 2007

4:00 p.m. to 8:00 p.m.

Pre-Conference Keynote Speaker:

Floyd H. Flake, D.Min.

Senior Pastor, Greater Allen A.M.E. Cathedral,

Queens, NY and

President, Wilberforce University, Wilberforce, OH



Closing Connecticut's



Achievement Gaps

Conference

March 31, 2007

8:00 a.m. to 4:00 p.m.

Keynote Speaker:

Rudolph "Rudy" Crew, Ed.D.

Superintendent of Schools

Miami-Dade County Public Schools, FL

Location:

Four Points by Sheraton

Meriden, CT



Please contact Nicole M. Vitale, Education Services Specialist, at SERC, (860) 632-1485, ext. 234, or vitale@ctserc.org to be placed on the brochure mailing list for this exciting professional development opportunity.

Conference brochures will be made available in early February.

Please visit the SERC website at www.ctserc.org.



CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching and Learning
Programs and Services
Bureau of Special Education
165 Capitol Avenue – 3rd Floor
Hartford, Connecticut 06106

The following are Special Education Hearing Officers, appointed by the Connecticut State Board of Education pursuant to Section 10-76h(c), Connecticut General Statutes, and Section 20 United States Code 1415(f)(3)(A).

Elisabeth Borrino graduated from Southwestern University School of Law in 1985 and from UCLA in 1981 with a major in Sociology. She is admitted to practice both in California and Connecticut; and has presided over administrative hearings for nearly sixteen years. Attorney Borrino is also an impartial hearing officer for the Connecticut Department of Education adjudicating expulsion hearings in the Connecticut Technical High School System, and school district residency and accommodation matters. As a contract attorney with the Superior Court for Juvenile Matters and a Special Public Defender, she has extensive experience in the area of Juvenile Law.

Mary H.B. Gelfman holds an A.B. from Swarthmore College, an M.A. from Teachers College, Columbia University, and a J.D. from the University of Connecticut School of Law. She is admitted to practice in Connecticut and in the United States District Court for Connecticut, and is a member of the CBA and ABA. She has been a high school math teacher, a member of a local board of education, and a consultant in the Due Process Unit, Connecticut State Department of Education. She frequently speaks and writes about legal issues in education, and is a co-author of *Education Records: A Manual*, and co-author and co-editor of *Legal Issues in School Health Services*. She is also an impartial hearing officer for the Connecticut Department of Education for expulsion hearings in the Connecticut Technical High School System, and school district residency and school transportation hearings. She served on the Connecticut State Advisory Council on Special Education 1972-76, and as chair 1974-75. She is also a hearing officer for the Connecticut Bureau of Rehabilitation Services and a State Review Officer for special education hearing appeals in the state of Nevada.

Janis C. Jerman received a B.A. in psychology from Purdue University in 1987 and a J.D. from the University of Connecticut School of Law in 1993. Attorney Jerman is admitted to practice law in Connecticut and in the United States District Court for the District of Connecticut. Attorney Jerman is an impartial hearing officer handling expulsion hearings for the Connecticut Technical High School System, school residency and transportation hearings, and teacher license revocation hearings; an arbitrator and fact-finder for the Hartford and New Britain Superior Courts; an arbitrator for the State Department of Consumer Protection; and is on the arbitration and mediation panels of American Dispute Resolution Center, Inc. Attorney Jerman is a member of the Connecticut Bar Association's Committee on Professional Ethics and the Labor & Employment Law, Administrative Law and Alternative Dispute Resolution sections.

Deborah R. Kearns is an attorney, with mediation and advanced mediation training; and has served the Connecticut Department of Education as a hearing officer since 1996. Attorney Kearns has served as a Special Master, Middletown Regional Family Court, where she served as a pretrial mediator. Attorney Kearns received a B.A. from Boston College, and her J.D. from New England School of Law, Boston, Massachusetts.

Scott Myers is currently Counsel in Day, Berry & Howard's Administrative and Regulatory Law Department practicing primarily in the areas of public utility regulatory litigation and energy law. In this capacity he has been responsible for all phases of litigation and settlement of a broad range of complex, multi-party disputes pending before state and Federal regulatory authorities, and in state and Federal courts. His experience also includes special education due process litigation, student disciplinary matters and representation of children in neglect and termination of parental rights proceedings in Juvenile Court. Mr. Myers received his J.D. from the University of Connecticut School of Law in 1990, a B.A. in Psychology from Trinity College in 1980 and an M.A. in clinical psychology from the University of Hartford in 1984. Prior to joining Day, Berry & Howard in 1990, Mr. Myers worked primarily with adolescents and their families in a variety of inpatient and outpatient treatment settings.

Mary Elizabeth Oppenheim is an attorney who received a B.A. from the University of Wisconsin – Madison, and a J.D. with honors from the University of Connecticut School of Law. She currently serves as a factfinder and arbitrator for the State of Connecticut judicial districts, a mediator and hearing officer for the Connecticut Birth to Three System and a contract writer for the U.S. Department of Labor, Office of Administrative Law Judges. She is on the Roster of Arbitrators of NASD Dispute Resolution. Ms. Oppenheim has litigated civil, family and criminal matters in state and Federal courts, as well as in administrative proceedings. She is admitted to practice in Connecticut; the United States District Court, District of Connecticut; and the United States Court of Appeals for the Second Circuit.

Stacy M. Owens commenced her legal career as an investigative attorney and responding to requests for reconsideration with the State of Connecticut Commission on Human Rights and Opportunities. She also provided legal training to local businesses and was an integral part of the Commission's formation of internal policies. Stacy currently serves as an Adjudicator and Ethics Liaison for the State of Connecticut Department of Public Health. She received her B.A. degree in liberal studies from American International College in Springfield, Massachusetts and her law degree from Touro Law School in Huntington, New York.

Justino Rosado is sole practitioner in the firm – Law Office of Justino Rosado, LLC. He received a Bachelors in Science Degree from Sacred Heart University and a J.D. from the University of Bridgeport, School of Law. His Law Practice is mainly concentrated in Family Law, Juvenile Law, and Civil Rights. Attorney Rosado is a member and founder of the Connecticut Hispanic Bar. He is a hearing officer for Bridgeport Board of Education Expulsion Hearings, and a member of the American Bar Association. Attorney Rosado is fluent in Spanish.

Christine B. Spak received her undergraduate and law degrees from the University of Connecticut. She is admitted to practice in Connecticut and the United States District Court for Connecticut. Her private law practice focused on health related civil cases and included issues of juvenile law. She has served as a Magistrate for the State of Connecticut since her appointment in 1987. She has also served as an impartial hearing officer for a number of Connecticut state agencies and divisions including the Department of Mental Retardation, the Department of Public Health, the Department of Education for school accommodation cases and the Connecticut Technical High School System for expulsion matters. She has been an adjunct instructor at the University of Connecticut and has presented seminars for other organizations on administrative and health law related topics.

Patricia M. Strong is an attorney in private practice since 1991, concentrating in the area of civil litigation. From 1981-1991, she was an Assistant Attorney General for the State of Connecticut. Ms. Strong is an honors graduate of Connecticut College with a B.A. in sociology. She earned a J.D. from the University of Connecticut School of Law in 1977. Attorney Strong is admitted to practice before Connecticut state and Federal courts, the United States Court of Appeals for the Second Circuit and the United States Supreme Court. She is a member of the American, Connecticut, and Hartford County Bar Associations. She is a member of and a past chair of the CBA's Labor and Employment Executive Committee. Attorney Strong is also a member of the National Employment Lawyers Association, and the Connecticut Employment Lawyers Association. She served on the Connecticut Advisory Council of School Administrator Standards, the Connecticut Advisory Council for Teacher Professional Standards, the Wethersfield Board of Education, the Wethersfield School Building Projects Committee and the YMCA South Regional Board of Managers.

Connecticut State Department of Education
Division of Teaching, Learning and Assessment
Bureau of Research, Evaluation and Student Assessment
Office of Research and Evaluation

TO: Directors of Special Education and SEDAC Contacts

FROM: Mary M. Keenan, SEDAC Data Manager

DATE: November 14, 2006

SUBJECT: SEDAC Update and Timelines for Submitting and Certifying SEDAC and SEDAC-Grants.

Let me begin by thanking districts for their patience as we have been busy developing SEDAC and SEDAC-Grants. We realize that that this will be a major change for your district and want to make the transition to SEDAC as smooth as possible. I've communicated primarily with the SEDAC contacts so as not to interfere with your demanding schedules.

Our original due date for submitting and certifying SEDAC and SEDAC-G has changed due unanticipated delays. The official due date is now **December 15, 2006**. However, we realize that districts vary in size, condition and resources available to report special education information through SEDAC. During SEDAC training sessions we focused on what step districts could take to collect information and reduce data entry. Some districts have private vendors or in-district technical support that can assist the SEDAC user to upload information into SEDAC, while other district plan on entering all information into SEDAC.

If you anticipate that your district will not be able to meet this deadline please contact me for an extension. If you need an extension, your district should focus on submitting and certifying SEDAC-G first for students that are eligible for state excess cost grants because I need to submit this information to the Office of Grants Analysis so your district can receive funds in February. You can email me at mary.m.keenan@ct.gov.

Here's a brief outline with comments about our activities.

From November 6 through November 22 (before Thanksgiving) - we are piloting SEDAC. During that time we are working with volunteer districts whose PSIS October Data Collection has been certified. These will include districts that have been working with their PSIS contact to upload any or all data fields in SEDAC and districts that have been working with private vendors and are willing to help us pilot

On November 27 - the first official SEDAC file will be available for all districts, however, if we will notify your SEDAC contact if it is open sooner.

On December 4 the SEDAC – Grants (SEDAC-G) will be available for all districts, however, if we will notify your SEDAC contact if it is open sooner.

Again, thank you for your patience