



BUREAU BLOG

June 14, 2007

SY 06-07 B-10

*From Nancy M. Cappello, Ph.D.,
Interim Bureau
Chief and Blogger*



Personnel News:
As another school year comes to a close, I want to take this opportunity to thank you for your commitment to improving outcomes for students with disabilities and your work with their families. This has been a challenging year for us with the launching of our data system - SEDAC. I appreciate your and your staffs' inordinate patience as we worked out the kinks in this new system. A reorganization of the State Department of Education is being conducted to equip the Department to effectively implement the State Board of Education's Five- Year Comprehensive Plan: A Superior Education for Connecticut's 21st Century Learners. Additionally, the

UPDATE ON PROPOSED REVISIONS TO THE SPECIAL EDUCATION REGULATIONS

Attachment one contains the notice that will appear in the Connecticut Law Journal announcing the intent of the State Board of Education to amend the special education regulations. Included in the notice are the dates, times and locations of the public hearings. The schedule is as follows:

<i>Date</i>	<i>Time</i>	<i>Location</i>
June 28, 2007	10:00am-3:00pm	Department of Education/SERC 25 Industrial Park Road Middletown, CT
July 16, 2007	6:30pm to 9:30 pm	CES 266 Oakview Drive Trumbull, CT
August 16, 2007	10:00am to 3:00pm	ACES 205 Skiff Street North Haven, CT
September 17, 2007	10:00am to 3:00pm	EASTConn 376 Hartford Turnpike Hampton, CT
September 24, 2007	6:30pm to 9:30pm	CREC 111 Charter Oak Avenue Hartford, CT
October 15, 2007	10:00am to 3:00pm	Ed Connection 355 Goshen Road Litchfield, CT
October 22, 2007	10:00am to 3:00pm	LEARN 44 Hatchetts Hill Road Old Lyme, CT

STATE ASSESSMENT UPDATE FOR SPECIAL POPULATIONS: SPECIAL EDUCATION, 504, LIMITED ENGLISH PROFICIENCY (LEP)

This year saw the addition of several new procedures in completing statewide assessments for special education students. Most significant was the process for submitting both the *CMT and CAPT Skills Checklist*. A web-based, online system has been created for district personnel to submit their *Skills Checklist* directly to the State's

reorganization will help the department build capacity to support school districts for improved student outcomes. As of July 1st, I will be working in the new Bureau of School and District Improvement. I am excited about the work ahead as I will continue with some of my former responsibilities including indicators 3, 9, and 10 of the State Performance Plan (SPP). This includes improving academic outcomes for students with disabilities and eliminating the disproportionate representation of students with disabilities by race and ethnicity. I will also oversee the development of statewide procedures for Scientific Research-based Interventions (SRBI) or Response to Intervention as recommended by the Commissioner's Panel. Brian J. Cunnane, who has been a consultant in the Bureau since 1999, will assume the Acting Chief position in the Bureau of Special Education. Deborah Richards will be the Acting Chief of the new Bureau of School Accountability, Compliance and Monitoring. Norma Sproul will be joining this Bureau and will resume her

student assessment department. Although there were some minor technical glitches, this has proven to be very successful and we hope that it will improve the efficacy of gathering this student information.

The student assessment accommodation website was also updated with the addition of a data entry section for *Skills Checklist* students called the Learner Characteristics Inventory. This online questionnaire, developed by the *National Alternate Assessment Center (NAAC)*, is used by the CSDE to investigate the true learning characteristics of students participating in our Alternate Assessment. In addition, both the *CMT and CAPT Testing Accommodation Form* has been updated and posted on the state website: http://www.csde.state.ct.us/public/cedar/assessment/agl/data_entry.htm. They are found in **attachment two and attachment three**.

If there are any questions, comments or concerns about student assessment as it applies to special population students, please call or email Janet Stuck (860) 713-6837 Janet.Stuck@ct.gov or Joe Amenta (860) 713-6855 Joseph.Amenta@ct.gov

STATE PERFORMANCE PLAN

The last year presented challenges for all of us in collecting data that were accurate and timely which, in turn, presented difficulty in submitting these data to the Office of Special Education Programs (OSEP) within their prescribed timeline. With OSEP's intense and strict scrutiny of timely and accurate data, there is a need to improve our data collection efforts. The Department needs assistance from districts to make the necessary improvements. Please see **attachment four** for a schedule that outlines specific data submission due dates.

The State is required, through section 616, to measure an LEA's performance in submitting data that is both timely and accurate to help determine if a district falls into one of the following categories: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. Please refer to February, April and May's Bureau Blogs for more information regarding district level determinations.

Please review the attachment and consider your district's needs in meeting this requirement, as the Department will report on and make available to the public each district's progress in responding to data submissions in a timely and accurate manner, beginning with the 2007-08 school year. It will be reported as part of the district's annual performance report on each LEA's progress on the indicators in the State Performance Plan (SPP).

Submitting data by the due date on the attachment would mean the LEA submitted data in a timely manner. Should there be revisions to the data that need to be corrected, districts who resubmit by the final revision date would also be considered accurate. Should no revisions be needed, the first submission would be both timely and accurate.

UPDATE ON GUIDELINES

Statewide training on the *Guidelines for Identifying Children with Intellectual Disability* was completed in early May. As a result of feedback from participants at the training sessions, the Intellectual Disability Eligibility Documentation Worksheet is now available for download in Word format at: http://www.sde.ct.gov/sde/lib/sde/word_docs/DEPS/Special/ID_Elig_Worksheet.doc.

responsibilities for indicators 1, 2, and 4 of the SPP which includes improving graduation rates and reducing suspension and expulsion for students with disabilities.



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) 632-1485
www.ctserc.org

The entire Working Draft, *Guidelines for Identifying Children with Intellectual Disability*, is available at:

http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/guide_intellectualdisability2007.pdf

A hard copy of this document can be obtained by contacting the State Education Resource Center at 860-632-1485, extension 250, or the Connecticut State Department of Education at (860) 713-6910.

The Bureau of Special Education is interested in your comments regarding this document. Please review **attachment five** and send your comments by July 1, 2007, to perri.murdica@ct.gov or to the attention of Perri Murdica at The Connecticut State Department of Education, Bureau of Special Education, P.O. Box 2219, Room 369, Hartford, CT 06145-2219.

TRANSFER OF STUDENT RECORDS – REMINDER

We have received a number of inquiries concerning the transfer of student records to a new school district. Please note the ten day timeline after receipt of notification of enrollment in a new school district.

Sec. 10-220h - Transfer of Student Records. When a student enrolls in a school in a new school district, the new school district shall provide written notification of such enrollment to the school district in which the student previously attended school. The school district in which the student previously attended school (1) shall transfer the student's education records to the new school district no later than ten days after receipt of such notification, and (2), if the student's parent or guardian did not give written authorization for the transfer of such records, shall send notification of the transfer to the parent or guardian at the same time it transfers the records.

NEW RESOURCES

The Center on Education Policy released a report entitled Answering the Question That Matters Most: Has Student Achievement Increased Since “No Child Left Behind”? Using testing data from all 50 states, this study addresses two key questions in the debate surrounding the “No Child Left Behind” (NCLB) Act: has student achievement increased and have achievement gaps narrowed since NCLB was enacted in 2002? The report does not include students with disabilities, in the disaggregated data concerning the achievement gap, due to the various new policies that have come out of the Department of Education regarding assessment and students with disabilities since the enactment of NCLB. However, the state by state data regarding students with disabilities can be accessed on the CEP website. The full report can be accessed on the CEP website at: <http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&nodeID=1&DocumentID=200>.

The state by state data (including data on students with disabilities) can be accessed on the CEP website at:

<http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&nodeID=1&DocumentID=201>.

Connecticut State
Department of
Education

Bureau of Special
Education

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

Guidance on regulations (May 2007) regarding assessment and accountability for recently arrived and former limited English proficient (LEP) students is available at the following link:

<http://www.ed.gov/policy/elsec/guid/lepguidance.doc>.

The Condition of Education 2007, the annual statistical portrait of education in the United States, was released yesterday. The 2007 report summarizes important developments and trends in education using the latest available data. The report presents 48 indicators on the status and condition of education and a special analysis on high school course taking. The report is available online at:

<http://nces.ed.gov/programs/coe/>. Hard copies can be ordered from www.edpubs.org.

Helping Families Transition to the Future summarizes the work of seven Parent Information and Training Programs funded by the U.S. Department of Education's Rehabilitation Services Administration (RSA) to "provide training and information to enable individuals with disabilities, and the parents, family members, guardians, advocates, or other authorized representatives of the individuals to participate more effectively with professionals in meeting the vocational, independent living and rehabilitation needs of individuals with disabilities (Rehabilitation Act, 1998)." This document describes who is being served by the RSA PIT programs. Data collected from seven RSA funded Parent Information and Training Programs serving 10 states were: California, Florida, Illinois, Indiana, Michigan, Minnesota, Oklahoma, Tennessee, Wisconsin and Washington. The document can be downloaded from:

<http://www.pacer.org/tatra/RSA/RSA.pdf>.

Update on Proposed Revisions to the Special Education Regulations

On June 19th, 2007, the following notice will appear in the Connecticut Law Journal announcing the intent of the State Board of Education to amend the special education regulations. Included in the notice are the dates, times and locations of the public hearings. Seven hearings will be held: one at the State Department of Education/SERC building in Middletown and one in each of the Regional Educational Service Centers. The notice includes information for submitting written comments and the procedure for requesting accommodations, including interpreter/translator services for the hearing. If you have any questions, please contact Theresa C. DeFrancis at (860) 713-6933.

Notice of Intent to Amend Regulations and Public Hearings

In accordance with Section 4-168 of the Connecticut General Statutes and pursuant to the authority prescribed in Section 10-76d of the Connecticut General Statutes, notice is hereby given that the State Board of Education intends to promulgate Regulations Concerning Special Education and Special Education Due Process Hearings by amending: (a) Sections 10-76a-1 to 10-76d-19, inclusive, (b) Sections 10-76h-1, 10-76h-3 to 10-76h-10, inclusive, and 10-76h-13 to 10-76h-16, inclusive, and (c) repealing Section 10-76l of the Regulations of Connecticut State Agencies.

Summary of Proposed Regulations: The proposed revisions to Sections 10-76a-1 to 10-76d-19, inclusive (a) adopt the requirements of the Individuals with Disabilities Education Act (IDEA), 20 USC 1400 et. seq., as amended from time to time, for the provision of a free appropriate public education (FAPE) in the least restrictive environment to children with disabilities; (b) repeal state provisions which are duplicative of, or inconsistent with, the Federal requirements; (c) add new language which clarifies the provision of a free appropriate public education (FAPE) to children removed from their homes by state agencies; (d) clarify other provisions related to the state administration of special education; and (e) establish a procedure for a parent to continue to have the ability to make educational decisions for a child over the age of 18 who has not been declared incompetent by a court of competent jurisdiction. The proposed revisions to Sections 10-76h-1, 10-76h-3 to 10-76h-10, inclusive, and 10-76h-13 to 10-76h-16, inclusive adopt the IDEA standards for due process and clarify state provisions related to the advisory opinion process. Section 10-76l-1 is repealed to be consistent with the repeal of the statutory provision requiring program evaluation.

Statement of purpose: To adopt the IDEA standards for the provision of a free appropriate public education in the least restrictive environment to children with disabilities and to clarify state specific requirements for the provision of special education to children with disabilities and the evaluation of gifted and talented children.

Persons wishing to present their views regarding these proposed regulations may do so at public hearings to be held at the Department of Education/SERC building and the Regional Educational Service Centers as follows:

June 28, 2007	10 am-3pm	Department of Education/SERC 25 Industrial Park Road Middletown, CT
July 16, 2007	6:30pm to 9:30 pm	CES 266 Oakview Drive Trumbull, CT
August 16	10am to 3pm	ACES 205 Skiff Street North Haven, CT
September 17, 2007	10am to 3pm	EASTConn 376 Hartford Turnpike Hampton, CT
September 24, 2007	6:30pm to 9:30pm	CREC 111 Charter Oak Avenue Hartford, CT
October 15, 2007	10am to 3pm	EdConnection 355 Goshen Road Litchfield, CT
October 22, 2007	10am to 3pm	LEARN 44 Hatchetts Hill Road Old Lyme, CT.

Persons needing accommodations to participate in the public hearing including translators contact Theresa C. DeFrancis at (860) 713-6933 no later than 2 weeks prior to the scheduled hearing date to ensure that their needs are appropriately accommodated.

Within thirty (30) days of the date of publication of this notice, interested persons may submit data, facts, views and arguments in writing to Theresa C. DeFrancis, Esq., State Department of Education, PO Box 2219, Hartford, CT 06145.

All submissions and testimony concerning the proposed regulations will be considered fully. Copies of the proposed regulations and the fiscal note may be obtained from Theresa C. DeFrancis at (860) 713-6933. Copies of the proposed regulations are available on-line at the Bureau of Special Education blog, www.sde.ct.gov/sde, click on Special Education, click on Bureau Blog, click on May blog.

Test Accommodations Form

Special Education/Section 504 Students

And/Or Students with Limited English Proficiency (LEP)

IEP Date: _____ SASID: _____

Student's Name: First _____ Last _____

Date of Birth [MM/DD/YY]: _____ Sex: M F Grade: _____

School/Facility Name: _____ Code: _____

District of Fiscal Responsibility : _____ Code: _____

District Contact Person: _____ Phone: _____

This student has (circle one): A) A Special Education IEP B) A Section 504 Plan C) Neither

This student has Limited English Proficiency (circle one): Yes No

Special Education or Section 504 Accommodations						
MA	SC	DRP	RC	DAW	ER	
MA = Math, SC = Science, DRP = Degrees of Reading Power, RC = Reading Comp., DAW = Direct Assessment of Writing, ER = Editing and Revising						
CMT Presentation Accommodations						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Braille
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large Print
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Closed-Circuit TV (Optalec/Visualtec)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sign language interpreter
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reader - directions only
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reader (Cert. Teacher) – MA and SC items
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screen Reader (Computer) - MA, SC, and ER items
CMT Response Accommodations						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Circle answers in test booklet [Multiple Choice Items Only]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Braille
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Word Processor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bubbler
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Voice Recognition Software
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sign language to multiple-choice or griddable responses
CMT Other Accommodations						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time extension**
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talking calculator (for blind or visually impaired students only)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Abacus (for blind or visually impaired students only)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adaptive furniture
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adaptive lighting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Amplification
Limited English Proficiency Accommodations						
CMT LEP Accommodations						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reader (cert. teacher in English only) – MA and SC items
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reader in English or native language
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dictionary – word to word translation only, no definitions

WORKING DOCUMENT: FOR DISTRICT USE ONLY
Electronic Submissions: <https://solutions.emetric.net/TAFForm/>

** Time extension also requires Test setting

If you have questions about this form or about an accommodation that is not listed on this form contact:
Joe Amenta (860-713-6855) or Janet Stuck (860-713-6837), Special Populations Assessment

**Test Accommodations Form
Special Education/Section 504 Students
And/Or Students with Limited English Proficiency (LEP)**

IEP Date: _____ **SASID:** _____

Student's Name: First _____ **Last** _____

Date of Birth [MM/DD/YY]: _____ **Sex: M F** **Grade:** _____

School/Facility Name: _____ **Code:** _____

District of Fiscal Responsibility : _____ **Code:** _____

District Contact Person: _____ **Phone:** _____

This student has (circle one): A) A Special Education IEP B) A Section 504 Plan C) Neither

This student has Limited English Proficiency (circle one): Yes No

Special Education or Section 504 Accommodations						
MA	SC	RL	RI	IW	ER	
MA = Math, SC = Science, RL = Response to Literature, RI = Reading for Information, IW = Interdisciplinary Writing, ER = Editing and Revising						
CAPT Presentation Accommodations						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Braille*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large Print*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Closed-Circuit TV (Optalec/Visualtec)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sign language interpreter
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reader - directions only
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reader (cert. teacher) - MA and SC items, and IW passages
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screen Reader (Computer) - MA, SC, and ER items, and IW passages
CAPT Response Accommodations						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Circle answers in test booklet [Multiple Choice Items Only]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Braille
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Word Processor*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bubbler
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Voice Recognition Software*
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sign language to multiple-choice or griddable responses
CAPT Other Accommodations						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time extension**
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talking calculator (for blind or visually impaired students only)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Abacus (for blind or visually impaired students only)
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Amplification
Limited English Proficiency Accommodations						
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time extension
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test setting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reader (cert. teacher, in English) - MA and SC items and IW passages
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dictionary – word to word translation only, no definitions

WORKING DOCUMENT: FOR DISTRICT USE ONLY
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Grade 11 or 12 students DO NOT need an ACCOMMODATION FORM filled out unless they need the specific asterisk () ones.

** Time extension also requires Test setting

If you have questions about this form or about an accommodation that is not listed on this form contact:
 Joe Amenta (860-713-6855) or Janet Stuck (860-713-6837), Special Populations Assessment

[Attachment Four](#)[Back to Blog](#)

LEA Level Determinations – Timely and Accurate Data Collection
2007-2008 School Year

What data is collected?	Submission Due Date (TIMELY)	Final Revision Date (ACCURATE)
1. SEDAC – Oct. 1 Child Count	Open November 15 – January 1	January 15
2. Evaluation Timelines (Indicator 11)	Open July 1 - August 15	September 1
3. Early Childhood Outcomes (ECO)	Open Summer 2007 - November 1	November 15
4. PJ Data (SEDAC – ID kids only)	September 1 March 1	September 15 March 15
5. ED 166 (Discipline)	Open last day of school - June 29	August 1
6. Dispute Resolution data	September 15	October 1
7. Exiters (PSIS) / RRE (SEDAC) Students who exited July 1, 2006 – June 30, 2007	July 15 (due to PSIS 10 day exit rule)	August 1

Comments

The Connecticut State Department of Education is pleased to present this new working draft revision of the *Guidelines for Identifying Children with Intellectual Disability*. This document is intended to provide guidance for school teams to make appropriate decisions of eligibility for Connecticut students. We welcome your comments about the guidelines, specifically on the following topics:

- Sections of the guidelines that may need clarification to make them more useful to your district when making eligibility decisions
- Explanation of any special circumstances in the identification process for ID that may not be included in the working draft
- Impact of the new guidelines on eligibility procedures in your district
- Professional development that has been helpful to your district in making appropriate eligibility decisions
- Professional development that may be necessary because of the changes in eligibility decisions

Please send your comments on these topics by July 1, 2007, to perri.murdica@ct.gov.