

BUREAU BLOG

September 21, 2007

SY 07-08 B-01

*From
Brian J. Cunnane,
Acting Bureau Chief
and Blogger*



Personnel News:

Barbara S. O'Brien is the new Administrative Assistant in the Bureau of Special Education. She comes to us from the Connecticut Technical High School System Central Office in Middletown, CT where she was an Administrative Assistant for an Assistant Superintendent.

Patricia Staszko-Kozik is a new consultant with us. Before coming to the State of Connecticut, Bureau of Special Education, she was Director of Special Education and Pupil Services for the Windsor Public School System for three years. Prior to that Patricia was a supervisor of Special Education in the Vernon Public School System.

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:

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 Hatchedts Hill Road Old Lyme, CT

Update On Legislation

The Connecticut General Assembly has now completed its 2007 Regular Session. The general fund budget and bills to implement that budget were adopted in the Special Session over the past few weeks, but bills concerning state bond authorizations and their underlying programs and projects have not yet been taken up (as of the time this went to press). It is expected that the bonding bills will be voted on in the next few weeks.

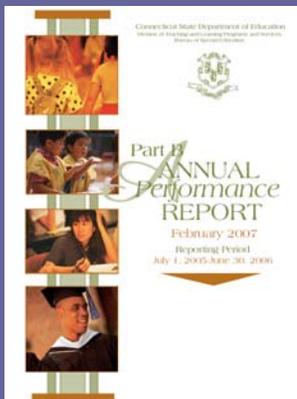
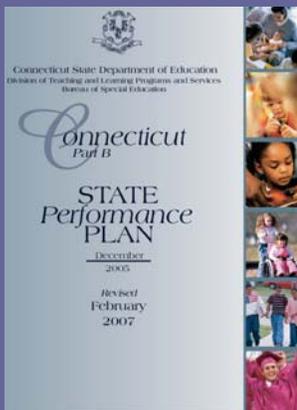
Attachment two is a list of the most important education-related bills passed to date and links to the actual bill language and bill history. If you would like to read the final language of a bill, please click on the title of the bill. If you want the complete history of the bill, please click on "Bill Status" immediately under the bill title.

Early Childhood Outcome (ECO) Data Collection

The reauthorization of the Individuals with Disabilities Education Act (IDEA 2004) requires that states measure and report on the developmental and functional progress of children with disabilities receiving preschool special education. This reporting requirement is Indicator number seven in Connecticut's State Performance Plan (SPP) and Annual Performance Report (APR).

The Connecticut State Department of Education is in the process of finalizing a newly developed web-based application for the collection of child-specific data using the Brigrance IED-II to meet the Early Childhood Outcomes (ECO) requirement. The web-based application is nearly complete and the Department expects that the data

Also new to the Special Education staff is Christine Spak, our durational Surrogate Parent Coordinator.



collection system will be open and available to all school districts by late September 2007. Once that system is available, it will continue to be “open” and available for data input.

School districts should begin to prepare for the submission of required ECO information by:

1. Identifying the individual or individuals in the school district who will be responsible for ECO data reporting. Only one password per school district will be provided to access the web-based secured site for data entry. When the web-based application becomes available the Department will contact school districts with specific login information and instructions.
2. Ensuring that each child for whom the school district will be reporting has a SASID number. A child’s SASID will be a required data element for entering ECO pre- and post child-specific information and will need to be available when entering a child’s data.
3. Prioritizing post-test information for input especially in the larger school districts may be helpful. School districts will be expected to enter, as appropriate, Pre- (Entry) and Post- (Exit) test information using the BRIGANCE® IED-II data to meet the ECO requirement.

Contact Maria Synodi (maria.synodi@ct.gov) with any questions relating to the Early Childhood Outcomes reporting requirement or Heather Levitt Doucette (heather.levitt@ct.gov) with any questions relating to data collection.

U.S. Department Of Education Determination Letters On State Implementation Of The IDEA

For the first time, the U.S. Department of Education has issued determination letters on implementation of the Individuals with Disabilities Education Act (IDEA) to each state education agency for Part B and to each lead agency for Part C. The determinations, required under the statute, are part of the on-going efforts to improve results for children and youth with disabilities.

As amended in 2004, the IDEA requires the Secretary of Education to make an annual determination as to whether each state is meeting the requirements of the statute. Under the IDEA each state is required to have in place a State Performance Plan (SPP) that evaluates the state’s efforts to implement the requirements and purposes of Parts B or C of the IDEA, and describes how the state will improve its implementation of these programs. Each state must then submit an Annual Performance Report (APR) detailing its progress in meeting the targets it established in its SPP.

The Department approved states’ SPPs in 2006 and states submitted their first APRs under the SPPs in February of 2007. The letters the Department issued announce and explain the first determinations made under these new requirements of the IDEA.

The IDEA details four categories for the Secretary’s determination:

- Meets the requirements and purposes of the IDEA;
- Needs assistance in implementing the requirements of the IDEA;
- Needs intervention in implementing the requirements of the IDEA; and
- Needs substantial intervention in implementing the requirements of the IDEA.



For professional development and technical assistance offerings contact State Education Resource Center (SERC)

25 Industrial Park Road
Middletown, CT 06457
(800) 842-8678
(860) 632-1485
Fax: (860) 632-8870
www.ctserc.org

Data and criteria used to make determinations:

To make the determination for each Part B and Part C program, the Department considered the state's APR, information obtained through monitoring visits, and any other public information. The following factors were considered for each state's determination under each program:

For each compliance indicator in the APR, whether the state:

1. Demonstrated compliance or that it corrected noncompliance in a timely manner; or
2. If it did not demonstrate compliance, nonetheless had made progress in ensuring compliance over prior performance in that area.

For all indicators in the SPP and APR, whether the state:

1. Provided valid and reliable FFY 2005 data that reflected the measurement for the indicator; or
2. Whether the state had other IDEA compliance issues that had been identified in the Department's monitoring, audit or other activities, and the state's progress in resolving those problems.

The IDEA identifies specific technical assistance or enforcement actions aligned with each of the determinations, with the exception of "Meets Requirements" that the Department must take under specific circumstances. These actions are consistent with the level of concern signaled by the determination, however, consistent with the IDEA, none of the enforcement actions will be applied to states this year. A list of the State's results is contained in **attachment three**.

Copies of the determination letters for each state will be available on Part B at:

<http://www.ed.gov/fund/data/report/idea/partbspap/index.html>

and, for Part C:

<http://www.ed.gov/fund/data/report/idea/partcspap/index.html>

State Personnel Development Grant (SPDG) Information

The SPDG is a federal grant of \$5,000,000 for five years that will improve Connecticut's system for personnel preparation and professional development leading to systemic change. Southern Connecticut State University (SCSU) is working with paraprofessionals in four urban school districts to complete a certification program allowing them to become highly qualified special education teachers. The first cohort in New Haven has passed all Praxis II assessments and will receive Durational Shortage Area Permits (DSAP) to begin work in the district as a highly qualified special education teacher this fall while they complete full certification requirements. Hartford candidates are in the process of acceptance and will begin coursework this fall. Bridgeport is scheduled to be the next district that SCSU works with to recruit paraprofessionals to become highly qualified special education teachers.

The State Education Resource Center (SERC) is working with districts that have model programs in critical priority areas to scale up their efforts in other districts throughout the state. Schools considered to be model programs have been accepted in the areas of



Additional Resources:
*Parent Training and
Information center*



(PTI)
CPAC
1-800-445-2722
Fax: (860) 739-7460
(860) 739-3089 V/TDD
www.cpacinc.org



Connecticut Birth to
Three System
460 Capitol Avenue
Hartford, CT 06106
1-800-505-7000
Fax: (860) 571-6853
www.birth23.org

Positive Behavioral Supports (PBS) and Early Intervening Services (EIS). The process for selecting partner schools in these areas has begun this school year.

The Connecticut Parent Advocacy Center (CPAC) is working with school districts to improve parental involvement and foster positive relationships between families and schools. Three school districts have committed to working with CPAC; additional districts will be identified through the year.

Connecticut's Birth to Three System is developing a training video and manual for service providers and families. The video and manual will help to better understand expectations and improve services for children with disabilities B-3 and their families, as well as demonstrating best practices. Video taping is expected to begin this fall with selected service providers and families.

State Performance Plan (SPP) And OSEP Determination

In February, Connecticut submitted its updated State Performance Plan and Annual Performance Report to the U.S. Office of Special Education Programs (OSEP). Each state was determined to have fallen into one of four categories: Meets Requirements, Needs Assistance, Needs Intervention or Needs Substantial Intervention. Connecticut was only one of nine states to fall into "meets requirements." This is due to efforts made within our districts which are reflected in our state level data submitted to OSEP. Despite our OSEP determination, OSEP further went on to site areas of non-compliance where improvement is expected in our next Annual Performance Report due February 1, 2008.

Through the summer, the Department has been working to develop its own process of making determinations for districts as required by section 616 of IDEA. A district level annual performance report is expected to be disseminated to districts by the end of the summer which will include the district's determination using the same four categories designated by OSEP.

While we realize there is always room for improvement and work to be done, we would like to thank efforts made by districts and stakeholders, as it is the work being done throughout our schools that affects our state level data. Please see **attachment four** and **attachment five** for more information regarding Connecticut's determination.

2005-06 Special Education Parent Survey

The analysis of the 2005-06 Special Education Parent Survey has been posted on our website, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730>. There are two documents posted, Key Findings and Summary Report which includes local district information. Any questions regarding the survey may be directed to Mary Jean Schierberl at (860) 713-6943.

Transition Updates

1. The Bureau has asked that each district identify at least one **Secondary Transition Contact Person** who could receive and disseminate information within the district and to parents and families regarding secondary transition initiatives and resources.



Based on comments from the field, this has been a VERY successful initiative. In order to keep the secondary transition email dissemination list up to date, please check **attachment six**, the **Transition Contact Person 2007-2008 database** for the LEAs and **attachment seven**, the **Transition Coordinator 2007-2008 database** for RESCs and Private Schools, and send any changes, deletions or additions via email or phone to: Dr. Patricia Anderson at patricia.anderson@ct.gov or (860) 713-6923.

2. **Attachment eight** is the **Indicator # 13 Data Collection** – Indicator # 13 of the State Performance Plan, states that “all youth aged sixteen and above must have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.” Students who are parentally placed in private schools and have Services Plans are not required to have transition goals and services. Indicator # 13 data will not include counts of students who have Services Plans.

Walgreens: Taking The “Dis” Out Of Disabilities

Randy Lewis, senior vice president of Distribution & Logistics at Walgreens, found a way to make their distribution centers (DCs) hum with efficiency while making a difference in people’s lives. As the head of Walgreen’s DCs, he brought forth the initiative to hire people with disabilities, including autism, intellectual disabilities and other cognitive disabilities, to fill at least 30 percent of the production positions at their new generation of DCs – first in Anderson, SC and, **coming in 2009, in Windsor, CT**. Lewis knows about disabilities first-hand from his 18-year-old son, Austin, who has autism. But just as Lewis knows the social benefits of providing jobs for individuals with disabilities, he also understands the economic requirements for companies. “Walgreens is a business, not a charity,” Lewis says. “That’s why we try to make the work easier for all DC employees – with or without special needs. That makes us more efficient and, ultimately, saves money.” (March/April 2007, *Walgreens WORLD*, pg. 6.)

Through training and flexible workstations, Walgreens is creating an environment where everyone – with or without disabilities – can work together. The workstations are accessible to people with a variety of disabilities, but the changes will benefit Walgreens by providing a 20 percent productivity improvement over the previous generation of DCs. Walgreens has also looked at their hiring, recruiting, and human resource policies and procedures as well as providing additional training for management on working with people who are different than themselves. One of Walgreen’s goals is to share the success that they have had working with employees with disabilities with other companies. The Connecticut Walgreens Advisory Committee, coordinated by the Office of Workforce Competitiveness (OWC) and including representatives from State agencies, advocacy organizations, community rehabilitation providers and business leaders, has been planning and collaborating with Walgreens for almost two years on this exciting venture in Windsor.

For additional information, see **attachment nine** for the NBC July 2nd broadcast of a *What Works* video at: <http://www.msnbc.msn.com/id/17593138/> – Click on: *Walgreens reaps benefits of 'disabled' workforce* or the Wall Street Journal article from August 2, 2007. For more information about the SC Distribution Center, go to: <http://www.walgreensoutreach.com/>. If you have questions about the CT planning process, please contact: Dr. Patricia Anderson at patricia.anderson@ct.gov or (860) 713-6923.



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 06145-2219



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

Free Low-Cost Legal Services

Attachment ten is a copy of the updated “Free Low-Cost Legal Services” document. If you have any questions please contact Thomas G. Badway at (860) 713-6935.

Save The Date!

The student assessment office will be offering the following workshops.

Checklist Training

CMT/CAPT Skills Checklist Training including Science (Full Day)

October 18, October 26 or November 1, 2007

This one day session is intended for special education teachers that have never been trained by the State Department of Education on the CMT/CAPT Skills Checklist. Participants will be qualified to administer the CMT/CAPT Skills Checklist in the 2007-2008 school year.

CMT/CAPT Skills Checklist Review Training (AM Session only)

October 19, October 25, October 30, or November 14, 2007

This half day session is intended for teachers that have received training on the Skills Checklist prior to the 2006-2007 school year. Participants will have a greater understanding of the Skills Checklist and special education teachers will be qualified to administer the CMT/CAPT Skills Checklist for the 2007-2008 school year.

Certified Rater Training (Full day)

January 8, January 17, or February 1, 2008

This full day session is intended for experienced special education teachers that have administered the CMT/CAPT Skills Checklist and would like to develop a greater depth of understanding of the Skills Checklist. Participants will receive certification attesting to their ability to act as a resource person for the Skills Checklist in their district. They will also receive materials allowing them to conduct informative workshops in their district.

Accommodations Training

November 7, November 15, November 27, or November 30, 2007 (AM session only)

This half day session is intended for anyone working with special education students. Information shared will guide participants to a greater understanding of accommodations and their use related to the CMT and CAPT assessments. This session will also highlight the use of assistive technology.

Watch for further information distributed by SERC.

If you have any questions please contact:

Janet Stuck
(860) 713-6837
janet.stuck@ct.gov

Joe Amenta
(860)-713-6855
joseph.amenta@ct.gov

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:

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.

**MOST IMPORTANT EDUCATION-RELATED BILLS PASSED BY THE SENATE AND HOUSE
IN THE 2007 REGULAR AND SPECIAL SESSIONS AS OF JULY 1, 2007**

BILL NO.	TITLE
SB 260	AN ACT CONCERNING HEALTH ASSESSMENTS FOR ADOLESCENTS. (PA 07-58, Signed by the Governor May 30, 2007) Bill Status
SB 977	AN ACT CONCERNING RESTRAINTS AND SECLUSION IN PUBLIC SCHOOLS. (PA 07-147, Signed by the Governor June 19, 2007) Bill Status
SB 1109	AN ACT CONCERNING THE DEPRIVATION OF RIGHTS ON ACCOUNT OF SEXUAL ORIENTATION. (PA 07-62, Signed by the Governor May 30, 2007) Bill Status
SB 1110	AN ACT CONCERNING SECURITY ASSESSMENTS AND ASSISTANCE FOR SCHOOLS AND EMERGENCY RESPONSE PLANS FOR INSTITUTIONS OF HIGHER EDUCATION. (PA 07-208, Signed by the Governor July 5, 2007) Bill Status
SB 1113 (GB)	AN ACT CONCERNING UNIFIED SCHOOL DISTRICT #1 EDUCATION CREDIT. (PA 07-38, Signed by the Governor May 22, 2007) Bill Status
SB 1283 (SBE)	AN ACT CONCERNING THE ADVISORY COMMITTEE ON CONNECTICUT'S TECHNICAL HIGH SCHOOLS. (PA 07-40, Signed by the Governor May 22, 2007) Bill Status
SB 1285 (SBE)	AN ACT CONCERNING THE CONNECTICUT CAREER CERTIFICATE PROGRAM. (PA 07-20, Signed by the Governor May 7, 2007) Bill Status
SB 1287 (SBE)	AN ACT CONCERNING VISITING INTERNATIONAL TEACHER PERMITS. (PA 07-30, Signed by the Governor May 18, 2007) Bill Status
SB 1354	AN ACT CONCERNING THE APPOINTMENT OF THE COMMISSIONER OF EDUCATION. (PA 07-114, Signed by the Governor June 11, 2007) Bill Status
SB 1406	AN ACT CONCERNING AUTHORIZATION OF STATE GRANT COMMITMENTS FOR SCHOOL BUILDING PROJECTS AND CHANGES TO THE STATUTES CONCERNING SCHOOL BUILDING PROJECTS. (PA 07-249; <i>as of July 12, 2007, has not been signed by the Governor</i>) Bill Status

SB 1412	AN ACT CONCERNING THE STATE EDUCATION RESOURCE CENTER. (PA 07-126, Signed by the Governor June 19, 2007) Bill Status
HB 5234	AN ACT BANNING PESTICIDE USE ON SCHOOL GROUNDS. (PA 07-168, Signed by the Governor June 18, 2007) Bill Status
HB 6955	AN ACT CONCERNING OPERATOR'S LICENSES BEARING A SCHOOL BUS ENDORSEMENT. (PA 07-224; <i>as of July 12, 2007, has not been signed by the Governor</i>) Bill Status
HB 7017	AN ACT CONCERNING DEMOCRACY EDUCATION IN ELEMENTARY SCHOOLS. (PA 07-138, Signed by the Governor June 19, 2007) Bill Status
HB 7273	AN ACT CONCERNING SUSPENSIONS AND EXPULSIONS BY LOCAL AND REGIONAL BOARDS OF EDUCATION. (PA 07-122, Signed by the Governor June 11, 2007) Bill Status
HB 7347	AN ACT CONCERNING MINOR CHANGES TO THE EDUCATION STATUTES. (PA 07-241; <i>as of July 12, 2007, has not been signed by the Governor</i>) Bill Status
HB 7350	AN ACT CONCERNING IN-SCHOOL SUSPENSIONS. (PA 07-66, Signed by the Governor May 30, 2007) Bill Status
HB 7351	AN ACT CONCERNING TEXTBOOK LOANS. (PA 07-190, Signed by the Governor July 5, 2007) Bill Status
8001	AN ACT CONCERNING THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2009, AND MAKING APPROPRIATIONS THEREFOR. (PA 07-1, Signed by the Governor June 26, 2007) Bill Status
8003	AN ACT IMPLEMENTING THE PROVISIONS OF THE BUDGET CONCERNING EDUCATION. (PA 07-3, Signed by the Governor June 26, 2007) Bill Status

Part B Determinations

Meets Requirements

Alaska
Connecticut
Hawaii
Michigan
Oregon
Pennsylvania
Tennessee
Virginia
Wyoming

Needs Assistance

Alabama
American Samoa
Arizona
Arkansas
Bureau of Indian
Affairs
California
Delaware
Florida
Georgia
Guam
Idaho
Illinois
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
Ohio
Oklahoma
Palau
Republic of the
Marshall Islands
Rhode Island
South Carolina
South Dakota
Texas
Utah
Vermont
West Virginia
Wisconsin

Needs Intervention

Colorado
Commonwealth of the
Northern Marianas
Islands
Washington, DC
Federated States of
Micronesia
Indiana
North Carolina
North Dakota
Puerto Rico
Virgin Islands
Washington

Needs Substantial Intervention

Part C Determinations

Meets

Requirements

Alabama
Alaska
Connecticut
Commonwealth of
the Northern
Marianas Islands
Iowa
Maryland
Montana
Nebraska
Oklahoma
Oregon
South Dakota
Texas
Utah
West Virginia
Wyoming

Needs Assistance

American Samoa
Arkansas
Delaware
Florida
Georgia
Guam
Hawaii
Idaho
Illinois
Indiana
Kansas
Louisiana
Massachusetts
Mississippi
Missouri
New Hampshire
New Jersey
North Carolina
Pennsylvania
Puerto Rico
Vermont
Virginia
Virgin Islands
Washington
Wisconsin

Needs Intervention

Arizona
California
Colorado
Washington, DC
Kentucky
Maine
Michigan
Minnesota
Nevada
New Mexico
New York
North Dakota
Ohio
Rhode Island
South Carolina
Tennessee

Needs Substantial Intervention



U.S. Department of Education Determination Letters on State Implementation of the IDEA

June 2007

For the first time, the U.S. Department of Education has issued determination letters on implementation of the Individuals with Disabilities Education Act (IDEA) to each state education agency for Part B and to each lead agency for Part C. The determinations, required under the statute, are part of the on-going efforts to improve results for children and youth with disabilities.

As amended in 2004, the IDEA requires the Secretary of Education to make an annual determination as to whether each state is meeting the requirements of the statute. Under the IDEA each state is required to have in place a State Performance Plan (SPP) that evaluates the state's efforts to implement the requirements and purposes of Parts B or C of the IDEA, and describes how the state will improve its implementation of these programs. Each state must then submit an Annual Performance Report (APR) detailing its progress in meeting the targets it established in its SPP.

The Department approved states' SPPs in 2006 and States submitted their first APRs under the SPPs in February of 2007. The letters the Department issued announce and explain the first determinations made under these new requirements of the IDEA.

The IDEA details four categories for the Secretary's determination:

- Meets the requirements and purposes of the IDEA
- Needs assistance in implementing the requirements of the IDEA
- Needs intervention in implementing the requirements of the IDEA
- Needs substantial intervention in implementing the requirements of the IDEA

Data and criteria used to make determinations:

To make the determination for each Part B and Part C program, the Department considered the state's APR, information obtained through monitoring visits, and any other public information. The following factors were considered for each state's determination under each program:

- For each compliance indicator in the APR, whether the state:
 - Demonstrated compliance or that it corrected noncompliance in a timely manner, or
 - If it did not demonstrate compliance, nonetheless had made progress in ensuring compliance over prior performance in that area.
- For all indicators in the SPP and APR, whether the state provided valid and reliable FFY 2005 data that reflected the measurement for the indicator.
- Whether the state had other IDEA compliance issues that had been identified in the Department's monitoring, audit or other activities, and the state's progress in resolving those problems.

The IDEA identifies specific technical assistance or enforcement actions aligned with each of the determinations, with the exception of "Meets Requirements" that the Department must take under specific circumstances. These actions are consistent with the level of concern signaled by the determination, however, consistent with the IDEA, none of the enforcement actions will be applied to states this year.

Copies of the determination letters for each state will be available on Part B at:

<http://www.ed.gov/fund/data/report/idea/partbspap/index.html>

and, for Part C:

<http://www.ed.gov/fund/data/report/idea/partcspap/index.html>

Below is a summary of the State results:

Part B Determinations

Meets Requirements

Alaska
Connecticut
Hawaii
Michigan
Oregon
Pennsylvania
Tennessee
Virginia
Wyoming

Needs Assistance

Alabama
American Samoa
Arizona
Arkansas
Bureau of Indian Affairs
California
Delaware
Florida
Georgia
Guam
Idaho
Illinois
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
Ohio
Oklahoma
Palau
Republic of the Marshall Islands
Rhode Island
South Carolina
South Dakota
Texas
Utah
Vermont
West Virginia
Wisconsin

Needs Intervention

Colorado
Commonwealth of the Northern Marianas Islands
Washington, DC
Federated States of Micronesia
Indiana
North Carolina
North Dakota
Puerto Rico
Virgin Islands
Washington

Needs Substantial Intervention

Part C Determinations

Meets

Requirements

Alabama
Alaska
Connecticut
Commonwealth of
the Northern
Marianas Islands
Iowa
Maryland
Montana
Nebraska
Oklahoma
Oregon
South Dakota
Texas
Utah
West Virginia
Wyoming

Needs Assistance

American Samoa
Arkansas
Delaware
Florida
Georgia
Guam
Hawaii
Idaho
Illinois
Indiana
Kansas
Louisiana
Massachusetts
Mississippi
Missouri
New Hampshire
New Jersey
North Carolina
Pennsylvania
Puerto Rico
Vermont
Virginia
Virgin Islands
Washington
Wisconsin

Needs Intervention

Arizona
California
Colorado
Washington, DC
Kentucky
Maine
Michigan
Minnesota
Nevada
New Mexico
New York
North Dakota
Ohio
Rhode Island
South Carolina
Tennessee

**Needs Substantial
Intervention**



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

JUN 15 2007

Honorable Mark K. McQuillan
Commissioner
Connecticut Department of Education
165 Capitol Avenue, Room 305
Hartford, CT 06106

Dear Dr. McQuillan:

Thank you for the timely submission of Connecticut's Annual Performance Report (APR) and revised State Performance Plan (SPP) under Part B of the Individuals with Disabilities Education Act (IDEA), as amended in 2004.

As you know, under IDEA section 616, each State has an SPP that evaluates the State's efforts to implement the requirements and purposes of Part B of the IDEA and describes how the State will improve its implementation of Part B. In the revised SPP due by February 1, 2007, States were required to provide information on: (1) specific new indicators; and (2) correction of any deficiencies identified in the Office of Special Education Programs' (OSEP's) SPP response letter sent to your State last year. States were also required to submit by February 1, 2007, an APR for Federal fiscal year (FFY) 2005 that describes the State's: (1) progress or slippage in meeting the measurable and rigorous targets established in the SPP; and (2) any revisions to the State's targets, improvement activities, timelines or resources in the SPP and justifications for the revisions. We appreciate the State's efforts in preparing the FFY 2005 APR and revised SPP.

The Department has reviewed the information provided in the State's FFY 2005 APR and revised SPP, other State-reported data, information obtained through monitoring visits, and other public information and has determined that, under IDEA section 616(d), Connecticut meets the requirements of Part B of the IDEA. Thank you for your efforts to improve results for children and youth with disabilities.

The Department's determination is based on the totality of the State's data in its SPP/APR and other publicly available information, including any compliance issues. The factors in States' FFY 2005 APR and February 1, 2007 SPP submissions that affected the Department's determinations were whether the State: (1) provided valid and reliable FFY 2005 data that reflect the measurement for each indicator, and if not, whether the State provided a plan to collect the missing or deficient data; and (2) for each compliance indicator that was not new (a) demonstrated compliance or timely corrected noncompliance, and (b) in instances where it did not demonstrate compliance, had nonetheless made progress in ensuring compliance over prior performance in that area. We also considered whether the State had other IDEA compliance issues that were identified previously through the Department's monitoring, audit or other activities, and the State's progress in resolving those problems. See the enclosure entitled "How the Department Made Determinations under Section 616(d) of the IDEA in 2007" for further details.

Specific factors affecting OSEP's determination of meets requirements for Connecticut included: (1) the State provided valid and reliable FFY 2005 data for the measurement for each compliance indicator; (2) the State reported high levels of compliance for Indicators 16 and 17 (98.9% and 95%, respectively); (3) the State reported 97.4% compliance for Indicator 12, and that all noncompliance had been corrected; and (4) the State reported a high level of timely correction (99.5%) for Indicator 15 and on its continuing steps to correct longstanding noncompliance in one urban school district. We commend the State for its performance in these areas.

Although the State did not provide FFY 2005 data for Indicators 1 and 2, the State indicated that it was implementing improvements to its data collection system to ensure timely reporting of data for these indicators in the future. Therefore, OSEP's meets requirements determination for Connecticut is based on our expectation that the State will report FFY 2005 and FFY 2006 data for Indicators 1 and 2 in the next APR. In addition, while it was noted in the response table that Connecticut did not use all required measurements for Indicators 3B and 3C, the State has informed us that it now collects and reports publicly data on the number of children with disabilities who take regular assessments with accommodations. Therefore, we expect that the State will be able to report data reflecting all required measurements for Indicator 3B and 3C in the next APR.

The table enclosed with this letter provides OSEP's analysis of the State's FFY 2005 APR and revised SPP and identifies, by indicator, OSEP's review and acceptance of any revisions made by the State to its targets, improvement activities (timelines and resources) and baseline data in the State's SPP. It also identifies, by indicator, the State's status in meeting its targets, and whether the State's data reflect progress or slippage, and whether the State corrected noncompliance and provided valid and reliable data. The table also lists, by indicator, any additional information the State must include in the FFY 2006 APR or, as needed, the SPP due February 1, 2008, to address the problems OSEP identified in the revised SPP or FFY 2005 APR. The State must provide this required information. We plan to factor into our determinations next year whether or not States provided the additional information requested in this table in their FFY 2006 APR, due February 1, 2008, and may take other actions as well, if the State's data, or lack of data, regarding these issues indicates continuing noncompliance.

As you know, your State must report annually to the public on the performance of each local educational agency (LEA) located in the State on the targets in the SPP under IDEA section 616(b)(2)(C)(ii)(1). The requirement for public reporting on LEA performance is a critical provision in ensuring accountability and focusing on improved results for children with disabilities. Please have your staff notify your OSEP State Contact when and where your State makes available its public report on LEA performance. In addition, States must review LEA performance against targets in the State's SPP, especially the compliance indicators, determine if each LEA meets the requirements of the IDEA and inform each LEA of its determination. For further information regarding these requirements, see SPP/APR Guidance Materials at <http://www.rfcnetwork.org/>.

We hope that the State found helpful, and was able to benefit from, the monthly technical assistance conference calls conducted by this Office, ongoing consultation with OSEP State Contacts and OSEP-funded Technical Assistance Center staff, materials found on

the IDEA 2004 website, and attendance at OSEP-sponsored conferences. OSEP will continue to provide technical assistance opportunities to assist your State as it works to improve performance under Part B of the IDEA. If you have any feedback on our past technical assistance efforts or the needs of States for guidance, we would be happy to hear from you as we work to develop further mechanisms to support State improvement activities.

OSEP is committed to supporting Connecticut's efforts to improve results for children with disabilities and looks forward to working with your State over the next year. If you have any questions, would like to discuss this further, or want to request technical assistance, please do not hesitate to call Margaret Romer, your OSEP State Contact, at 202-245-7501.

Sincerely,

A handwritten signature in cursive script that reads "Patricia J. Guard".

Patricia J. Guard
Acting Director
Office of Special Education Programs

Enclosures

cc: State Director of Special Education

District	First Name	Last Name	Position/Title	School	Address 1	City	State	Zip	Phone #	email address
Ansonia	Katherine	Gabrielson	Special Education Director	Ansonia Public Sch	42 Grove St	Ansonia	CT	06401-1798	203-736-5099	kgabrielson@ansonia.org
Avon	Stephanie	Eason	Special Education Coordinator	Avon High Sch	510 West Avon Rd	Avon	CT	06001	860-404-4745	season@avon.k12.ct.us
Berlin	Margaret	Butler	Special Education Director	Berlin Public Sch	238 Kensington Rd	Berlin	CT	06037-2648	860-828-6581 X 5012	mbutler@town.berlin.ct.us
Bethel	Frances	Peters	Transition Specialist	Bethel High Sch	300 Whittlesey Dr	Bethel	CT	06801	203-794-8103	petersf@bethel.k12.ct.us
Bloomfield	Terence	Gascoyne	Special Education Director	Bloomfield Public Sch	1133 Blue Hills Ave	Bloomfield	CT	06002-2721	860-769-4262	tgascoyne@blmfld.org
Bloomfield	Sharon	Trombino	Special Education Dept. Head	Bloomfield High School	5 Huckleberry Lane	Bloomfield	CT	06002	860-286-2630, 136	strombino@blmfld.org
Bolton	Deb	Huntington	Guidance Counselor	Bolton High Sch	72 Brandy St	Bolton	CT	06043	860-649-3353	Deb.Huntington@BoltonCt.Org
Bolton	Jocelyn	Morse	Special Education Teacher	Bolton High Sch	72 Brandy St	Bolton	CT	06043	860-649-3353	Jocelyn.Morse@BoltonCt.Org
Bozrah	Karen	Murray	Transition Coordinator	Norwich Free Academy	305 Broadway	Norwich	CT	06360	860-425-5620	murrayk@norwichfreeacademy.com
Branford	Lynn	Dow	Special Education Teacher/Voc Coord	Branford High Sch	185 Main St	Branford	CT	06405	203-315-6740	ldow@branford.k12.ct.us
Branford	Kathy	Doonan	Special Education Dept Head	Branford High Sch	185 Main St	Branford	CT	06405	203-315-6740	kdoonan@branford.k12.ct.us
Bridgeport	Sarah	Bodenheimer	Supvr High School Sp Ed	Board of Education	948 Main St	Bridgeport	CT	06604	203-332-2733	sbodenheimer@bridgeportedu.net
Bridgeport	Maureen	Shannon	Transition Coordinator	Board of Education	948 Main St	Bridgeport	CT	06604	203-332-2759	mshannon@bridgeportedu.net
Bridgeport	Maribeth	Maia	Contemporary Issues Teacher	Bpt Learning Ctr at Sheridan Sch	280 Tesiny Ave	Bridgeport	CT	06606	203-576-8465	mmaia@bridgeportedu.net
Bridgeport	Antoinette	Carpenter	Assistant Principal	Central High Sch	1 Lincoln Blvd.	Bridgeport	CT	06606	203-576-8152	acarpenter@bridgeportedu.net
Bridgeport	Debbie	Arganese	Special Education Coordinator	Central High School	1 Lincoln Blvd.	Bridgeport	CT	06606	203-576-8057	darganese@bridgeportedu.net
Bristol	Michael	Georgen	Supervisor of Special Services	Bristol Public Sch	P.O. Box 450, 129 Church St	Bristol	CT	06011-0450	860-584-7058	MikeGeorgen@ci.bristol.ct.us
Bristol	Kim	Hazelton	Vocational Education Coord	Bristol Eastern High Sch	632 King St	Bristol	CT	06010	860-584-7876 X 172	KIMBERLYHAZELTON@ci.bristol.ct.us
Brookfield	Lois	Pernice	Special Education Director	Brookfield Public Sch	100 Pocono Rd	Brookfield	CT	06804	203-775-7747	lois.pernice@brookfield.k12.ct.us
Brooklyn	Holly	Dibella-McCarthy	Director of Special Education	Brooklyn Public Sch	119 Groman Rd	Brooklyn	CT	06234	860-774-9153	mccarthy@brooklynschools.org
Canton	Melissa	Cook	Special Education Teacher	Canton High Sch	76 Simonds Ave	Canton	CT	06019	860-693-7707	mcook@cantonschools.org
Canton	Tina	Olsen	Special Education Teacher	Canton Middle Sch	76 Simonds Ave	Canton	CT	06019	860-693-7712	tolsen@cantonschools.org
Cheshire	Stephen J.	Proffitt	Supvr, Secondary Sp Ed	Cheshire High Sch	525 South Main St	Cheshire	CT	06410	203-250-2542	sproffitt@cheshire.k12.ct.us
Clinton	Kristina	Len	Special Education Teacher	Morgan Sch	27 Killingworth Turnpike	Clinton	CT	06413	860-664-6504	klen@clintonpublic.org
Clinton	Merle	Hart	Secondary Transition Coordinator	Morgan Sch	27 Killingworth Turnpike	Clinton	CT	06413	860-664-6504	mhart@clintonpublic.org
Colchester	Maurice	Hebb	Transition Coordinator	Bacon Academy	611 Norwich Ave	Colchester	CT	06415	860-537-2378	mhebb3@colchesterct.org
Coventry	Gary	Cesca	Social Worker	Coventry High Sch	78 Ripley Hill Rd	Coventry	CT	06238	860-742-7346	gcesca@coventryct.org
Cromwell	Kathleen	Spence	Special Services Director	Cromwell Public Sch	9 Mann Memorial Dr	Cromwell	CT	06416-1398	860-632-4836	kspence@cromwellct.org
Cromwell	Elizabeth	Weaver	Transition Contact Person	Cromwell High Sch	Donald Harris Dr	Cromwell	CT	06416	860-632-4841	EWeaver@cromwellct.org
CTTHS	Jill	Dymczyk	Transition Contact Person		25 Industrial Park Rd	Middletown	CT	06457	860-807-2216	Jill.Dymczyk@ct.gov
Danbury	Shaun	Ratchford	Special Education Teacher	Danbury High Sch	43 Clapboard Ridge Rd	Danbury	CT	06811	203-790-2898	ratchsh@danbury.k12.ct.us
Danbury	Rich	Emmett	Special Education Teacher	Western CT State University	63 Beaver Brook Rd	Danbury	CT	06810	203-837-8218	emmettr@wcsu.edu
Darien	Ann	Paul	Asst Director of Special Education	Darien Public Sch	2 High School Lane	Darien	CT	06820	203-655-3981 X2299	APaul@darienps.org
DCF (USD #2)	Donna	Cambria	Pupil Services Specialist	Bur of Adol & Transitional Srves	505 Hudson St	Hartford	CT	06106	860-723-7247	donna.cambria@ct.gov
DCF (USD #2)	Sara	Lourie	Transition Contact Person	Bureau of Behavioral Health	505 Hudson St	Hartford	CT	06106	860-560-5096	sara.lourie@ct.gov
Derby	John	Okon	Guidance Counselor	Derby High Sch	8 Nutmeg Ave	Derby	CT	06418	203-736-5036	joko@derbyps.org
Derby	Anat	Segal	Guidance Counselor	Derby High Sch	8 Nutmeg Ave	Derby	CT	06418	203-736-5036	asegal@derbyps.org
East Granby	Maureen	Eberly	Special Education Teacher/Transition	East Granby Public Sch	95 South Main St	East Granby	CT	06026	860-653-2541	meberly@eastgranby.k12.ct.us
East Haddam	David	Scatta	Pupil Services Director	Central Office	P.O. Box 401	Moodus	CT	06469-0401	860-873-5046	dscata@easthaddamschools.org
East Hampton	Jan	Merkent	Special Education Team Leader	East Hampton High Sch	15 Maple St	East Hampton	CT	06424	860-365-4030	JMerkent@easthamptonct.org
East Hartford	Louise	Rivard	Transition Instructor	East Hartford High	869 Forbes St	East Hartford	CT	06118	860-622-5393	rivard.l@easthartford.org
East Hartford	Kate	Dutton	Transition Instructor	East Hartford High	869 Forbes St	East Hartford	CT	06118	860-622-5393	dutton.k@easthartford.org
East Haven	Ava	Sorensen	Team Leader Special Education	East Haven High Sch	35 Wheelbarrow Lane	East Haven	CT	06513	203-468-3254	asorensen@mail.east-haven.k12.ct.us
East Lyme	Stephen	Buck	Special Education Director	East Lyme Public Sch	165 Boston Post Rd	East Lyme	CT	06333	860-691-4557	Steve.Buck@eastlymeschools.org
East Windsor	Barbara	Palenscar	Career Counselor	East Windsor High Sch	76 South Main St	East Windsor	CT	06088	860-623-3361	bpalenscar@ewindsor.k12.ct.us
East Windsor	John	Kaseta	Special Education Dept. Chairperson	East Windsor High Sch	76 South Main St	East Windsor	CT	06088	860-623-3361	jkaseta@ewindsor.k12.ct.us
Ellington	Jenny	Montgomery	Transition Coordinator	Ellington High School	37 Maple St	Ellington	CT	06029	860-896-2300	jmontgomery@ellingtonschools.net
Ellington	Bruce E.	Brettschneider	Director of Special Services	Ellington Public Sch	47 Main St	Ellington	CT	06029-0179	860-896-2300 X114	bbrettschneider@ellingtonschools.net
Enfield	Barbara	Lyon	Transition Coordinator	Fermi High Sch	124 North Maple St	Enfield	CT	06082	860-272-5288	Blyon@Enfieldschools.org
Fairfield	Andrea	Leonardi	Special Education Director	Fairfield Public Sch	501 Kings Highway E Suite 201	Fairfield	CT	06825	203-255-8379	aleonardi@fairfield.k12.ct.us
Farmington	Jeff	Naparstek	Special Education Teacher	Farmington High Sch	6 Monteith Dr	Farmington	CT	06032	860-673-2514	naparstekj@fpsct.org

Attachment Six

Back to Blog

somarra@blmfd.org

Farmington	Nancy	Furniss	Transition Coordinator	Farmington High Sch	10 Monteith Dr	Farmington	CT	06032	860-673-2514	furnissn@fpsct.org
Glastonbury	Karen	Olah	Dir of PreK-12 Student Sup Serv	Pupil Serv Dept	1029 Neipsic Rd	Glastonbury	CT	06033	860-652-7971	olahk@glastonburyus.org
Glastonbury	Linda	Roberts	Admin for Pupil Services	Pupil Serv Dept	1029 Neipsic Rd	Glastonbury	CT	06033	860-652-7971	robertsl@glastonburyus.org
Granby	Robin-Anne	Carey	Supvr of Special Education	Granby Memorial High Sch	315 Salmon Brook St	Granby	CT	06035	860-844-3014	careyr@granby.k12.ct.us
Greenwich	Christopher	Lovermi	Transition Coordinator	Greenwich High Sch	10 Hillside Rd	Greenwich	CT	06830	203-863-8817	Christopher-Lovermi@greenwich.k12.ct.us
Griswold	Monica	Pomazon	Special Education Dept Chair	Griswold High Sch	267 Slater Ave	Griswold	CT	06351	860-376-7640	mpomazon@griswold.k12.ct.us
Groton	Paul	Esposito	Assistant Principal	Fitch Senior High Sch	101 Groton Long Pt Rd	Groton	CT	06340	860-449-7214	pesposito@groton.k12.ct.us
Groton	Paul	Pattavino	Special Education Supervisor	BOE Admin Office	P.O. Box K	Groton	CT	06340	860-572-2157	ppattavina@groton.k12.ct.us
Guilford	Maureen	Branciforte	Special Education Teacher	Guilford High Sch	605 New England Rd.	Guilford	CT	06437	203-453-2741 X 236	brancifortem@guilford.k12.ct.us
Hamden	Stephanie	Critch	Transition Coordinator	Hamden High Sch	2040 Dixwell Ave	Hamden	CT	06514	860-407-2040	stephanie.critch@hamden.org
Hartford	Leighann	Tyson	Coordinator/Administrative	Hartford High Sch/Middle Sch	960 Main St	Hartford	CT	06103	860-695-8552	TYSOL001@hartfordschools.org
Hartford	Anne	Gobes	Coordinator/Administrative	College Prep, etc	960 Main St	Hartford	CT	06103	860-695-8715	GOBEA001@hartfordschools.org
Hartford	Connie	Houde	Career Specialist	Htfd., Transition Lng Academy	110 Washington St.	Hartford	CT	06106	860-695-6179	houdc001@hartfordschools.org
Hartford	Dwight	Fleming	Principal	Htfd., Transition Lng Academy	110 Washington St.	Hartford	CT	06106	860-695-6120	dffleming@hartfordschools.org
Killingly	Amy	Schmitt	Special Education Teacher	Killingly High Sch	79 Westfield Ave	Danielson	CT	06239	860-779-6620	Aschmitt@killingly.k12.ct.us
Killingly	Ernest	Miclette	Special Education Teacher	Killingly High Sch	79 Westfield Ave	Danielson	CT	06239	860-779-6620	Emiclette@killingly.k12.ct.us
Lebanon	Maryanne	Leichter	Special Education Director	Lebanon Public Sch	891 Exeter Rd	Lebanon	CT	06249-1742	860-642-5634	maryanne.leichter@lebanonct.org
Ledyard	Sam	Covino	Coordinator of Student Services	Ledyard High Sch	24 Gallup Hill Rd	Ledyard	CT	06339	860-464-9600 X 131	scovino@ledyard.net
Ledyard	Dave	Edgecomb	Transition Coordinator	Ledyard High Sch	24 Gallup Hill Rd	Ledyard	CT	06339	860-464-9600 X 142	dedgecomb@ledyard.net
Litchfield	Stacey	Glanz	Special Education Teacher	Litchfield High Sch	P.O. Box 110, 35 Plumb Hill Rd	Litchfield	CT	06759	860-567-7530	glanzs@litchfieldschools.org
Litchfield	Emma Lee	Smith	Special Education Teacher	Litchfield High Sch	P.O. Box 110, 35 Plumb Hill Rd	Litchfield	CT	06759	860-567-7530	smithe@litchfieldschools.org
Madison	Pamela	Rottier	Special Education Coordinator	Daniel Hand High Sch	286 Green Hill Rd	Madison	CT	06443	203-245-6350	rottierp@madison.k12.ct.us
Manchester	Mark	Danaher	Career Services Teacher	Manchester High School	134 East Middle Turnpike	Manchester	CT	06040	860-647-3390	b11mdana@ci.manchester.ct.us
Manchester	Kate	Cocco	Career Services Coordinator	Manchester High School	134 East Middle Turnpike	Manchester	CT	06040	860-647-3563	b11ccocc@ci.manchester.ct.us
Manchester	Shelly	Matfess	Special Education Supvr	Manchester Public Sch	45 North School St	Manchester	CT	06042	860-647-5019	smatfess@ci.manchester.ct.us
Meriden	Debbie	Kohan	Transition Teacher/Program Coord	Platt High Sch	220 Coe Ave	Meriden	CT	06451	203-235-7962 X 154	debbie.kohan@mail.meriden.k12.ct.us
Meriden	Gustavo	Viteri	Supvr of Special Education	Cent Off/Off of Pupil Personnel	22 Liberty St	Meriden	CT	06450	203-630-4181	gustavo.viteri@mail.meriden.k12.ct.us
Middletown	Pam	Lavery	Sp Ed Dept Head	Middle High Sch	370 Hunting Hill Ave	Middletown	CT	06457	860-704-4500	laveryp@mps1.org
Milford	Susan	Kelleher	Special Education Supvr	Parsons Complex	70 West River St	Milford	CT	06460	203-783-3491	skelleher@milforded.org
Milford	Sarah	Buckwalter	Transition Coord	Jonathan Law High Sch	20 Lansdale Ave	Milford	CT	06460	203-783-3574	sbuckwalter@milforded.org
Monroe	Penny	Ploski	Transition Counselor	Masuk High Sch	1014 Monroe Turnpike	Monroe	CT	06468	203-452-5823 X 2009	pploski@monroeps.org
Monroe	Laura	Maher	Dept Chairperson of Sp Ed	Masuk High Sch	1014 Monroe Turnpike	Monroe	CT	06468	203452-5823 X 2053	maherl@monroeps.org
Montville	Eileen	Richmond	Special Services Program Leader	Montville H.S./Tyler Mid Sch	800 Old Colchester Rd	Oakdale	CT	06360	860-848-1228	erichmond@montvilleschools.org
Naugatuck	Michael	Harte	Transition Coordinator	Naugatuck High Sch	543 Rubber Ave	Naugatuck	CT	06770	203-720-5400	hartem@naugy.net
Naugatuck	Nancy	Lagrange	Special Education Teacher	Naugatuck High Sch	543 Rubber Ave	Naugatuck	CT	06770	203-720-5443	lagravn@naugy.net
New Britain	Liam	O'Reilly	Supvr, Student Serv	New Britain High Sch	110 Mill St	New Britain	CT	06051	860-225-6300 X 691	O'Reilly@csdnb.org
New Britian	Annie	Parker	SOS Program Facilitator	New Britain High Sch	110 Mill St	New Britain	CT	06051	860-225-6300	Parkera@CSDNB.org
New Canaan	Nora	Daly	Social Worker	New Canaan Public Sch	39 Locust Ave	New Canaan	CT	06840	203-594-4655	nora.daly@newcanaan.k12.ct.us
New Canaan	Carlene	Ditolla	Community Vocational Coord	New Canaan High Sch	11 Farm Rd	New Canaan	CT	06840	203-594-4650	carlene.ditolla@newcanaan.k12.ct.us
New Fairfield	Ed	Dolan	Special Education Teacher	New Fairfield High Sch	54 Gillotti Rd	New Fairfield	CT	06812	203-312-5805	edolan@new-fairfield.k12.ct.us
New Haven	Brenda	Wright	Supvr of Special Education	New Haven Public Sch	54 Meadow St	New Haven	CT	06511	203-946-8997	brenda.wright@new-haven.k12.ct.us
New Haven	Marc	Caruso	School/Work Coordinator	Wilbur Cross High Sch	181 Mitchell Dr	New Haven	CT	06511	203-946-8728	mark.caruso@new-haven.k12.ct.us
New London	Tom	Levanti	Transition Coordinator	New London High Sch	490 Jefferson Ave	New London	CT	06320	860-437-6400 X 6416	levantit@newlondon.org
New Milford	Beth Ann	Kiernan	Special Education Teacher	New Milford High Sch	Rt. 7	New Milford	CT	06776	860-350-6647	kiernanb@new-milford.k12.ct.us
New Milford	Maryann	Ness	Supvr of Special Education	New Milford High Sch	Rt. 7	New Milford	CT	06776	860-350-6647	nessm@new-milford.k12.ct.us
New Milford	Kathy	Wooster	Special Education Teacher	New Milford High Sch	Rt. 7	New Milford	CT	06776	860-350-6647	woosterk@new-milford.k12.ct.us
New Milford	Mindy	Hanssen	Sp Ed Teacher	New Milford High Sch	Rt. 7	New Milford	CT	06776	860-350-6647	hanssenm@new-milford.k12.ct.us
Newington	Martha E.	Hartranft	Special Education Director	Newington Public Sch	131 Cedar St	Newington	CT	06111-2698	860-665-8651	mhartranft@newington-schools.org
Newtown	Patricia	Atkinson	Sp Ed Dept Head	Newtown High Sch	12 Berkshire Rd	Sandy Hook	CT	06482	203-426-7690	atkinsonp@newtown.k12.ct.us
North Branford	Elizabeth	Battaglia	Sp Ed Teacher	North Branford Public Sch	49 Caputo Rd	No Branford	CT	06472	203-484-1465	ebattaglia@northbranfordschools.org
North Branford	Kris	Lindsay	Sp Ed Coord	North Branford Public Sch	49 Caputo Rd	No Branford	CT	06472	203-484-1230	klindsay@northbranfordschools.org
North Haven	Nancy	Ceballos	Transition Specialist	North Haven High Sch	221 Elm St	North Haven	CT	06473	203-239-1641	ceballos.nancy@north-haven.k12.ct.us

North Stonington	Susan	Costa	Director of Special Services	Wheeler Middle/High Sch	311 Norwich-Westerly Rd	No Stonington	CT	06359	860-535-4451	scosta@northstonington.k12.ct.us
Norwalk	JoAnn	Shippee	Sp Ed Admin	Central Office	125 East Ave	Norwalk	CT	06852-6001	203-854-4133	JoannS@norwalkpublicschools.net
Norwalk	Mary Ellen	Procaccini	Transition Coord	Norwalk Public Sch	125 East Ave	Norwalk	CT	06852		procaccinim@norwalkpublicschools.net
Norwich	Teri	Bruce	Student Services Administrator	Norwich Public Sch	305 Broadway	Norwich	CT	06360	860-425-5506	BruceT@norwichfreecademy.com
Norwich	Abby	Dolliver	Dir of Pupil Personnel Svcs & Sp Ed	Norwich Public Sch	90 Town St	Norwich	CT	06360	860-823-6284	adolliver@norwichpublicschools.org
Old Saybrook	Peter	Capezzone	Building Coordinator/Sp Ed Teacher	Old Saybrook High Sch	1111 Boston Post Rd	Old Saybrook	CT	06475	860-395-3175	pcapezzone@oldsaybrook.k12.ct.us
Plainfield	Melissa	Wrigley	Sp Ed Teacher	Plainfield High Sch	105 Putnam Rd	Central Village	CT	06332	860-564-6417	wrigleym@plainfieldschools.org
Plainfield	Anne	Landry	Supvr of Sp Ed	Plainfield Public Sch	651 Norwich Rd	Plainfield	CT	06374	860-564-6415	landrya@plainfieldschools.org
Plainville	Karen	Raia	Vocational Coord	Plainville High Sch	47 Robert Holcomb Way	Plainville	CT	06062		raiak@plainvilleschools.org
Plainville	Vicki	Trzcinski	Program Specialist	Plainville Com Sch/Sp Ed Off	69 Linden St	Plainville	CT	06062	860-793-3214	trzcinskiv@plainvilleschools.org
Plymouth	Amy	Radke	Special Ed Teacher/Sp Ed Coordinator	Terryville High Sch	21 North Main St	Terryville	CT	06786-5328	860-314-2777	radkea@plymouth.k12.ct.us
Portland	K	Donnelly		Portland Public Sch	95 High St	Portland	CT	06480		kdonnelly@theportlandct.us
Portland	William	Knies	Special Education Director	Portland Public Sch	95 High St	Portland	CT	06480	860-342-2778	wknies@theportlandct.us
Preston	Olof	Sigmarsdottir	School Psychologist	Preston Plains Middle Sch	1 Route 164	Preston	CT	06365	860-889-3831	sigmarsdottiro@prestonschools.org
Putnam	Robert A.	O'Meara	Special Education Director	Putnam Public Sch	35 Wicker St	Putnam	CT	06260	860-963-6926	omeaar@putnam.k12.ct.us
Putnam	H	McDonald		Putnam Public Sch	35 Wicker St	Putnam	CT	06260	860-963-6932	mcdonaldh@putnam.k12.ct.us
Reg Sch Dist 01	Judi	Moore	Guidance Counselor	Housatonic Valley Reg High Sch	246 Warren Turnpike Rd	Falls Village	CT	06031	860-824-5123 X 172	jmoore@hvrhs.org
Reg Sch Dist 01	Brigid	Somers	Special Education Teacher	Housatonic Valley Reg High Sch	246 Warren Turnpike Rd	Falls Village	CT	06031	860-824-5123 X 103	bsomers@hvrhs.org
Reg Sch Dist 04	Mary	Hambor	School to Career Coord	Valley Regional High Sch	256 Kelsey Hill Rd	Deep River	CT	06417	860-526-5328	mhambor@vrhs.com
Reg Sch Dist 05	Cynthia	Ratchelous	Coordinator of Pupil Serv	Amity Regional Senior High Sch	25 Newtown Rd	Woodbridge	CT	06525	203-397-4830	cynthia.ratchelous@reg5.k12.ct.us
Reg Sch Dist 05	Patricia	Fitzgerald	Sp Ed Teacher-Transition Program	Amity Regional Senior High Sch	25 Newtown Rd	Woodbridge	CT	06525	203-397-4830	patricia.fitzgerald@reg5.k12.ct.us
Reg Sch Dist 06	Deborah	Wheeler	Dir of Sp Serv	Reg Sch Dist 06	98 Wamogo Rd	Litchfield	CT	06759	860-567-6642	dwheeler@rsd6.org
Reg Sch Dist 07	Kim	Riggott	Transition/Vocational Coordinator	Shared Services	94 Battistoni Dr	Winsted	CT	06098-1879	860-379-8583	kriggott@snet.net; rigg4@cox.net
Reg Sch Dist 08	Christine	Jakubiec	Transition Specialist	RHAM High Sch	85 Wall St	Hebron	CT	06248	860-228-9474 X 3323	jakubiecchr@reg8.k12.ct.us
Reg Sch Dist 09	Rosemary	Riber	Transition Coord	Joel Barlow High Sch	100 Black Rock Tnpke	Redding	CT	06896	203-938-2508	rriber@region9ps.org
Reg Sch Dist 10	Kristen	Grindal-Keller	Transition Coord	Lewis S. Mills High Sch	24 Lyon Rd	Burlington	CT	06013	860-673-0423	grindal-kellerk@region10ct.org
Reg Sch Dist 10		Vacant	Sp Ed Coord	Lewis S. Mills High Sch	24 Lyon Rd	Burlington	CT	06013	860-673-0423	
Reg Sch Dist 11	Kathryn	Walsh	Principal	Parish Hill High Sch	P.O. Box 275, Parish Hill Rd	Chaplin	CT	06235	860-455-9584 X 124	Kwalsh@parishhill.org
Reg Sch Dist 12	Todd	Dyer	High School Guidance Dir	Shepaug Valley High Sch	159 South St	Washington	CT	06793	860-868-6219	dyert@region-12.org
Reg Sch Dist 13	Amy	Emory	Special Education Director	Reg Sch Dist 13	135A Pickett Lane	Durham	CT	06422-2001	860-349-7208	aemory@rsd13.org
Reg Sch Dist 14	Christopher	Quirk	Special Education Director	Reg Sch Dist 14	P.O. Box 469, 5 Minortown Rd	Woodbury	CT	06798-0469	203-263-0416	cquirk@ctreg14.org
Reg Sch Dist 14	Harvey	Rubin	Special Education/Transition Coord	Nonnewaug High Sch	5 Minortown Rd	Woodbury	CT	06798	203-263-2186	hrubin@ctreg14.org
Reg Sch Dist 15	Kimberely	Sussman	Special Ed Teacher	Pomperaug High Sch	234 Judd Rd	Southbury	CT	06488-1950	203-262-3250	ksussman@region15.org
Reg Sch Dist 16	Ilyce	Cronk	Transition Coordinator	Woodland Reg High Sch	135 Back Rimmon Rd	Beacon Falls	CT	06403	203-881-5551	icronk@region16ct.org
Reg Sch Dist 16	Mark	Margas	Job Placement Coord	Woodland Reg High Sch	135 Back Rimmon Rd	Beacon Falls	CT	06403	203-881-5551	mmagas@region16ct.org
Reg Sch Dist 16	Lynn	Cox	Dir of Pupil Personnel	District Office	207 New Haven Rd	Prospect	CT	06712	203-758-6671	lcox@region16.org
Reg Sch Dist 17	Maureen	Lavorgna	Sp Ed High Sch Dept Head Teachr	Reg Sch Dist 17	95 Little City Rd	Higganum	CT	06441		lavorgna11@rsd17.org
Reg Sch Dist 17	Mindy	Otis	Dir of Pupil Services	Reg Sch Dist 17	95 Little City Rd	Higganum	CT	06441	860-345-4244	motis@rsd17.org
Reg Sch Dist 18	Allan	Honer	Sp Ed Coord	Lyme-Old Lyme High Sch	69 Lyme St	Old Lyme	CT	06371	860-434-1651	ahoner@region18.org
Reg Sch Dist 19	Debra	Hultgren	Special Services Director	E.O. Smith High Sch	1235 Storrs Rd	Storrs	CT	06268-2287	860-429-7739	dhultgren@eosmith.org
Ridgefield	Kathy	Wynn	Counselor	Ridgefield High Sch	700 North Salem Rd	Ridgefield	CT	06877	203-438-3785	kwynn@ridgefield.org
Ridgefield	Martin	Hughto	Dept Leader, Special Education	Ridgefield High Sch	700 North Salem Rd	Ridgefield	CT	06877	203-438-3785	mhughto@ridgefield.org
Rocky Hill	Sheryl	Viola	Special Education Teacher	Rocky Hill High Sch	500 Chapin St	Rocky Hill	CT	06067	860-258-7721	sviola_rhhs@yahoo.com
Rocky Hill	Sandra	Bonfiglio	L.I.F.E Skills Teacher	Rocky Hill High Sch	500 Chapin St	Rocky Hill	CT	06067	860-258-7721	
Rocky Hill	Maureen	Krauss	Vocational Skills Dev Teacher	Rocky Hill High Sch	500 Chapin St	Rocky Hill	CT	06067	860-258-7721	
Rocky Hill	Cathryn	Riggs	Sp Ed and Pupil Svcs Dir	Rocky Hill Public Sch	761 Old Main St	Rocky Hill	CT	06067-0627	860-258-7705	RiggsC@ROCKYHILLPS.com
Seymour	Kristen	Bruno	Inclusion Facilitator	Central Office/Chatfield Sch	51 Skokorat St	Seymour	CT	06483-3826	203-888-7232	kbruno@seymourschools.org
Seymour	Pat	Norris	Special Education Teacher	Seymour High Sch	2 Botsford Rd	Seymour	CT	06483-2302	203-888-2561	pnorris@seymourschools.org
Shelton	Edward	Kacey	Transition Specialist	Shelton High Sch	120 Meadow St	Shelton	CT	06484	203-922-3004 X 162	ekacey@sheltonpublicschools.org
Simsbury	Rose	McGurkin-Fuhr	Transition Coord	Simsbury High Sch	34 Farms Village Rd	Simsbury	CT	06070	860-658-0451	rmcgurkin-fuhr@simsbury.k12.ct.us
Somers	Donna	Delany	Sp Ed Teacher	Somers High Sch	55 Ninth District Rd	Somers	CT	06071	860-749-2270 X 4233	donna.delaney@somers.k12.ct.us
South Windsor	Elizabeth	Rafalowsky	Transition Coord	South Windsor High Sch	161 Nevers Rd	South Windsor	CT	06074	860-648-5000	erafalowsky@swindsor.k12.ct.us

Southington	Frances	Haag	Senior Coord for Sp Ed	Southington Public Sch	49 Beecher St	Southington	CT	06489	860-628-3200 X 210	fhaag@southingtonschools.org
Southington	Mary Beth	Nato	Coord Sp Ed	Southington Public Sch	49 Beecher St	Southington	CT	06489	860-628-3200 X 210	mnato@southingtonschools.org
Stafford	Kellie	Chenevert	Sp Ed Facilitator	Stafford High Sch	145 Orcuttville Rd, PO Bx 87	Stafford Springs	CT	06076	860-684-4233 X 2329	cheneverk@stafford.ctschool.net
Stafford	Kristin	Gunther	School Counselor	Stafford High Sch	145 Orcuttville Rd, PO Bx 87	Stafford Springs	CT	06076	860-684-4233 X 2328	guntherk@stafford.ctschool.net
Stamford	Amy	Mandeville	Special Education Teacher	Westhill High Sch	125 Roxbury Rd	Stamford	CT	06902	203-977-4498	amandeville@ci.stamford.ct.us
Stamford	Wayne	Holland	Special Education Director	Stamford Public Sch	P.O. Box 9310	Stamford	CT	06904	203-977-4853	wholland@ci.stamford.ct.us
Stamford	Sharon	Granelli-O'Reilly	Individualized Education Admin-Sec	Stamford Public High Sch	P O Box 9310	Stamford	CT	06904	203-977-5621	SOreilly@ci.stamford.ct.us
Stonington	Matthew	Peel	Interdisciplinary Coord/Teacher	Stonington High Sch	176 South Broad St	Pawcatuck	CT	06379	860-599-5781	mpeel@stoningtonschools.org
Stonington	Maureen	Masson	School Psychologist	Stonington High Sch	176 South Broad St	Pawcatuck	CT	06379	860-599-5781, x309	mmasson@stoningtonschools.org
Stonington	Deedra	Toole	Special Education Teacher	Pawcatuck Middle School	40 Field St.	Pawcatuck	CT	06379	860/599-5696	dtoole@stoningtonschools.org
Stratford	Rhonda	Kempton	Coord of Sp Ed	Stratford Public Sch	1000 East Broadway	Stratford	CT	06615	203-385-4225	kemptonr@stratfordk12.org
Suffield	Lori	O'Neil	Social Worker (School District)	McAlister Intermediate Sch	260 Mountain Rd	Suffield	CT	06078	860-668-3086	loneil@sps.suffield.org
Thomaston	Leslie	Bischoff	Program Specialist/Sp Ed Teacher	Thomaston High Sch	158 Branch Rd	Thomaston	CT	06787	860-283-3050	lbischoff@thomastonschools.org
Thomaston	Pat	Lanesey	Sp Ed Teacher	Thomaston High Sch	158 Branch Rd	Thomaston	CT	06787		planesey@thomastonschools.org
Thompson	Lisa	Canney	Transition/Career Counselor	Tourtellotte Memorial High Sch	785 Riverside Dr	N. Grosvenordale	CT	06255	860-923-9348	lcanney@thompson.ctschool.net
Thompson	Marna E.	Hasz	Coord of Sp Serv	Thompson Public Sch	785 Riverside Dr	N. Grosvenordale	CT	06255	860-923-9377	marnaeh@yahoo.com
Tolland	Chrystine	LoVoi	Sp Ed Teacher/Dept Chair	Tolland High Sch	1 Eagle Hill	Tolland	CT	06084	860-870-6818	clovoi@tolland.k12.ct.us
Tolland	Carlton	Cayward	Sp Ed Teacher	Tolland High Sch	1 Eagle Hill	Tolland	CT	06084	860-870-6818	ccayward@tolland.k12.ct.us
Torrington	Judith	Babcock	Dir of Sp Ed	Torrington Public Sch	355 Migeon Ave	Torrington	CT	06790	860-489-2327 X15	jbabcock@torrington.org
Trumbull	Cynthia	Twiss	Special Education Coordinator	Trumbull Public Sch	6254 Main St	Trumbull	CT	06611	203-452-4352	twissc@trumbullps.org
Trumbull	John	Wrobel	Transition Specialist	Trumbull High Sch	72 Strobel Rd	Trumbull	CT	06611	203-452-4217	WrobelJ@Trumbullps.org
Unified Sch Dist I (USD #1)	Christine	Murphy	Dir of Sp Ed		24 Wolcott Hill Rd	Wethersfield	CT	06109	860-692-7545	Christine.Murphy@po.state.ct.us
Unified Sch Dist II (USD #2)	Deborah	Trella	Secretary II		55 West Main St	Meriden	CT	06451	203-427-2818	deborah.trella@ct.gov
Vernon	Ann Marie	Niedzwiecki	Supervisor of Sp Ed 6-12	Central Administration	30 Park St	Vernon	CT	06066	860-870-6000 X 134	anne.marie.niedzwiecki@ci.vernon.ct.us
Vernon	Rosalynn A.	Santacroce	Director, Pupil Personnel Services	Central Administration	30 Park St	Vernon	CT	06066	860-870-6000 X 131	rosalynn.santacroce@ci.vernon.ct.us
Wallingford	Janice	Lautier	Coord Sp Ed	Sheehan High Sch	142 Hope Hill Rd	Wallingford	CT	06492	203-294-5969	jlautier@wallingford.k12.ct.us
Waterbury	Luisa	Cumbo	Special Education Supervisor	Waterbury Public Sch	37 Leavenworth St, 2nd Flr	Waterbury	CT	06702	203-574-8046	lcumbo@waterbury.k12.ct.us
Waterbury	Joe	Cetrone	Transition Coordinator	Wilby High Sch	568 Bucks Hill Rd	Waterbury	CT	06704	203-574-8100	jcetrone@waterbury.k12.ct.us
Waterford	Kathy	Vallone	Sp Ed Teacher/Dept Chair	Waterford High Sch	20 Rope Ferry Road	Waterford	CT	06385	860-437-6956	kvallone@waterfordschools.org
Watertown	Betsy	Hackett	Dir of Sp Serv	Watertown Public Sch	10 DeForest Street	Watertown	CT	06795	860-945-4808	hackettb@watertownctschools.org
Watertown	Pamela	McGuire	Transition Coord	Watertown High Sch	324 French Street	Watertown	CT	06795	860-945-4810	mcguirepa@watertownctschools.org
West Hartford	Linda	Nawrot	Vocational Coordinator	West Hartford Public Sch	50 South Main St	West Hartford	CT	06107	860-561-6601	Linda_Nawrot@whps.org
West Hartford	Neil	Cummings	Vocational Coordinator	Conard High Sch	110 Beechwood Rd	West Hartford	CT	06107	860-521-5000	Neil_Cummings@whps.org
West Haven	Thomas	Lally	Assistant Director of Pupil Services	West Haven Public Sch	25 Odgen St	West Haven	CT	06516	203-937-4333	Thomas.lally@whschools.org
Westbrook	Chet	Bialicki	Sp Ed/Student Serv Coord	Westbrook High Sch	158 McVeagh Rd	Westbrook	CT	06098	860-399-6214	cbialicki@westbrookctschools.org
Weston	Janet	Rosenbaum	Special Education Director	West Public Sch	24 School Rd	Weston	CT	06883-1698	203-291-1405	janetrosenbaum@westonk12-ct.org
Westport	P	Stephen		Westport Public Sch	72 North Ave	Westport	CT	06880-2720		pstephen@westport.k12.ct.us
Westport	Cynthia	Gilchrest	Special Education Director	Westport Public Sch	72 North Ave	Westport	CT	06880	203-341-1253	cgilchrest@westport.k12.ct.us
Wethersfield	Patricia	Allen	Transition Coord	Wethersfield High Sch	411 Wolcott Hill Rd	Wethersfield	CT	06109	860-571-8274	pallen@wethersfield.k12.ct.us
Wilton	Robin	Twerdahl	Sp Ed Teacher/Transition Coord	Wilton High Sch	395 Danbury Rd	Wilton	CT	06897	203-762-0381 X 6119	twerdahlr@wilton.k12.ct.us
Wilton	Linda D.	Lyall	Asst Dir of Sp Svcs-Secondary Level	Wilton High Sch	395 Danbury Rd	Wilton	CT	06897	203-762-3381 X 8319	lyall@wilton.k12.ct.us
Windham	Tom	Dufort	Sp Ed Teacher	Windham High Sch	355 High St	Willimantic	CT	06226	860-465-2492	tdufort@windham.k12.ct.us
Windsor			Supvr of Secondary Special Ed	L.P. Wilson Central Office	601 Matianuck Ave	Windsor	CT	06095	860-687-2000 X 249	
Windsor	Angela	Ehrenwerth	Sp Ed Dept Leader	Windsor High Sch	50 Sage Park Rd	Windsor	CT	06095	860-687-2020	aehrenwerth@windsorct.org
Windsor Locks	Natalie	Donais	Director of Special Services	WindsorLocks Public Sch	58 South Elm St	Windsor Locks	CT	06096	860-292-5707	ndonais@wlps.org
Windsor Locks	Laurie	Herber	Special Education Teacher	Windsor Locks High Sch	58 South Elm St	Windsor Locks	CT	06096	860-292-5836	lherber@wlps.org
Wolcott	Hennie	Badnik	Guidance Dept. Chair	Wolcott High Sch	457 Boundline Rd	Wolcott	CT	06716	203-879-8157	hbudnik@wolcottps.org
Wolcott	Mark	Berube	Transitional Coach	Wolcott High Sch	457 Boundline Rd	Wolcott	CT	06716	203-879-8169	mberube@wolcottps.org
Woodstock	Ann	Mitra	Director, Dept of Coop Res	Woodstock Academy	57 Academy Rd	Woodstock	CT	06281	860-928-1132	amitra@woodstockacademy.org
OTHER										
(retired from Windsor)	Carol	Barans	dbarans@comcast.net							
(at UCEDD)	Jessica	Veneziano	veneziano@uchc.edu							

School	First Name	Last Name	Position/Title	Address 1	City	State	Zip	Phone #	Email Address
American School for the Deaf	Fern	Reisinger	Director of Education	139 N Main Street	West Hartford	CT	06107	860-570-2310	fern.reisinger@asd-1817.org
Arc of the Farmington Valley	Christine	Clegg	Director of Day Services	225 Commerce Dr, PO Bx 1099	Canton	CT	06019	(860) 693-6662, x119	CClegg@favarh.org
Ben Haven	Sarah	Cyr	Program Behavior Specialist	PO Box 1099	West Haven	CT	06516	203-937-1005	sarahcyrbenhaven@yahoo.com
C.E.S. Development Learning Center	Margo	Sheldon	Transition Specialist	25 Oakview Dr	Trumbull	CT	06611	203-365-8877	sheldonm@ces.k12.ct.us
C.E.S. Development Learning Center	Terri	Garrity	Transition Specialist	25 Oakview Dr	Trumbull	CT	06611	203-365-8869	garrityt@ces.k12.ct.us
C.E.S. Therapeutic Day Program	Amy	Myers	Transition Specialist	25 Oakview Dr	Trumbull	CT	06611	203-365-8895	myersa@ces.k12.ct.us
C.E.S. Therapeutic Day Program	John	Buchbinder	Transition Specialist	25 Oakview Dr	Trumbull	CT	06611	203-365-8934	buchbinj@ces.k12.ct.us
CCMC School	Anna	Battaglini	Sp Ed Teacher	170 Ridge Rd	Wethersfield	CT	06109	860-947-4100	abattag@ccmckids.org
CCMC School	Monica	Burchell	Sp Ed Teacher	170 Ridge Rd	Wethersfield	CT	06109	860-947-4100	mburche@ccmckids.org
Cedarhurst School	Mary E.	Donovan-Canas	Director	871 Prospect Street	Hamden	CT	06517	203-764-9314	betsy.donovan-canas@yale.edu
Cedarhurst School	Victor	Victor Cicchese	Support Staff/Sp Ed Teacher	871 Prospect Street	Hamden	CT	06517	203-764-9314	victor.cicchese@yale.edu
Connecticut Center for Child Development	Julio	Ruiz	Associate Behavior Analyst	925 Bridgeport Ave	Milford	CT	06460	203-882-8810	ruiz@cccinc.org
Giant Steps CT	Timothy	Beers	Transition Contact Person	309 Barberry Rd	Southport	CT	06890	203-254-3491	twbeers78@gmail.com
Highville Mustard Seed Charter School	Kerry-Ann	Cross	Sp Ed Teacher/Intervention Specialist	130 Leeder Hill Dr	Hamden	CT	06514	203-287-0528	kfcross@hotmail.com
Highville Mustard Seed Charter School	Kimberly	Childress	Division Leader/Classroom Teacher	130 Leeder Hill Dr	Hamden	CT	06514	203-287-0528	KIM5335@sbcglobal.net
Manchester Mem Hospital - Clinical Day Sch	Barbara	Barry	Social Worker	71 Haynes Street	Manchester	CT	06040	860-646-1222 x 3674	bbarry@echn.org
Manchester Mem Hospital - Clinical Day Sch	Janice	Gregerick	Head Sp Ed Teacher	71 Haynes Street	Manchester	CT	06040	860-646-1222	jgregerick@echn.org
Mashantucket Pequot Tribal Nation	Tanisha	Minnis	Vocational Rehabilitation Techn	1 Matt's Path/ P O Bx 3310	Mashantucket	CT	06338-331	860-396-2086	tminnis@mptn.org
Metropolitan Learning Ctr - Magnet School	Tania	Neal Thibault	Guidance Counselor	1551 Blue Hills Ave	Bloomfield	CT	06002	860-242-7834	tneal@crec.org
Pathways to Technology	Deborah	Leonard	Sp Ed Teacher	185 Windsor Ave	Windsor	CT	06095	860-695-9477	leond001@hartfordschools.org
Project Genesis	Virginia	Kerensky	Executive Director	P.O. Box 799	Willimantic	CT	06226-0799	860-456-1698	v.kerensky@projectgenesis.us
Sinai School	Lisa	Turner	Clinical Educator	500 Blue Hills Ave	Hartford	CT	06112	860-714-3666	Lturner@stfranciscare.org
St. Vincent's Special Needs Services	Sarah	Zopfi	Sp Ed Teacher	95 Merritt Blvd.	Trumbull	CT	06611	203-375-6400 X 393	sarahdz@charter.net
Stonington Inst School	Pia	McNamara	Principal	75 Swantown Mill Rd	No Stonington	CT	06359	860-449-0611 X 12	pietramac@yahoo.com
STRIVE Program - Center School Camp	Gail	Voytek	Transition Teacher	55 Sutton Ave	Stratford	CT	06615	203-380-6728	voytek@stratford.k12.ct.us
The Learning Clinic	Christine	Wilcox	Transition Coordinator	Route 169, P.O. Box 324	Brooklyn	CT	06234	860-774-7471	cwilcox@thelearningclinic.org
Whitney High Sch East	Carolyn	Forbes	Teacher/Transition Coordinator	261 Skiff Street	Hamden	CT	06517	203-281-3577	cforbes@aces.k12.ct.us
Whitney High Sch North	Fred	Oglesby	Social Worker/Transition Coordinator	205 Skiff Street	Hamden	CT	06517	203-407-4500	foglesby@aces.k12.ct.us
Whitney High Sch West	Frances	Prete	Treacher/Transition Coordinator	205 Skiff Street	Hamden	CT	06517	203-407-4500	fprete@aces.k12.ct.us

Connecticut Part B FFY 2005 SPP/APR Response Table

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
Monitoring Priority: FAPE in the LRE		
<p>1. Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.</p> <p>[Results Indicator]</p>	<p>The State did not report FFY 2005 data for this indicator.</p> <p>The State reported FFY 2004 revised baseline data of 68%. The State did not meet its FFY 2005 target of 68%.</p>	<p>The State revised the baseline and targets for this indicator in its SPP and OSEP accepts those revisions.</p> <p>In its SPP, the State initially reported FFY 2004 data comparing youth with IEPs graduating with a regular diploma as compared to all youth graduating with a regular diploma, but reported that these data were not available for reporting in its FFY 2005 APR. The State reported that it has implemented improvement activities to enable timely reporting in the FFY 2006 APR.</p> <p>The State must report progress data from FFY 2005 as well as data from FFY 2006 in the FFY 2006 APR due February 1, 2008, in accordance with OSEP’s instructions for Indicator 1 in the FFY 2006 APR submission.</p> <p>OSEP looks forward to the State’s data demonstrating improvement in performance in the FFY 2006 APR, due February 1, 2008.</p>
<p>2. Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.</p> <p>[Results Indicator]</p>	<p>The State did not report FFY 2005 data for this indicator.</p> <p>The State reported revised FFY 2004 baseline data of 5.6%. The State met its FFY 2005 target of 5.5%.</p>	<p>The State revised the baseline and targets for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State initially reported data in its SPP comparing dropout rates for youth with IEPs as compared with dropout rates for all youth, but indicated that these data were not available for reporting in the FFY 2005 APR submission. The State reported that it had implemented improvement activities to enable timely reporting of required data in the FFY 2006 APR submission.</p> <p>The State must provide progress data from FFY 2005 as well as FFY 2006 data in the FFY 2006 APR due February 1, 2008 in accordance with OSEP’s instructions for Indicator 2. OSEP looks forward to data in the FFY 2006 APR, due February 1, 2008, demonstrating improvement in performance.</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
<p>3. Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s AYP objectives for progress for disability subgroup.</p> <p>[Results Indicator]</p>	<p>The State’s FFY 2005 reported data for Indicator 3A are 35.8%. The State met its FFY 2005 revised target of 35.0%.</p>	<p>The State revised the baseline, targets, and improvement activities for Indicator 3A in its SPP and OSEP accepts those revisions. The State met its revised target, and OSEP appreciates the State’s efforts to improve performance.</p>
<p>3. Participation and performance of children with disabilities on statewide assessments:</p> <p>B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>[Results Indicator]</p>	<p>The State’s FFY 2005 reported data for Indicator 3B are 98.3% for reading in grades 4, 6 and 8 and 98.7% for math in grades 4, 6 and 8. The State’s FFY 2005 reported data are 95.1% for 10th grade reading and 94.5% for 10th grade math. The State met its FFY 2005 targets of 95% for reading in all grades assessed, and its FFY 2005 targets of 95% for math for grades 4, 6 and 8, but did not meet its FFY 2005 target of 95% for math for grade 10.</p> <p>The State did not use all required measurements in reporting on this indicator.</p>	<p>The State revised the baseline, targets, and improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>Although the State met its revised targets, except for grade 10 math, the State did not use all required measurements for this indicator as required by OSEP’s instructions for the FFY 2005 APR submission. The State reported that it could not separate the data on children with IEPs who take regular assessments with and without accommodations because the assessment files and the accommodations files are not integrated.</p> <p>OSEP’s February 9, 2007 letter providing the State the results of OSEP’s verification visit required the State, by June 1, 2007, CSDE to submit documentation that the State is meeting the requirement, at 20 U.S.C. 1412(a)(16)(D)(i), to report to the public the number of children with disabilities who were provided accommodations in order to participate in regular assessments, with the same frequency and in the same detail as it reports assessment results for children without disabilities. By letter of June 1, 2007, the State informed OSEP that it is reporting publicly for the 2006-2007 school year on the number of children with IEPs who take regular assessments with accommodations, and will continue to do so. OSEP confirmed that this information is posted on a website that provides the results of the Connecticut Mastery Test. As a result of this action, OSEP anticipates that the State will be able to report data reflecting the number of children with IEPs who take regular assessments with accommodations in the FFY 2005 APR.</p> <p>OSEP appreciates the State’s efforts to improve performance for Indicator 3B. OSEP looks forward to the State’s data reflecting all required</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
		measurements for Indicator 3B and demonstrating improvement in performance for participation of children with IEPs in grade 10 math in the FFY 2006 APR, due February 1, 2008.
<p>3. Participation and performance of children with disabilities on statewide assessments:</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.</p> <p>[Results Indicator]</p>	<p>The State's FFY 2005 reported data for Indicator 3C are 29.3% for reading and 38.6% for math in grades 4, 6, and 8. The State did not meet its FFY 2005 targets of 68% for reading and 74% for math in grades 4, 6, and 8. The States FFY 2005 reported data for grade 10 reading are 33.6% and 33.6% for grade 10 math.</p> <p>The State did not meet its FFY 2005 targets of 72% for grade 10 reading and 69% for grade 10 math.</p> <p>The State did not use all required measurements in reporting on this indicator.</p>	<p>The State revised the targets and improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State indicated that it had aligned its targets with the No Child Left Behind Act targets and acknowledged that the disability subgroup did not meet any of its revised targets. The State did not use all required measurements for this indicator as required by OSEP's instructions for the FFY 2005 APR submission. The State reported that at the time of the FFY 2005 APR submission, it was unable to disaggregate data for children with IEPs who are proficient on the regular assessment with and without accommodations. However, since the State now collects and reports data on the number of children with IEPs who participate in regular assessments with accommodations, OSEP anticipates that the State will be able to report data on the proficiency rate of children with IEPs who take regular assessments with and without accommodations in the FFY 2006 APR.</p> <p>OSEP looks forward to the State's data reflecting all required measurements for Indicator 3C and demonstrating improvement in performance in the FFY 2006 APR, due February 1, 2008.</p>
<p>4. Rates of suspension and expulsion:</p> <p>A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and</p> <p>[Results Indicator]</p>	<p>The State reported no FFY 2005 data for this indicator. The State revised its baseline in its SPP and reported that in FFY 2004, 36 districts, or 21.3% of the State's school districts, have significant discrepancies in rates of long-term suspension and expulsion, based on 2004-</p>	<p>The State revised the baseline and improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State indicated that it did not report any data for Indicator 4A because data were not available at the time of the FFY 2005 APR submission, but that it would be meeting in Spring 2007 to develop strategies for timely reporting of data in the FFY 2006 APR. The State must report progress data from FFY 2005 and FFY 2006 data on the percent of districts that the State identified with significant discrepancies in rates of long-term suspension or expulsion of children with disabilities in accordance with one of the comparisons in 34 CFR §300.170(a), in the FFY 2006 APR, due</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
	2005 school year data.	<p>February 1, 2008.</p> <p>In the revisions to its SPP made in February of 2007, the State indicated that it was revising its baseline calculation to reflect FFY 2004 data, and clarified in its FFY 2005 APR that it had initially reported FFY 2003 baseline data in its SPP, submitted in December of 2005.</p> <p>OSEP's March 20, 2006 SPP response letter indicated that the State was required to provide a progress report by April 18, 2006 on the results of the review and any appropriate revision of policies, procedures, and practices in accordance with 34 CFR §300.170(b), formerly 34 CFR §300.146(b), relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with Part B of the IDEA for those districts identified in the FFY 2003 APR with significant discrepancies in rates of long-term suspension and expulsion of children with disabilities. The State also was required to include the data in the FFY 2005 APR on the results of the review and any appropriate revision of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards for those districts the State identified with significant discrepancies in the SPP submitted in December of 2005. OSEP accepts the State's April 18, 2006 Progress Report.</p> <p>In the FFY 2005 APR, the State reported on its review, and if appropriate, revision of the policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with Part B of the IDEA for the 23 districts the State identified with significant discrepancies in the SPP submitted in December of 2005, based on FFY 2003 data.</p> <p>Although the State revised its baseline in the SPP, the State did not report on the results of the review, and if appropriate, revision of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with Part B of the IDEA for the 36 districts identified with significant discrepancies in the revised SPP</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
		<p>submitted on February 1, 2007.</p> <p>In its FFY 2006 APR, due February 1, 2008, the State must describe the review and if appropriate, revision of policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for: (1) the 36 LEAs identified with significant discrepancies in the SPP revised in February of 2007 based on data for FFY 2004; (2) the LEAs identified as having significant discrepancies based on data from FFY 2005 that the State was required to report in the FFY 2005 APR; and (3) the LEAs identified as having significant discrepancies in the FFY 2006 APR. (The review of LEAs identified based on FFY 2005 data and the review of LEAs identified in the FFY 2006 APR may occur either during or after the FFY 2006 reporting period, so long as the State describes that review in the FFY 2006 APR).</p>
<p>4. Rates of suspension and expulsion:</p> <p>B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.</p> <p>[Results Indicator; New]</p>		<p>Based upon our preliminary review of all State submissions for Indicator 4B, it appears that the instructions for this indicator were not sufficiently clear and, as a result, confusion remains regarding the establishment of measurements and targets that are race-based and for which there is no finding that the significant discrepancy is based on inappropriate policies, procedures, or practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. As a result, use of these targets could raise Constitutional concerns. Therefore, OSEP has decided not to review this year's submissions for Indicator 4B for purposes of approval and will revise instructions for this indicator to clarify how this indicator will be used in the future. Based upon this, OSEP did not consider the submissions for Indicator 4B in making determinations under section 616(d). It is also important that States immediately cease using Indicator 4B measurements and targets, unless they are based on a finding of inappropriate policies, procedures, or practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
<p>5. Percent of children with IEPs aged 6 through 21:</p> <p>A. Removed from regular class less than 21% of the day;</p> <p>B. Removed from regular class greater than 60% of the day; or</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p>[Results Indicator]</p>	<p>A. The State's FFY 2005 reported data for this indicator are 65.2%. The State met its FFY 2005 target of 62.5 %.</p> <p>B. The State's FFY 2005 reported data for this indicator are 7.7%. The State met its FFY 2005 target of 10%.</p> <p>C. The State's FFY 2005 reported data for this indicator are 6.7%. The State did not meet its FFY 2005 target of 6%.</p>	<p>The State revised the baseline, targets, and improvement activities for this indicator in its SPP and OSEP accepts those revisions.</p> <p>The State met its targets for Indicators 5A and 5B and OSEP appreciates the State's efforts to improve performance. OSEP looks forward to the State's data demonstrating improvement in performance for Indicator 5C.</p>
<p>6. Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).</p> <p>[Results Indicator]</p>	<p>The State's FFY 2005 reported data for this indicator are 70%. The State met its FFY 2005 target of 64%.</p>	<p>The State met its target and OSEP appreciates the State's efforts to improve performance.</p> <p>Please note that, due to changes in the 618 State-reported data collection, this indicator will change for the FFY 2006 APR, due February 1, 2008. States will be required to describe how they will collect valid and reliable data to provide baseline and targets in the FFY 2007 APR, due February 1, 2009.</p>
<p>7. Percent of preschool children with IEPs who demonstrate improved:</p> <p>A. Positive social-emotional skills (including social relationships);</p> <p>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and</p> <p>C. Use of appropriate behaviors to meet their</p>	<p>Entry data provided.</p>	<p>The State reported the required entry data and activities. The State must provide progress data and improvement activities in the FFY 2006, due February 1, 2008.</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
needs. [Results Indicator; New]		
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. [Results Indicator; New]	The State's reported baseline data for this indicator are 86.9%.	The State provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator.
Monitoring Priority: Disproportionality		
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. [Compliance Indicator; New]	Using data from FFY 2004, the State reported that 0% of districts had disproportionate representation that was the result of inappropriate identification.	<p>The State provided targets at 0% and improvement activities and OSEP accepts the SPP for this indicator.</p> <p>The State reported its baseline calculation using FFY 2004 data instead of FFY 2005 data. It also appears that following its determination of disproportionate representation based on the previous year's data, the State uses focused monitoring, data verification, policy and procedure review, and parent forums to identify issues and correct noncompliance the following year. Further, it appears that the State does not determine that the disproportionate representation is the result of inappropriate identification once the noncompliance is corrected.</p> <p>Indicator 9, pursuant to 34 CFR §300.600(d)(3), requires the State to identify disproportionate representation of racial and ethnic groups in special education and related services and to determine whether the disproportionate representation was the result of inappropriate identification, regardless of whether the noncompliance is subsequently corrected in a timely manner. The State must provide, in its FFY 2006 APR, baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification, and progress data on the percent of districts identified, using data from FFY 2006, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
		<p>inappropriate identification, even if the determination of whether the disproportionate representation was the result of inappropriate identification occurs in the fall of 2007</p> <p>The State reported that it uses a 95% confidence interval to determine areas indicating possible overrepresentation, and that in the 2004-05 school year; it first identified overrepresentation as the result of inappropriate identification. Indicator 9, pursuant to 34 CFR §300.600(d)(3), requires the State to identify disproportionate representation, both under and overrepresentation, of racial and ethnic groups in special education and related services. Therefore, we conclude that the State is not complying with 34 CFR §300.600(d)(3). To correct this noncompliance, the State must provide, in its FFY 2006 APR, information demonstrating that it has examined data for FFY 2005 and FFY 2006 for both overrepresentation and underrepresentation of racial and ethnic groups in special education and related services.</p>
<p>10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>[Compliance Indicator; New]</p>	<p>Using data from FFY 2004, the State's reported baseline data for this indicator are that 2.4%, or 4 districts, had disproportionate representation in specific disability categories that was the result of inappropriate identification.</p>	<p>The State provided targets at 0% and improvement activities and OSEP accepts the SPP for this indicator.</p> <p>In identifying districts with disproportionate representation of racial and ethnic groups in specific disability categories, the State reported that it made the determination of disproportionate representation using FFY 2004-05 data and the determination of inappropriate identification was made in FFY 2005 using FFY 2005 data from those districts. The State must provide, in its FFY 2006 APR, baseline data from FFY 2005 on the percent of districts identified with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification, and progress data on the percent of districts identified, using data from FFY 2006, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, even if the determination of whether the disproportionate representation was the result of inappropriate identification occurs in the fall of 2007.</p> <p>Under Indicator 10, the State addressed disproportionate representation of Black and Hispanic students in the emotional disturbance and specific</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
		<p>learning disability categories, but does not report that it examined data for children with mental retardation, speech language impairments, other health impairments, and autism. OSEP's instructions for Indicator 10 require States, at a minimum to examine data for these six disability categories. In its FFY 2006 APR, the State must clarify that it examines data, at a minimum, for these six disability categories in determining whether there is disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</p> <p>As noted under Indicator 9, the State also used the term overrepresentation in reporting under Indicator 10 and did not indicate that it examined data on underrepresentation of racial and ethnic groups in specific disability categories, as required by 34 CFR §300.600(d)(3). Therefore, we conclude that the State is not complying with 34 CFR §300.600(d)(3). To correct this noncompliance, the State must provide, in its FFY 2006 APR, information that it has examined data for FFY 2005 and FFY 2006 for both overrepresentation and underrepresentation of racial and ethnic groups in specific disability categories.</p> <p>OSEP's March 20, 2006 SPP response letter required the State to report on the results of its review or if appropriate revision of policies, procedures, and practices in accordance with 34 CFR §300.755(b), [now 34 CFR §300.646] in the FFY 2005 APR. OSEP is satisfied that the State is complying with the requirements of 34 CFR §300.646(b)(1) requiring the review and appropriate revision of policies, procedures, and practices used in the identification or placement to ensure compliance with Part B of the IDEA.</p>
Monitoring Priority: Effective General Supervision		
<p>11. Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).</p> <p>[Compliance Indicator; New]</p>	<p>The State reported baseline data for this indicator of 87.5%.</p>	<p>The State provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator. The State reported data based upon the State established timeframe within which the evaluation must be conducted.</p> <p>The State initially calculated its baseline data for this indicator as 83.5%.</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
		<p>When the State found that reasons for extensions of the State-established timeframe were acceptable, an additional 584 students were added to the number found eligible within State-established timeline, and the baseline was recalculated as 87.5%. OSEP looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008 that demonstrate compliance with the requirements of 34 CFR §300.301(c)(1)(ii), including data demonstrating correction of noncompliance identified in FFY 2005.</p>
<p>12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2005 reported data for this indicator are 97.6%. OSEP has recalculated the State's FFY 2005 data as 97.4%. This represents progress from the State's FFY 2004 reported data of 85.4%. The State did not meet its FFY 2005 target of 100%.</p> <p>The State reported that prior noncompliance was corrected.</p>	<p>OSEP's March 20, 2006 SPP response letter required the State to ensure that noncompliance with 34 CFR §300.132(b) [now 34 CFR §300.124(b)] was corrected by the time of the State's FFY 2005 APR submission. The State also was required to provide all required measurements for this indicator in reporting its data for Indicator 12 in the FFY 2005 APR. OSEP accepts the increase in the State's FFY 2005 reported data calculation, but has recalculated it as 97.4% instead of 97.6%.</p> <p>The State reported that it collects data for this indicator using census data. The State also described its thorough activities in FFY 2004 and FFY 2005 to correct noncompliance with Indicator 12 that was identified in FFY 2004 and FFY 2005. These included specific follow-up with all districts where all children referred from Part C did not receive a free appropriate public education (FAPE) by their third birthday, moving assessment timelines to ensure more timely evaluation, and ensuring FAPE by age three for children who have summer birthdays. OSEP appreciates the State's efforts and looks forward to data in the FFY 2006 APR, due February 1, 2008 that demonstrate compliance with the requirements of 34 CFR §300.124, including data on any additional correction of noncompliance identified in FFY 2005.</p>
<p>13. Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</p> <p>[Compliance Indicator; New]</p>	<p>The State's FFY 2005 reported baseline data for this indicator are that 97.8% of youth with IEPs aged 16 and above have an IEP that includes coordinated, measurable annual IEP goals</p>	<p>The State provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator.</p> <p>The State reported that it used census data to report on Indicator 13. The State only reported on the percent and number of youth whose IEPs include coordinated, measurable annual IEP goals and transition services. It is unclear to OSEP whether the IEPs contain transition services that are reasonably designed to enable the student to reach the postsecondary goals.</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
	and transition services	<p>OSEP notes that the State reported that it has created a transitions goals checklist to assess whether or not the IEP goals will reasonably enable the student to meet their postsecondary goals.</p> <p>The State must report FFY 2006 data on the percent of youth aged 16 and above with IEPs that include coordinated, measurable annual IEP goals and transition services that are reasonably designed to enable the student to reach the postsecondary goals.</p> <p>OSEP looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements of 34 CFR §300.320(b), including data on correction of noncompliance identified in FFY 2005.</p>
<p>14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.</p> <p>[Results Indicator; New]</p>	<p>The State provided a plan that describes how data will be collected.</p>	<p>The State provided a plan that describes how data will be collected. The State must provide baseline data, targets, and improvement activities with the FFY 2006 APR, due February 1, 2008.</p> <p>OSEP’s March 20, 2006 SPP response letter required the State to revise its data collection system to ensure that the State would be able to report annually to the Department and the public on the State’s performance; and to report annually to the public on the performance of each LEA on the indicator. In addition, the State was instructed to include definitions for “competitively employed” and “postsecondary school.” The State reported the required information in its FFY 2005 APR.</p>
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>[Compliance Indicator]</p>	<p>The State’s FFY 2005 reported data for this indicator are 99.5%. This represents progress from the State’s FFY 2004 reported data of 95%. The State did not meet its FFY 2005 target of 100%. The State reported correction of prior noncompliance with Indicator 12 and Indicator 15 relating to 34 CFR</p>	<p>The States FFY 2005 data for this indicator are that there were 234 findings of noncompliance—86 monitoring findings, 131 findings from complaints and 17 findings from due process hearings. The State indicated that of 86 monitoring findings, 69 were due for correction during the APR reporting period. The State also reported that the 131 findings from complaints and the 17 findings from due process hearings identified in FFY 2004 were corrected in FFY 2005. The State’s 99.5% calculation was based on 216 of 217 findings corrected within one year of identification during the APR reporting period. The State described its efforts to achieve compliance in the one urban school district where noncompliance regarding development and implementation of IEPs was identified in 2002. The State also reported</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
	300.646(b).	<p>on its continuing efforts to correct identified noncompliance in that school district. Although the State provided explicit data on findings from complaints and due process hearings identified in FFY 2004 that were corrected in FFY 2005, the State did not report similar data on correction of its monitoring findings. Instead, the State reported an overall calculation of its FFY 2005 data that included its monitoring findings and provided more explicit data on findings from focused monitoring. However, it appears to OSEP that some of the focused monitoring findings were identified prior to the FFY 2005 APR reporting period and corrected during FFY 2005 and other findings were identified in FFY 2005 and were not due for correction until FFY 2006. In the FFY 2006 APR, the State must report data on findings of noncompliance identified through monitoring, complaints, and due process hearings, etc. in FFY 2005 that were due for correction in FFY 2006.</p> <p>OSEP's March 20, 2006 SPP response letter required the State to ensure that noncompliance identified through monitoring, complaints, due process, etc was corrected within one year of identification. OSEP appreciates the State's efforts and looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with 20 USC 1232d(b)(3)(E) and 34 CFR §§300.149 and 300.600, including (1) data on its continuing efforts to correct outstanding noncompliance identified in 2002 in one urban school district, and (2) data, disaggregated by APR indicator on correction of outstanding noncompliance that the State identified in FFY 2005. In addition, the State must, in responding to Indicators 9, 10, 11, 12, 13 specifically identify and address the noncompliance identified in this table under those indicators.</p>
<p>16. Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2005 reported data for this indicator are 98.9%. This represents slippage from the State's FFY 2004 reported data of 100%. The State did not meet its FFY 2005 target of 100%.</p>	<p>The State reported that the slippage was due to one complaint decision issued beyond the timeline. The State described its efforts including monitoring to ensure issuance of timely complaint decisions.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with 34 CFR §300.152.</p> <p>OSEP's March 20, 2006 SPP response letter required the State to</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
		demonstrate that complaint timelines were not extended unless the parties voluntarily agreed to engage in mediation and to extend the timeline. The State confirmed that it does not extend the 60-day timeline unless the parties voluntarily agree to engage in mediation and to extend the timeline.
<p>17. Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2005 reported data for this indicator are 95%. This represents progress from the State's FFY 2004 reported data of 93%. The State did not meet its FFY 2005 target of 100%.</p>	<p>The State reported that 18 of 19 hearings were fully adjudicated within the timeline or an allowable extension and that the one hearing decision that was not timely was issued one business day beyond the 45-day timeline.</p> <p>OSEP appreciates the State's efforts and looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements in 34 CFR §300.515.</p>
<p>18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p> <p>[Results Indicator; New]</p>	<p>The State's FFY 2005 reported baseline data for this indicator are 67.2%</p>	<p>The State provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator.</p>
<p>19. Percent of mediations held that resulted in mediation agreements.</p> <p>[Results Indicator]</p>	<p>The State's FFY 2005 reported data for this indicator are 68.6%. The State met its FFY 2005 target of 67%.</p>	<p>The State met its target and OSEP appreciates the State's efforts to improve performance.</p>
<p>20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>[Compliance Indicator]</p>	<p>The State's FFY 2005 reported data for this indicator are 97.1%. This represents slippage from the State's FFY 2004 reported data of 100%. The State did not meet its FFY 2005 target of 100%.</p>	<p>The State reported that Federal Tables 1 through 5 were submitted late with the number of days late ranging from eight to 29 days. The State has established new procedures for submitting data to reduce delays in the future. However, the State reported that due to State data collection practices, it will be unable to submit Table 5 within the Federal timelines for 2006-2007.</p> <p>Although the State noted that the APR was timely, the State did not provide FFY 2005 data for Indicators 1, 2, 4 A, 9 and 10, and did not provide complete measurements for Indicators 3B and 3C. The State must review its improvement strategies and revise them, if appropriate, to ensure that they will enable the State to include data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements in</p>

Monitoring Priorities and Indicators	Status	OSEP Analysis/Next Steps
		IDEA section 618 and 34 CFR §§76.720 and 300.601(b).

Walgreens Erasing 'Un' From 'Unemployable'

Walgreen Program Trains the Disabled
To Take on Regular Wage-Paying Jobs

By AMY MERRICK
August 2, 2007; Page B1

ANDERSON, S.C. -- Like many people with autism, Harrison Mullinax, a pale, redheaded 18-year-old with a serious expression, speaks in a monotonous, halting voice and sometimes struggles to concentrate on tasks. Unlike most who are autistic, he now has a real job.

Mr. Mullinax works eight hours a day at a new [Walgreen](#) Co. distribution center, where he wields a bar-code scanner, checking in boxes of merchandise bound for the company's drugstores. From his paycheck, he tithes to his church and sometimes treats his mother to dinner at Kenny's, a local buffet restaurant.



Todd Bennett/Getty Images

Eighteen-year-old Harrison Mullinax, above, scans an item at the Walgreen's distribution center in Anderson, S.C.; inset, Mr. Mullinax enters data into a special computer.

An innovative program at the distribution center is offering jobs to people with mental and physical disabilities of a nature that has frequently deemed them "unemployable," while saving Walgreen money through automation.

"It answered a prayer," says Mr. Mullinax's mother, Vikki, who gets him up for work at 5 each morning, before sending him off to the bus for work. "It's given us the hope that at some point Harrison can live with minimal assistance."

A number of large employers, such as [McDonald's](#) Corp. and [Wal-Mart Stores](#) Inc., recruit people with disabilities to be cashiers, maintenance workers or store greeters. At [Home Depot](#) Inc., developmentally disabled workers stock shelves, clean displays and help customers find items. Home Depot has been working with a nonprofit organization called Ken's Kids, which was formed a decade ago by a group of parents seeking employment opportunities for their young-adult

children, and has placed more than 100 people in 54 stores. In addition, smaller businesses around the nation have made a goal of employing workers passed over by other companies.

Still, executives at Walgreen and the social-services agencies working with it believe the company's program has a larger number of disabled employees, doing more-sophisticated work, than is typically available to people with mental and physical challenges.

Mr. Mullinax, like many of Walgreen's employees with disabilities, learned his job in a large metal-clad shed 15 minutes down the road from the distribution center. There, trainees learn how to work in one of three departments: "case check-in," where workers initially receive merchandise; "de-trash," where they unpack the goods; and "picking," where they sort the products into tubs based on individual store orders.

The distribution center opened in January at a cost of \$175 million. It currently employs 264 people, more than 40% of whom have various disabilities, and it is 20% more efficient than the company's older facilities. On some days, disabled employees are its most productive workers.

"One thing we found is they can all do the job," says Randy Lewis, a senior vice president of distribution and logistics at Walgreen, which is based in Deerfield, Ill. "What surprised us is the environment that it's created. It's a building where everybody helps each other out."



Todd Bennett/Getty Images

Work station with visual cues at Walgreen facility in Anderson, S.C.

When they make the transition to the distribution center, disabled employees at first have a job coach. Those needing it learn social skills, from the importance of wearing deodorant to finding appropriate conversation topics.

The idea began four years ago, when Mr. Lewis was evaluating new technology that could make Walgreen's next round of distribution centers far more automated than in the past. Mr. Lewis asked: Could Walgreen make the work simple enough to employ people with cognitive disabilities?

For him, the question was personal. His 19-year-old son, Austin, has autism. "I'm keenly aware of the lack of opportunities for kids like that," he says. Among people with the disability, the unemployment rate can be as high as 95%, according to social-service agencies.

Because employing disabled people wasn't expected to affect the distribution center's costs or efficiency, it wasn't difficult for Mr. Lewis to persuade the Walgreen board and David Bernauer, then the company's chief executive and now its chairman, to try the project. "The fact that we can use disabled people for this was a great plus," Mr. Bernauer says. "It didn't move the needle on the business decision."

As part of the program, Walgreen converted its computer displays from lines of type to touch screens with a few icons. It persuaded vendors to include more information in bar codes on merchandise, so that employees wouldn't have to enter so much data themselves. It redesigned work stations so that people don't have to stretch as far, and it added help buttons to summon assistance. Instead of posting printed cards to remind workers about having their bags inspected, Walgreen shows a video of someone opening a bag.

Angela Campbell, the facility's career-outreach coordinator, suggested adding pictures to numbered work stations. In the "de-trash" area, where workers remove merchandise from boxes and prepare it to be sorted for individual stores, there are images of farm animals.

Ms. Campbell, who has cerebral palsy and carefully maneuvers the building's many flights of stairs, tells employees they should feel comfortable asking her awkward questions about why someone looks or behaves a certain way. "I know what it's like to fight your whole life to have an employer look past your disability," she says.

All workers are constantly monitored to track whether they're meeting productivity goals. One day, workers with disabilities topped the productivity list in three major departments, says Keith Scarbrough, the distribution center's manager.

Many trainees volunteer their time to learn, sometimes spending as much as a year without pay. Anderson County arranges transportation for many employees to get to work. Walgreen estimates that if it reaches its goal of employing 200 workers with disabilities, the value of the government benefits it receives will be about \$3.5 million.

Starting pay at the distribution center is \$10.85 an hour, climbing to \$13.80 an hour after two years.

The disabilities of workers at the center run the gamut and present the supervisory staff with a variety of challenges. Desiree Neff, 43, struggles with her balance and uses a walker, her 26-year-old son and co-worker, Troy Mayben, is legally blind. Recently, Ms. Neff wanted to learn how to operate a forklift so she could expand her skills, but she didn't have a place to put her walker. An engineer devised a clamp that attaches the walker to the forklift.

In another case, managers didn't know what to do about a disruptive employee who screamed "Hello!" every morning. Some argued that the behavior was part of the worker's disability. But Deb Russell, the career-outreach manager for Walgreen, reasoned, "We don't allow anyone else to do that." She instructed workers to ignore his shouting. Within two days, she says, he stopped.

As for Vikki Mullinax, she says now that Harrison is working, she can spend more time with her husband and 16-year-old daughter. Harrison "has improved tremendously," she says.

Harrison Mullinax says he has made friends, and he likes being paid. Working at Walgreen, he says, has taught him how to offer help to others and "not to cuss anybody out."

Write to Amy Merrick at amy.merrick@wsj.com

Free or Low-Cost Legal Services
(Available to Parents of Children with Disabilities)

State Agency

State Office of Protection and Advocacy for Persons with Disabilities
60B Weston Street
Hartford, CT 06120-1551
Tel: (860) 297-4300
1-800-842-7303
Fax: (860) 566-8714
web: www.ct.gov/opapd

Legal Services

Center for Children's Advocacy, Inc.
University of Connecticut School of Law
65 Elizabeth Street
Hartford, CT 06105
Tel: (860) 570-5327
Fax: (860) 570-5256
Web: www.kidscouncil.org

Greater Hartford Legal Aid
999 Asylum Avenue, 3rd Floor
Hartford, CT 06105-2465
Tel: (860) 541-5000
Fax: (860) 541-5050
Web: www.ghla.org

New Haven Legal Assistance Association, Inc.
426 State Street
New Haven, CT 06510
Tel: (203) 946-4811
Fax: (203) 498-9271
Web: www.nhlegal.org

The Law Offices of David C. Shaw, LLC
34 Jerome Avenue, Suite 210
Bloomfield, CT 06002-2463
Tel: (860) 242-1238
Fax: (860) 242-1507
Web: www.davidshawattys.com

Law Center for Woman and Children
81 North Main Street, Suite 7
Bristol, CT 06010
Tel: (860) 583-5291
Fax: (860) 583-5290
Email: Glorieesq@aol.com

Connecticut Legal Services, Inc.

(New Clients Line 1-800-453-3320)
Web: www.slscct.org

Local Offices:

211 State Street
Bridgeport, CT 06604
(203) 336-3851
872 Main Street
P.O. Box 258
Willimantic, CT 06226
(860) 456-1761

20 Summer Street, 4th Floor
Stamford, CT 06091
(203) 348-9216
85 Central Avenue
P.O. Box 2397
Waterbury, CT 06702
(203) 756-8074

153 Williams Street
New London, CT 06320
(860) 447-0323
587 Main Street
New Britain, CT 06051
(860) 225-8678

This information is provided pursuant to the requirements of Section 34 Code of Federal Regulations and does not constitute either an endorsement of the agencies listed or a requirement that parties to a hearing be represented by attorneys.