

# The Bureau Bulletin



From the Bureau of Special Education

## Brief from the Chief



There is hardly a time in education when change is not a significant part of the dynamic of our daily business and yet, of late, change seems to be an even greater factor in Connecticut's educational climate. Harsh fiscal realities at both the district and state levels have contributed to changes that have the potential to alter the face of education and its leadership in Connecticut.

Retirements, potential layoffs and reductions in the work force in districts across the state and in the Department have given pause to remaining educational leaders. The expertise and experience of many veteran state education, district and school administrators has been lost through their departure, taking along a good deal of the oral history around the evolution of past initiatives and current practices; an oral history largely uncommitted to paper and pen, but essential to our understanding if we are to learn from our past.

The current educational climate may be summed up adequately in the words of Charles Dickens, "It was the best of times, it was the worst of times." Some have characterized these days in education as ominous. Yet, through what at first seems to be the insurmountable task of moving forward with a dwindling system, a beacon shines as a reminder that the proper perspective and attitude allow all challenges to also be viewed as opportunities. That beacon of opportunity serves to illuminate our minds and sparks us to engage in the exciting tasks of reviewing, rebuilding, reorganizing, or re-designing the ways in which we serve Connecticut's students.

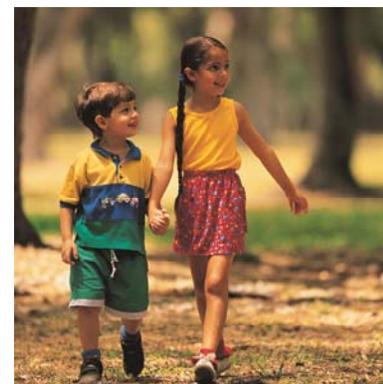
Click [here](#) for more of this article.

### Mark Your Calendars...

- Due Process Resolution Meetings – Timely/Accurate Due Date: August 9, 2011
- Evaluation Timelines – Timely Due Date: August 15, 2011
- ED166 - Discipline – Accurate Due Date: August 20, 2011
- Evaluation Timelines – Accurate Due Date: August 31, 2011
- Exiters PSIS/SEDAC – Timely Due Date: September 15, 2011
- Exiters PSIS/SEDAC – Accurate Due Date: September 30, 2011
- PSIS Summer Roll up – Timely Due Date: September 15, 2011
- PSIS Summer Roll up – Accurate Due Date: September 30, 2011
- PSIS October 2011 Collection – Timely Due Date: October 15, 2011
- PSIS October 2011 Collection – Accurate Due Date: October 29, 2011
- Early Childhood Outcomes - Timely Due Date: November 1, 2011
- Early Childhood Outcomes - Accurate Due Date: November 15, 2011
- SEDAC-G December final certification statutory Due Date: December 1, 2011
- SEDAC – Oct 1 Child Count Timely Due Date: December 5, 2011
- SEDAC – Oct 1 Child Count Accurate Due Date: December 15, 2011

Click [here](#) for the updated 2011-2012 Timely and Accurate calendar!

## Summer 2011



### Special Announcement

The Bureau of Special Education wishes a fond farewell to a friend and colleague retiring September 1, 2011, *Theresa DeFrancis*. Terri has made significant contributions to the field of special education and will be deeply missed.



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## SERC and CPAC – CSDE Partners for Connecticut Parents and Educators

In addition to our internal resources, the Connecticut State Department of Education (CSDE), Bureau of Special Education (BSE) often relies on other agencies to supplement or support our work in educating students with disabilities. Two such agencies are the State Education Resource Center (SERC) and the Connecticut Parent Advocacy Center (CPAC).



### SERC

The State Education Resource Center (SERC) is a nonprofit agency primarily funded by the Connecticut State Department of Education. SERC provides professional development and information dissemination in the latest research and best practices to educators, service providers, and families throughout the state, as well as job-embedded technical assistance and training within schools, programs, and districts.

SERC, formerly known as the Special Education Resource Center, became the **State Education Resource Center** according to a change in state statutes. The agency continues to maintain the Special Education Resource Center in addition to its broader responsibilities, including early childhood education and school improvement.

SERC, in operation since 1969 through funding primarily from the Connecticut State Department of Education, is known for providing high-quality, research-based professional development to educators, service providers, families, and community members as part of its commitment to improve the achievement of Connecticut's children and youth. SERC provides professional development through both statewide programming activities or, increasingly, through on-site, job-embedded learning opportunities in Connecticut public schools and programs.

Over the years, SERC has offered initiatives that support the achievement of all learners, with the belief that programs are most effective when general education and special education do not function as separate systems, but are united. The change in name appropriately reflects the broad services and programs that SERC has been offering for many years in areas important to both *general* and *special* education.

SERC hosts a variety of annual conferences and professional development covering a wide range of topics of interest to Connecticut's educators and the students and families they serve. A complete listing of these resources may be found on SERC's Web site at <http://ctserc.org>.

The SERC Library offers a comprehensive collection of resources for educators and parents, including tests, sample BEST portfolios, online journals, a DVD and video collection, CD-ROM programs, young people's disability awareness literature, and reference and research materials. Browse circulating materials online using the Library's searchable catalog at [www.ctserc.org/library](http://www.ctserc.org/library).



### CPAC

The Connecticut Parent Advocacy Center, Inc. (CPAC) is a statewide nonprofit organization that offers information and support to families of children with any disability or chronic illness, age birth through 26. The Center is committed to the idea that parents can be the most effective advocates for their children, given the confidence that knowledge and understanding of special education law and its procedures can bring.

Through outreach efforts and referrals from schools, social service agencies and other parents, the number of families that the Connecticut Parent Advocacy Center serves has grown dramatically over the past 20 years. We continue to take pride in providing prompt and personal assistance to all who contact us. CPAC is staffed by parents of children with disabilities who have training in, and personal experience with, the law and disability issues.

Click [here](#) for more of this article.

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## Changes to the Medicaid School Based Child Health Program

For the past year the CT Department of Social Services (DSS) has been communicating with districts regarding changes to the Medicaid School Based Child Health program. On May 18, 2011, Barbara Jaryzna of DSS issued a letter to participating school districts regarding those changes.



At this point in time the following changes have taken place:

- Centers for Medicaid and Medicare Services (CMS) approved State Plan Amendment number 10-018 (SPA 10-018) that changed the billing mechanism from bundled rates to a service specific fee for service billing.
- Other changes approved under SPA 10-018 are an annual cost reconciliation and cost settlement; and a re-set of the fee for service rates based on the calculation of the actual direct costs

In order to determine the costs to the district to administer and provide services under the SBCCH program the department developed a cost report that each district participating in Medicaid SBCCH program will file annually with the department. This cost report will be based on a completed and audited ED001 report.

For a complete explanation of the changes to the Medicaid School Based Child Health Program, please review Barbara Jaryzna's May 18<sup>th</sup> letter by clicking [here](#)

Should you have any questions related to the information in this article or the letter, please contact Barbara Jarzyna at (860) 424-5878, [barbara.jarzyna@ct.gov](mailto:barbara.jarzyna@ct.gov) or Christine Spak at (860) 713-6916, [Christine.spak@ct.gov](mailto:Christine.spak@ct.gov).

## Revision Project: Occupational Therapy and Physical Therapy Guidelines



The Connecticut State Department of Education (CSDE) is pleased to announce its collaboration with the Connecticut Occupational Therapy Association (ConnOTA) and the Connecticut Physical Therapy Association (CPTA) to begin work on revisions to the *Guidelines for Occupational Therapy in Educational Settings* and the *Guidelines for Physical Therapy in Educational Settings*. Efforts to revise the documents will focus on: providing Web-based guidance reflective of the occupational therapy (OT) and physical therapy (PT) professions; the needs of children (birth-21), their families and district personnel; and the characteristics of home, school and community settings in which OT and PT professionals provide services and supports.

During 2011, this multi-year project will focus on networking, information gathering and recruitment for work groups. Presently, ConnOTA and CPTA, under the leadership of Sharon McClosky, MBA OTR/L and Pamela Roberts, PT, EdD, are gathering input from personnel in the Birth to Three system and school-based occupational therapist assistants, occupational therapists, physical therapist assistants and physical therapists regarding content for the revised documents. Please feel free to contact Sharon McCloskey at [smccloskey@constellationhs.com](mailto:smccloskey@constellationhs.com) or Pam Roberts at [drpamcpta@charter.net](mailto:drpamcpta@charter.net) if you are interested in being part of this exciting initiative.

## UPDATE: Proposed Revisions to the Special Education Regulations

Connecticut's special education regulations undergo periodic revision for a number of reasons. Of primary importance is to ensure that they align with federal requirements as well as state statutory amendments. Also of great importance is the need to clarify provisions, standing or new, related to the state administration of special education.

Since the State Board of Education (SBE) declared its [intent to amend](#) the state's special education regulations in March 2010, a significant amount of effort has been expended toward this end. Not only does this effort include the obvious work of reviewing and revising the regulations, but also includes the planning and execution of public hearings and a public comment period. Click [here](#) for more of this article.

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## The RESC/SERC Transition Resource Counselor Initiative



The Bureau of Rehabilitation Services (BRS) is pleased to announce the establishment of the Regional Educational Service Center (RESC)/State Education Resource Center (SERC) Transition Resource Counselor Initiative.

This initiative is made possible through funding provided by BRS. It is a collaborative partnership between the Bureau of Rehabilitation Services, the Connecticut State Department of Education (CSDE), the Regional Education Service Centers (ACES, CES, CREC, EASTCONN, EDUCATION CONNECTION, LEARN), the Connecticut Parent Advocacy Center (CPAC), and the State Education Resource Center (SERC).

Each Regional Education Service Center (RESC) and SERC has hired one Transition Resource Counselor to support this initiative which began February 1, 2011, and continues through June 30, 2012. These seven Transition Resource Counselors will collaborate with all of the initiative partners to identify supports and services available through BRS and other adult service agencies such as the Department of Mental Health and Addition Services (DMHAS), the Department of Developmental Disabilities (DDS), the Board of Education and Services for the Blind (BESB), and the Department of Public Health (DPH).

The Transition Resource Counselor's role is to:

- Work with families and LEAs in their catchment areas to assist students in being better prepared to access competitive employment opportunities;
- Provide information to LEAs and families about BRS and other adult service agencies that serve youth with disabilities;
- Provide information to LEA staff regarding adult service agencies and community resources;
- Facilitate, with the LEA and BRS Transition Counselor, the BRS referral process for appropriate students;
- Participate in all Regional Transition Expos, family nights and BRS information sessions; and
- Collaborate with CPAC to provide information about adult service agencies and community resources to families and students.

For more information, please contact the Transition Resource Counselor for your RESC:

- ACES (Patricia Newman, 203-498-6852, [pnewman@aces.org](mailto:pnewman@aces.org))
- CES (Kate Watkins, 203-365-8861, [watkinsk@ces.k12.ct.us](mailto:watkinsk@ces.k12.ct.us))
- CREC (Rose McGurkin-Fuhr, 860-990-1088, [rmcgurkinfuhr@crec.org](mailto:rmcgurkinfuhr@crec.org))
- EASTCONN (Patricia Atkinson, 860-228-3240 Ext. 215, [patkinson@eastconn.org](mailto:patkinson@eastconn.org))
- EDUCATION CONNECTION  
(Jessica Anthony, 860-567-0863 Ext.228, [anthony@educationconnection.org](mailto:anthony@educationconnection.org))
- LEARN (Matt Cooper, 860-910-8093, [mcooper@learn.k12.ct.us](mailto:mcooper@learn.k12.ct.us))
- SERC (Bill Bannish, 860-987-3885, [bbannish@cox.net](mailto:bbannish@cox.net))
- SERC (Jo-Ellen Wickwire, 860-632-1485, Ext. 384, [wickwire@ctserc.org](mailto:wickwire@ctserc.org))

## Use of revised CMT/CAPT Test Accommodations Forms

Each year the Bureau of Student Assessment updates the CMT and CAPT Test Accommodations Forms to reflect changes made in the tests themselves or in the delivery model used for testing and accommodations. The latest such revision was finalized on May 6, 2011. It is of great importance to ensure that each student's file includes a completed copy of the most recent revision as these forms are used to make entries on the Connecticut State Department of Education's CAPT/CMT Accommodations Data Collection Web Site. Please click [here](#) or go to <http://www.ctserc.org/bb/summer2011/p4a%20ATTACHMENT.Use%20of%20Revised%20CMT%20CAPT%20Accommodations%20Forms.pdf> to review the July 5, 2011 memorandum from Bureau of Special Education Chief, Anne Louise Thompson, to Directors of Special Education/Pupil Personnel Services regarding this topic. If you have questions related to the revised forms, please contact Janet Stuck at (860) 713-6855 or Mike Smith at (860) 713-6931.

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## Indicator 15 Stakeholder Group

Under the Individuals with Disabilities Education Improvement Act 2004 (IDEA), the Connecticut State Department of Education (CSDE) is responsible for ensuring that districts are implementing the requirements of the IDEA and state law correctly and improving the educational results and functional outcomes for all children with disabilities. (34 Code of Federal Regulations [C.F.R.] Section 300.149). To ensure the CSDE meets this obligation, the CSDE has an integrated management system of its compliance monitoring activities and program improvement activities, the CSDE general supervision system (GSS).

Indicator 15 of Connecticut's State Performance Plan (SPP) measures the success by which the CSDE's GSS identifies and corrects any district noncompliance with the requirements of the IDEA and/or state law. Noncompliance must be timely (i.e., as soon as possible but in no case later than one year from identification). The most recent Annual Performance Report (APR) on SPP Indicator 15 may be found at [http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Annual\\_Perf\\_Report\\_2011.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Annual_Perf_Report_2011.pdf), beginning on page 117.

The CSDE plans to bring together a stakeholder group for the purposes of discussing the CSDE's GSS and Indicator 15 in more detail. Anyone interested in serving on this stakeholder group may contact Sarah Harvey at [sarah.harvey@ct.gov](mailto:sarah.harvey@ct.gov) or 860-713-6936. We look forward to partnering with you as we continue to investigate ways to support districts in their responsibilities to provide special education and improve the educational results and functional outcomes for all children with disabilities.

## Service Agencies for Post-School Students with Disabilities in Connecticut

Since 2000 the Connecticut State Department of Education (CSDE), Bureau of Special Education (BSE) has partnered with the University of Connecticut (UConn) to conduct research in the area of post-school outcomes for students with disabilities who received special education services.

Through the Post-School Outcomes (PSO) Survey, information is gathered from students with disabilities who have been exited from special education and related services (exiters) for one year either through graduation, aging-out, or dropping out. In survey responses, some exiters have indicated that they felt that a more comprehensive knowledge of the service agencies available to potentially assist them after high school would have been an asset as they moved on. In point of fact, many such agencies are also available to assist students with disabilities while they are still in school in order to help facilitate a student's transition from school to adult life.

In response to this expressed need, UConn has placed this information, currently available in the CSDE, BSE secondary transition publication, [Building A Bridge - A Resource Manual for High School Students](#), on their Website as a resource. This listing of many of the service agencies available to students with disabilities both prior to and after exiting special education may be accessed by clicking [here](#) or by visiting <http://acts.uconn.edu/resources.cfm>. For questions related to secondary transition please contact Patricia Anderson at [patricia.anderson@ct.gov](mailto:patricia.anderson@ct.gov), (860) 713-6923 or Jay Brown at [jay.brown@ct.gov](mailto:jay.brown@ct.gov), (860) 713-6918.

## New Teacher-Course-Student (TCS) Data Collection due September 2011

The Connecticut State Department of Education (CSDE) will be implementing a new data collection to fulfill one of the data requirements under the State Fiscal Stabilization Fund (SFSF) Program. The purpose of this collection is to link students and teachers, and collect student courses completed and grades earned. The Bureau of Data Collection, Research and Evaluation (BDCRE) and the Bureau of Information Technology (BIT) are currently developing the Teacher-Course-Student (TCS) application to collect these data.

TCS will require each district to provide at least one record for every student it reports on in the June PSIS collection. Your district currently reports all students attending your public schools as well as your nexus students outplaced to approved private special education facilitates (APSEF) and to programs out-of-state. These outplaced students are required to have TCS data reported. As most students attending APSEF and out-of-state programs typically are students with disabilities, it is important for directors of special education to be aware of this new data reporting requirement.

Click [here](#) for more of this article.

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## Call to New CT Administrators of Special Education

As the Bureau continues to move forward in determining the offerings for this coming school year's informational forums targeting new administrators of special education in Connecticut, we need your assistance.

First and foremost, we need to make sure that we have the ability to e-mail notifications to all interested parties. Therefore, if you are an educator who is new to a special education supervisory position within the last three years or if you are in a special education supervisory position and you are new to Connecticut within the last three years, we'd like to include you in our e-mail distribution list for these events. If you are an established CT administrator of special education and know of a colleague who may benefit from our forums, please be sure to make them aware of our need for their e-mail information.

We are also continuing to solicit your suggestions regarding forum topics. The field is dynamic and changing and often times new special education administrators find that they simply need more information and guidance on critical topics than they currently have. If you have a topic suggestion, we are very interested in hearing from you. We would like to thank all those who took the opportunity to complete the brief topic survey at the recent CONNCase Leadership Forum. Those suggestions will be carefully considered along with all others as we move forward.

Though topics, dates, times nor venues have been confirmed at this time, offerings which occur each year in the forum's line up include an afternoon data session with the Bureau of Data Collection, Research and Evaluation's Diane Murphy and Laura Guerrero at the Bureau's Annual Back to School Meeting and a fiscal session presented by our own Brian Cunnane, usually attached to the December CONNCase meeting. Previously, Bureau Chief Anne Louise Thompson teamed with SERC Assistant Director John Mercier and Education Consultant Gail Mangs to offer two webinar presentations, *Orientation for New CT Administrators of Special Education* and *IEP 101*, both available for viewing or download by clicking [here](#) or visiting the SERC Web site at <http://ctserc.org>. Presentations were also provided on the due process system as well as Connecticut's SPP and APR and district level determinations.

Please e-mail your topic suggestions, your questions and/or your request to be placed on the New CT Administrators of Special Education Forum e-mail dissemination list to Jay Brown at [jay.brown@ct.gov](mailto:jay.brown@ct.gov). Be sure to place "New Special Education Administrator's Forum" in the subject line. Watch for additional announcements about the New CT Administrators of Special Education Forum!

## New Procedural Safeguard Language Translations

With the July 1, 2011, implementation of the revised Procedural Safeguards, the challenge of having the document available in language translations that meet the diverse needs of all Connecticut districts is daunting. The CSDE has plans to make a Spanish translation available, however additional, more localized translations have historically been completed at the district level.

As districts begin the work of translating this revised document, it may serve the field well to have a centralized list delineating the many and varied translations available by district. With such a list as a resource, districts in need of translations already completed by colleague districts may choose to contact those districts to work out the details of sharing, bartering, or purchasing such materials, quite possibly saving both time and money.

The Bureau of Special Education is willing to coordinate this effort if the interest is there on the part of districts. Therefore, if you have an interest in becoming a part of and having access to a *Procedural Safeguards Language Translation Resource List*, please e-mail your interest to [jay.brown@ct.gov](mailto:jay.brown@ct.gov) along with: District Name, District Contact Name and Title, District Contact Street Address, Email Address, Telephone, Fax, and specific languages in which your district has the new Procedural Safeguards available. Please place "Procedural Safeguards Language Translation Resource List" in the subject line.

If you have an interest, but have not yet translated the new Procedural Safeguards document, simply follow the directions above and place "to be determined" under specific languages. This will ensure that you will receive a follow up at a future date to complete this information. If you have questions related to this project, please contact Jay Brown at the above email address or (860) 713-6918.

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## Connecticut Set to Receive OSEP Site Visit

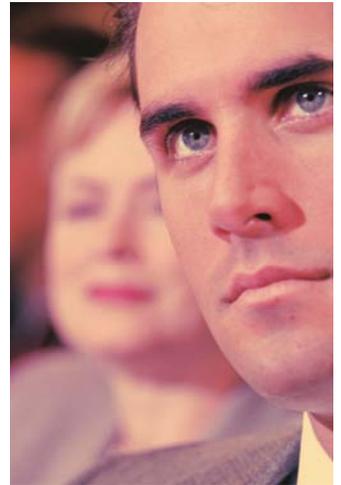
This coming November 7<sup>th</sup> through 10<sup>th</sup> the federal Office of Special Education Programs (OSEP) will be visiting Connecticut. Based on a visitation cycle, Connecticut is due to participate in OSEP's Continuous Improvement Visit conducted by its Monitoring and State Improvement Planning Division (MSIP). Visits such as this, required under the Individuals with Disabilities Education Act (IDEA), brings OSEP to a number of states each year.

At the CSDE's Bureau of Special Education, preparation for the visitation is well underway. Education Consultant, Sarah Harvey, has taken on the responsibility of organizing the Bureau's preparation efforts. Earlier this year, Sarah spearheaded an extensive review of the CSDE, BSE's policies and procedures using OSEP's Critical Elements Analysis Guide (CrEAG) while also beginning the process of working with the Northeast Regional Resource Center (NERRC) to analyze data for presentation during the visit. Conference calls with OSEP have also been an integral part of the Bureau's preparation efforts. Additionally, the CT Parent Advocacy Center, as Connecticut's federally funded Parent Training and Information Center (PTI) will be spearheading the distribution and analysis of a federally provided parent survey. This survey is to solicit information on parent's satisfaction in the effectiveness of the state's efforts to administer IDEA. The survey is anticipated to be sent out to families in late summer or early fall.

Another source of data being collected and reviewed by OSEP to examine the state's effectiveness of implementation of IDEA, is through an extensive interview with stakeholders. The State Advisory Council on Special Education (SAC) will be interviewed for this purpose at their public meeting scheduled for September 21, 2011 at the State Office Building, Room 307A, from 2:30-5:00 P.M. For further information on SAC's membership or purpose click [here](#) or visit <http://www.ctsac.org>.

For the first two days in Connecticut OSEP will be conducting a review of the CSDE, BSE's policies and procedures in order to verify that they meet the standards required under IDEA. The following two days will be spent in discussion around a chosen results topic. As you can imagine, a significant number of internal meetings have taken place and continue to be scheduled to organize and manage the process necessary for a successful visit.

While information is still forthcoming from OSEP regarding the extent and depth of this visit, the Bureau views this as an opportunity to grow and improve, and has, therefore, proactively chosen to prepare a plan that goes beyond what is likely to be required by OSEP. In this way, rather than simply satisfying the requirements of a site visit, something that may be finite and durational, the Bureau will bring together the work associated with the visit with work that continues to move special education in Connecticut forward, adding even greater value to the visitation outcome.



**SAVE  
the  
DATE**

### for Back to School 2011!

The CSDE Bureau of Special Education 8<sup>th</sup> Annual Back-to-School meeting will be held **Wednesday, September 14, 2011**, at the Crowne Plaza Hotel in Cromwell, CT from 8:30 A.M. to 12:30 P.M. As always, additional information sessions will be available from 1:30 P.M. to 4:00 P.M. on topics to be announced. Save the date on

your calendar to attend this informative event for important updates, professional development and networking opportunities.



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## Leadership Forum Well Attended



### June Leadership Forum

Friday, June 3, 2011

On Friday, June 3<sup>rd</sup>, CONNCase, CSDE and SERC sponsored a leadership forum at the Institute for Technology and Business Development (ITBD) in New Britain regarding the Connecticut State Performance Plan (SPP) and the State Fiscal Stabilization Fund (SFSF). About ninety special education administrators from around the state registered to attend.

Sarah Ellsworth, Bureau Chief, and Vanessa Kass, Education Consultant, both of the Bureau of Data Collection, Research, and Evaluation at the CSDE began the day's presentations with an update on the SFSF. Michael Tavernier, Education Consultant with the Bureau of Special Education and lead consultant for the SPP followed with an informative look at the SPP's twenty performance indicators and related data.

Through an innovative round-robin format, nine of the twenty performance indicators were then presented to small groups by lead consultants at stations throughout the meeting area. Participants were also given the opportunity to ask questions and share successes related to each of these indicators.



An important culminating activity gave all those present an opportunity to offer their input related to the topic of focus for the CSDE's upcoming site visit from the federal Office of Special Education Programs (OSEP). Sarah Harvey, Education Consultant with the

Bureau of Special Education and lead consultant organizing OSEP's visit offered an overview of what was expected during OSEP's time in Connecticut. Participants took advantage of SERC's available technology, casting their topic votes using handheld voting pads. Votes were electronically tallied and, within just a few minutes, able to be fully displayed on-screen. These votes showed priority focus areas as academic achievement and graduation/dropout for students with disabilities.



Watch the [SERC Website](#) for information on future leadership forums.

## Federal Focus

### 2011-12 Schedule for IDEA Program/Fiscal Compliance Review

The 2011-12 desk audits for the IDEA Program/Fiscal Compliance review will involve both the ACES and Ed Connection regions. During the fall, the LEAs in these two RESC catchment areas will receive a packet of information to initiate their compliance review. This review will require LEAs to provide detailed policies and procedures that indicate compliance with IDEA regulations. If districts should have any questions, please contact Brian Cunnane at [Brian.Cunnane@ct.gov](mailto:Brian.Cunnane@ct.gov).

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## Important E-mails to the Field

Periodically, the Bureau of Special Education has important information that needs to be disseminated prior to the next scheduled publication date of the Bureau Bulletin. At those times, Bureau Chief, Anne Louise Thompson, may direct an e-mail to the field containing that information along with any associated attachments. Several e-mails of this type have been sent recently and are available for your perusal, along with their attachments, by following the **Subject** links below.

- [2011 Transition Services Survey](#)
- [New School Psych E-mail Dissemination Database](#)
- [REMINDER – 2011 Transition Services Survey](#)
- [Skills Checklist Training for 2011-2012](#)
- [SEDAC Collection of Resolution Meeting Data](#)
- [The National Longitudinal Transition Survey 2012](#)



Please contact Jay Brown at [jay.brown@ct.gov](mailto:jay.brown@ct.gov) or (860) 713-6918 if you have difficulty accessing these links.

## REMINDER: Procedural Safeguard Revisions effective July 1, 2011

In our Spring 2011 Bureau Bulletin, the Bureau of Special Education (BSE) announced extensive revisions to the Procedural Safeguards that became effective July 1, 2011. Designed to be an easier-to-read document, the revisions were based on the federal Office of Special Education Programs (OSEP) model form and adapted for use in Connecticut. Each district is encouraged to make the revised Procedural Safeguards document available through electronic mail as is permitted by 34 CFR 300.505. At this time, the Bureau is having the document translated into Spanish. Click [here](#) for a copy of the revised Procedural Safeguards document or go to <http://www.ctserc.org/bb/spring2011/p4b%20Procedural%20Safeguards%20Notice.pdf>. For further information on other translations of the revised document, please see the article titled *New Procedural Safeguard Language Translations* in this bulletin.

## REMINDER: Revised Notice of Planning and Placement Team Meeting Form (ED 623) effective July 1, 2011

The Department has revised the Notice of Planning and Placement Team Meeting form (ED 623) to support districts in their efforts to be in compliance with the transition student and outside agency invitation regulations. The new form requires staff to indicate if students and outside agencies have been invited. By recording this information on the Notice of Planning and Placement Team Meeting form itself, the district is able to document two of the three transition compliance components, even if the transition planning section (page 6) of the IEP is not available or completed prior to the October 1<sup>st</sup> child count.

Districts are required to use the revised ED 623 as of July 1, 2011. A copy of the new Notice of Planning and Placement Team Meeting form (ED 623) is available in both English and Spanish under [IEP Forms](#) on the Bureau of Special Education Web page. For questions related to the revised section of this form contact Patricia Anderson at [patricia.anderson@ct.gov](mailto:patricia.anderson@ct.gov), (860) 713-6923 or Jay Brown at [jay.brown@ct.gov](mailto:jay.brown@ct.gov), (860) 713-6918.

Click [here](#) for Bulletin Web Site References

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**Web-based Resources to support the important work that you do!** Much of this information may also be found on the [CT State Department of Education Website \(www.sde.ct.gov\)](http://www.sde.ct.gov) [Agency Circular Letters](#) (communications from Commissioners of Education 1999-2011)

[Approved Private Programs](#)

[Best Practice Resources](#)

[Bureau Bulletin](#) (special education information and updates)

[Bureau of Special Education Website \(CSDE\)](#)

[Bureau of Special Education Staff Directory \(CSDE\)](#)

[CEDaR – Connecticut Education Data and Research portal](#)

[CMT/CAPT Resources](#)

[ConnCASE \(CT Council of Administrators of Special Education\)](#)

[CT Alliance of Regional Educational Services Centers \(RESC\)](#)

[CPAC \(CT parent Advocacy Center\)](#)

[Department of Education Web site –Connecticut \(CSDE\)](#)

[Early Childhood Special Education](#)

[Eligibility Documents](#) (various identification guidelines and implementation resources)

[Fiscal/RFPs/Grants](#)

[Focused Monitoring](#)

[Guidance Documents/Topic Briefs](#)

[IEP / PPT Information and Forms](#)

[Least Restrictive Environment](#)

[Legal / Due Process information](#)

[National Information Center for Children and Youth with Disabilities](#)

[NIMAS/NIMAC](#) National Instructional Materials Accessibility Standard (NIMAS)

National Instructional Materials Access Center (NIMAC)

[OSEP \(Federal Office of Special Education Programs\)](#)

[Parent/Family Resources](#)

[REL \(Regional Education Laboratory – Northeast & Islands\)](#)

[SAC \(State Advisory Council on Special Education\)](#)

[Seclusion/Restraint](#)

[Secondary Transition Resources](#)

[SEDAC – Special Education Data Collections](#)

[SERC \(State Education Resource Center\)](#)

[State Performance Plan \(SPP\) / Annual Performance Plan \(APR\)](#)

## Nondiscrimination Statement

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