

TO: Directors of Special Education and Pupil Services
Directors of Private Approved Special Education Facilities
Directors of Charter Schools

FROM: George P. Dowaliby, Chief
Bureau of Special Education and Pupil Services

DATE: September 28, 2001

SUBJECT: Update #27

OCTOBER LEADERSHIP FORUM

The Connecticut State Department of Education, the CT Council of Administrators of Special Education (ConnCASE), and SERC are pleased to invite you to the Leadership Forum - Curriculum Differentiation in the Heterogeneous Classroom: Linking the IEP Process to the General Education Curriculum to be held on Wednesday, October 17, 2001. Informational flyer and registration application form are enclosed. **Note: closing date for submitting applications has been extended to October 10, 2001.** Direct registration questions to Nicole Salomone-Bates, Project Assistant, (860) 632-1485, ext. 234.

ORIENTATION FOR NEW SPECIAL EDUCATION ADMINISTRATORS

Provided by the Connecticut State Department of Education, Bureau of Special Education and Pupil Services, and SERC, this three-part professional development opportunity is designed specifically for new special education administrators. Orientations will be held on Wednesday, October 17, 2001, Wednesday, February 13, 2002, and Wednesday, April 10, 2002. Please note each of these sessions is scheduled to follow a ConnCASE Leadership Forum. Informational flyer and registration application form are enclosed. **Note: closing date for submitting applications has been extended to October 10, 2001.** Direct registration questions to Nicole Salomone-Bates, Project Assistant, (860) 632-1485, ext. 234.

TRANSITION PLANNING

Enclosed is a form requesting the name, address and telephone number of the staff member in your district, **most directly responsible** for transition planning at the secondary level. This may be your Transition Coordinator, Work-Study Coordinator, classroom teacher, or guidance counselor. Please **do not** include your name, as Special Education Directors will always receive copies of any announcements or materials that are disseminated. Please contact Karen Halliday at (860) 807-2020 if you have any questions.

ORIENTATION TO STUDENT SUPPORT SERVICES

The Connecticut State Department of Education, in collaboration with the Special Education Resource Center (SERC), EASTCONN and state professional associations, is offering orientation programs for support services personnel. These programs have been well received in past years, and cover essential material relating to roles and functions, laws, policies, guidelines, and best practice.

A listing of programs, with dates and locations, is provided below. The orientation programs for school nurses and school social workers cover two full days. All other programs are full day sessions. Please note that the Multidisciplinary Orientation on October 19th is open to new personnel in all support services areas, and is designed to complement the orientation programs for specific disciplines. A mailing with information about the School Nurse Orientation was sent earlier to school nurse supervisors or contact persons from EASTCONN. If you need to obtain a brochure, please contact the EASTCONN Conference Office at 860-455-0707.

Please make this information available without delay to appropriate staff. If sessions are overenrolled, priority will be based on the date that the application is received. Interns will be admitted if space is available.

I hope you will encourage and facilitate the attendance of your staff members at these orientation sessions.

Date	Topic	Location
Friday, October 19	Multidisciplinary Orientation	Radisson Inn, Bristol
Monday, October 15	Orientation for School Nurses, Part 1	Rensselaer, Hartford
Tuesday, December 4	Orientation for School Nurses, Part 2	
Wednesday, October 24	Orientation for New School Psychologists	ACES, Hamden
Friday, November 30	Orientation for School Social Workers, Session 1	ACES, Hamden
Thursday, January 3	Orientation for School Social Workers, Session 2	ACES, Hamden

PROCEDURAL SAFEGUARDS (SPANISH): STEPS TO PROTECT A CHILD'S RIGHT TO SPECIAL EDUCATION

The 12/19/00 version of the procedural safeguards document has been translated into Spanish. This document reflects the requested additions of OSEP and the amended due process regulations. A copy is available on the State Department website at www.state.ct.us/sde/deps/special/index.htm. This copy replaces the 11/09/99 version. Please contact Thomas Badway at (860) 807-2017 if you have any questions.

LISTING YOUR POSITION VACANCIES FOR SPEECH AND LANGUAGE PATHOLOGISTS

The Bureau of Special Education and Pupil Services, through Carolyn Isakson, Consultant for Speech and Language Services, is continuing its collaboration with the Connecticut Speech-Language-Hearing Association (CSHA) to assist school districts in securing qualified staff for speech and language programs.

CSHA will be holding its Fall conference on November 2, 2001. If you have, or anticipate having, a vacancy for a speech and language pathologist and would like CSHA's assistance in advertising it at the conference, please complete the attached form and **return it to the CSHA office by October 22nd**. CSHA's Career Information Committee maintains a booth in the exhibit area during the conference and provides candidates seeking employment with a current list of job vacancies.

The CSHA office maintains an ongoing listing of position vacancies and candidates seeking employment. The office also has a "***JOB HOTLINE***", which is updated on a daily basis. Feel free to copy the CSHA form and use it whenever you have a vacancy that you would like to have listed. You may also request CSHA's candidate list as necessary. Please notify the CSHA office as soon as your position is filled, so that the job listings can be kept current.

For further assistance, you may call Maria Parker at the CSHA office by calling (860) 666-6900. Thank you for your prompt attention to this matter.

DECEMBER LEADERSHIP FORUM

The Connecticut State Department of Education, the CT Council of Administrators of Special Education (ConnCASE), and SERC are pleased to invite you to the Leadership Forum – Current Legal Issues in Education: A Professional Development Opportunity for Administrators in General and Special Education to be held on Wednesday, December 12, 2001. Informational flyer and registration application form are enclosed. **The closing date for submitting applications is November 28, 2001.** Direct registration questions to Nicole Salomone-Bates, Project Assistant, (860) 632-1485, ext. 234.

CONNECTICUT CLEARINGHOUSE

The Clearinghouse is a statewide resource center for information about alcohol, tobacco, other drugs (ATOD), and related health and wellness issues. Anyone living or working in Connecticut is welcome to utilize the resource center. The Clearinghouse raises awareness of ATOD and related issues, including prevention research and science-based strategies and programs through the statewide dissemination of educational materials. An informational brochure along with a facts sheet is provided.

EDUCATIONAL SERVICES FOR CHILDREN IN RESIDENTIAL FACILITIES

During the 2001-2002 school year, the Bureau plans to review the following private special education programs which are being operated within residential programs: Bloomfield Residential Treatment Center (in November 2001), Devereux Glenholme School (in November 2001), Stepping Stone School (in January 2002), Stonington Institute School (in February 2002), Eagle House School (in March 2002), Gray Lodge School (in April 2002), and Lake Grove Durham (in May 2002). As part of each of these reviews, the Bureau will be monitoring whether the student file of each DCF-placed child contains documentation that the child's educational services are being provided in accordance with the March 15, 1993 DCYS-SDE memorandum ("Educational Services for Children who Receive Services Through DCYS Within Residential Facilities"), including documentation of the DCF Placement Review Team determination regarding the parameters of the child's treatment boundaries.

Please note that after the first thirty days of a child's placement by DCF within a residential facility, the child must attend a local public school unless either a DCF Placement Review Team has determined, in accordance with the criteria delineated in the March 15, 1993 memorandum, that the child must remain within the residential facility during the school day or a Planning and Placement Team has determined that the educational needs of the child can only be met through a more restrictive program.

Please contact Art Carey at (860) 807-2032 if you have any questions regarding the provision of educational services to children who have been placed in an out of home setting by DCF or by another state agency.

CMT WORKSHOPS FOR HIGH SCHOOL SPECIAL EDUCATION TEACHERS

With the new alternate assessment requirements for special education students and the use of the CMT as the out-of-level testing for CAPT, it is important that high school special educators be fully familiar with the skills and content being assessed on the CMT. Such familiarity is necessary in order to determine whether out-of-level testing is appropriate for individual students and at what grade level the test should be administered. Further, teachers need to be thoroughly familiar with the test in order to plan instruction and prepare students for the test.

A series of three to four regional workshops are being developed for high school special education teachers and will be held in November, December, and January.

These workshops will be conducted by Susan Kennedy, our special education consultant in the Bureau of Student Assessment, and Kristina Elias-Staron, English/language arts consultant, and Mari Muri, math consultant from the Bureau of Curriculum and Instruction. Please contact Susan Kennedy at (860) 713-6855 if you have questions or need further information.

PROGRAM REVIEW UPDATE

LEA:

The Bureau is pleased to announce the recent addition of Debbie Richards to our Education Consultant staff. She has assumed the Program Review Coordinator's function that Anne Louise Thompson has held for the past four years. If you have any questions about Program Review, Debbie may be contacted at (860) 807-2021 or Deborah.Richards@po.state.ct.us.

Districts in the LEARN region have already begun their Program Review process for the 2001-2002 school year. Directors of special education in the LEARN region will be assisting the Bureau in the site visits scheduled for the LEARN region. During 2002-2003 the ACES region will be reviewed with assistance asked for from the CES region. Following the ACES region, the 6 year cycle of review will be completed. The future cycle for Program Review, beyond the ACES region, has not yet been determined.

State:

The federal Office of Special Education Programs (OSEP) Continuous Improvement Monitoring Process (CIMP) began in CT last summer, as well as in 16 other states. Phase I was the completion of a statewide, stakeholder developed self-assessment. The *Self-Assessment 2000* addressed both Part B of IDEA (3-21 year old children and students) and Part C of IDEA (infants and toddlers, ages birth to three). This was submitted to OSEP in December 2000. Detailed information concerning this process can be found on the state website www.state.ct.us/sde (*The IDEA Self-Assessment 2000 and Data*).

Phase II began in the spring of 2001 to develop an Improvement Plan based on the findings of the Self-Assessment. Currently, the plan is in its early development with input being provided to the Department by the Continuous Improvement Partnership Team (CIPT). The CIPT consists of several members of the Interagency Coordinating Council, State Advisory Council, Comprehensive System of Personnel Development, the Self-Assessment Steering Committee as well as several other individuals, providing a representative stakeholder group.

Please stay alert to any requests from this group for your input as well as input from your school district staff and/or parents, to assist in developing the state's Improvement Plan.

Anne Louise Thompson will be coordinating the Bureau's efforts with the federal Continuous Improvement Monitoring Process. She may be reached at (860) 807-2030 of annelouise.thompson@po.state.ct.us.

As the federal Monitoring Process continues and develops into improvement planning and implementation, anticipate an alignment and interconnectedness of the LEA and State reviews findings and efforts.

REVISIONS - FY 2001-2002 IDEA-B GRANTS

All eligible districts have received their Final FY 2001-2002 IDEA-B, grants (the grant that operates for the program period 7/1/2001 - 6/30/2003). Funding, over and above that contained in FY 2001-2002 Preliminary IDEA-B, **Section 611 grants**, was automatically placed in either the supplies or salary line items and, therefore, may not be located in your budget where you wish it to be. If that is the case, use the Budget Revision Form enclosed with your Final IDEA-B, Section 611 grant award and forward that completed form to Patrick Shaughnessy, Section 611 program manager.

Remember - **May 1, 2002** is the last date for making revisions to a **FY 2001-2002** IDEA-Part B, Section 611 and/or Section 619 budget! Be sure to check with your district's business office to determine whether or not you need to make a budget amendment by that date.

REVISIONS TO SECTION 611 AND/OR SECTION 619 - FY 2000-2001 IDEA-B GRANTS

Revisions to your district's FY 2000-2001 IDEA-B budgets (the budgets that operate for the program period 7/1/2000 - 6/30/2002) can be made through February 1, 2002. Carefully note this deadline. It may not be possible to make revisions subsequent to that date.

MANDATED EXPENDITURE LEVELS FOR ELIGIBLE CHILDREN PLACED IN NONPUBLIC SCHOOLS - BY THEIR PARENTS

This question keeps coming up: "How do I calculate the proportionate amount my district must expend for the benefit of eligible children placed in nonpublic schools by their parents?" The IDEA mandates that your district expend a "proportionate" amount. To determine that, you need to determine the "proportionate" level of parentally-placed special education students in your district.

Note the following example. Assume: (1) a district has a total (special education) child count of 1250 students, aged 3-21 (the count taken on December 1, 2000). (2) that 17 of those students are placed in nonpublic schools - by their parents, and (3) that the district's IDEA-B grant is \$875,500.00.

The "proportion" of parentally-placed nonpublic schools students is $17/1250$ or 0.0136. The "proportionate" amount the district must expend for the benefit of the nonpublic students described is therefore: $(0.0136)(\$875,500.00)$ or \$11,906.80.

Even if the district in this example decided not to serve all 17 of the nonpublic school students, it would still be required to expend \$11,906.80 for the benefit of the nonpublic school students it does serve - because the "proportionate amount" is determined by the number identified, not the number served! The district could expend more than the minimum level mandated by the IDEA-B; however, it not required to. It cannot expend less.

Especially note that the "proportionate expenditure" requirement extends to **BOTH** the IDEA-B Part B, Section 611 and Section 619 (preschool) grants.

Update #27
September 28, 2001
Page 7

This means that you will also need to use your district's total 3-5 child count figure, the number of parentally-placed children, aged 3-5, and the level of your district's IDEA-Part B, Section 619 (preschool) grant to calculate your district's "proportionate expenditure" responsibility for the pre-school population, aged 3-5. If you have a question as to whether a preschool child is parentally-placed or school district-placed, please contact Maria Synodi for assistance. She can be reached at (860) 807-2054.

A district can expend more than a "proportionate " amount for its parentally-placed preschool population, if it wishes. It cannot expend less.

CLOSING OUT FEDERALLY-FUNDED GRANTS

Please be aware of the following information regarding closing out grant awards that are funded with federal funds:

Your district's current IDEA-Part B, Section 611 grant is federally-funded and operates for the program period 07/01/2001 - 06/30/2003. The closing date for that grant is 06/30/2003. If a grant is funded with federal funding, that funding must either be expended or ENCUMBEDRED by the closing date, in our example by 06/30/2003.

If federal funding is encumbered by the closing date, the recipient district has an additional 60 days (subsequent to 06/30/2003 in our example) to expend the federal funding for that grant.

Any federal funds not expended by the end of the 60-day liquidation period are forfeited and must be returned to the state. The 60-day liquidation period is defined to be up to and including August 30th.

Similarly, if your district is the recipient of a federally-funded one year grant, grant funding needs to be either expended or encumbered by the closing date of that grant. Again, assuming that some federal grant funds relating to such a program were encumbered by the closing date of that grant, your district would have an additional 60 days (through August 30th of that same year) to liquidate all federal grant funding. Any federal funding not expended by the end of the 60-day liquidation period would be forfeited and returned to the state.

The information above is utilized by your district's auditors in conducting audits of your federally-funded programs. Please adhere to these dates to avoid audit difficulties.

GPD:rg
Enclosures

cc: Theodore S. Sergi, Commissioner of Education
George A. Coleman, Associate Commissioner of Education
Edward Preneta, Council on Developmental Disabilities
Bonnie Moran, Special Education Advisory Council
Nancy Prescott, CT Advocacy Center
Superintendents of Schools
Hearing Officers
SDE Staff