



Bureau Blog

November 15, 2006

SY 06-07 B-3

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

Personnel News:

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

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

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

SPEECH AND LANGUAGE SURVEY

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

ID GUIDELINES TRAINING

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

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

TRANSITION UPDATES

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

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

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

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

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



Additional Resources:

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

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



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

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

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

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

FOCUSED MONITORING UPDATE

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

DISCIPLINE FLOWCHART

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

