

Connecticut's System of General Supervision and Focused Monitoring for Continuous Improvement for Students with Disabilities



Connecticut State Department of Education
Division of Teaching and Learning Programs and Services
Bureau of Special Education

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Introduction

This monitoring guide was designed by the Bureau of Special Education of the Connecticut State Department of Education (CSDE), and provides an overview of Connecticut's system for the supervision and monitoring of the implementation of the Individuals with Disabilities Education Improvement Act (IDEA) as well as state laws and regulations governing the education of students with disabilities.

In September 2003, the CSDE established a stakeholder steering committee to assist in the design of a new monitoring system. The stakeholder steering committee reconvened in Spring, 2005 and 2006 to review the effectiveness of the system and to make recommendations for future improvements. The members of the current committee are listed in Appendix A. This monitoring system is designed to ensure compliance with the federal and state requirements, as well as improve the outcomes for students with disabilities in Connecticut.

The system should not be described as a system for compliance review, but rather one that assists districts on a regular basis with analyzing data, identifying needs and creating improvement plans that lead to systemic changes to improve educational outcomes for all students.

This system, introduced in fall 2004, has some significant variations from the previous "program review" process. From 1997 - 2003, the CSDE had conducted a program review in every district either through an on-site visit or via a desk audit, on a six-year cycle, based on the geographic design of the regional educational service centers (RESCs). Each district was required to conduct a comprehensive self-assessment and submit a portfolio during the six-year cycle. The new system has multiple components including annual review and analysis of data, policies and procedures for all districts and an in-depth review, analysis and monitoring of selected performance indicators for a limited number of districts which are selected on an annual basis. This system of "focused monitoring" is designed to examine high-priority areas in an efficient and effective process that results in measurable change on the indicators through improvement planning and monitoring of the results of improvement plans.

Connecticut's System of General Supervision and Focused Monitoring

This concept of a system of general supervision, including focused monitoring, has been designed and supported by the federal Office of Special Education Programs (OSEP). The reauthorization of IDEA in 2004 identified focused monitoring as the primary method for federal and state monitoring of the implementation of the law. The law states that the focus of monitoring should be on “(A) Improving educational results and functional outcomes for all children with disabilities and (B) ensuring that states meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational outcomes for children with disabilities.” In order to support these efforts OSEP has funded technical assistance providers, including the Northeast Regional Resource Center (NERRC) and the National Center for Special Education Accountability Monitoring (NCSEAM), which have helped states to develop focused monitoring systems. The CSDE has been working as a partner state with NCSEAM in the development of Connecticut’s monitoring system.

Section One

Monitoring of State's Implementation of the Individuals with Disabilities Education Improvement Act by the Office of Special Education Programs

OSEP has worked to shape its accountability work in a way that drives and supports improved results for infants, toddlers, children and youth with disabilities – without sacrificing protection of the individual rights of children with disabilities and their families. OSEP's work in accountability intensified with the enactment of amendments to the IDEA in June 1997 and was further strengthened with the reauthorization of IDEA in 2004. In order to ensure compliance with IDEA and support positive results for children with disabilities, OSEP designed a multifaceted process that does the following:

- ✧ Provides technical assistance to States on an ongoing basis regarding legal requirements and promising practice strategies for ensuring compliance in a manner that fosters continuous progress in results.
- ✧ Reviews each state's statutes and regulations, policies and procedures that are the basis for the state's exercise of its general supervision responsibilities.
- ✧ Conducts on-site visits and other activities to review implementation of policies and procedures to ensure consistency with the requirements of IDEA 2004 and to support reform and positive results.
- ✧ Ensures correction of noncompliance in a manner that ensures the protection of child and family rights and supports improved results and systemic reform.
- ✧ Engages in ongoing communication with states, national and state organizations, parents, advocates and other constituents.

Connecticut's System of General Supervision and Focused Monitoring

The Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446), Section 616 has specifically defined federal and state's monitoring, technical assistance and enforcement activities. The primary requirements of the act include the following:

1. Focused monitoring as previously described in this manual and further defined for Connecticut in Section three (3) of this manual.
2. Monitoring priorities which include:
 - a) provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE);
 - b) state exercise of general supervisory authority, including child find, effective monitoring, the use of resolution sessions, mediation, voluntary binding arbitration and a system of transition services; and
 - c) disproportionate representation of racial and ethnic groups in special education and related services to the extent the representation is the result of inappropriate identification.
3. State Performance Plans (SPP) to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve such implementation. This plan submitted to OSEP on December 2, 2005 established measurable and rigorous targets for 20 indicators for six (6) years. In CT, six (6) stakeholder work groups organized according to similar indicators provided input into the plan. The following is a list of the SPP work groups: General Supervision, Early Childhood, Parent Involvement, FAPE in the LRE, Academic Accomplishment, and Secondary Transition. A copy of the completed SPP is available on the CSDE website at www.state.ct.us/sde. OSEP has reviewed and accepted the Connecticut SPP. The state is responsible to annually report to OSEP and the public on progress towards the targeted indicators. The first Annual Performance Report (APR) for the SPP will be completed in February 2007.

Connecticut's System of General Supervision and Focused Monitoring

As part of OSEP's responsibilities in monitoring states' implementation of IDEA, the following four (4) part strategies have been developed:

1. Verify the effectiveness and accuracy of states' monitoring, assessment and data collection systems;
2. Attend to states at high risk for compliance, financial and/or management failure;
3. Support states in assessing their performance and compliance and in planning, implementing and evaluating improvement strategies; and
4. Focus OSEP's intervention on states with low-ranking performance on critical performance indicators.

U.S. Department of Education, Continuous Improvement and Focused Monitoring System (CIFMS) Accountability Manual, Draft, July 2003.

As part of this system, OSEP publishes an annual ranking of states based on data from priority areas and indicators. This data, in addition to the state's SPP and APR, is used to determine OSEP's monitoring attention. This in turn will be used by the CSDE in discussions with the stakeholder group on an annual basis to determine areas of need for monitoring in Connecticut.

OSEP is currently ranking states on the following priority areas:

- ✧ Students, ages 14-21, exiting special education with a diploma;
- ✧ Students, ages 14-21, dropping out; and
- ✧ Students, ages 6-21, served in different educational environments: outside general education (<21 percent), outside general education (>60 percent) and public/private separate school facility.

Connecticut's System of General Supervision and Focused Monitoring

The following is Connecticut's standing relative to other states and territories in the priority areas as reported in one of three categories - good, average or poor:

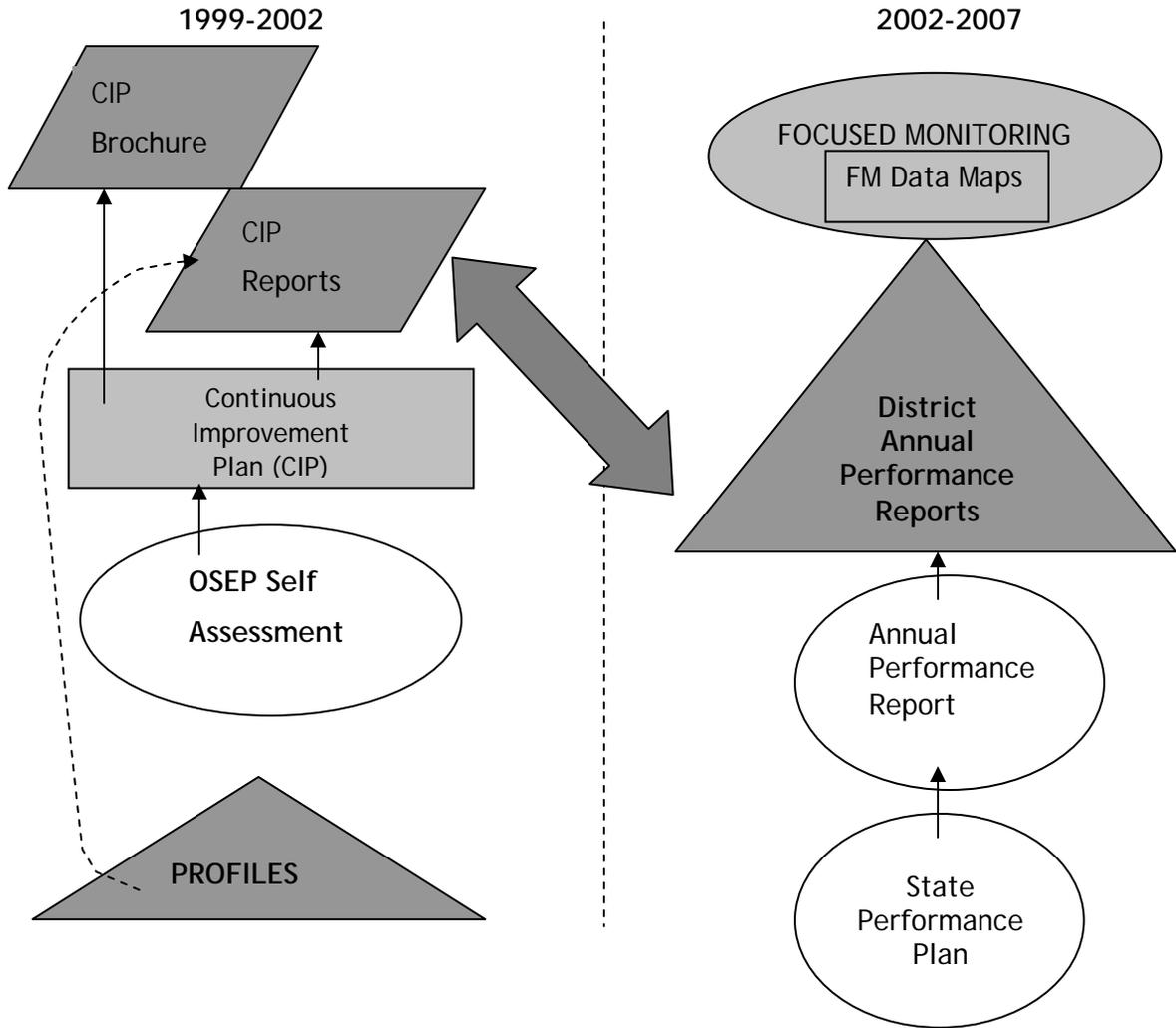
- ✧ Students, ages 14-21, exiting special education with a diploma: diploma rate - average;
- ✧ Students, ages 14-21, dropping out: dropout rate - average; and
- ✧ Students, ages 6-21, served in different educational environments:
 - Outside Regular Class <21 percent: percent served - average;
 - Outside Regular Class >60 percent: percent served - average; and
 - Public/Private Separate School: percent served - poor.

In addition to the SPP and the focused monitoring component of OSEP's monitoring of states, Connecticut has participated in a variety of improvement activities since the year 2000. In 2000, CSDE and the Connecticut Birth to Three System conducted a self-assessment of special education in Connecticut (The IDEA in Connecticut-2000). The self-assessment served as the foundation for the development of the state's Continuous Improvement Plan. In fall 2001, CSDE and the Connecticut Birth to Three System collaborated on the development of Connecticut's Continuous Improvement Plan (CIP), Birth to 21. The CIP was organized around nine Part B outcomes and four Part C outcomes, with overlap on the transition to special education outcome. A list of the student and parent outcomes that serve as targets for the CIP is included in Appendix B. These outcomes will continue to be used to guide the work of the SPP work groups.

The analysis of data and progress or slippage on the indicators in the SPP and the APR will be used to determine a variety of activities at CSDE. These include but are not limited to establishing priorities for focused monitoring activities, identifying and allocating resources from the State Personnel Development Grant (SPDG) and designing training and technical assistance for local school districts.

The following is a schematic representation of Connecticut's previous and current reporting and improvement planning requirements by OSEP.

OSEP to State Educational Agency (SEA) Monitoring



Section Two

Connecticut State Department of Education, Bureau of Special Education's System of General Supervision

Connecticut has multiple systems employed to ensure compliance with IDEA. These systems range from annual data collection and analysis activities to use of policies, procedures and guidelines. The systems are used on a regular basis as methods to communicate expectations and requirements to LEAs and to monitor their implementation.

1. **District Strategic School Profiles:** Data is collected, verified and analyzed for each district on an annual basis. Data includes but is not limited to prevalence rate by disability and race categories; percentage of time with nondisabled students; educational placement of students with disabilities; home school attendance; participation in extracurricular activities; time with nondisabled peers and educational settings for preschool students with disabilities; students exiting special education; suspension and expulsion data; and data on district resources. State and local trends are reviewed, and districts are apprised of the need to self-assess on indicators below state and national averages. Key performance indicators are identified on an annual basis using this data. These indicators will be used to determine which districts are in need of improvement and those in need of a focused monitoring site visit (See Section Three: Focused Monitoring). A Sample Strategic School Profile is included in Appendix C. The data from the Profiles is used to report on LEA performance in the SPP.
2. **LEA IDEA Entitlement Grant Application:** This application requires districts to identify priority goals and objectives for preschool and school age student services and federal expenditures for the upcoming school year. Included in this plan is an analysis of data for students placed in private/religiously-affiliated schools by their parents, documentation of the district's spending a proportional share of federal funds on these students, and plans for parent involvement and

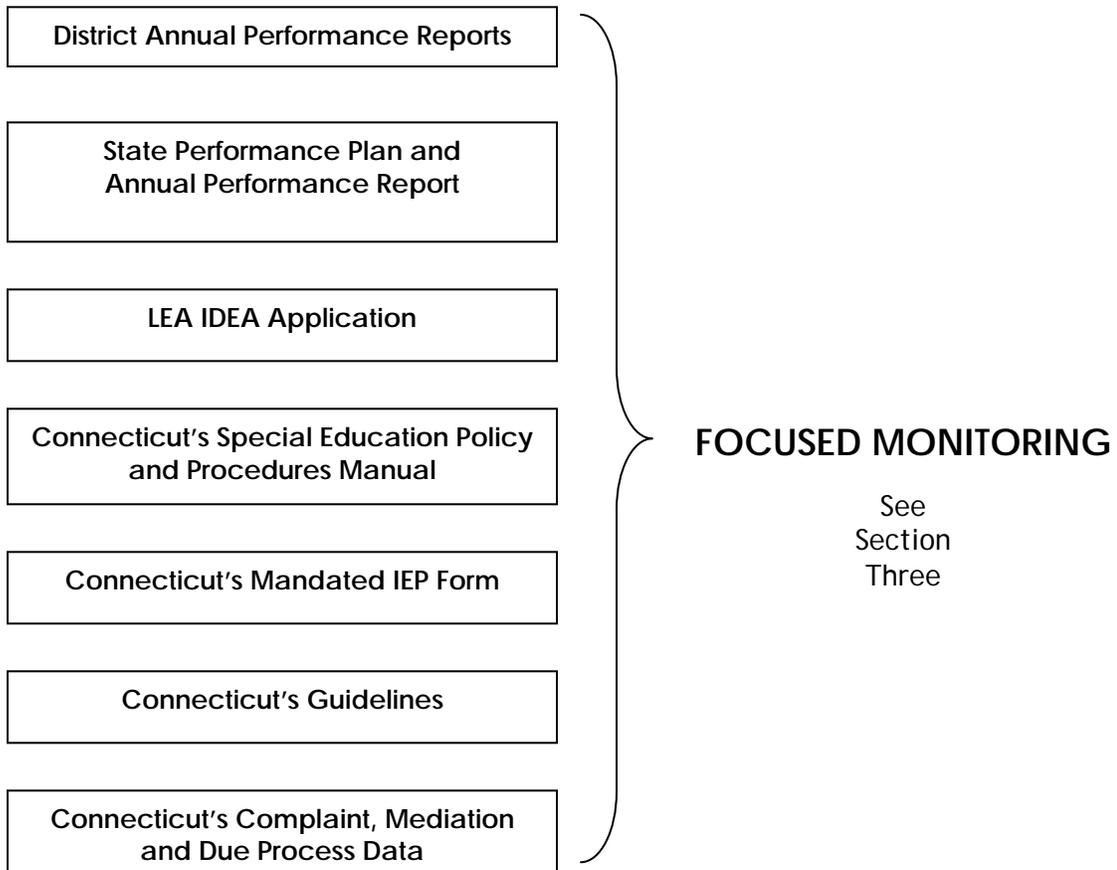
training. These plans are reviewed via a desk audit at the CSDE for approval on an annual basis.

3. **Special Education Policy and Procedures Manual:** Each district is required to adopt and implement the state-issued policy and procedures manual. The content includes policies and procedures related to child identification, confidentiality, written prior notices and parental consent, evaluation, planning and placement teams, individualized education programs; least restrictive environment, students participating in private/religiously affiliated schools, personnel and discipline. Updates are issued by the CSDE as necessary to correspond with regulatory changes. The manual is scheduled to be updated in September 2006 following the issuance of final regulations for IDEA 2004. Districts are required to attest to adoption, dissemination and use of the manual and updates on an annual basis.
4. **Individualized Education Program (IEP) and Related Forms:** The CSDE has mandated the use of the state-approved IEP and related forms. These forms are issued with a corresponding procedural manual. Any alterations to the form must be approved by the CSDE. Districts are required to attest to use of the state-approved form on an annual basis. This form was most recently updated in January 2006 to reflect changes with the reauthorization of IDEA in 2004.
5. **Publications and Guidelines:** The CSDE publishes a series of guidelines and documents designed to clarify local district's responsibilities and to promote the use of evidence-based practices. Some examples of these many documents include: *Guidelines for Identifying Children with Intellectual Disability/Mental Retardation; Guidelines for Identifying and Educating Students with Serious Emotional Disturbance; Guidelines for Identifying Children with Learning Disabilities; Guidelines for Speech and Language Programs, A Resource Directory of Educational Programs and Practices, Building a Bridge from School to Adult Life for Young Adults with Disabilities in Connecticut* and *A Parent's Guide to Special Education in Connecticut*. These publications are updated as necessary and new guidelines are developed in response to issues identified through monitoring activities. The CSDE provides training and technical assistance on an as-needed basis.

6. **Complaints/Mediations/Due Process Hearings:** The CSDE monitors data on the results and trends of complaints, mediations, resolution sessions and due process hearings on a regular basis, including an annual summary to OSEP in the SPP and APR. Data is analyzed to ensure completion of procedures in a timely manner, effectiveness or success of the procedures in resolving disputes, trends in issues identified through the processes, and trends for specific districts that may imply noncompliance with state and federal regulations. This information is reviewed as part of any on-site monitoring visit. Trends in local district data may also be investigated through an off-cycle desk audit or site visit.

A graphic representation of the multiple systems of general supervision and how they interface with the focused monitoring system is included below.

Components of Connecticut's General Supervision System — State to LEA



Section Three

Connecticut's System of Focused Monitoring for Continuous Improvement

Focused Monitoring is described by the National Center for Special Education Accountability Monitoring (NCSEAM) as “a process that purposefully selects priority areas to examine for compliance/results while not specifically examining other areas for compliance to maximize resources, emphasize important variables, and increase the probability of improved results.” NCSEAM further supports the concept of focused monitoring based on the following observations:

- ✧ What gets counted gets done;
- ✧ Attention paid indicates relative importance;
- ✧ We know more than we know (we really know what needs to be done);
- ✧ Having too much to do is a subtle way of getting nothing done;
- ✧ The results of what you do say something about you; and
- ✧ A goal that can't be measured is just a slogan.

The shift to a focused monitoring system moves away from analyzing procedural requirements to a system that focuses on results for students. Through the identification of key performance indicators and analysis of data, CSDE will identify districts where the data indicates a need for improvement. Focusing on one or two priorities or critical indicators concentrates the CSDE's and the district's efforts and increases the likelihood of identifying systemic issues and creating improvement plans that address the root cause of the issue. As part of CSDE's system of general supervision, key performance indicators will be identified and data reviewed on an annual basis. Data for these indicators will come from the Strategic School Profiles, the State Performance Plan (SPP), the Annual Performance Report (APR) and data on the five goals of the P.J. et al. vs. State of Connecticut et al. Settlement Agreement (See appendix D). The key performance indicators are determined in collaboration with stakeholders based on state, district and national data and will define the basis of the focused monitoring system. One of the key components of a focused monitoring system is the inclusion of

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parents, consumers and other stakeholders in identifying what is important. A list of the focused monitoring steering committee members for 2005-2006 is located in Appendix A.

Another important variable in a focused monitoring system is the strengthened focus on educational benefit and results for students. The following comparison chart, prepared by the Northeast Regional Resource Center succinctly describes the cultural shift from a procedural system of monitoring to one that focuses on continuous improvement.

Less of a focus on...	More of a focus on...
Procedural requirements	Educational benefit and results for students
Intensive scrutiny for a point in time	Continuous and ongoing improvement
One size fits all	Self-assessment, analysis and planning for improvement
Monitors identifying what is important	Parents, consumers and other stakeholders identifying what is important
Gathering disparate data to meet requirements	Gathering, analyzing and using data to inform decisions and support continuous improvement
Finding incidents of noncompliance	Strategies for improvement that include accountability and public reporting
Sampling all requirements	Performance on key priority indicators as measures of compliance
Monitoring as an activity that is "done to" a school, district or state	Monitoring as a collaborative activity with the goal of improved results for students
Special education as an island	The connections of general and special education
Consumer satisfaction with the process	Consumer satisfaction with results
Monitoring as a bureaucratic process that does not relate to the effectiveness of education	Monitoring as an accountability and management system that supports continuous improvement

Developed by Vicki Hornus, Program Associate, Northeast Regional Resource Center-2004

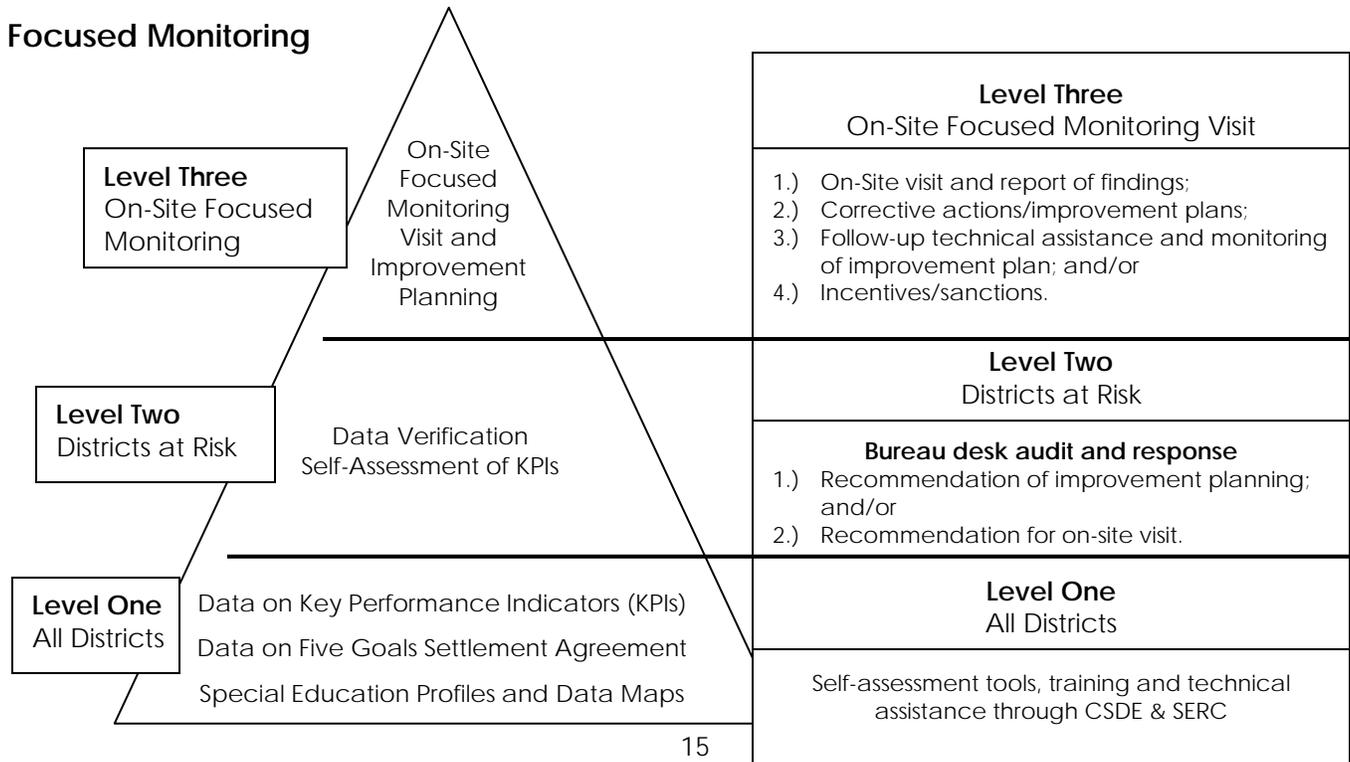
Three levels of the Connecticut Focused Monitoring System

The focused monitoring system is designed around three levels:

Level One: Level one consists of a statewide data review (strategic school profiles, SPP, APR and the five (5) goals of the P.J. et al. vs. State of Connecticut et al. settlement agreement) and identification of districts at risk for each key performance indicator. Data is shared with all districts to be used in their ongoing continuous improvement efforts. This data is also publicly disseminated on data maps.

Level Two: In level two, districts at risk are contacted and asked to complete a self-assessment and data verification for a key performance indicator (KPI). Districts will only be asked to complete self-assessment and data verification on one key performance indicator per year. Districts will also be identified for strong performance.

Level Three: In level three, districts identified as most in need of improvement will receive a site visit from a state monitoring team and participate in a subsequent improvement planning session. It is anticipated a total of 9-12 districts will receive a focused monitoring visit annually, including some districts identified as having model programs.



The Focused Monitoring Cycle

The focused monitoring cycle begins each spring with the stakeholder committee identifying the key performance indicators for the upcoming year. Districts are informed of their data and performance on the indicators and, when necessary, are required to submit a self-assessment analyzing and explaining their data. A review of the self-assessments is done at the bureau and will lead to identification of districts that will receive a site visit.

The Focused Monitoring Cycle for 2006-2007

Spring 2006	Stakeholder committee identifies key performance indicators for 2006-07.
Summer 2006	CSDE staff members review data on key performance indicators and identify districts at risk
Summer 2006	Districts identified and asked to conduct data verification and self-assessment on key performance indicator
Fall 2006	Districts notified if they will receive focused monitoring site visit and dates will be established
October 2006	Statewide training for monitoring teams
Nov/Dec 2006	Focused monitoring visits: suspension and expulsion
January 2007	Improvement planning for suspension and expulsion districts
January 2007	Statewide training for monitoring teams
Feb/March/April 2007	Focused monitoring visits: suspension and expulsion
June 2007	Improvement planning for suspension and expulsion districts
April/May 2007	Stakeholder committee evaluates system from 2006-2007 school year and identifies key performance indicators for 2007-2008 school year.

Key Performance Indicators from 2005-2006

Connecticut had identified three key performance indicators to be used in focused monitoring for 2004-05 and 2005-06.

State Goal # 1:

Monitor the racial/ethnic proportions of students with disabilities for disproportionate identification trends.

Key Performance Indicator:

Monitor any overrepresentation of students with disabilities, in specific disability categories, for all racial and ethnic groups, in comparison to the population of the district's general education enrollment.

Data sources used to determine overrepresentation by race/ethnicity:

Data Probe # 1: District high outliers (as determined by the standard error of the sample proportion using disability counts and percents by race/ethnicity) for children/youth of all ages (3-21) receiving special education and identified in one of the following disability categories: learning disability, intellectual disability, emotional disturbance, speech or language impairment, other disabilities and other health impairment.

Data Probe # 2: District disability odds ratios by race/ethnicity for children/youth of all ages (3-21) receiving special education and identified in one of the following disability categories: learning disability, intellectual disability, emotional disturbance, speech or language impairment, other disability, and other health impairment.

Data Probe # 3: District out of school suspension rate for students with disabilities (number of students) and the difference score for out of school suspension incidence rate for students with disabilities in comparison to students without disabilities.

State Goal #2:

Students with disabilities, ages 3-21, will have equal access to and be active participants in their total school communities.

Key Performance Indicator:

Decrease the number of students in all disability categories who spend time in segregated settings as defined by 0-40 percent of their day with nondisabled peers.

Key Performance Indicator:

Increase the number of students in all disability categories who spend time in regular education classes as defined by 79-100 percent of their day with nondisabled peers.

Data sources used to analyze least restrictive environment:

Data Probe # 1: District percent of all students with disabilities (K-12) who spend 0-40 percent of their time with nondisabled peers.

Data Probe # 2: District mean time with nondisabled peers for students with disabilities (K-12) who are educated in district.

Data Probe # 3: District percent of pre-k students with disabilities, who spend 0-40% of their time with nondisabled students, excluding students receiving itinerant services only.

Data Probe # 4: District data on the five goals of the P.J. et al. vs. State of Connecticut, et al. Settlement Agreement.

Significant state-wide progress was demonstrated on all data probes used for focused monitoring of LRE and overrepresentation. The Focused Monitoring Steering Committee recommended a change in the key performance indicator for 2006-2007 to: Decrease the suspension/expulsion rates of students with disabilities.

Key Performance Indicator for 2006-2007

Connecticut has identified one key performance indicator to be used in focused monitoring for 2006-2007.

State Goal:

Students with disabilities, ages 3-21, will have equal access to and be active participants in their total school communities.

Key Performance Indicator:

Decrease the number of students in all disability categories who are suspended or expelled as defined by Connecticut General Statute (Sec. 10-233a(b): "exclusion from regular classroom activities beyond 90 minutes."

Data sources used to analyze suspension and expulsion:

Data Probe # 1: Special Education Unique Student Suspension and Expulsion Rate: the number of unique (non-duplicated) students with disabilities in a district suspended or expelled out-of-school divided by the total number of students with disabilities in the district.

Data Probe #2: General Education Unique Student Suspension and Expulsion Rate: the number of unique (non-duplicated) students without disabilities in a district suspended or expelled out-of-school divided by the total number of general education students in the district.

Data Probe #3: Difference Score between the General Education and Special Education Unique Student Suspension and Expulsion Rate: the special education suspension and expulsion rate minus the general education suspension and expulsion rate.

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Data Probe #4: Special Education Unique 10+ Suspension and Expulsion Rate - the number of unique students with Disabilities in a district suspended or expelled out-of-school for more than 10 days divided by the total number of students in the district.

Publication of District Data:

Each data probe used for focused monitoring will have information on each district's relative standing published on a statewide data map. The map will portray each district according to their performance as identified on criteria noted on each map using the following color coded system:

Red: An area of significant concern requiring data verification, data analysis and potential need for monitoring and improvement planning;

Yellow: An area of concern, requiring data verification and analysis;

Green: An area of strength, data indicates strong performance in the area identified.

Districts that are coded red in two (2) three (3) or four (4) data probes are asked to submit their data verification and analysis to the CSDE.

District Grouping by Student Population Size

Districts will be rank ordered using the data probes, based on district population size (number of students district is fiscally responsible for in 2005-06.) At least one district from each population group will be chosen for a site visit. The chart on the next page shows district groupings, by population size.

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District grouping based on number of students district is fiscally responsible for 05-06

Group 1 [<1,000]	Group 2 [1,000-2,500]	Group 3 [2,500-5,000]	Group 4 [5,000-23,000]
Andover	Brooklyn	Ansonia	Bridgeport
Ashford	Canton	Avon	Bristol
Barkhamsted	Clinton	Berlin	Cheshire
Bethany	Coventry	Bethel	Danbury
Bolton	Cromwell	Bloomfield	East Hartford
Bozrah	Derby	Branford	Enfield
Canaan	East Haddam	Brookfield	Fairfield
Canterbury	East Hampton	Colchester	Glastonbury
Chaplin	Easton	Darien	Greenwich
Chester	East Windsor	East Haven	Groton
Colebrook	Ellington	East Lyme	Hamden
Columbia	Granby	Farmington	Hartford
Cornwall	Griswold	Guilford	Manchester
Deep River	Hebron	Killingly	Meriden
Eastford	Lebanon	Ledyard	Middletown
East Granby	Litchfield	Madison	Milford
Essex	Mansfield	Monroe	Naugatuck
Franklin	Old Saybrook	Montville	New Britain
Hampton	Orange	New Canaan	New Haven
Hartland	Oxford	New Fairfield	New Milford
Kent	Plainfield	Newington	Newtown
Lisbon	Plymouth	New London	Norwalk
Marlborough	Portland	North Branford	Norwich
New Hartford	Putnam	North Haven	Ridgefield
Norfolk	Redding	Plainville	Shelton
North Canaan	Rocky Hill	Seymour	Southington
Stonington	Somers	Simsbury	South Windsor
Pomfret	Stafford	Tolland	Stamford
Preston	Stonington	Vernon	Stratford
Salem	Suffield	Waterford	Torrington
Salisbury	Thomaston	Watertown	Trumbull
Scotland	Thompson	Wethersfield	Wallingford
Sharon	Westbrook	Wilton	Waterbury
Sherman	Weston	Windham	West Hartford
Sprague	Winchester	Windsor	Wet Haven
Sterling	Windsor Locks	Wolcott	Westport
Union	Woodstock	Regional District # 5	Voc Tech
Voluntown	Regional District # 6	Regional District # 10	
Willington	Regional District # 7	Regional District # 15	
Woodbridge	Regional District # 8	Regional District # 16	
Regional District # 1	Regional District # 12		
Regional District # 4	Regional District # 13		
Regional District # 9	Regional District # 14		
Regional District # 11	Regional District # 17		
Corrections	Regional District # 18		
DCF	Regional District # 19		

Section Four

Preparing for the Focused Monitoring Site Visit

Districts will be chosen for a site visit based on a review of their data and a review of their self-assessment, data verification, a trend in suspension and expulsion data over time and other information available to the bureau. Districts will only be chosen for a site visit on one key performance indicator per monitoring cycle. Any district that has an active improvement plan for focused monitoring will not be chosen for a site visit, but will amend their plan as appropriate. The CSDE anticipates that approximately 9-12 districts will receive a site visit each year. Districts with model programs designed to decrease the suspension and expulsion of students with disabilities may also be identified.

Each site visit team will consist of the following members:

- ✧ Lead Consultant - CSDE Education Consultant;
- ✧ Support Consultants - CSDE staff, general and special education;
- ✧ LEA Support Staff - one member of a local school district, not involved in the district nor in a contiguous district; and
- ✧ Parents - for each team, one parent member with no children currently or previously enrolled in the district and not residing in the district or in a contiguous district.

Team members will attend two formal training sessions sponsored by the CSDE. All team members will attest to having no previous involvement or conflict of interest in the district undergoing monitoring.

The site visit will take from three to five days and will include the following activities:

1. Pre-visit planning meeting at the district;
2. Record review of up to 12 student files;

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3. Review of district policy and procedures;
4. Interviews with district personnel on policy and procedures;
5. Observations of programs;
6. Interviews with staff of students whose records were reviewed;
7. Interviews with students;
8. A public parent forum;
9. Exit interviews; and
10. Other activities as determined appropriate by the CSDE.

The district will receive a written summary report of the site visit identifying strengths, areas in need of improvement and areas of noncompliance. District representatives will be required to attend a daylong improvement planning session with CSDE and SERC staff after the site visit report is issued.

Pre-visit Planning Meeting

The lead consultant will schedule a site visit-planning meeting with the district. This meeting should include the CSDE consultant, the district special education/pupil personnel director and another central office administrator representing general education.

The purpose of the pre-visit meeting will be to:

- ✧ review the purpose of the focused monitoring visit;
- ✧ review the district's data, self-assessment and data verification;
- ✧ identify members of the site visit team;
- ✧ plan dates and locations in the district where the site visit and exit interview will occur;
- ✧ review which student records will need to be available for the site visit;
- ✧ identify students who or programs that will be observed;
- ✧ identify district policies and procedures that will need to be available to the site visit team;
- ✧ identify any existing district/building improvement plans;

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- ✧ identify additional data that will need to be reviewed while on site;
- ✧ identify students who will be interviewed and/or observed;
- ✧ identify staff who will be interviewed;
- ✧ identify the date for the public forum for families and determine how to advertise the forum;
- ✧ determine how the district will notify families, staff and school board members of the pending visit;
- ✧ determine how the results of the visit will be shared with families, staff and school board members; and
- ✧ determine who will attend the CSDE improvement planning session.

Section Five

On-Site Review: Suspension and Expulsion

The following are potential areas of investigation as part of the on-site review for suspension and expulsion:

1. District Data and History

- ✧ Data Review - suspension and expulsion data for students with and without disabilities, suspension and expulsion data from early childhood programs (ages 3,4,5), suspension and expulsion data by race/ethnicity, office referral data, suspension and expulsion data for students identified with emotional disturbance, and education location data for students identified with emotional disturbance
- ✧ Past Program Review Findings
- ✧ Response to Associate Commissioners Dowaliby and Rabinowitz letter
- ✧ Summary of Complaints, Mediations, Due Process Hearings
- ✧ Existing district or school improvement plans addressing suspension and expulsion

2. District Policies and Procedures

- ✧ Discipline policies and procedures for district and/or schools
- ✧ Membership of district or school based discipline team
- ✧ Policies on use of restraint or aversive procedures
- ✧ Policies on suspension and expulsion - 90 minute standard, requirements for returning from suspension
- ✧ Safe and Drug Free Schools policy
- ✧ Bullying policy
- ✧ Office referrals policy, forms and data
- ✧ Bus referrals policy, forms and data
- ✧ Crisis intervention plans for extreme behavior

3. Special Education Policies and Practices

- ✧ Student records review
- ✧ Functional behavior assessment - forms/process
- ✧ Behavior intervention plans - forms/process
- ✧ Manifestation determination - form/process
- ✧ Delivery of services while serving suspension or expulsion

- ✧ Out of district placements for students with emotional disabilities
- ✧ In district programs for students with emotional disabilities
- ✧ Staff training
- ✧ Staff interviews
- ✧ Administrator interviews
- ✧ Parent forum
- ✧ Student interview

4. District Alternatives to Suspension and Expulsion

- ✧ Programs or committees to address school climate
- ✧ Early intervening services to support challenging behavior
- ✧ Positive behavior support system - district or school wide
- ✧ Social skills programs
- ✧ Mentoring programs
- ✧ Alternative high school programs
- ✧ Community based supports
- ✧ Student record review
- ✧ Staff training
- ✧ Staff interviews
- ✧ Administrator interviews
- ✧ Parent forum
- ✧ Student interviews

5. Early Childhood (3,4,5 year old children)

- ✧ Data - special and general education including community based settings
- ✧ Range of options - Head Start, Readiness, universal pre-K, full day kindergarten
- ✧ Early intervening services to support challenging behavior
- ✧ Family supports
- ✧ Administrator interviews
- ✧ Parent forum
- ✧ School readiness council

6. Family Involvement

- ✧ Policies and Procedures
- ✧ Identification of key personnel - parent advisor, Family Resource Center
- ✧ Communication regarding discipline policy
- ✧ Communication regarding suspension and expulsion
- ✧ Training and information - IDEA grant application

- ✧ Community liaisons/resources
- ✧ Administrator interviews
- ✧ Staff interviews
- ✧ Parent Forum
- ✧ Existing parent survey data

7. Student Involvement

- ✧ Peer mentoring programs
- ✧ Policy committees
- ✧ Administrator interviews
- ✧ Staff interviews
- ✧ Parent forum
- ✧ Student interviews

8. Staffing

- ✧ Training of general and special education staff
- ✧ Use of outside consultants and evaluators
- ✧ Staff resources - counselors, social workers, psychologists, paraprofessionals, resource officers, parent liaisons
- ✧ Student Record Review
- ✧ Administrator interviews
- ✧ Staff interviews
- ✧ Parent Forum

9. Existing District Improvement Plans

Student Record Reviews will be done on a purposeful sample of student records, based on disability category and race/ethnicity that have been suspended or expelled.

Monitoring forms are available on CD-ROM.

Section Six

Family Participation in Focused Monitoring

Family involvement in special education is a critical component of successful programs and, thus, an important aspect of focused monitoring. Family members are involved in focused monitoring in two ways — one for parents who do not have students enrolled in the district being monitored, the other for parents of students currently receiving services from the district being monitored.

Parents of students with disabilities (who are not enrolled in the district being monitored) can be members of the site-visit team. These parents will be chosen through an application process to the Connecticut Parent Advocacy Center (CPAC). They will be parents who have had previous training and experience with the implementation of IDEA, and will also participate in training sponsored by the CSDE and CPAC. The parent team members will assume the same responsibilities as the rest of the monitoring team. In addition, they will attend the public parent forum. Parents will be paid a stipend and be reimbursed for mileage and phone expenses by the CSDE. They will be required to sign a statement assuring they have had no prior involvement or conflict of interest with the district undergoing the review or with students in that district.

Parents of students with disabilities who reside in the towns being monitored and have children currently receiving services will be given the opportunity to provide feedback to the focused monitoring team on the area being monitored. Each district being monitored will host a public parent forum prior to the site visit. An impartial contractor to the CSDE will conduct the forum. Staff members from the district will not be in attendance. The parent member of the monitoring team will be in attendance and will share information from the forum with the other members of the monitoring team. Information announcing the parent forum will be sent to all parents of students with disabilities that the district is responsible for regardless of where they attend school. The forum will focus on questions pertaining to the key performance indicator for which the district is being monitored (suspension and expulsion of

Connecticut's System of General Supervision and Focused Monitoring

students with disabilities). The information generated at the forum will be summarized and shared with the CSDE monitoring team and the district. Parents who choose not to speak at the forum, or who want to provide input but are unable to attend the forum, will be encouraged to submit written comments to the monitoring team.

Section Seven

Focused Monitoring: Follow-up to Site Visit

At the end of the site visit, the monitoring team will meet to summarize their findings. These results will be shared by the lead consultant at an exit interview with the director of special education/pupil personnel director, an additional member of the district administrative team and others as invited by the district. The CSDE and the district find it helpful to have the superintendent of schools attend the exit interview. Results will be shared regarding each focus area of the site visit and will include strengths, needs and areas identified that require corrective action.

A report will be issued within six weeks summarizing these findings. A copy of the report format is included in Appendix E. The report will identify areas of strength and need for each component of the review as well as any required or corrective actions. If noncompliance regarding individual student's programming is identified, then corrective actions may be issued during the site visit.

The district will review the findings and based on the areas of need, compose a team to attend a daylong improvement planning session with the CSDE. The improvement planning session will bring together staff members of the districts that were monitored for the same key performance indicator, CSDE staff and SERC consultants. Each district will work with their lead consultant and a SERC consultant to create an improvement plan. The purpose of this group planning activity is to allow districts to strategize and learn from each other regarding strategies for improvement. CSDE and SERC staff will facilitate the dialogue, the development of plans and gather information on technical assistance and training needs. This information will be used to design future training and technical assistance offerings for the districts. The plans will be drafted, reviewed by the superintendent and submitted to the CSDE for final approval.

Improvement plans will identify goals and benchmarks, along with a list of strategies, activities and resources needed. A sample of the improvement plan is included in

Connecticut's System of General Supervision and Focused Monitoring

Appendix E. Improvement plans should be incorporated into any existing district improvement plans. Timelines will be established for review of progress.

Section Eight

Incentives and Sanctions

The Connecticut State Department of Education (CSDE) has designed a continuum of interventions and sanctions to help to ensure that corrective actions and improvement plans are implemented as agreed. In addition, CSDE expects to acknowledge those districts with the strongest performance on key performance indicators or districts that are successful in creating significant change as a result of implementing an improvement plan.

The following incentives may be used to acknowledge district performance or improvement:

- 1) Incentives
 - a. Letter of commendation/acknowledgement to superintendent and/or local board of education from the commissioner or associate commissioner of education;
 - b. Commendation on the CSDE's website;
 - c. Identification as a model spotlight district; and/or
 - d. Allocation of grant funds, as available, for replication of commended strategies.

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The following sanctions may be used to facilitate change in district performance or improvement.

2) Sanctions

- a. *Level One:* Review of progress on the district improvement plan on a quarterly basis. All district's data will be publicly displayed on the CSDE's website.
- b. *Level Two:* At the end of year two (2), notification to superintendent regarding lack of progress on improvement plan. Redesign of improvement plan with more direction from the CSDE. Presentation of improvement plan to the local board of education. Local board may be required to hold a public hearing to present the improvement plan.
- c. *Level Three:* Release of IDEA funds on a conditional basis or direct IDEA funds to address strategies in the improvement plan.
- d. *Level Four:* Appoint a special education consultant at district expense to assist with implementation of the improvement plan.

Appendix A
Connecticut's Focused Monitoring Steering Committee Members

Appendix A

Connecticut's Focused Monitoring Steering Committee

Sarah Barzee, SERC Consultant

James Blair, ConnCASE Representative, Plainfield Public Schools

Terri Bruce, ConnCASE Representative, Norwich Free Academy

Nancy Cappello, CSDE, Interim Bureau Chief, Bureau of Special Education

Joanna Cooper, State Advisory Council, Parent

Brian Cunnane, CSDE Consultant

George Dowaliby, CSDE, Interim Associate Commissioner, Division of Teaching and Learning Programs and Services

Sherri Edgar, Parent

Sally Esposito, SERC Consultant

Brian Farrell, ConnCASE Representative, Redding Public Schools

Mary Forde, ConnCASE Representative, Greenwich Public Schools

Marianne Kirner, SERC, Director

Heather Levitt, CSDE, Education Services Specialist

Amarildo Monsalve, CSDE, Education Services Specialist

Diane Murphy, CSDE Consultant

Joe Onofrio, ConnCASE Representative, Guilford Public Schools

Elena Poma, Parent

Nancy Prescott, CPAC, Director

Deborah Richards, CSDE, Consultant

Alice Ridgway, QA Manager, CT Birth to Three System

David Scata, ConnCASE Representative, East Haddam Public Schools

Norma Sproul, CSDE, Consultant

Maria Synodi, CSDE Consultant

Palma Vaccaro, Coordinator, Hartford Public Schools

Gary Zaremski, ConnCASE Representative, Litchfield Public Schools

Appendix B
Connecticut's Continuous Improvement Plan:
Early Intervention and Special Education

Connecticut's Continuous Improvement Plan: Early Intervention and Special Education

CHILD / FAMILY OUTCOMES (IDEA PART C)

EARLY IDENTIFICATION

- 1 All eligible infants and toddlers are identified at the earliest opportunity.

KNOWLEDGEABLE FAMILIES

- 2 Families become knowledgeable and have the confidence to increase the general health and well being of their family.

FUNCTIONAL SKILLS

- 3 Children will demonstrate improved and sustained functional skills.

FAMILY TRANSITION

- 4 Families and children are able to access appropriate educational and community supports and services when children leave the Birth to Three System.
-

STUDENT / PARENT OUTCOMES (IDEA PART B)

TRANSITION INTO SPECIAL EDUCATION

- 5 Families and children are able to access appropriate educational and community supports and services when children leave the Birth to Three System.

PARENT PARTICIPATION

- 6 Parents of students with disabilities, ages 3-21, participate as full partners in the planning and implementation of their child's educational program.

KINDERGARTEN PREPAREDNESS

- 7 Children with disabilities will be prepared to enter kindergarten at age 5.

ACADEMIC ACHIEVEMENT

- 8 Students with disabilities, ages 3-21, will demonstrate academic accomplishment within the Connecticut Preschool Benchmarks and the Connecticut Common Core of Learning.

ACCESS AND PARTICIPATION

- 9 Students with disabilities, ages 3-21, will have equal access to and be active participants in their total school communities.

COMMUNITY PARTICIPATION

- 10 Students with disabilities, ages 3-21, will develop and maintain healthy relationships and independent living skills to actively participate in their communities.

SELF-ADVOCACY

- 11 Students with disabilities, ages 3-21, will demonstrate the age-appropriate skills for self-advocacy, which include identifying personal strengths, challenges, and interests and making informed life choices.

EMPLOYMENT/POST SECONDARY EDUCATION

- 12 Students with disabilities, two years after exiting school, will be employed and/or enrolled in post-secondary education.

Appendix C
Special Education Data Profile Sample

SPECIAL EDUCATION STRATEGIC SCHOOL PROFILE 2004-05

ABC School District

Imma Leader, Superintendent

Telephone: (860) 555-5555

Jane Brown, Director of Special Services

Telephone: (860) 555-5550



This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Unless otherwise noted, data were provided by the local school district during the fall of 2004.

Table 1: OVERALL DISTRICT DESCRIPTION

Total Number of Students for Whom the District is Fiscally Responsible (Excluding Pre-K and Adult Education)			4,295
Number of Students with Special Education Disabilities for Whom the District is Fiscally Responsible (Excluding Pre-K and Adult Education; Including Private Pay*)			379
District Special Education Prevalence Rate (% of Total Students with Disabilities)			8.8%
Number of Students with Disabilities Placed Out-of-District **			32
Number of Private Pay* Students with Disabilities			0
K-12 Full-time Equivalent (FTE) Teacher	311.7	Total District Expenditures***	\$41,693,538
K-12 FTE Special Education Teachers	22.3	Special Education Expenditures***	\$5,828,880
K-12 FTE Administrators	18.4	Special Education Students Who Are:	
Regional Education Service Center (RESC)	CREC	Limited English Proficient	0.8%
Educational Reference Group (ERG)****	B	Free/Reduced-Price Meal Eligible	9.8%

*Private Pay = Private/Parochial students, not placed or referred by public agencies, whose basic education is paid through private resources and who receive special education and related services at public expense under a service plan.

**Excludes Endowed and Incorporated Academies and private/parochial students placed out-of-district by parents.

***Expenditures are unaudited figures from the full 2002-03 fiscal year.

****ERG is a classification of districts whose students' families are similar in education, income, and occupation, and have similar enrollment.

SPECIAL EDUCATION PREVALENCE

Prevalence is a special education rate of occurrence statistic. It indicates the percent of students in a district (ERG or state) who are students with disabilities, receiving special education and related services. This number is calculated by dividing the number of K-12 students with disabilities for whom a district is fiscally responsible by the total number of K-12 students for whom the district is fiscally responsible (excludes preschool and adult education students). Statewide, the special education prevalence rate has been dropping for several years, although Connecticut's prevalence rate is still slightly higher than the national average.

Table 2: Special Education Prevalence Trends

	93-94	99-00	00-01	01-02	02-03	03-04	04-05
School District Rate	8.1%	8.7%	8.5%	8.0%	8.2%	8.3%	8.8%
ERG Median Rate	11.2%	11.3%	10.9%	10.3%	9.6%	10.1%	10.3%
Statewide Rate	13.4%	12.8%	12.5%	12.3%	12.2%	12.1%	11.9%

SPECIAL EDUCATION PREVALENCE, continued

Table 3: Special Education Prevalence by Disability

Special Education Disability	K-12 Count of Students with Disabilities		Prevalence Rate		Comparison ERG	State Prevalence Rate
	03-04	04-05	03-04	04-05	Prevalence Rate	Rate
Learning Disability	117	108	2.8%	2.5%	4.0%	4.6%
Intellectual Disability	9	10	0.2%	0.2%	0.3%	0.6%
Emotional Disturbance	25	32	0.6%	0.7%	0.7%	1.2%
Speech Impairment	108	116	2.6%	2.7%	2.4%	2.5%
Other Health Impairment	60	68	1.4%	1.6%	2.1%	1.8%
Other Disability*	29	45	0.7%	1.0%	1.1%	1.3%
Total	348	379	8.3%	8.8%	10.6%	11.9%

CT identification rates for Emotional Disturbance (ED) and Other Health Impairments (OHI) are significantly higher than national averages, ranking among the top 15 states for ED and the top 5 for OHI. CT is in the bottom 15 for identification of students with Intellectual Disabilities.

<i>*2004-05 Count of Specific Disabilities within "Other" Category</i>			
Visual Impairment	1	Traumatic Brain Injury	0
Orthopedic Impairment	1	Autism	22
Deaf-Blindness	0	Multiple Disabilities	8
Hearing Impairment	2	Developmental Delay**	11

**CT statute limits the identification of students as Developmental Delay to children ages three through five.

The U.S. Department of Education's Office of Special Education Programs (OSEP) requires states to monitor the disproportionate identification of students with disabilities by race/ethnicity. CT public school districts monitor this issue through the comparison of race/ethnicity proportions within disability subgroups to the expected proportions found within the all district student data. Large variation in proportions may indicate potential problems, although small student subgroup counts impact data interpretation and unique district circumstances can alter the racial/ethnic makeup of disability subgroups.



Table 4: Count and Percent of Students (K-12) by Racial/Ethnic Group within Disability Subgroups

	Amer. Indian/ Alaskan Native		Asian/ Pacific Islander		Black/African American		Hispanic or Latino		White		Disability Totals	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Learning Disability	0	0.0%	1	0.9%	9	8.3%	9	8.3%	89	82.4%	108	28.5%
Intellectual Disability	0	0.0%	0	0.0%	1	10.0%	0	0.0%	9	90.0%	10	2.6%
Emotional Disturbance	0	0.0%	0	0.0%	3	9.4%	2	6.3%	27	84.4%	32	8.4%
Speech/Language Impairment	0	0.0%	4	3.4%	9	7.8%	8	6.9%	95	81.9%	116	30.6%
Other Health Impairments	0	4.4%	3	4.4%	5	7.4%	2	2.9%	58	85.3%	68	17.9%
Other Disability	0	0.0%	2	8.7%	3	13.0%	3	13.0%	15	65.2%	23	6.1%
District Total Students with Disabilities	0	0.0%	14	3.7%	35	9.2%	24	6.3%	306	80.7%	379	100.0%
<i>Comparison Statistics</i>												
District All Students	10	0.2%	278	6.5%	161	3.7%	132	3.1%	3,714	86.5%	4,295	100.0%

PERCENTAGE OF TIME WITH NON-DISABLED PEERS (TWNDP)

Time spent with non-disabled peers (TWNDP) is an important indicator of student access to the general curriculum as well as demonstration of compliance with the IDEA requirement that students with disabilities are educated with their non-disabled peers to the maximum extent appropriate. Two ways to look at TWNDP are to examine the data for all students with disabilities for whom the district is fiscally responsible and then to review the data for students with disabilities whose education is provided in-district. The data reported in the next two tables reports on the three federal TWNDP categories. 0-40.0% is considered the most isolated setting. 40.1-79.0% is typically a pull-out or resource room type of setting. 79.1-100% is considered a general education placement. In the third table on this page, TWNDP data is examined with a more detailed breakout across 10 TWNDP groups.



Table 5: TWNDP: All Students with Disabilities

<i>Federal Categories</i>	<i>Learning Disability Number</i>	<i>Intellectual Disability Number</i>	<i>Emotional Disturbance Number</i>	<i>Speech Impairment Number</i>	<i>Other Health Impaired Number</i>	<i>Other Disability Number</i>	<i>Total District Number</i>	<i>District Total Percent</i>	<i>ERG Total Percent</i>	<i>State Total Percent</i>
79.1 to 100%	89	1	21	104	57	19	291	76.8%	69.8%	61.3%
40.1 to 79.0%	17	8	4	12	7	18	66	17.4%	20.2%	22.5%
0.0 to 40.0%	2	1	7	0	4	8	22	5.8%	9.9%	16.2%
Total	108	10	32	116	68	45	379	100.0%	100.0%	100.0%
Mean TWNDP	87.4%	60.8%	71.0%	92.9%	66.1%	84.5%	84.0%		78.7%	72.9%

Table 6: TWNDP: In-District* Students with Disabilities Only

<i>Federal Categories</i>	<i>Learning Disability Number</i>	<i>Intellectual Disability Number</i>	<i>Emotional Disturbance Number</i>	<i>Speech Impairment Number</i>	<i>Other Health Impaired Number</i>	<i>Other Disability Number</i>	<i>Total District Number</i>	<i>District Total Percent</i>	<i>ERG Total Percent</i>	<i>State Total Percent</i>
79.1 to 100%	88	1	17	103	53	18	280	80.7%	72.9%	64.6%
40.1 to 79.0%	16	6	4	12	7	18	63	18.2%	21.6%	24.3%
0 to 40.0%	1	1	1	0	0	1	4	1.2%	5.5%	11.1%
Total	105	8	22	115	60	37	347	100.0%	100.0%	100.0%
Mean TWNDP	88.5%	61.4%	86.0%	92.9%	89.5%	76.3%	88.0%		82.4%	77.0%

*Excludes both private pay and out-of-district students with disabilities.

Table 7: Ten TWNDP Categories: All Students with Disabilities

	<i>Learning Disability Number</i>	<i>Intellectual Disability Number</i>	<i>Emotional Disturbance Number</i>	<i>Speech Impairment Number</i>	<i>Other Health Impaired Number</i>	<i>Other Disability Number</i>	<i>Total District Number</i>	<i>District Total Percent</i>	<i>ERG Total Percent</i>	<i>State Total Percent</i>
0 - 10.0%	2	0	7	0	4	5	18	4.7%	6.0%	8.4%
10.1 - 20%	0	0	0	0	0	1	1	0.3%	1.0%	2.7%
20.1 - 30%	0	0	0	0	0	1	1	0.3%	0.9%	2.0%
30.1 - 40%	0	1	0	0	0	1	2	0.5%	2.0%	3.1%
40.1 - 50%	2	2	0	0	1	4	9	2.4%	2.6%	3.9%
50.1 - 60%	2	1	0	2	0	5	10	2.6%	4.4%	4.7%
60.1 - 70%	7	4	1	4	3	4	23	6.1%	5.9%	6.4%
70.1 - 80%	8	2	3	7	4	5	29	7.7%	8.6%	8.9%
80.1 - 90%	18	0	4	7	13	5	47	12.4%	25.2%	22.3%
90.1 - 100%	69	0	17	96	43	14	239	63.1%	43.5%	37.7%
Total	108	10	32	116	68	45	379	100.0%	100.0%	100.0%

EDUCATIONAL PLACEMENT

In 2002-03, CT was identified by OSEP as a state with significant concerns in the area of placement of students into private and public separate school facilities, ranking 9th from the bottom among states. CT placed 4.5% of all students with disabilities (ages 6-21) into separate school facilities. This is more than 50% greater than the national average of 2.9%. Out placement reduces a student's chance of interacting with their non-disabled peers and accessing the general curriculum.

Table 8: Students Placed Out-of-District

Placing Agency	Learning Disability	Intellectual Disability	Emotional Disturbance	Speech Impairment	Other Health Impairment	Other Disability	District Total	District Percent	ERG Total Percent	State Total Percent
Placed Out By District	2	2	9	0	7	6	26	81.3%	75.6%	59.9%
Placed Out By Other Parties*	1	0	1	1	1	2	6	18.8%	24.4%	40.1%
Total Placed Out	3	2	10	1	8	8	32	100.0%	100.0%	100.0%

*Other parties includes DCF, other state agencies, juvenile and superior courts, as well as physicians and others.

Table 9: Educational Placement of Students with Disabilities (count and percent by 6 Federal Categories)

Education Placement	Learning Disability	Intellectual Disability	Emotional Disturbance	Speech Impairment	Other Health Impairment	Other Disability	District Total	Total Percent	ERG Percent	State Percent
Public School	107	9	27	116	66	38	363	95.8%	95.3%	94.0%
Public Separate Facility	0	0	1	0	1	2	4	1.1%	0.9%	1.6%
Private Separate Facility	1	1	4	0	1	4	11	2.9%	2.8%	2.8%
Public Residential Facility	0	0	0	0	0	0	0	0.0%	0.1%	0.1%
Private Residential Facility	0	0	0	0	0	0	0	0.0%	0.8%	1.4%
Hospital/Homebound	0	0	0	0	0	1	1	0.3%	0.1%	0.2%
Total	108	10	32	116	68	45	379	100.0%	100.0%	100.0%

Public School includes all students attending CT public school districts including Endowed/Incorporated Academies, Charter and Magnet Schools. Public Separate Facility includes students attending RESC's (non-magnet schools). Private Separate Facility includes students attending Private Special Education Facilities and Other Agencies. Public Residential Facility includes students attending RESC's who reside in group homes/shelters or attend out-of-state public residential facilities. Private Residential Facility includes students who reside and are educated at Private Special Education Facilities, students who reside in group homes/shelters, and students who attend out-of state private residential facilities. Hospital/Homebound includes students who live and are educated in permanent family residences, or students who receive their education in a home/hospital setting, both in- and out-of-state.

Table 10: Home School* Attendance by Students with Disabilities

	Learning Disability	Intellectual Disability	Emotional Disturbance	Speech Impairment	Other Health Impairment	Other Disability	District Total
District	98.1%	80.0%	71.9%	100.0%	89.7%	82.2%	92.6%
ERG	96.9%	78.4%	74.3%	98.3%	93.8%	77.9%	92.6%
State	92.6%	77.1%	61.2%	93.8%	88.9%	66.3%	85.5%

Students attending magnet and charter school programs as a result of school choice options (identical to those of their nondisabled peers) are considered to be attending their home school, unlike students placed into programs as a result of PPT programming decisions.

*Home School is defined as where the student would otherwise attend school if not disabled.



OUTCOMES FOR STUDENTS WITH DISABILITIES



Table 11: Extracurricular Participation by Students with Disabilities

	Learning Disability	Intellectual Disability	Emotional Disturbance	Speech Impairment	Other Health Impairment	Other Disability	Total SWD
District	59.3%	80.0%	28.1%	49.1%	45.6%	33.3%	48.5%
ERG Participation	41.0%	44.0%	27.4%	25.2%	38.4%	26.8%	34.7%
State Participation	36.7%	33.2%	23.0%	27.4%	36.6%	22.2%	31.6%



OUTCOMES FOR STUDENTS WITH DISABILITIES, continued

**Table 12: Students with Disabilities (Ages 14-21) Reported in Dec. 2004,
As Exiting Special Education During the 03-04 School Year**

<i>Reason for Exiting</i>	<i>Learning Disability Number</i>	<i>Intellectual Disability Number</i>	<i>Emotional Disturbance Number</i>	<i>Speech Impairment Number</i>	<i>Other Health Impaired</i>	<i>Other Disability Number</i>	<i>District Total Number</i>	<i>District Total Percent</i>
Graduated with Diploma	8	0	5	0	7	2	22	51.2%
Grad. with Certificate of Completion / IEP	0	1	0	0	0	1	2	4.7%
Dropped Out	1	0	2	0	0	0	3	7.0%
Returned to Regular Education	8	0	0	0	1	0	9	20.9%
Reached Maximum Age, Moved or Deceased	3	0	0	2	2	0	7	16.3%
Total	20	1	7	2	10	3	43	100.0%

Regardless of the reason for exit, all students must, as part of their IEP and starting at age 14, receive effective transition planning for life after high school.

Graduation, drop out and suspension/expulsion are all indicators of student access to the general curriculum.



<i>Special Education Graduation Rate</i>		<i>All Student Graduation Rate</i>		<i>Special Education Drop Out Rate</i>		<i>All Student Drop Out Rate</i>	
<i>District</i>	<i>State</i>	<i>District</i>	<i>State</i>	<i>District</i>	<i>State</i>	<i>District</i>	<i>State</i>
91.7%	63.0%	93.6%	89.8%	2.6%	6.6%	1.0%	1.7%

Table 13a: Suspension and Expulsion Information (2003-04 School Year Data; PreK-12)

	<i>General Education Students Suspended/Expelled</i>			<i>Special Education Students Suspended/Expelled</i>			<i>Statewide Special Education Students Suspended/Expelled</i>		
	<i>In School</i>	<i>Out of School</i>	<i>Expulsion</i>	<i>In School</i>	<i>Out of School</i>	<i>Expulsion</i>	<i>In School</i>	<i>Out of School</i>	<i>Expulsion</i>
Student Counts	1	43	1	3	4	0	908	4,894	126
Suspension Rate	0.0%	1.1%	0.0%	0.8%	1.1%	0.0%	1.3%	7.2%	0.2%

**Table 13b: Suspension and Expulsion of Students for Greater than 10 Days (PreK-12)
(Rate of Suspensions and Proportion by Race/Ethnicity) [2003-04 School Year Data]**

	<i># and Rate of Suspension/Expulsion for 10+ days</i>			<i>Amer. Indian/Alaskan Native</i>	<i>Asian/Pacific Islander</i>	<i>Black</i>	<i>White</i>	<i>Hispanic</i>	<i>Other</i>
<i>General Education</i>	1	0.0%	→	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
<i>Special Education</i>	1	0.3%	→	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
<i>All Students</i>	2	0.0%	→	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
<i>Racial Proportion for All District Students</i>				0.2%	6.5%	3.7%	86.5%	3.1%	NA



DISTRICT RESOURCES



Table 14: Certified Staff: Special Education Teachers and Pupil Services Staff

	<i>Full-Time Equivalent (FTE) Number of Staff</i>			<i>Full-Time Equivalent (FTE) Number of Staff</i>	
	<i>K-12</i>	<i>Pre-K Only</i>		<i>K-12</i>	<i>Pre-K Only</i>
Special Education Instructional Staff			Pupil Services Staff		
General Special Education Teacher	22.3	2.0	Speech-Language Pathologist	4.1	0.0
Partially Sighted	0.0	0.0	Psychological Examiner	0.0	0.0
Deafness	0.0	0.0	School Psychologist	2.8	0.0
Blindness	0.0	0.0	School Social Worker	5.0	0.0
			School Nurse-Teacher	0.0	0.0
			School Counselor	10.7	0.0
Total	22.3	2.0	Total	22.6	0.0

DISTRICT RESOURCES, continued

Table 15: Staffing Ratios: Index of Staff (K-12) Per 1,000 Student Population (K-12)



	<i>District</i>	<i>ERG</i>	<i>State</i>
Special Education Teachers	5.2	7.6	8.6
Speech Pathologists	1.0	1.6	1.5
School Nurses (non-certified staff)	1.6	1.8	1.9
School Nurse-Teachers	0.0	0.0	0.0
School Psychologists	0.7	1.5	1.5
School Social Workers	1.2	1.1	1.2
School Counselors	2.5	2.6	2.3
School Psychologists and Social Workers and Counselors	4.3	5.1	5.0
Special Education Aides	7.2	12.8	12.8



Table 16: Special Education Expenditures 2003-04 (Unaudited)



	<i>District, State and Federal Dollars</i>	<i>District Percent</i>	<i>ERG Percent</i>	<i>State Percent</i>
Certified Personnel	\$2,438,923	41.8%	46.1%	41.6%
Noncertified Personnel	\$977,244	16.8%	15.3%	13.8%
Employee Benefits	\$554,988	9.5%	12.4%	12.0%
Purchased Services	\$233,333	4.0%	4.9%	4.8%
Tuition to Other Schools	\$1,169,537	20.1%	13.8%	19.0%
Instructional Supplies	\$71,488	1.2%	0.8%	0.7%
Property Services	\$0	0.0%	0.2%	0.3%
Special Education Transportation	\$314,502	5.4%	6.1%	7.4%
Equipment	\$24,151	0.4%	0.2%	0.2%
Other Expenditures	\$44,714	0.8%	0.2%	0.2%
Total	\$5,828,880	100.0%	100.0%	100.0%

Connecticut continues to receive increasing amounts of IDEA funds to help address resource issues within the state. Additionally, utilization of other State supported opportunities for high quality professional development at minimal cost, is another method to maximize resources (i.e., SERC, CPAC, etc.).

Table 17: Percentage of Expenditures for Special Education 2003-04 (Unaudited)



	<i>District</i>	<i>ERG</i>	<i>State</i>
School District Expenditures for Special Education	14.0%	18.9%	19.9%





Table 18: Preschool Student Data



<i>Number of Pre-K Students with Disabilities for Whom the District is Fiscally Responsible:</i>			19		
Age			Education Setting		
3 year-olds:	4	Regular/Early Childhood:	57.9%	Race/Ethnicity	
4 year-olds:	12	Early Childhood Special Ed.:	0.0%	Amer. Indian/Alaskan Native:	0.0%
5 year-olds:	3	Reverse Mainstream:	26.3%	Asian American:	0.0%
6 year-olds:	0	Home/Hospital:	0.0%	Black/African American:	5.3%
7 year-olds:	0	Part-Time:	0.0%	White (non-Hispanic):	94.7%
		Residential Facility:	0.0%	Hispanic:	0.0%
		Separate School:	0.0%		
		Itinerant Services:	15.8%		
Gender		Students Placed Out of District		Percent of Time with Non-Disabled Peers	
Males:	73.7%	In District:	89.5%	All PreK	Without Itinerant Services Students
Females:	26.3%	Out:	10.5%	79.1-100%:	73.7%
		Parochial/Private:	0.0%	40.1-79.0%:	10.5%
				0-40.0%:	15.8%
				Mean:	77.5%
FAPE at Three*					
	District State				
Count:	Data Available				
Yes:	in September				

**FAPE: Students who exited the Department of Mental Retardation's Birth to Three program at age 3, were referred to special education, had a transition conference convened at least 90 days before the child's third birthday, and received a Free Appropriate Public Education by age three.*

District Description of Activities and Efforts around Special Education Program Improvement

Narratives are due to the CSDE on September 16th. Please submit narratives via email to Diane.Murphy@po.state.ct.us.

PARTICIPATION IN AND PERFORMANCE ON STATEWIDE ASSESSMENTS

**Table 19: Percentage of Students Performing at Proficient or Above on Statewide Assessments
[Fall, 2003 CMT: Grades 4, 6 and 8] [Spring, 2004 CAPT: Grade 10]**

	<i>Mathematics</i>		<i>Reading</i>		<i>Writing</i>		<i>Science</i>	
	<i>Students with Disabilities</i>	<i>All Other Students</i>						
Grade 4: District	70.0%	95.8%	45.0%	92.0%	63.6%	97.2%		
Grade 4: ERG	70.1%	94.6%	48.5%	89.5%	62.3%	95.8%	<i>Not Applicable</i>	
Grade 4: CT	48.6%	83.6%	28.5%	73.0%	44.4%	86.5%		
Grade 6: District	64.5%	96.4%	58.1%	90.5%	67.7%	97.6%		
Grade 6: ERG	65.0%	96.2%	54.5%	92.1%	64.2%	95.8%	<i>Not Applicable</i>	
Grade 6: CT	44.2%	85.9%	33.4%	78.7%	45.2%	87.9%		
Grade 8: District	52.9%	96.4%	47.1%	96.7%	50.0%	97.6%		
Grade 8: ERG	58.7%	94.9%	58.9%	94.3%	64.6%	95.8%	<i>Not Applicable</i>	
Grade 8: CT	36.1%	81.5%	34.6%	81.8%	38.5%	85.7%		
Grade 10: District	51.4%	90.3%	48.6%	91.7%	48.6%	92.3%	71.1%	95.9%
Grade 10: ERG	57.5%	90.5%	61.8%	92.4%	65.6%	93.5%	65.2%	92.9%
Grade 10: CT	38.5%	76.4%	39.0%	79.1%	46.6%	84.5%	49.7%	81.7%

Table 20. Participation in the 4th Grade CMT by Students with Disabilities [Fall, 2003]

Students with Disabilities		<i>Student Count</i>	<i>District Percent</i>	<i>ERG Total Percent</i>	<i>State Total Percent</i>
<i>Math</i>	Taking Standard CMT	20	74.1%	85.2%	81.2%
	Taking Out-Of-Level CMT	6	22.2%	9.4%	11.6%
	With an Invalid CMT Test	0	0.0%	0.1%	0.8%
	Absent	0	0.0%	0.6%	0.6%
	Taking Skills Checklist	1	3.7%	4.8%	5.8%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	27	100%	100%	100%
<i>Reading</i>	Taking Standard CMT	20	74.1%	81.4%	76.8%
	Taking Out-Of-Level CMT	6	22.2%	13.0%	14.9%
	With an Invalid CMT Test	0	0.0%	0.1%	1.6%
	Absent	0	0.0%	0.7%	0.9%
	Taking Skills Checklist	1	3.7%	4.8%	5.8%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	27	100%	100%	100%
<i>Writing</i>	Taking Standard CMT	22	81.5%	82.5%	75.1%
	Taking Out-Of-Level CMT	4	14.8%	11.1%	13.0%
	With an Invalid CMT Test	0	0.0%	1.1%	4.4%
	Absent	0	0.0%	0.6%	1.6%
	Taking Skills Checklist	1	3.7%	4.8%	5.8%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	27	100%	100%	100%

Table 21. Participation in the 6th Grade CMT by Students with Disabilities [Fall, 2003]

Students with Disabilities		Student Count	District Percent	ERG Total Percent	State Total Percent
Math	Taking Standard CMT	31	96.9%	84.7%	79.2%
	Taking Out-Of-Level CMT	1	3.1%	10.4%	13.9%
	With an Invalid CMT Test	0	0.0%	0.3%	0.9%
	Absent	0	0.0%	0.3%	1.4%
	Taking Skills Checklist	0	0.0%	4.4%	4.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	32	100%	100%	100%
Reading	Taking Standard CMT	31	96.9%	82.6%	77.3%
	Taking Out-Of-Level CMT	1	3.1%	12.1%	15.7%
	With an Invalid CMT Test	0	0.0%	0.4%	1.1%
	Absent	0	0.0%	0.5%	1.3%
	Taking Skills Checklist	0	0.0%	4.4%	4.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	32	100%	100%	100%
Writing	Taking Standard CMT	31	96.9%	81.9%	76.7%
	Taking Out-Of-Level CMT	1	3.1%	10.1%	14.0%
	With an Invalid CMT Test	0	0.0%	1.2%	2.3%
	Absent	0	0.0%	2.5%	2.3%
	Taking Skills Checklist	0	0.0%	4.4%	4.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	32	100%	100%	100%

Table 22. Participation in the 8th Grade CMT by Students with Disabilities [Fall, 2003]

Students with Disabilities		Student Count	District Percent	ERG Total Percent	State Total Percent
Math	Taking Standard CMT	17	54.8%	76.9%	77.7%
	Taking Out-Of-Level CMT	9	29.0%	16.7%	14.3%
	With an Invalid CMT Test	1	3.2%	0.5%	1.0%
	Absent	0	0.0%	1.0%	2.2%
	Taking Skills Checklist	4	12.9%	4.8%	4.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	31	100%	100%	100%
Reading	Taking Standard CMT	17	54.8%	77.2%	77.3%
	Taking Out-Of-Level CMT	9	29.0%	16.3%	14.6%
	With an Invalid CMT Test	1	3.2%	0.9%	1.2%
	Absent	0	0.0%	0.8%	2.2%
	Taking Skills Checklist	4	12.9%	4.8%	4.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	31	100%	100%	100%
Writing	Taking Standard CMT	18	58.1%	77.4%	76.9%
	Taking Out-Of-Level CMT	9	29.0%	15.8%	13.6%
	With an Invalid CMT Test	0	0.0%	0.7%	2.0%
	Absent	0	0.0%	1.3%	2.8%
	Taking Skills Checklist	4	12.9%	4.8%	4.7%
	Exempt from CMT	0	0.0%	0.0%	0.0%
	Total	31	100%	100%	100%

**Table 23. Participation in the 10th Grade CAPT by Students with Disabilities
[Spring, 2004]**

Students with Disabilities		<i>District Number</i>	<i>District Percent</i>	<i>ERG Total Percent</i>	<i>State Total Percent</i>
<i>Math</i>	Taking Standard CAPT	37	97.4%	89.7%	82.2%
	With an Invalid CAPT Test	1	2.6%	1.4%	4.8%
	Taking Skills Checklist	0	0.0%	6.5%	6.5%
	Absent	0	0.0%	2.4%	6.4%
	Exempt from CAPT	0	0.0%	0.0%	0.0%
	Total (Grade 10)	38	100%	100%	100%
<i>Reading</i>	Taking Standard CAPT	37	97.4%	88.3%	82.5%
	With an Invalid CAPT Test	1	2.6%	3.2%	5.2%
	Taking Skills Checklist	0	0.0%	6.5%	6.5%
	Absent	0	0.0%	2.0%	5.8%
	Exempt from CAPT	0	0.0%	0.0%	0.0%
	Total (Grade 10)	38	100%	100%	100%
<i>Writing</i>	Taking Standard CAPT	37	97.4%	87.6%	81.0%
	With an Invalid CAPT Test	1	2.6%	2.4%	5.7%
	Taking Skills Checklist	0	0.0%	6.5%	6.5%
	Absent	0	0.0%	3.5%	6.8%
	Exempt from CAPT	0	0.0%	0.0%	0.0%
	Total (Grade 10)	38	100%	100%	100%
<i>Science</i>	Taking Standard CAPT	38	100.0%	90.6%	84.6%
	With an Invalid CAPT Test	0	0.0%	0.9%	3.4%
	Taking Skills Checklist	0	0.0%	6.5%	6.5%
	Absent	0	0.0%	2.0%	5.5%
	Exempt from CAPT	0	0.0%	0.0%	0.0%
	Total (Grade 10)	38	100%	100%	100%

Appendix D
Five Goals of the P.J. et al. vs. State of Connecticut et al.
Settlement Agreement

Appendix D

Goals of the P.J., ET AL v. State of Connecticut, Board of Education, ET. AL., Settlement Agreement

1. An increase in the percent of students with mental retardation or intellectual disability who are placed in regular classes, as measured by the federal definition (eighty (80) percent or more of the school day with non-disabled students).
2. A reduction in the disparate identification of students with mental retardation or intellectual disability by LEA, by racial group, by ethnic group or by gender group.
3. An increase in the mean and median percent of the school day that students with mental retardation or intellectual disability spend with nondisabled students.
4. An increase in the percent of students with mental retardation or intellectual disability who attend the school they would attend if not disabled (home school).
5. An increase in the percent of students with mental retardation or intellectual disability who participate in school-sponsored extra curricular activities with non-disabled students.

Appendix E
Preliminary Report and Focused Monitoring Improvement Plan

**Special Education
Focused Monitoring for Continuous Improvement for Students with Disabilities**

Preliminary Report

XXX Public School District

Report Date:

Team Members:

Site Visit Dates:

Sites Visited:

Focused Monitoring Key Performance Indicator:

Decrease the number of students in all disability categories who are suspended or expelled as defined by Connecticut General Statute (Sec. 10-233a(b): "exclusion from regular classroom activities beyond 90 minutes."

Area Reviewed:

District History

Area Reviewed:

District Policies and Procedures

Area Reviewed:

Special Education Policies and Procedures.

Summary of Findings:

Strengths:

Required Actions:

Recommendations:

The district will review the results of the focused monitoring site visit and assemble a district team to attend the improvement planning session on February 8, 2007. As a result of the improvement planning session, the district will submit a plan, addressing all areas of required action and identified areas for improved performance, for approval by the Connecticut State Department of Education.

Connecticut State Department of Education Special Education Improvement Plan

COVER PAGE

District Name: _____

School Year: _____

Key Performance Indicator: Decrease the number of students in all disability categories who are suspended or expelled as defined by Connecticut General Statute (Sec. 10-233a(b): “exclusion from regular classroom activities beyond 90 minutes.”

Superintendent’s Name: _____

Signature: _____ **Date:** _____

**Special Education Director/
Pupil Personnel Director’s Name:** _____

Signature: _____ **Date:** _____

Adapted with permission from Georgia State Department of Education

Action Plan for

Connecticut State Department of Education Special Education Improvement Plan

Measurable Objective(s):

Actions/Strategies/Interventions	Timeline	Professional Development Resources/Est. Costs	Person(s) Responsible	Means of Evaluation

Appendix F

Terms and Acronyms

Appendix F

Terms and Acronyms

- ✧ **APR:** Annual Performance Report to the Office of Special Education Programs
- ✧ **CIP:** Connecticut's Continuous Improvement Plan in Special Education
- ✧ **CIPT:** Connecticut's Continuous Improvement Plan Partnership Team
- ✧ **CSDE:** Connecticut State Department of Education
- ✧ **FAPE** Free Appropriate Public Education
- ✧ **IDEA:** Individuals with Disabilities Education Improvement Act
- ✧ **KPI:** Key Performance Indicator
- ✧ **LEA:** Local Education Agency
- ✧ **LRE:** Least Restrictive Environment
- ✧ **NERRC:** Northeast Regional Resource Center
- ✧ **NCSEAM:** National Center on Special Education Accountability Monitoring
- ✧ **OSEP:** Office of Special Education Programs
- ✧ **Profiles:** Special Education Profiles
- ✧ **RESC:** Regional Education Service Center
- ✧ **SA:** P.J. et al. vs. State of Connecticut et al. Settlement Agreement
- ✧ **SEA:** State Educational Agency
- ✧ **SERC** State Education Resource Center
- ✧ **SIG:** State Improvement Grant
- ✧ **SPP** State Performance Plan
- ✧ **SPDG:** State Personnel Development Grant

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