



BUREAU BLOG

April 13, 2007

SY 06-07 B-8

*From Nancy M. Cappello, Ph.D.,
Interim Bureau Chief and Blogger*



New!

[Blog Index](#)

An index containing Blog topics since September 2006 is now available at

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/blog_index.pdf

Thanks to Tracey Wheeler for creating this resource. It will be updated periodically to reflect Blog topics.

[Resources for Families and School Personnel](#)



Office of Special Education Programs (OSEP) has a website with a wealth of info for parents/school districts:

<http://www.ed.gov/abo>

UPDATE: P.J., et al. v. State of Connecticut, et al.

EAP Annual Report - February 2007

The most recent EAP report was provided to the Court in February 2007 and is located on the Bureau website at:

http://www.sde.ct.gov/sde/lib/sde/PDF/deps/PJ/REPORT_EAP_07.pdf

The EAP addressed approximately 100 districts, by name in this report, indicating their perspective on the status of these districts, as well as the state, in light of the goals of the Agreement. The report identifies their findings and recommendations in this last year of the Agreement specifically for individual districts and the state as a whole.

Stipulated Agreement

On February 28, 2007, the Department and the plaintiffs appeared in court before Magistrate Martinez to enter a discovery order which authorized the plaintiffs and the state to have experts visit 120 class members in 23 school districts during the month of April 2007. During these visits the experts for the parties will be observing students, interviewing staff and parents, and reviewing five years of files on each student. These experts have authority to observe, interview and review files in public, private and quasi-public facilities and districts, wherever these students are receiving their education.

The 23 districts have already been notified and have sent the attorneys for the parties five years of student records in anticipation of visits over the next several weeks. The districts in which students were selected for visits are Ansonia, Bridgeport, Bristol, Danbury, East Hartford, East Haven, Enfield, Hamden, Hartford, Manchester, Meriden, Milford, New Britain, New Haven, New London, Norwalk, Norwich, Shelton, Stamford, Wallingford, Waterbury, West Haven and Windsor.

Court Jurisdiction

According to the Settlement Agreement, the jurisdiction of the Court for enforcement of the Agreement ends August 2007, except that the Court has jurisdiction to entertain plaintiff's motions for substantial noncompliance with this Agreement until August 2010. The expectations of continuous improvement on the goals of the Settlement Agreement remain and have been incorporated into our federally monitored State Performance Plan. This plan, and by incorporation, the goals of the Settlement Agreement, will be monitored and reported to the Office of Special Education Programs on an annual basis through 2010.

EAP Meeting - May 14 and 15, 2007

Based on the reading of the Settlement Agreement, the Department will be holding the last scheduled Expert Advisory Panel meeting on May 14 and 15, 2007. During this meeting the Expert Advisory Panel will be hosting a public forum on May 15 from 10:00 AM – 12:00 Noon at Seminar Hall, Rennsalaer in Hartford. **Attachment one and attachment two** provide guidance in English and Spanish about participating in the public forum.

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) 632-1485
www.ctserc.org

programs is to provide local school districts federal entitlement funds to assist with the excess costs of providing special education and related services to children with disabilities.

Please contact Brian J. Cunnane, Project Manager, IDEA funds, (860) 713-6919 or brian.cunnane@ct.gov for any questions.

What Is Assistive Technology?

During the past few years, the amount of assistive technology devices has dramatically increased. Additionally, the National Instructional Materials Accessibility Standard (NIMAC), established at the federal level through the reauthorization of IDEA 2004, has brought the area of Assistive Technology (AT) into the forefront of special education. AT is defined as any item or piece of equipment that is used to increase, maintain or improve the functional capabilities of individuals with disabilities in all aspects of life.

There is a fairly new project in the area of AT which will assist districts and parents in securing, at possibly little or no cost, AT materials for communication, mobility, vision, hearing, activities of daily living (ADL), positioning/seating and recreation. This project has the capability of providing a Tech Mentor Program, low-interest loans for equipment and also, exchange of AT equipment. Please refer to the CT TECH ACT PROJECT (CTTAP) at www.CTtechact.com or www.getATstuff.com for more information regarding this project.

State Performance Plan (SPP) and Annual Performance Report (APR)

The SPP and APR will be disseminated to superintendents, special education directors, parent organizations, educational organizations, institutes of higher education and other state agencies in a few weeks. These documents are also posted on the website at www.state.ct.gov. The Focused Monitoring Stakeholder group is providing input in district APRs and the procedures for yearly local education agency (LEA) determinations and enforcement actions, pursuant to section 616 of IDEA. District APRs are in development and will be available later this year. If you have any questions, please contact Dana Colon at dana.colon@ct.gov.

U.S. Department of Education Announces Release of the "2% Regulations" For AYP Under NCLB

The U.S. Department of Education announced the release of the "2% regulations" for AYP purposes under NCLB. These regulations allow states to develop modified academic achievement standards for a small group of students with disabilities (up to 2% will counted for AYP purposes) that are challenging and measure a student's mastery of grade level content, but are less difficult than grade level achievement standards. These assessments must cover grade level content and be aligned with state standards and they will be subject to a peer review process. These alternate assessments are intended for students with disabilities who are capable of achieving high standards (grade level content) but just not in the same time frame as other students. Modified academic achievement standards are intended to provide a more appropriate measure of these students' knowledge of grade level content.

A student's individualized education program (IEP) team will determine whether the



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student will be assessed based on modified academic achievement standards. States must develop guidelines for IEP Teams to ensure they are appropriately identifying students to be assessed under this 2% regulation. IEP goals that are based on grade-level content standards must be included in the IEPs of students who are assessed based on modified academic achievement standards. The Department will be providing technical assistance and has already released the nonregulatory guidance.

The Department will host a meeting for interested states in July 2007 to discuss the development of these standards. For a copy of the regulations and the non-regulatory guidance, go to: <http://www.ed.gov/news/pressreleases/2007/04/04042007.html>

Update on Resources

The National High School Center has two new resources. As many Title I high schools approach their fifth year of failing to meet adequate yearly progress (AYP), many states and districts are struggling to navigate the new waters of school restructuring as required in such cases as the "No Child Left Behind Act" (NCLB) of 2001. *States Progress Towards High School Restructuring* outlines the provisions of the law related to restructuring and include strategies that states and districts are undertaking to meet their obligations under the law, particularly at the high school level. Included in the brief is a table that provides details regarding the steps involved leading up to restructuring, as well as a discussion of the five options schools must consider under their restructuring plan. *National High School Center Publications* describes current and forthcoming products by the National High School Center. Topics will include: Dropout Prevention; Transitions into High School; Transitions from High School to College and/or Work; Adolescent Literacy, Innovation and Improvement in High School; Course Rigor; and Strategies for Reaching All Learners. To download the Center's publications, go to: <http://betterhighschools.org/pubs/>

On December 7-9, 2006, the Consortium for Appropriate Dispute Resolution in Special Education (CADRE) convened "On the Road to Agreement ~ IDEA 04 & More: the Fourth National Symposium on Dispute Resolution in Special Education." Presentation materials and other resources from the event are now available online at <http://www.directionservice.org/cadre/conf2006/resources.cfm>.

The What Works Transition Research Synthesis Project has created a review of 50 research studies on educational interventions for youth with developmental disabilities aged 13-22. The results of the research showed promise for several educational interventions designed to teach youth life skills, such as personal care, recreation and community involvement. More information can be found at http://www.nsttac.org/?FileName=what_works&type=1

Connecticut Expert Advisory Panel (EAP)

P.J. et al. v. State of Connecticut et al. Settlement Agreement

The Connecticut State Department of Education (CSDE) invites parents, professionals or other interested parties to address the Expert Advisory Panel (EAP). The EAP was established to help the CSDE implement the settlement agreement. Speakers may present to the EAP for up to three (3) minutes on a first come, first serve basis. There will be a sign up sheet at the door for anyone interested in speaking to the EAP. The time for public comment will be limited to two (2) hours.

Location: Rensselaer University, Hartford, CT
Room-Seminar Hall (directions enclosed)

Date: Tuesday, May 15, 2007

Time: 10:00 – 12:00 PM

If you prefer to submit your comments in writing, please limit them to two single-sided pages. If you would like to submit a video or DVD, please limit the submission to three minutes of footage. These will be reviewed by the EAP at a later time. Submit to: Department of Education, Bureau of Special Education, P.O. Box 2219, Room 369, Hartford, CT 06145-2219, Attention: A.L. Thompson.



If you require special accommodations to attend this session, please contact Tracey at (860) 713-6931.



Panel Asesor de Expertos (PAE) de Conn.

Acuerdo Extrajudicial P.J. et al. v. Estado de Connecticut et al.

El Departamento de Educación del Estado de Connecticut (DEEC) invita a los padres, profesionales u otras personas interesadas a dirigirse al Panel Asesor de Expertos (PAE). El PAE fue establecido para ayudar al DEEC en la implementación del acuerdo extrajudicial. Los que hablen podrán hacer su presentación al PAE por hasta tres (3) minutos, en el orden en que se apunten para hablar. Habrá una hoja de inscripción en la entrada para cualquier persona que desee hablar ante el PAE. El tiempo para los comentarios del público se limitará a dos (2) horas.

Lugar: Rensselaer University, Hartford, CT
Salón - 'Seminar Hall' (indicaciones adjuntas)

Fecha: Martes, 15 de mayo de 2007

Hora: 10:00 AM a 12:00 PM

Si prefiere someter sus comentarios por escrito, por favor límitelos a dos hojas de un solo lado. Si quisiera someter un video o DVD, por favor limite la presentación a tres minutos de duración. Estos serán revisados por el PAE más tarde. Sométalos a esta dirección: Department of Education, Bureau of Special Education, P.O. Box 2219, Room 369, Hartford, CT 06145-2219, Attention: A.L. Thompson.



Si usted requiere algún acomodo especial para poder asistir a esta sesión, por favor comuníquese con Tracey al: (860) 713-6931.

