

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

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

**DATE:** September 12, 2002

**SUBJECT:** Update # 30

I hope that the start of the new school year has gone smoothly for all of you. The Bureau has been busy with implementation of class action settlement agreement provisions, revision of the IEP, rolling out of LRE initiatives and work on the OSEP Continuous Improvement Plan, along with all of our “normal” activities. There is also some increased activity around issues related to disproportionate identification of students with disabilities in the state. Connecticut was one of a handful of states selected to receive a grant from the National Association of State Directors of Special Education and its partners to conduct a state-level summit on this important topic. The summit is scheduled for March 2003.

At the same time, we continue to review the report published in July by the President’s Commission on Excellence in Special Education and attend to any new information regarding reauthorization of IDEA. There has been no recent new information regarding reauthorization, but, obviously, it is important for all of us to continue to monitor events.

The Bureau staff and I again look forward to working with all of you during the coming school year to continue to improve outcomes for students with disabilities and their families.

### **Advanced Seminar in Learning Disabilities**

In order to increase professional expertise of special and regular educators in conceptualizing, assessing, and remediating learning problems, the State Department of Education and SERC will offer an Advanced Seminar in Learning Disabilities that will, with input from participants, evolve into a model seminar to be offered on a local or regional basis in future years. This seminar is intended to:

- improve skills in implementing the complex assessment demands introduced by the 1999 *Guidelines for Identifying Children with Learning Disabilities* (e.g., assessing cognitive processes, insuring appropriate instruction in reading and math, interpreting ability-achievement discrepancy);
- investigate theoretical and practical issues concerning identification of learning disabilities, in anticipation of expected changes in federal regulations upon IDEA reauthorization;
- expand special and general educators’ understanding of quality instruction, as outlined in *Connecticut’s Blueprint for Reading Achievement* (2000) and other recent reports, and
- increase understanding of, and respect for, the expertise contributed by the various disciplines that comprise a multidisciplinary team.

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Please note that the school district's support of applicants' participation is essential, since (1) the seminar will meet in part during school hours, and (2) participants in this seminar may be invited to serve as facilitators of similar seminars next school year. Additional information is provided in the enclosed announcement.

Please provide names and addresses of nominees, and direct any questions, to Bob Lichtenstein at 860-807-2042 / [bob.lichtenstein@po.state.ct.us](mailto:bob.lichtenstein@po.state.ct.us) or Donna Merritt at 860-632-1485, ext. 337 / [merritt@ctserc.org](mailto:merritt@ctserc.org) .

### **Orientation Programs for Student Support Services**

*(See enclosures: agendas and applications)*

The Connecticut State Department of Education, in collaboration with the Special Education Resource Center (SERC), EASTCONN and state professional associations, is offering orientation programs for support services personnel. These programs, designed for professionals who are in their first year of practice in the state, cover essential material relating to roles and functions, laws, policies, guidelines, and best practice.

A listing of programs, with dates and locations, is provided below. Program descriptions and application forms are enclosed. All programs are full day sessions, with the exception of the two-day orientation for school nurses.

The Multidisciplinary Orientation on October 15<sup>th</sup> is open to professionals in all support services areas. It should be particularly valuable to individuals who have not had an internship experience or previously worked in Connecticut schools.

Application materials and tentative agendas for each of the orientation sessions are enclosed. Applicants will receive confirmation and additional instructions by mail. A mailing with information about the School Nursing Orientation has already been sent to school district nursing supervisors. If you need to obtain a brochure, please contact the EASTCONN Conference Office at 860-455-0707.

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

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

Date	Topic	Location
Friday, October 15	Multidisciplinary Orientation	Ramada Inn, Plainville
Thursday, October 3	Orientation for School Nurses, Part 1	Rensselaer, Hartford
Wednesday, December 4	Orientation for School Nurses, Part 2	

Wednesday, October 30    Orientation for School Psychologists    ACES, Hamden

Wednesday, November 20    Orientation for School Social Workers    ACES, Hamden

### **DSAPs Available for SLPs**

The Bureau of Certification and Professional Development has recently begun to grant durational shortage area permits (DSAPs) to eligible SLPs. Candidates with a license from the Department of Public Health (DPH), or who have had their Supervised Professional Year program approved by the DPH, but who do not meet all the regular certification requirements, **may** be eligible for a DSAP. Other requirements for DSAPs remain in place – e.g., the certification of a shortage of certified persons by your district's Board of Education and the written request for the issuance of the permit. If a candidate with these qualifications presents to you for employment consideration, contact the Bureau of Certification and Professional Development to inquire about the specific requirements for your candidate and the procedures to follow.

### **CAPT Science Tests**

The Individuals with Disabilities Education Act (IDEA), requires that states make available alternate assessments for those special education students who are unable to take the standard grade level statewide test, even with accommodations. This legislation further requires that alternate assessments tap the same domains as the standard test. To that end, CSDE is in the process of developing an out-of-level science test for those grade ten special education students who are unable to take the standard science test. The CAPT out-of-level science test will consist of a hands-on performance task and multiple-choice written test. The test will focus on concepts and skills appropriate for students at the end of grade four. Additionally, a science scale is being added to the CMT/CAPT Skills Checklist for the grade ten special education students who participate in a functional curriculum and who are assessed in the areas of communication and quantitative skills using the Checklist.

The Skills Checklist science scale was piloted in June, while the out-of-level science test will be piloted in the fall during the CMT administration. Both science tests will be administered for the first time with the spring 2003 CAPT administration. Special education administrators should alert Planning and Placement Teams so that they can be documenting their decisions relative to science test participation in the annual reviews being held for their special education students.

If there are questions about the new science tests, please call Jeff Greig (860-713-6854) or Susan Kennedy (860-713-6855).

### **Secondary Transition Contact Personnel**

*(See enclosure: contact personnel)*

Enclosed is a form requesting the name, address, telephone number and email address of the staff member in your district, **most directly responsible** for transition planning at the secondary level. This may be your Transition Coordinator, Work-Study Coordinator, classroom teacher, or guidance counselor. Please

do not include your name, as Special Education Directors will always receive copies of any announcements or materials that are disseminated related to transition planning.

**Directory Information – E-Mail Addresses**

*(See Enclosure: Directory Information of Directors of Special Education)*

The Bureau of Special Education and Pupil Services has compiled a list of all FY 2002-03 Directors of Special Education, their address, telephone, fax and if available, e-mail address. The information was compiled from the Department's Directory, the IDEA grants submitted by school districts and via other sources. Enclosed, please find that completed list.

At this juncture the Department is asking that you:

1. **Review the information** that we have identified which includes the name of the current school district's Director of Special Education, the address, telephone number, fax number, and e-mail
2. **Provide needed corrections and/or provide any missing information** by mail, fax, telephone or e-mail to:

Barbara Szymanski  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
(860) 807-2060  
(860) 807-2062 fax  
[barbara.szymanski@po.state.ct.us](mailto:barbara.szymanski@po.state.ct.us)

**OR**

3. **Confirm the information** by mail, fax, telephone or e-mail to the above.

The goal of the Bureau is to have up-to-date information and the e-mail address of all Directors of Special Education for FY 2002-03. This information will allow the Department to send out critical announcements and other information in a timely and expedient manner.

School districts are asked to confirm the information or make any necessary corrections **no later than September 23, 2002**. Your assistance and response will be greatly appreciated.

**LRE For Children Ages 3-5 with Disabilities**

*(See Enclosure: School Readiness Alert)*

The Bureaus of Special Education and Pupil Services and Early Childhood Education and Social Services are continuing to reinforce and support the IDEA requirement that eligible students with disabilities, ages 3-21, are entitled to an individualized education program (IEP) in the least restrictive environment (LRE). The IDEA '97 amendments clarified that the federal requirements apply to all eligible preschool children with disabilities who are entitled a free appropriate public education (FAPE) not solely the school-aged child with disabilities. There are a number of examples of meeting LRE as it applies to children with disabilities, 3- and 4-years of age. Such examples can include but are not limited to placing a child in a

public or private preschool program, placing classes for preschool children in school buildings, providing integrated (reverse mainstream) settings, and/or providing itinerant services to children at sites that children are attending, among other available alternative placements. The full continuum of alternative placements identified at 34 CFR 300.551, including integrated placement options, such as community-based settings with typically developing age peers, must be available to preschool children with disabilities.

A number of school districts are currently utilizing a variety of public and private community-based preschool programs as settings where a child's IEP is implemented. Publicly funded programs have included Head Start and the State's School Readiness Program. Recently the Departments of Education and Social Services issued a **School Readiness Alert** (see enclosure). That **School Readiness Alert** specifically addresses "*school readiness slots for children with an IEP*". The purpose of that Alert was to identify the state reimbursement for the utilization of a school readiness slot either as a full-time slot or as an extended day slot for a child with an IEP. Due to the fact that a school readiness program is state funded and has been established to reimburse programs for the utilization of individual slots, school districts cannot purchase those state-reimbursed spaces for children with IEP. This policy, however, should not prohibit nor limit any school district's efforts to establish relationships with community-based programs and to purchase spaces that are not reimbursed by public funds.

Questions can be directed to Maria Synodi, Coordinator for Preschool Special Education in the Bureau of Early Childhood Education and Social Services at (860) 807-2054 or via e-mail at [maria.synodi@po.state.ct.us](mailto:maria.synodi@po.state.ct.us).

### **Recruiting SLPs and Special Educators**

In the course of its study of personnel shortages in speech and language pathology and special education, a CSPD work group has uncovered some information that may be useful to your recruitment efforts.

1. The Bureau of Certification and Professional Development has recently begun to grant durational shortage area permits (DSAPs) to eligible SLPs. Candidates with a license from the Department of Public Health (DPH), or who have had their Supervised Professional Year program approved by the DPH, but who do not meet all the regular certification requirements, **may** be eligible for a DSAP. Other requirements for DSAPs remain in place – e.g., the certification of a shortage of certified persons by your district's Board of Education and the written request for the issuance of the permit. If a candidate with these qualifications presents to you for employment consideration, contact the Bureau of Certification and Professional Development to inquire about the specific requirements for your candidate and the procedures to follow.
2. Title IIA of the reauthorized Elementary and Secondary Education Act (No Child Left Behind) allows LEAs to use these grant funds for activities such as teacher recruitment and retention initiatives, signing bonuses and other financial incentives and pay differentiation initiatives. Commissioner Sergi provided this information to district superintendents in his Circular Letter C-26. Jim Dargati, the SDE consultant who oversees Title II programs, has informed us that "teacher" includes special education teachers. At this writing, we are trying to determine whether these funds can be used for SLPs. Connect with your Title II folks to see whether your district's application will include the use of funds for recruitment purposes.

**Public Act No. 02-138**

*(See enclosure: P.A. No. 02-138)*

P.A. 02-138 - An Act Concerning Penalties for Sexual Assault of a Minor, Civil and Criminal Statutes of Limitations in Sexual Assault Cases, Reporting and Investigation of Child Abuse and Neglect, Disclosure of Records of Teacher Misconduct and Establishment of Sexual Offender Risk Assessment Boards. Risk Offender Boards, was approved May 23, 2002. P.A. 02-138 includes amended requirements and conditions regarding mandated reporters, information concerning certain timelines, and new language on disclosure of records. A copy of P.A. 02-138 is enclosed; please review P.A. 02-138 and the new language carefully, and share this information with all relevant staff. As a result of P.A. 02-128, local policies and procedures for reporting child abuse and neglect should be reviewed and, if necessary, amended.

**Autism Consortium Learning Opportunities**

*(See enclosure: Autism Consortium Learning Opportunities)*

The Special Education Resource Center and the State Department of Education want to highlight the Autism Consortium Learning Opportunity as you begin a new school year and make decisions concerning staff development options for school staff. The consortium partnerships have typically included four school district teams comprised of 8 team members. The target audience is: general and special educators, paraprofessionals, student support services, administrators and family members. Attached is the description of the 2002-2003 Autism consortium Learning Opportunities. These have been designed based upon school district needs and feedback. The learning opportunities include:

- 1. Instructional Modification for Students with Autism Spectrum Disorders**
- 2. Working with Middle and High School Students on the Autism Spectrum**

If you have any questions concerning the specific topics and suitability for your district's school staff please call Roger D. Frant, CSDE at 860-807-2027 or David R. Cormier, SERC at 860-632-1485.

**Approved Private Special Education Programs**

Please be advised of the following information regarding private special education programs which have been approved by the Department.

The Children's Ctr. Comm. Schools: Community Youth House special education program has received initial SDE approval.

The following programs are no longer approved:

1. Children's Center Community Schools: Oasis
2. Haddam Hills Academy
3. Vitam Secure Treatment Unit Education Center

4. Wilson School (operated by Vitam)

The following is meant to clarify information regarding the status of two agencies that operate multiple separately-approved programs:

A. The Children's Center Community Schools is **NO LONGER APPROVED** as a special education program. However, the Children's Center Community Schools agency does operate multiple programs, several of which are approved:

1. Children's Ctr. Comm. Schools: Community Youth House
2. Children's Ctr. Comm. Schools: JUST
3. Housatonic Children's Center
4. Stratford Children's Center New School

The Pathways program, located in East Haven, is not approved as a private special education program.

B. Saint Francis Care Behavioral Health Education Programs is **NO LONGER APPROVED** as a special education program. However, the Saint Francis Care agency does operate several approved programs:

1. Saint Francis Care Clinical Day School Programs (which has five sites: Portland Adolescent Clinical Day School, Portland Child Clinical Day School, Shoreline Clinical Day School, Thames Valley Clinical Day School, and Woodstock Clinical Day School)
2. Saint Francis Care Inpatient Program - Mt. Sinai Campus
3. Saint Francis Care Inpatient Program - Portland Campus

**The following programs are not approved at this time:**

1. Children's Center Community Schools: PRODIGY
2. Community Solutions, Inc. - Norwalk Campus
3. Connecticut Center for Child Development (CCCD)
4. Hope Academy
5. St. Catherine Academy

The Directory of Approved Private Special Education Programs is updated twice each year. The most recent edition is available on the web at:

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*in Adobe format* - <http://www.state.ct.us/sde/deps/special/DirPrivSpEdProg2002.pdf>  
(and) *in MS Word format* - <http://www.state.ct.us/sde/deps/special/DirPrivSpEdProg2002.doc>

The index in this document (pages 3-5) has been designed to help identify a program to which someone is referring by a name other than the actual name of the program. The index lists each program by its official name and also lists: the agencies that operate the programs, residential programs with which certain special education programs are affiliated, and any "alternate" names for the programs of which the Bureau is aware. .

Please contact Art Carey at 860-807-2032 or [art.carey@po.state.ct.us](mailto:art.carey@po.state.ct.us) if you have any questions or concerns regarding private special education programs.

GPD:g  
Enclosures

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

***Multidisciplinary Orientation to Providing  
Student Support Services in Connecticut Schools***

October 15, 2002  
Ramada Plainville

8:00 am - 8:30 am	Registration and Coffee
8:30 am - 8:45 am	Welcome/Introductions
8:45 am - 9:15 am	Overview of Support Services
9:15 am - 10:00 am	Discipline specific themes
10:00 am - 10:15 am	Break
10:15 am - 11:00 am	Confidentiality and Record Keeping
11:00 am - 12:00 pm	Abuse and Neglect
12:00 pm - 1:00 pm	Lunch
1:00 pm - 2:45 pm	The PPT Process
2:45 pm - 3:00 pm	Wrap-up and evaluations

**Registration Deadline: October 1, 2002**

**Please return registration form to:**

**ISSS Initiative**

**SERC**

**25 Industrial Park Road**

**Middletown, CT 06457**

APPLICATION FORM: Multidisciplinary Orientation to Providing  
Print Clearly.)

(03-23-017-ISSS)clw

(Please

**Student Support Services in CT Schools**

School/Program \_\_\_\_\_ District/Region \_\_\_\_\_ Work Phone ( ) \_\_\_\_\_

**Name** \_\_\_\_\_ S.S.# \_\_\_\_\_ Home Phone ( ) \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_ Zip Code \_\_\_\_\_

Position/Role \_\_\_\_\_ Grade Level \_\_\_\_\_ Email (Please Print.) \_\_\_\_\_

Release time is approved for educators: Administrator's Signature \_\_\_\_\_

In which region do you receive/provide services?  ACES //  CES //  CREC //  EASTCONN //  ED CONNECTION  
//  LEARN

*Sponsored by the Connecticut Association of School Psychologists  
and the Connecticut State Department of Education*

ACES, HAMDEN

WEDNESDAY, OCTOBER 30, 2002

**AGENDA**

- 8:00 Registration
- 8:30 School Psychology in Connecticut
- 8:45 Online Tour of Essential Resources
- 9:45 Practice dilemma #1 (vignette)
- 10:00 **BREAK**
- 10:15 Supervision & Evaluation
- 10:45 Practice dilemma #2
- 11:00 School-Based Crisis Intervention
- 12:00 **LUNCH / NETWORKING**
- 12:45 Other Practice Dilemmas (Expert Panel)

- 1:30 Continuum of services  
Intervention for students with complex behavioral needs (KidCare)  
Early intervention for at risk students  
Prevention programs for all students
- 2:50 Evaluation/Wrap-up
- 3:00 **CONCLUSION**

New School Psychologist Orientation  
Wednesday, October 30, 2002

**Application Form**

The Connecticut Association of School Psychologists (CASP), in collaboration with the State Department of Education, will offer an orientation program for new school psychologists at ACES in Hamden on Wednesday, October 30<sup>th</sup>. This will be a full day program, with lunch provided. Interns will be accepted on a space available basis. Applications must be received by Friday, October 11<sup>th</sup>.

Name: \_\_\_\_\_

School District: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Zip Code \_\_\_\_\_

**Check One:**

\_\_\_ First year school psychologist

\_\_\_ School psychology intern

Other: \_\_\_\_\_

Applicants will receive confirmation notices and additional information (directions, etc.) by October 25<sup>th</sup>.  
Please return this application form to:

Sabrina Bolton  
Bureau of Special Education and Pupil Services  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
**Fax: (860) 807-2047**

## Orientation for New School Social Workers

ACES, Hamden  
November 20, 2002

### AGENDA

- 8:00 Registration
- 8:30 Welcome/Introductions
- 8:45 Roles & Functions of School Social Workers
- 9:30 Laws, Regulations, Guidelines & Resources—An Online Tour
- 10:00 **BREAK**
- 10:15 Child Abuse Prevention & Reporting
- 11:00 Supervision and Evaluation of School Social Workers
- 11:15 Legal, Ethical, & Practical Dilemmas—Expert Panel
- 12:00 **LUNCH**

- 1:00 School Social Work in Connecticut
- 1:15 Bio-Psychosocial Assessment in the Schools
- 2:50 Evaluation / Wrap-up
- 3:00 **CONCLUSION**

**Orientation for New School Social Workers  
Wednesday, November 20, 2002**

**Application Form**

The State Department of Education will present an orientation program for new school social workers at ACES in Hamden on Wednesday, November 20<sup>th</sup>. This will be a full day program. Interns will be accepted on a space available basis. Applications must be received by Friday, November 1<sup>st</sup>.

Name: \_\_\_\_\_

School District: \_\_\_\_\_ Business Phone: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_ Zip Code \_\_\_\_\_

**Check One:**

\_\_\_\_ First year school social worker

\_\_\_\_ School social work intern

\_\_\_\_\_ Other: \_\_\_\_\_

Applicants will receive confirmation notices and additional information (directions, etc.) by November 15<sup>th</sup>. Please return this application form to:

Sabrina Bolton  
Bureau of Special Education and Pupil Services  
State Department of Education  
25 Industrial Park Road  
Middletown, CT 06457  
**Fax: (860) 807-2047**

***TRANSITION CONTACT PERSONNEL IN  
SECONDARY PROGRAMS FOR STUDENTS WITH DISABILITIES  
2002-2003***

Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

Email: \_\_\_\_\_  
\*\*\*\*\*

Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

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Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

Email: \_\_\_\_\_

Please return no later than September 30, 2002 to:

Karen Halliday  
Department of Education  
25 Industrial Park Rd.  
Middletown, CT 06457

or FAX at (860) 807-2047

*Workshop – Save the Date*  
**Healthy Outcomes for LGBTQ Youth**

The Connecticut State Department of Education, the Department of Public Health, and the Special Education Resource Center have partnered with the American Psychological Association as a pilot state for the Healthy Lesbian, Gay, Bisexual, and Questioning Students Project. This project is working to create and ensure a safe and nurturing school climate for Lesbian, Gay, Bisexual, and Questioning (LGBQ) youth while reducing risk behaviors so they can develop emotionally, physically, socially, and intellectually into healthy adults.

This workshop is designed for school mental health providers, including school counselors, school social workers, school nurses, and school psychologists, working with students in grades 9-12. This workshop will explore critical issues in promoting healthy growth and development and preventing health risks for LGBQ students. Participants will learn about the health and mental health considerations that put LGBQ students at risk including HIV, victimization, and stigmatization. Participants will also be introduced and trained in specific modules that provide research-based information and strategies for best addressing these issues. Additionally, there will be a discussion of policy implications, an overview of legal frameworks and case examples of effective policy. Each participant will receive a copy of a teacher's manual.

**Objectives:**

(1) to **increase the capacity** of professionals to provide health and mental health services specifically addressing the needs of LGBQ students; (2) to **encourage consistency** in the use of interventions and

service opportunities for LGBTQ youth that have proven to reduce risk behaviors and that promote healthy outcomes for youth; and (3) to **increase connections** between support services and the LGBTQ population.

**Trainers:**

The training will be conducted conjointly by the American Psychological Association Project Director (J. Davidson Porter) and the Connecticut for Healthy LGBTQ Youth Cadre of Trainers.

**Dates:**

The following full-day discipline-specific workshops for school personnel have been scheduled:

November 12, 2002	School Psychologists at Radisson Hotel in Cromwell
November 14, 2002	School Social Workers at the Rensselaer in Hartford
November 18, 2002	School Nurses at the Rensselaer in Hartford
February 4, 2003	School Counselors (location to be determined)
March 12, 2003	School Psychologists (location to be determined)

**Please advise staff to look for a workshop brochure and registration information to be circulated in September.**

For curriculum information contact Bonnie J. Edmondson, HIV Prevention Coordinator for the Connecticut State Department of Education at [bonnie.edmondson@po.state.ct.us](mailto:bonnie.edmondson@po.state.ct.us) or call (860) 713-6578. You can also visit the American Psychological Association's website at <http://www.apa.org/ed/hlgb.html>