

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

DATE: September, 2003

SUBJECT: Update #33

I hope that this edition of the Bureau Update arrives with your school year off to a successful start. Though the Bureau of Special Education has had staff reductions, all of us are continuing to work hard to assist you in meeting the needs of all of our students with disabilities. We continue to work on the outcomes of our Continuous Improvement Plan, tackle the challenges for all students, including students with disabilities, in NCLB, and await reauthorization of IDEA. It is critical that throughout all of our work, we remain focused on improved outcomes for students with disabilities and their families. Together, I know we are up to the task.

BIRTH TO THREE INFORMATION FOR SCHOOL DISTRICTS

Due to the state's current budget situation paired with the fact that the Birth to Three System has served increasing numbers of children each year (at increased cost to the state each year), the system has been directed to make some changes for Fiscal Year 2004.

The first change, to be implemented sometime this Fall, is that all families receiving Birth to Three services will be asked to make monthly contributions based on a sliding fee scale. The exact income levels and monthly payments are still to be determined.

Secondly, effective July 1, 2003, there was a slight change in eligibility criteria. The basic eligibility has not changed. Children must either have a diagnosed condition with a high probability of resulting in a developmental delay, or they must have a significant developmental delay, defined as -2 SD in one area of development or -1.5 SD in two areas of development. There have been three groups of children who, although they did not meet the state definition of "developmental delay" were eligible to receive early intervention services. Those were:

1. Children with some medical conditions that did not have a high probability of resulting in a developmental delay, but who were already demonstrating a delay of 1.5 SD below the mean in one area of development
2. Children with delays in speech only (i.e. 2 SD below the mean in expressive language only) with some accompanying biological risk factors
3. Infants weighing 750g – 999g at birth

These children, if evaluated after July 1, 2003, are no longer be eligible for early intervention services, but their families are now offered free, quarterly home visits to help follow their children's development, give advice, and re-evaluate if necessary.

IMPLICATIONS FOR SCHOOL DISTRICTS

1. It is possible that, as their child approaches age three, a family wants to refer the child, who was not eligible for early intervention, to their local school district for evaluation and determination of eligibility for preschool special education and related services. In those cases, Birth to Three programs will assist the family to make the referral, however the referral will not be from the Birth to Three System, it will be coming from the family. If the family signs a release, information from the child's record can be shared with the local school district, however, since the child is not eligible, there will *not* be updated evaluation or assessment or progress information available. The child's initial evaluation report would be available, and notes from quarterly follow-along visits and, perhaps, reports of subsequent re-evaluations. Eligibility determination for special education and related services, as always, will be the responsibility of the school district.
2. Quarterly reports sent to the school districts by the Birth to Three System will, in the future, include the number and dates of birth of eligible children residing in the district (along with names if parents have given consent) and the number and dates of birth for those that are receiving follow-along visits.

P.A. 03-219 AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE LEGISLATIVE PROGRAM REVIEW AND INVESTIGATIONS COMMITTEE RELATIVE TO THE FUNDING OF EDUCATIONAL SERVICES FOR CHILDREN WHO ARE BLIND OR VISUALLY IMPAIRED.

- Establishes a new funding structure for the provision of educational services to children who are blind or visually impaired (Effective July 1, 2003).
- Requires the Board of Education and Services for the Blind to provide, upon written request from any interested school district, the services of teachers of the visually impaired, based on the levels established in individualized education plans (IEPs) (Effective July 1, 2003).
- A copy of P.A. 03-219 is enclosed.

STUDENTS WITH DISABILITIES AND PARENTAL CHOICE IN CONNECTICUT

As a new school year is beginning, I want to remind LEAs, choice program personnel and families of the obligation to provide a free appropriate public education (FAPE) to students with disabilities enrolled in choice programs (charter schools, interdistrict magnet schools, open-choice program, regional vocational agriculture centers and regional vocational technical

schools) in the state. This past spring the Bureau of Special Education distributed a publication entitled **Students with Disabilities and Parental Choice in Connecticut**. It is available online at www.state.ct.us/sde/deps/special/ParentalChoice.pdf.

All students with disabilities have access to choice programs and retain all rights and protections under the Individuals with Disabilities Education Act (IDEA). The expectation is that students will be included regardless of any disability. It is a parental option to place a student with a disability in a choice program. It is not determined by the school district. Every effort must be made to accommodate these students. Only in the event that a student could not achieve satisfactorily in the choice program, even with the use of supplementary aids and services, could it be determined by a Planning and Placement Team (PPT) that the program was not appropriate. This would include the provision of a variety of service delivery options for students. Parents may always challenge the decision of the PPT through due process.

For further questions, you may contact Dr. Nancy Cappello at (860) 807-2035 or by email at nancy.cappello@po.state.ct.us

AUTISM CONSORTIUM LEARNING OPPORTUNITY

Autism Program Quality Indicators (APQI): A Self-Review and Quality Improvement Guide for Schools and Programs Serving Students with Autism Spectrum Disorders

The State Department of Education and SERC are providing an opportunity for selected school districts to work with Kristin V. Christodulu, Ph.D. Associate Director, Center for Autism and Related Disorders, Department of Psychology, University at Albany, SUNY.

The Autism Program Quality Indicators (APQI) are intended as a self-review and quality improvement guide for schools and programs serving students with autism grades PreK-12. The APQI are a compilation of researched-based components that have been linked to high quality and effective educational programs for students with autism. The items on the APQI were derived from a variety of sources including review of the scientific literature, professional experience and input and review by national experts in the field of autism.

This consortium learning opportunity is designed to provide school teams (grades PreK-12), with in-depth training on the Autism Program Quality Indicators. This consortium training will include 2 informative sessions and 1 site visit, for each participating school district. School teams participating in this training will:

- attend an initial session on how to use the APQI;
- complete the APQI on their program as a team;
- participate in a site visit to their program which will be structured to obtain information to complete the APQI (interview with program director, interviews with teacher and related service providers, observation of instruction, materials for review, exit discussion); and
- attend a concluding networking session and discussion on lessons learned and next steps.

If you have any questions please call Roger D. Frant at 860-807-2027 or David R. Cormier at 860-632-1485 x 320.

NCLB, THE CONNECTICUT MASTERY TEST AND STUDENTS WITH DISABILITIES

As we move into a new school year and prepare for the Connecticut Mastery Test, it is important to keep a couple of recent federal rulings in mind when we test our students enrolled in special education.

Students enrolled in special education most frequently take the standard grade level version of the test with accommodations. They are, however, eligible to take an alternate assessment as determined by the PPT. The alternate assessment may be an out-of-level test or the CMT Skills Checklist. With the passage of No Child Left Behind (NCLB) and the calculation of Adequate Yearly Progress (AYP), determinations about the level of test participation have significant implications.

Those students who take the standard grade level version of the test receive a score and their performance level (advanced, goal, proficient, basic, below basic) for purposes of AYP calculations is determined.

Students who take an out-of-level test, also receive a score and their performance level on the out-of-level test is determined. Because the intent of the federal legislation is to measure student progress on grade level content standards, regardless of how well they may score on an out-of-level test, out-of-level testers will be counted as scoring at the *below basic* performance level for AYP calculations. For example, a sixth grade student may take the grade 4 test and score well enough to reach the proficient level on the grade 4 test. For AYP calculations however, this student will be counted as scoring at the *below basic* level.

Students whose teachers rate them with the Skills Checklist will receive a score and a performance level will be determined. The U.S. Department of Education has allowed states to establish an additional set of performance standards (independent, proficient, basic) for those students with significant cognitive disabilities who participate in an alternate assessment such as the Skills Checklist. Those students who score at the proficient level on the Checklist will be aggregated with all other students who score at the *proficient* level for AYP calculations.

Districts are advised to carefully examine their decisions relative to out-of-level testing. Only those students who are working significantly below grade level should be considered for out-of-level testing at this point because of the penalty incurred in the AYP calculations. The students for whom the Checklist is appropriate are a clearly definable and highly identifiable population. There should be no attempt to move students from out-of-level testing to the Skills Checklist in order to improve AYP calculations.

GUIDANCE DIRECTORS LEADERSHIP ACADEMY

The State Department of Education and SERC will offer an exciting two-day learning opportunity for Connecticut Guidance Directors to explore a new vision for school counseling programs that

focuses on advocacy, data-based decision making and systemic change. Dr. John Carey, Director of the National Center for School Counseling Outcome Research and Associate Professor of School Counseling at the University of Massachusetts, Amherst, will present the Leadership Academy at the ITBD in New Britain on November 21, 2003 and March 12, 2004. The Academy is open to administrators who have leadership responsibility for school counseling

programs in their districts. Please make the enclosed application materials available to appropriate staff without delay, as enrollment is limited. Questions about the program can be directed to Nancy M. Aleman, CSDE at (860) 807-2044 or E-mail at nancy.aleman@po.state.ct.us.

SECONDARY TRANSITION PLANNING:
Secondary Transition Contact Personnel

Enclosed is a form requesting the name, address and telephone number of the staff member in your district, **most directly responsible** for transition planning at the secondary level. This may be your Transition Coordinator, Work-Study Coordinator, classroom teacher, or guidance counselor. This database will be utilized to disseminate appropriate training activities and materials to staff in your high schools. Please **do not** include your name, as Special Education Directors will always receive copies of any announcements or materials that are disseminated.

YOUTH SUICIDE PREVENTION

The State Department of Education is in the process of updating guidelines for the development of school district policy and procedures for youth suicide prevention. The new publication should be ready for distribution during the 2003-04 school year. The SDE suicide prevention guidelines have been out of print since the publication of *Guidelines for Developing Policies and Procedures for Reporting Child Abuse and Neglect* in 2000. (Guidelines for developing policies on child abuse and neglect, and on youth suicide prevention, were combined in a 1989 SDE document, since these two mandates were both enacted into law by Public Act 89-168.)

The working plan is for the new document to include examples of school district policies and procedures in an appendix. If your school district has been particularly diligent about developing and updating its policy and/or procedures, please consider letting your colleagues benefit from your efforts. School districts are encouraged to submit their policies and procedures to Bob Lichtenstein by email (preferably) at bob.lichtenstein@po.state.ct.us, or by snail mail at State Department of Education, 25 Industrial Park Road, Middletown, CT 06457.

Hopefully, the publication of this document will remind and motivate school districts to review their policies and procedures on youth suicide prevention. To provide administrative and clinical support for youth suicide prevention efforts, the State Department of Education and the Department of Children and Families will co-sponsor a statewide conference on suicide prevention for school community teams on February 6, 2004. SERC will be disseminating more detailed information about the conference.

ORIENTATION PROGRAMS FOR STUDENT SUPPORT SERVICES

The Connecticut State Department of Education, in collaboration with the Special Education Resource Center (SERC), EASTCONN and state professional associations, is offering orientation programs for support services personnel. These programs, 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. All programs are full day sessions, with the exception of the two-day orientation for school nurses. A brochure with information about the School Nursing Orientation will be sent to school district nursing supervisors by EASTCONN.

Applications materials have been provided as an enclosure. Please make this information available to appropriate staff.

<u>Date</u>	<u>Topic</u>	<u>Location</u>
<i>To be announced</i>	<i>Orientation for School Nurses, Part 1</i>	<i>TBA</i>
To be announced	Orientation for School Nurses, Part 2	TBA
Wednesday, October 29	Orientation for School Psychologists	MDC Training Center, Hartford
Wednesday, December 4	Orientation for School Social Workers	SERC classroom, Middletown

REVISION OF PPT REPORT FORM FOR SPEECH-LANGUAGE CRITERIA

In response to feedback from the field, two items have been added to the "Ruling Out Other Factors" section (B) of the PPT Report of Eligibility for Speech-Language Services form in the speech-language criteria guidelines. The additions reflect language in IDEA regulations concerning the relative contribution of cognitive and behavioral factors. Many users of the criteria commented that, though the narrative of the guidelines discussed these topics, the information was often lost in the PPT discussion about eligibility. New items #6 and 7 have been added to facilitate decision-making. These revised pages are being posted to the SDE website.

CONNECTICUT PARENT ADVOCACY CENTER (CPAC) -- AUGUST 2003

The Connecticut Parent Advocacy Center (CPAC) is a statewide source of training, information and support for parents of children with disabilities and the professionals who work with them. Funded since 1984 by the U.S. Department of Education, Office of Special Education Programs, CPAC is part of a national network of more than 100 centers. Parent centers like CPAC educate parents and professionals about special education law; assist in the resolution of disputes between parents and schools or other agencies; connect families to community resources and provide current information about best practices and school improvement activities.

All of CPAC's services and activities are designed to increase parent participation and satisfaction with the IEP process and to support LEA and State Department of Education efforts to promote meaningful parent involvement. The staff and governing board of CPAC include both experienced parents and educators who are committed to helping parents and school personnel work together to improve the educational outcomes for all children. A growing network of

volunteer Parent Advisors, trained by CPAC, are also available to provide more individualized support to parents at the local level.

In addition to the free parent training and information offered by CPAC, the center is responsible for coordinating the parent training component of our state's LRE initiative. Last year CPAC worked with 18 LEAs to coordinate parent training related to the PJ Settlement Agreement. CPAC will continue to provide support to districts hosting similar parent training this year. We also plan to offer additional training designed especially for parents and providers of preschool children with disabilities.

Please contact CPAC if you would like to sponsor a workshop for parents in your district, if you need help in identifying a speaker for a specific topic, if you have individual parents who could benefit from some additional parent support or if you need any parent-friendly materials to distribute. A brochure containing CPAC's contact information is enclosed.

P.J. et al
v.
State of Connecticut, State Board of Education et al

Over the past fifteen months since the signing of the Settlement Agreement in federal district court on May 22, 2002, the Department and districts throughout the state have been involved with the implementation of the activities contained within the Agreement. Following is an update of what has been occurring since then and what to anticipate during the 2003-04 school year.

- 1. Annual Report-**The Department has submitted two comprehensive reports to the Courts describing the efforts of the state in implementing the Agreement. The first Annual report was submitted in September 2002 with the Second Annual report just recently submitted in June 2003. Annual reports will continue to be submitted each June for five years. Court jurisdiction continues for an additional three years beyond the filing of the last annual report. The two annual reports highlight the activities and impact of those activities for the 2002-03 school year regarding: focused monitoring that occurred in the eight targeted districts; the training and technical assistance provided throughout the state; the variety of parent trainings and information dissemination that took place; and the recommendations and proceedings of the expert advisory panel.
- 2. Action Plans-**During the 2002-03 school year eight targeted districts were required to develop action plans to address the five goals of the Settlement Agreement. This summer an additional sixteen districts were required to submit plans to the Department. Commissioner Sergi is expecting that by September 1, 2003 all one hundred and sixty-

nine districts will have a plan developed for implementation for the 2002-03 school year. All action plans are expected to contain district specific targets for each data element (regular class placement; mean and median percent time with non-disabled peers; prevalence by disability, by race/ethnicity and by gender; mean percent attending home school; mean percent participating in extracurricular activities) of the five goals of the

Settlement Agreement. The plans are to be kept on file in the district and will be monitored by the Bureau of Special Education randomly throughout the year. A letter of assurance (enclosed to this update) is to be submitted to the Bureau of Special Education by September 1, 2003 acknowledging this action. Enclosed is guidance in completing this action plan. If you have any questions about the plan, contact Anne Louise Thompson at annelouise.thompson@po.state.ct.us or (860) 807-2030.

- 3. State data trends of the Settlement Agreement-**As required by the Settlement Agreement, the Department needed to establish a baseline year, which was subsequently identified as the 1998-99 school year, for the data on each of the five goals of the Settlement Agreement. Below are excerpted tables from the *Second Annual Report* submitted to the Court on June 30, 2003, which provide a review of the data for each goal since 1998-99 to 2002-03.

Table 1-State Goals 1, 3, 4, and 5 from 1998-2002

GOAL		1998	1999	2000	2001	2002
1	% of CT K-12 ID/MR students spending 79%-100% of their time with non-disabled peers (Regular Class)	9.2%	9.6%	10.8%	11.1%	11.6%
3	Mean % of time CT K-12 ID/MR students spend with non-disabled peers	30.8%	31.6%	34.3%	35.4%	37.5%
3	Median % of time CT K-12 ID/MR students spend with non-disabled peers	21.5%	22.4%	30.0%	31.7%	34.8%
4	Home School Enrollment for CT K-12 ID/MR students	No data	No data	No data	71.3%	66.6%
5	Extracurricular Participation for CT K-	No data	No data	No data	20.3%	20.2%

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	12 ID/MR students					
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Table 2- State Goal 2-Prevalence Rate from 1998-2002

GOAL		1998	1999	2000	2001	2002
2	Prevalence of CT K-12 ID/MR students	0.8%	0.7%	0.7%	0.7%	0.6%
2	Count of CT K-12 ID/MR students	4103	3939	3759	3682	3548

Table 3- State Goal 2-Male Gender Rate from 1998-2002

Goal		1998 State	1998 ID	1999 State	1999 ID	2000 State	2000 ID	2001 State	2001 ID	2002 State	2002 ID
2	Gender-Male of CT K-12 ID/MR students	51.6 %	55.0 %	51.6 %	55.6 %	51.6 %	55.3 %	51.65 %	56.5 %	51.5 %	56.8 %

Table 4- State Goal 2 Race/Ethnicity Rate from 1998-2002

Goal 2	Race/Ethnicity CT K-12 ID/MR (%)	1998 State	1998 ID	1999 State	1999 ID	2000 State	2000 ID	2001 State	2001 ID	2002 State	2002 ID
	American Indian	0.3%	0.4%	0.3%	0.4%	0.3%	0.4%	0.3%	0.4%	0.3%	0.4%
	Asian American	2.6%	1.1%	2.7%	1.1%	2.8%	1.1%	3.0%	1.3%	3.0%	1.5%
	Black	13.5 %	31.3 %	13.5 %	30.4 %	13.6 %	29.7 %	13.8%	27.5 %	13.5 %	27.7 %
	White	71.4 %	44.6 %	70.9 %	45.9 %	70.3 %	46.8 %	69.3%	49.7 %	68.8 %	48.9 %
	Hispanic	12.2 %	22.1 %	12.6 %	21.9 %	13.0 %	21.5 %	13.7%	20.8 %	13.9 %	21.3 %

- 4. Qualified Specialists-**One of the main actions of the Department as identified in the Agreement is to provide a sufficient number of qualified specialists to assist LEAs in carrying out the training, supervision and support responsibilities of the Agreement. These specialists are to possess the knowledge and skill in teaching students with intellectual disability in regular classes, and in assisting teachers and other personnel to accommodate and support these students in regular classes. Last spring, the Bureau of Special Education and SERC met with seventeen specialists from throughout Connecticut for advisement in shaping the direction of this response. Enclosed is a list and contact information for the specialists who participated. The Bureau of Special Education intends to publish an annual directory, based on the input from the specialists mentioned above, of qualified specialists that are available to assist school districts in their efforts to teach students with intellectual disabilities in regular classes. Districts may anticipate a more comprehensive directory during the 2003-04 school year.

5. **Expert Advisory Panel (EAP)**- The Settlement Agreement calls for the empanelling of four experts to advise the Department in the implementation of the Settlement Agreement. The panel members selected had to be agreed upon by both the Department and the plaintiffs. These individuals are to meet a minimum of three times a year in Connecticut and have already met four times since May 2002. These experts are Dr. Leonard Burrello of Indiana University; Dr. Alan Coulter of Louisiana State University; Dr. Sharon Freagon of Northern Illinois University and Dr. Wayne Sailor of the University of Kansas. The EAP meetings for the 2003-04 year are scheduled for October, January and May.

6. **Training and Technical Assistance**-A major focus of the Agreement concerns the training and technical assistance to be provided to the districts. The Department in collaboration with SERC has designed a comprehensive array of opportunities and medium to meet districts' needs in implementing effective educational programs for students in inclusive educational environments. For the 2003-04 school year anticipate the following activities:
 - a. **LRE Newsletter**-this third edition is expected for publication by SERC in September with a lead article on the state's efforts with Disproportionate Identification.
 - b. **SERC LRE/Inclusion Training Booklet**- this semi-annual listing of SERC offerings is due out any day with a plethora of trainings for individuals and teams, as well as consortiums and embedded coaching opportunities. The offerings provide personnel with access to the top experts in Connecticut, the United States and Canada on inclusive programming.
 - c. **Expanding Horizons Conference**-October 8, 2003: This is the State Department's and SERC's annual conference on LRE/Inclusion and is a "can't miss" for regular and special educators, related services personnel, administrators and parents! The Expert Advisory Panel will be keynoting and offering a break-out session, along with other national and local experts.
 - d. **School Based Practices Profile**-SERC will be offering six regional trainings for district or building teams to learn more about the content, completion and use of this assessment for schools to determine their level of implementation of effective schools that promote inclusive programming for students. Already over twenty districts have begun wide scale use of this instrument in their districts, along with its administrator's companion tool- **Leadership Profile**.

7. **Parent Training Activities**- The Settlement Agreement calls for the Department to allocate funds for training programs to enable parents of class members to effectively advocate for their children in least restrictive environments. Training is to include the development of IEPs, management and teaching activities and routines, and the development of active parent groups. Additional focus of training of parents is on implementation of this Agreement and IDEA. Following are the plans for the upcoming year:

- a) We are in the process of updating our data base for class members as required by the P.J., ET AL V. State of Connecticut, Board of Education, ET AL Settlement Agreement. Every school district should have recently received a data disc that includes a list of students reported on December 1, 2002 as having an intellectual disability. If you have questions regarding entering of this data, or did not receive a disc, contact Deborah Richards at (860) 807-2021 or deborah.richards@po.state.ct.us.
 - b) We are fortunate to have a variety of statewide conferences convening this fall throughout the state. Each of these conferences will include information about the provision of services in the least restrictive environment for students identified as having an intellectual disability. We have enclosed a short summary of these conference opportunities. Please share this conference information with staff and parents. Parents may contact the Connecticut Parent Advocacy Center (CPAC) at 1-800 -445-2722 for stipends to assist with covering the cost of attending a conference.
 - c) The State Department of Education, in collaboration with CPAC and the University Center for Excellence in Developmental Disabilities, has developed an introductory training packet for parents on IDEA, LRE and the Settlement Agreement. Many of you hosted or attended one of these sessions this past school year. The training packet, which includes a power point presentation and handouts, is available to districts who hosted a training last year or who attend an overview session of the training to be held in September. We have included the information on these overview sessions in this mailing. We strongly encourage you to identify a staff person and a parent to attend. All LEAs were previously notified of this even. Additional session will be offered later this fall. CPAC is available to work with you to identify a parent, from your district, who may be interested in attending the session with your staff. CPAC has established a strong network of families throughout the state through their Next Steps training project. They are also available to assist you in conducting this training in your district should you need assistance.
8. **Spotlight Visitations**-The Bureau of Special Education is very pleased to announce the identification of four districts that are providing quality services to students with disabilities, particularly students with intellectual disabilities in inclusive settings. These districts will be hosting visitations from school district personnel beginning September during the 2003-04 school year on a prescheduled monthly basis. These districts are already scheduling visits for September and all other months. Call now to book a date.

The districts were selected after the CSDE conducted:

1. a review of district data on student achievement and least restrictive environment,
2. a review submitted by the district of a synopsis of their district's beliefs and practices for serving students in inclusive settings, and
3. an on-site evaluation of the district.

If a team from your district or a team from any school in your district is interested in visiting any of these districts during the 2003-04 school year, please contact the following listed personnel to make arrangements. Space is limited, so apply early. Only one visit per year from a district team or building team will be possible given the limited availability, so teams (no greater than 10 persons) are preferred.

Teams visiting these schools will be required to complete Personal/Team Learning Agenda(s) prior to the visitation to assure as meaningful of a visit as possible. Team members may request follow up phone assistance from Spotlight Districts after a visitation.

<u>During the visitations team members will have the opportunity to:</u>	<u>Spotlight Districts- Contact Information</u>
<ul style="list-style-type: none">• Participate in an orientation to the district's inclusive beliefs and practices• Visit preschool, elementary, middle and high schools as pertinent to the needs of the visiting team members• Observe students and educators engaged in instruction and learning in regular classes• Engage in dialogue with role-alike school personnel• Examine materials used in the district that contribute to the development and implementation of inclusive practices• Provide Spotlight district with feedback regarding visitation	<p>Farmington Public Schools Jane Currie, Director of Special Education curriej@fpsct.org</p> <p>Greenwich Public Schools Eric Arlin, Inclusion Coach Eric_arlin@greenwich.k12.ct.us</p> <p>Guilford Public Schools Joe Onofrio, Director of Special Education (203) 453-0128 onofrioj@guilford.k12.ct.us</p> <p>Suffield Public Schools Ann Loughrain, Director of Special Education (860) 668-3806</p>

For any information regarding the implementation of the Settlement Agreement contact Anne Louise Thompson, (860) 807-2030 or annelouise.thompson@po.state.ct.us. If you have questions specific to parent training activities as related to the Settlement Agreement, contact Debbie Richards, (860) 807-2021 or deborah.richards@po.state.ct.us.

cc: Theodore S. Sergi, Commissioner
Mark Stapleton
George Coleman
Edward Prenta
James Granfield
Nancy Prescott
Superintendents of Schools
Hearing Officers

