

The Bureau Bulletin

From the Bureau of Special Education

Brief from the Chief



Welcome Back! (a reflection on the words of a bureau chief)

As the opening theme from the 1970's TV sitcom, Welcome Back, Kotter, played to nearly 350 Special Education administrators at the 8th Annual Bureau of Special Education's Back to School meeting, this light and comical moment also held a poignant realization: "How many of you remember when that TV show debuted?" asked Bureau Chief Anne Louise Thompson. Many hands went up in response. But, even more enlightening were the many hands raised when she asked, "How many of you *don't*?" indicating the presence of an ever growing number of younger special education administrators in the state. "That is the future of special education administration in the state," she reminded and asked that our veteran administrators open themselves to serving as mentors for those new administrators.

A clever infusion of technology was present throughout Ms. Thompson's presentation, modeling the use of one of her areas of priority for the coming year. As Gene Kelly danced and sang to "Singing in the Rain", Ms. Thompson reminded us of a time four years earlier when attending special education administrators were just beginning to hear of impending difficult economic times and the message was not so much about waiting for the storm clouds to pass as much as it was a message of *learning to dance in the rain*, a metaphor for forging ahead and making the very best out of difficult situations. As heads nodded in acknowledgement, the melody of the Beatle's *Here Comes the Sun* brightened the room. "But this school year," she continued, "change is on the horizon and the sun is peeking through. It's all right."

Indeed, Connecticut has experienced a good deal of change recently. The first earthquake in over a decade shook residents and rattled buildings; even causing an evacuation to the office building housing the Connecticut State Department of Education. Just weeks later Hurricane Irene brought unprecedented power outages to the state; causing many school systems to delay the opening day of their school year. The message of fiscal crisis permeated every fiber of Connecticut operations, setting off many and varied actions including the threat of thousands of state layoffs and motivating a significant number of retirements. Most recently, a new commissioner of education, Stefan Pryor, was named and acting commissioner, George Coleman, began his transition from a long and eventful career in Connecticut education.

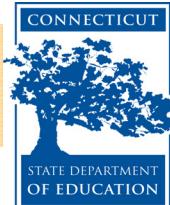
Click [here](#) for more of this article.

Mark Your Calendars...

- PSIS October 2011 Collection - Timely Due Date: October 15, 2011
- PSIS October 2011 Collection - Accurate Due Date: October 29, 2011
- Early Childhood Outcomes - Timely Due Date: November 1, 2011
- Early Childhood Outcomes - Accurate Due Date: November 15, 2011

- SEDAC-G December final certification statutory Due Date: December 1, 2011
- SEDAC - Oct 1 Child Count Timely Due Date: December 5, 2011
- SEDAC - Oct 1 Child Count Accurate Due Date: December 15, 2011

Click [here](#) for the updated 2011-2012 Timely and Accurate calendar!



Fall 2011



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TECHNOLOGY

Assistive Technology Loan Program: Computers and iPads Available

Southern Connecticut State University's Center for Adaptive



Technology operates the Computer Loan Program on behalf of the Connecticut Tech Act Project (CTTAP). The Computer Loan Program allows schools throughout Connecticut to borrow laptops with adaptive software, as well as iPads, with a variety of application software (apps), for use by/with students with disabilities for evaluations, short-term accommodations and/or device trials. Educators may also access the Computer Loan Program for professional capacity building activities. The laptop and iPad loans are FREE! Please visit www.cttechact.com/device_loan/computer.php for more information about the Computer Loan Program or to download the application. For questions, contact the CTTAP directly at 860-424-4881.



To learn more about the CTTAP, please visit <http://www.cttechact.com/index.php>. To subscribe to the CTTAP newsletter, which partners with the Regional Education Service Centers to provide the latest information and updates regarding assistive technology (AT) please visit <http://www.cttechact.com/news/newsletter.php>.

Upcoming Assistive Technology Workshop: NEAT Tools for Schools 2011

The New England Assistive Technology Resource and Education Center (NEAT) at Oak Hill is hosting its annual NEAT "Tools for Schools" event on October 20, 2011, 8:30 a.m. – 3:00 p.m. at the NEAT Center. The keynote presentation by Ms. Phyl Macomber, President of Make A Difference, Inc. and Practical Assistive Technology Solutions will provide participants an opportunity to learn more about Technology Helps Easy & Practical Adapted Curriculum Teaching (T.H.E. P.A.C.T.™). T.H.E. P.A.C.T.™ is a color-coded framework that uses consistent teaching activity formats and predictable, simple AT solutions in Learn About, Read About, Write About and Talk About modules. The event also features hands-on AT lab sessions as well as a vendor exhibit hall. Registration for the event is \$25.00 (lunch and materials fee) and is open to school administrators, educators, related services professionals, students with disabilities and their families. NOTE: "Tools for Schools" participants will receive credit for taking *The Power of T.H.E. P.A.C.T. 1-Day Course* by attending this conference. For more information, online registration and/or directions, please visit

www.neatmarketplace.org or contact Julie Hein at 860-243-2869.



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The NEAT Center at Oak Hill

RESOURCES

Bureau of Student Assessment Update

The Connecticut State Department of Education (CSDE) is part of a national consortium that is looking into the development of the next generation of alternate testing based on the Common Core State Standards (CCSS) for our students with significant cognitive disabilities. The *National Center and State Collaborative* or (NCSC) consist of five national educational centers and 19 states, for more information [click here](#) or go to <http://www.csde.state.ct.us/public/cedar/assessment/checklist/resources/NCSCinfo.pdf>.

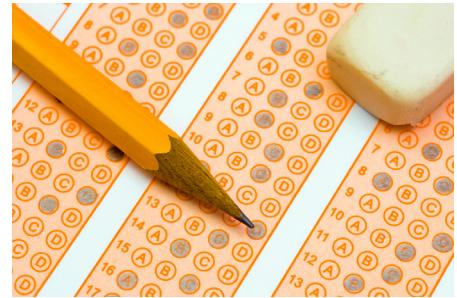
The CSDE's **CAPT/CMT Data Collection Website** will re-open beginning in Mid-October for entering information related to testing accommodations, students taking the CMT/CAPT MAS and students taking the CMT/CAPT Skills Checklist. For more information regarding specific deadlines [click here](#) or review the information at <http://www.csde.state.ct.us/public/cedar/assessment/agl/index.htm>.

Also available at the above link are the following testing accommodations resources:

- The 2011-2012 **Assessment Guidelines** and a new **Assessment Guidelines Section B** specific to English language learners.
- □ PowerPoint presentations on **CMT/CAPT TESTING ACCOMMODATIONS** for 2011-2012 and an auditory version of this PowerPoint that can be used for training purposes.

For more information regarding these topics, please contact Joseph Amenta at joseph.amenta@ct.gov or

860-713-6855.



Board Certified Behavior Analysts (BCBAs)

A relatively new law, C.G.S. 10-76ii Provision of applied behavior analysis services (formerly Public Act 10-175), went into effect on July 1, 2010. This legislation has prompted some questions as it relates to the employment of educators or consultants to provide behavior services and whether those individuals hired under a BCBA credential can apply that work experience to the Department's certification requirements. This Bureau Bulletin article is intended to provide some clarification.

C.G.S. 10-76ii simply states that local or regional boards shall provide applied behavior analysis services to any child with autism and that such services shall be provided by one of the following:

- A person credentialed by the Behavior Analyst Certification Board (BACB) as a behavior analyst or assistant,
- A person certified by Connecticut State Department of Education (CSDE), or A person licensed by Department of Public Health.

The law does not create a new certification area that the State Board/State Department of Education will issue to those individuals who are BCBAs.

CERTIFIED Persons licensed in certain areas by the Connecticut State Department of Public Health or certified by the CSDE are authorized to provide services to students with autism and developmental disabilities needing behavioral support and intervention. For example, if a district has a certified special education teacher, social worker, or school psychologist, who has been hired on full-time regular contract to provide behavior services within the scope of the job description, that person may do so without the BCBA credential.

[Click here](#) for more of this article.

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State of the State (continued)

Kent State University Early Childhood Intervention Survey Available

Researchers from Kent State University's Early Childhood Intervention Program are interested in learning more about preschool interventionists' use of child assessment tools and curricula to develop IEP goals and plan instruction. Kent State University is requesting state assistance in disseminating their survey to the professionals serving the population of preschool-age children with disabilities in our state. Individuals that Kent State University is most interested in obtaining feedback from include those individuals who work with preschool-age children with IEPs including administrators, early childhood educators, early childhood special educators, paraprofessionals, and related service providers.

This survey involves completing a one-time, web-based survey about the assessments and curricula materials used on a regular basis and includes providing a sample of an IEP goal and objective that has written for a preschool-age student (without the student's name or any other identifying information). Participation in the study will take approximately 15 minutes and is strictly anonymous. Participants will complete an online survey that consists of 5 questions about assessment, 8 questions about IEPs/IFSPs, 10 questions about curriculum, and several demographic questions. The results of this survey will be used to design training and support materials to help teachers and service providers write meaningful IEP goals and objectives.

All responses are treated as confidential, and in no case will responses from individual participants be identified. Rather, all data will be pooled and published in aggregate form only. Please consider completing the survey and/or forwarding on to others who may be interested in participating.

Please follow this link to participate

<http://edu.surveygizmo.com/s3/462893/National-Survey-of-IFSP-IEP-Quality-in-Preschool>.

Questions or additional information can be obtained from Sophie Hubbell, Kent State University at shubbell@kent.edu.

Bureau Happenings

New Connecticut Administrators of Special Education Information Forums

The Connecticut State Department of Education (CSDE) in collaboration with the State Education Resource Center (SERC) is offering an expanded selection of information forums designed to assist New Connecticut Administrators of Special Education.

If you have been a special education administrator for fewer than two years or if you are a special education administrator who has been in Connecticut for fewer than two years, these forums are targeted to meet your needs.

The following schedule of events is currently being finalized. Periodic reminders and updates will be posted in the Bureau Bulletin. Special instructions for webinar participation may also be forwarded under separate e-mail. Please join us! For questions regarding the New Connecticut Administrators of Special Education Information Forums, please contact Jay Brown at jay.brown@ct.gov or 860-713-6918.

September 14, 2011: Data Entry and Updates

October 13, 2011: What's Hot in the Field? – Staying on Top of Current Issues

November 30, 2011: Resources for New CT Administrators of Special Education

December 14, 2011: Fiscal Resources and Updates

January 2012 (final date to be announced): IEP 101: What's New and What Do We Do?

February 2012 (final date tba): Due Process/Complaint Resolution: Understanding How It Works

April 2012 (final date tba): SRBI and Special Education Referrals: How Do They Co-exist?

May 2012 (final date tba): Public Act 10-111 – An Act Concerning Education Reform in CT:

What Does It Mean for Students with Disabilities?

June 27, 2012: OSEP Visitation: What Did We Learn?

Click [here](#) for more of this article and the full descriptions.
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Bureau Happenings, (continued)

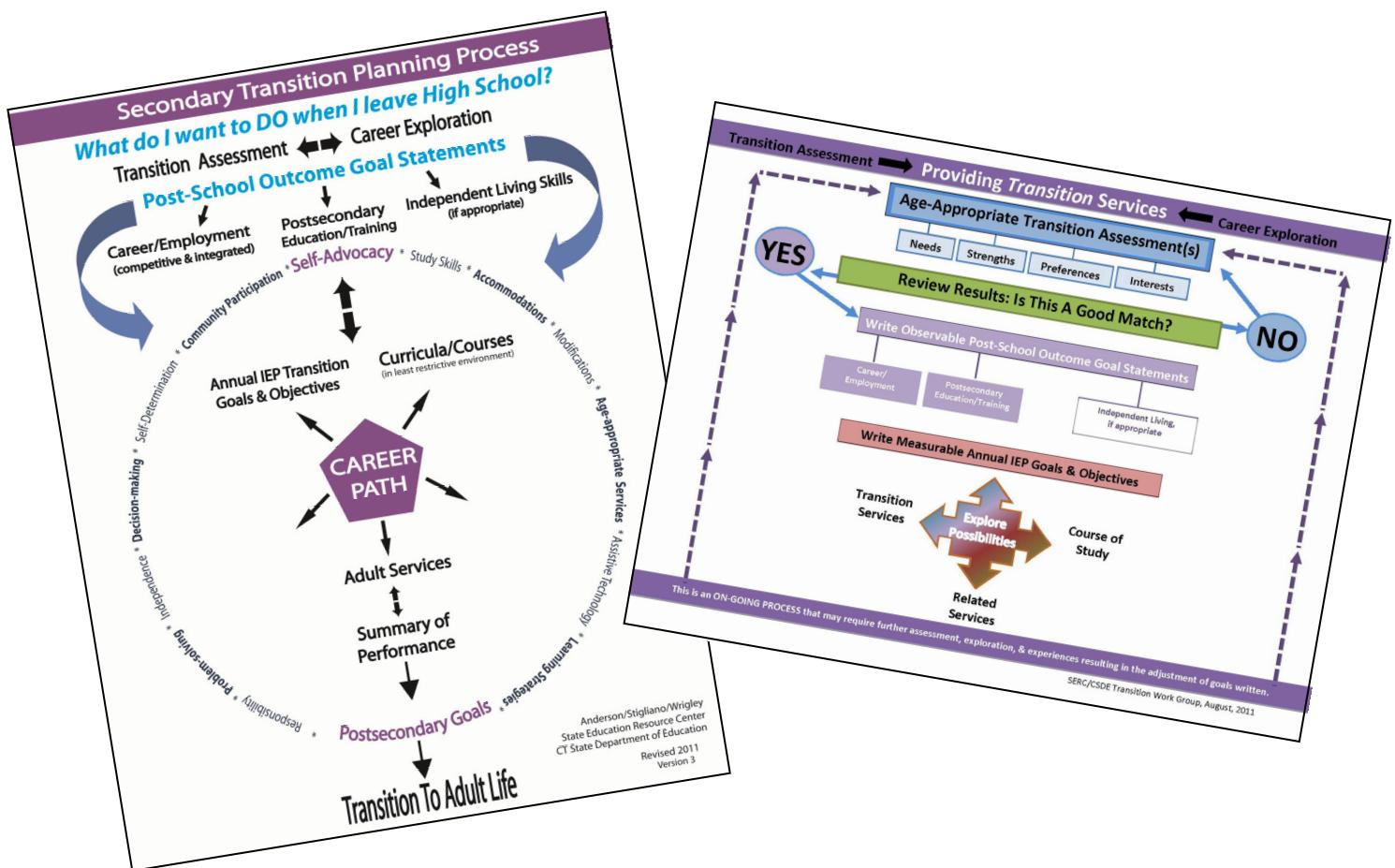
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Secondary Transition Graphics Available.

Two helpful graphics are available for understanding the secondary transition planning process as well as providing transition services to Connecticut students. Developed in collaboration with the State Education Resource Center (SERC), these colorful depictions of the transition processes will aid and assist professionals and parents alike in determining steps and considerations during a student's secondary transition. Please contact Dr. Patricia Anderson at patricia.anderson@ct.gov, 860-713-6923 or Jay Brown at jay.brown@ct.gov, 860-713-6918 with questions related to secondary transition.

For the graphic depicting the *Secondary Transition Planning Process* click [here](#) or go to <http://ctserc.org/bts11docs/Morning/Secondary%20Transition/AM-Secondary%20Transition%20Related%20Materials/transition%20process%202011-august.pdf>

For the *Providing Transition Services* graphic click [here](#) or go to <http://ctserc.org/bts11docs/Morning/Secondary%20Transition/AM-Secondary%20Transition%20Related%20Materials/TRANSITION%20SERVICES%20FLOW%20CHART%20Final%202011.pdf>



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REFERENCE POINTS: Emergency Preparedness Resources

In times of emergency, preparedness can be the difference between a tragedy and simply weathering the storm. PACER Center provides valuable information to help individuals with disabilities prepare for emergencies. As individuals, family members or practitioners in the field, the following information will most certainly hold a good deal of useful information.



REFERENCE POINTS is administered by PACER Center <http://www.PACER.org> as a technical assistance activity of the TATRA Project. The TATRA Project is funded by the Rehabilitation Services Administration. The following article is a re-publication of an August

2011 resource e-mail from referencepoints@pacer.org.



The Federal Emergency Management Agency's (FEMA) Ready Campaign has new Web tools to help individuals and organizations join the 2011 National Preparedness Month (NPM) coalition. NPM is held each September and encourages Americans to take simple steps to prepare for emergencies. The Ready Campaign website also has specific emergency preparedness information for people with disabilities

<http://www.ready.gov/america/getakit/disabled.html>.

Click [here](#) for more of this article.

The Individuals with Disabilities Education Act (IDEA) Part C Regulations Available

On September 6, 2011, the U.S. Department of Education announced the release of the final regulations for the early intervention program under Part C of the Individuals with Disabilities Education Act (IDEA). The final Part C regulations incorporate provisions in the 2004 amendments to Part C of the IDEA. Additionally, the final regulations provide States with flexibility in some areas, while ensuring State accountability to improve results and providing needed services for infants and toddlers with disabilities and their families. The regulations focus on measuring and improving outcomes for the approximately 350,000 children served by the Part C program with the goal of ensuring that such children are ready for preschool and kindergarten.

“As everyone who works in education understands, one of the most important things we can offer children is a high-quality early learning experience that prepares them for kindergarten,” said U. S. Secretary of Education, Arne Duncan. “This is true for all children – but it’s especially important for infants and toddlers with disabilities to have access to high-quality early intervention services that prepare them to successfully transition to preschool and kindergarten. The Part C regulations will support the Education Department’s commitment to the goal of preparing more children with high needs with a strong foundation for success in school and beyond.”

The final regulations have been delivered to the Office of the Federal Register but have not yet been scheduled for publication. The official version will be published in the [Federal Register](#) in the next couple of weeks. The pre-publication Part C final regulations are posted at <http://www2.ed.gov/about/offices/list/osers/news.html>. In addition, the Part C portion of IDEA.ed.gov is now live.

To reach the author of this article, please contact Maria Synodi at maria.synodi@ct.gov or 860-713-6941.

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Reminders, Resources & Opportunities

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Governor's Coalition for Youth with Disabilities (GCYD)

The GCYD is an all volunteer coalition whose mission is to provide scholarships to qualified high school students with disabilities seeking to continue their education. For the past 16 years GCYD is proud to have awarded more than 180 scholarships to deserving high school students. The vast majority of these students have graduated from college and are pursuing their career goals.

You may visit their new website at www.GCYD.org. Scholarship applications will be available soon.



Is Your Staff Getting Up-to-Date Information on Secondary Transition?

The Connecticut State Department of Education now has four email lists in addition to the Directors of Pupil Personnel Services SEDAC database through which we can disseminate timely information more efficiently. Unfortunately, unless you can help us keep these lists up to date, we cannot ensure that everyone in your district is getting the most recent critical information. Below are descriptions of the lists and the list manager. Please make sure to let the manager know if the contact person(s) have changed or you need to add new personnel. Thank you for your assistance in getting the "WORD" out!

Transition Contact Person Dissemination List – Every district with secondary schools has identified one or more staff person to receive secondary transition related information from the Department via an email dissemination list. If no one is identified, the Director of Special Education is the default contact person. Please submit any changes, additions, or deletions to the Transition Contact Person list to: **Dr. Patricia Anderson** at patricia.anderson@ct.gov. (Access the [current list](#) to check your contacts.)

Middle and High School Counselor Dissemination Lists – Two email dissemination lists were created to provide an electronic forum to disseminate information regarding providing services to children and youth with special health care needs, students in special education, and 504 students - especially in the area of secondary transition. Please submit any changes, additions, or deletions to the School Counselor Dissemination lists to: **Kimberly Traverso** at kimberly.traverso@ct.gov.

School Psychologist Dissemination List – The *newest* dissemination list provides an electronic forum to dissemination information to school psychologists at all levels (K-12) with a primary emphasis on secondary transition information. Please submit any changes, additions, or deletions to the School Psychologist Contact List to: **Jocelyn Mackey** at jocelyn.mackey@ct.gov.

School Social Worker Dissemination List – Also created via the grant funding mentioned above to provide an electronic forum to disseminate information regarding providing services to children and youth with special health care needs, students in special education, and 504 students - especially in the area of secondary transition. Please submit any changes, additions, or deletions to the School Social Worker Contact Person list to: **Scott Newgass** at scott.newgass@ct.gov.

These lists will be used judiciously and are intended to provide school personnel working with students with disabilities and their families with immediate information about postsecondary education, training, career and employment resources, professional development opportunities and other pertinent information related to their discipline. Note that the contact information on these lists is available to the public via the Freedom of Information Act.

Click [here](#) for Bulletin Web Site References

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Web-based Resources to support the important work that you do! Much of this information may also be found on the [CT State Department of Education Website \(www.sde.ct.gov\)](http://www.sde.ct.gov) [Agency Circular Letters](#) (communications from Commissioners of Education 1999-2011)

[Approved Private Programs](#)

[Best Practice Resources](#)

[Bureau Bulletin](#) (special education information and updates)

[Bureau of Special Education Website \(CSDE\)](#)

[Bureau of Special Education Staff Directory \(CSDE\)](#)

[CEDaR – Connecticut Education Data and Research portal](#)

[CMT/CAPT Resources](#)

[ConnCASE \(CT Council of Administrators of Special Education\)](#)

[CT Alliance of Regional Educational Services Centers \(RESC\)](#)

[CPAC \(CT parent Advocacy Center\)](#)

[Department of Education Web site –Connecticut \(CSDE\)](#)

[Early Childhood Special Education](#)

[Eligibility Documents](#) (various identification guidelines and implementation resources)

[Fiscal/RFPs/Grants](#)

[Focused Monitoring](#)

[Guidance Documents/Topic Briefs](#)

[IEP / PPT Information and Forms](#)

[Least Restrictive Environment](#)

[Legal / Due Process information](#)

[National Information Center for Children and Youth with Disabilities](#)

[NIMAS/NIMAC](#) National Instructional Materials Accessibility Standard (NIMAS)

National Instructional Materials Access Center (NIMAC)

[OSEP \(Federal Office of Special Education Programs\)](#)

[Parent/Family Resources](#)

[REL \(Regional Education Laboratory – Northeast & Islands\)](#)

[Seclusion/Restraint](#)

[Secondary Transition Resources](#)

[SEDAC - Special Education Data Collections](#)

[SERC \(State Education Resource Center\)](#)

[State Performance Plan \(SPP\) / Annual Performance Plan \(APR\)](#)

Nondiscrimination Statement

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