



STATE EDUCATION RESOURCE CENTER

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## *State Education Resource Center: SERC*

*State Board of Education*

*February 3, 2021*

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Ready to Serve: Office Manager Marge Diaz, Coordinator Gabriel Simches and Media Specialist Don Berg shown reviewing plans for the new SERC library facility.

## SERC Starts Work as New 'Nerve Center' For Special Education Research, Development

SERC is the name of a potential new source of help and energy for special education in Connecticut.

SERC — The Special Education Resource Center — opened this month on the campus of St. Joseph College in West Hartford. Established under a contract between the college and the Bureau of Pupil Personnel and Special Educational Services, State Department of Education, the center is designed as a focal point of action and communication for special education personnel from throughout the state.

SERC's planned functions are vast and ambitious: acquisition, evaluation, development, demonstration, dissemination,

and research — all geared to the best available new techniques and materials in special education.

SERC is best described in terms of questions rather than answers. It will offer no prescriptions and no instant cures. Its effectiveness will depend on two factors: first, the talents and skills of the SERC staff to stimulate the clients' interest; and second — perhaps even more important — the creative demands of the clients to stimulate the staff and direct the efforts of SERC. It is hoped that all personnel in Connecticut working directly with exceptional children — in public and private

(continued on page 2)

## Discussion Scheduled On Dispersal Theory For 'Special' Classes

Some 70 years ago, the "dumb room" in many public schools — a place of crude manual arts training or simple custodial care — began to give way to specialized classes led by professionals skilled in the diagnosis and instruction of retardates. Since then, Connecticut has ranked among the national leaders in providing special classes for the mentally retarded. Approximately 7,500 children are now enrolled in about 600 special classes for the mentally retarded in 105 school districts in the state.

On October 31, state elementary school principals will hear a striking proposal for reorganizing many special classes and bringing educable mentally retarded children, particularly "functional" educables in large urban areas, more fully into the flow of school life.

The theme of the day-long meeting, scheduled for the Clintonville School in North Haven on teachers' convention day, is "A Modified or 'New' Approach in the Education of Children Classified as Educable Mentally Retarded in the Elementary School."

Dr. Joseph Lavender, Bureau Consultant for Education for Mentally Retarded Children, allows that some principals may be confused by what appears to be a reversal of policy: "I've been personally involved in helping to increase the number of special classes for the *educable* mentally retarded from 100 to 375 in recent years. The

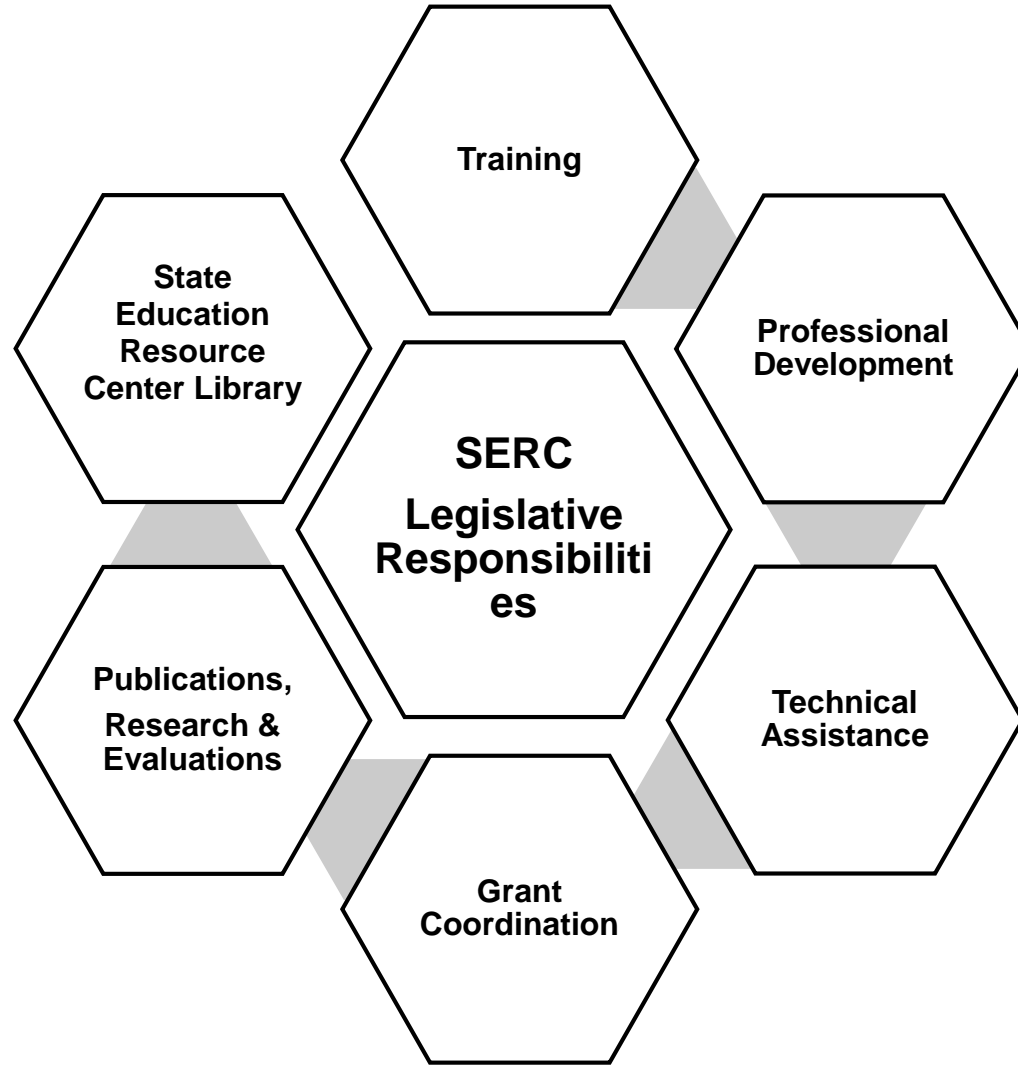
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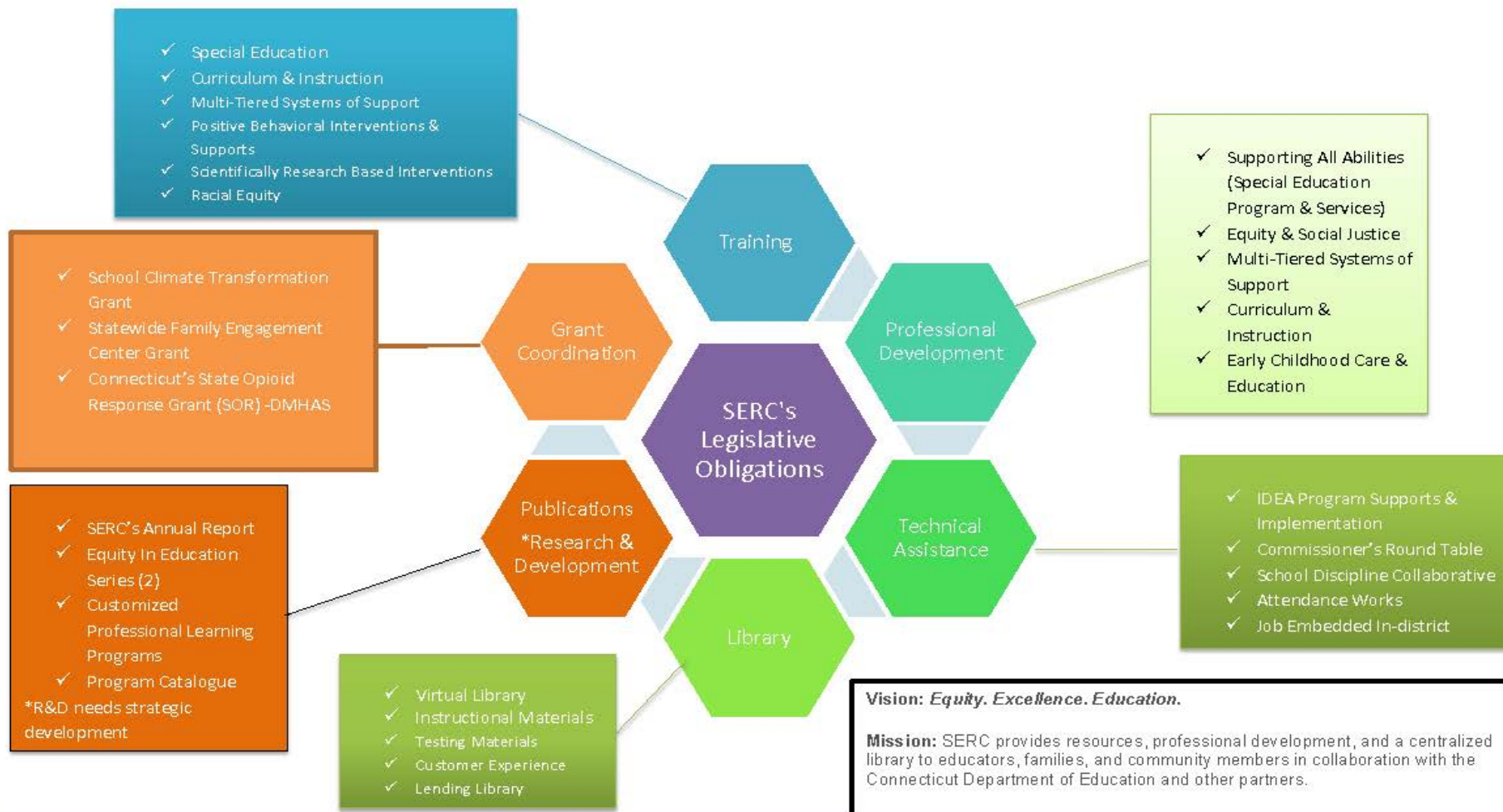




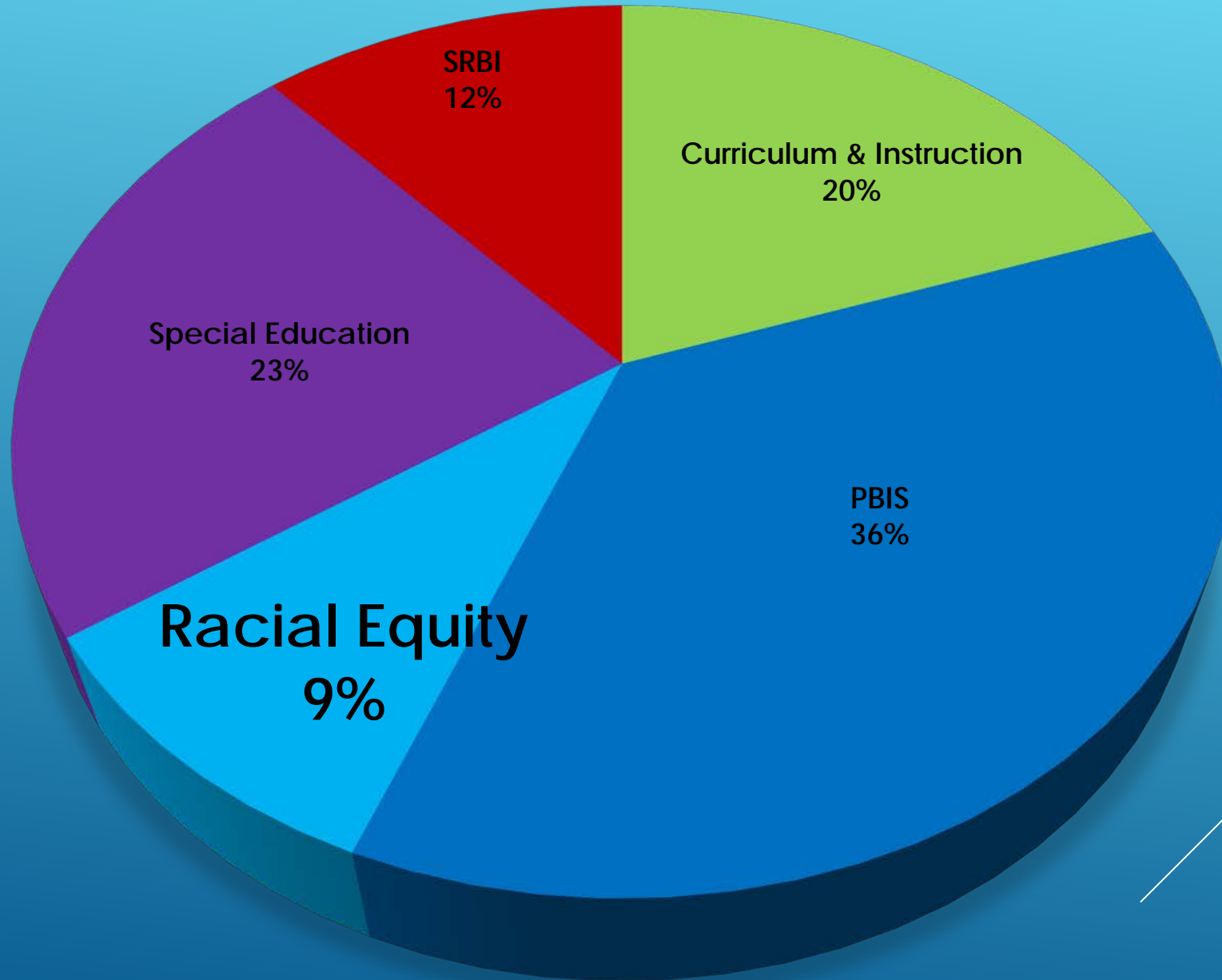
## CHAPTER 179a STATE EDUCATION RESOURCE CENTER

**Sec. 10-357b. Duties, powers and restrictions.** (a) The purposes of the State Education Resource Center, established pursuant to section 10-357a, shall be to assist the State Board of Education in the provision of programs and activities that will promote educational equity and excellence. Such activities shall be limited to: Training, technical assistance and professional development for local and regional boards of education, school leaders, teachers, families and community partners in the form of seminars, publications, site visits, on-line content and other appropriate means; maintaining a state education resource center library; publication of technical materials; research and evaluation; writing, managing, administering and coordinating grants for the purposes described in this subsection; and any other related activities directly related to the purposes described in this subsection. The center may support programs and activities concerning early childhood education, in collaboration with the Office of Early Childhood, improving school and district academic performance, and closing academic achievement gaps between socio-economic subgroups, and other related programs and activities.

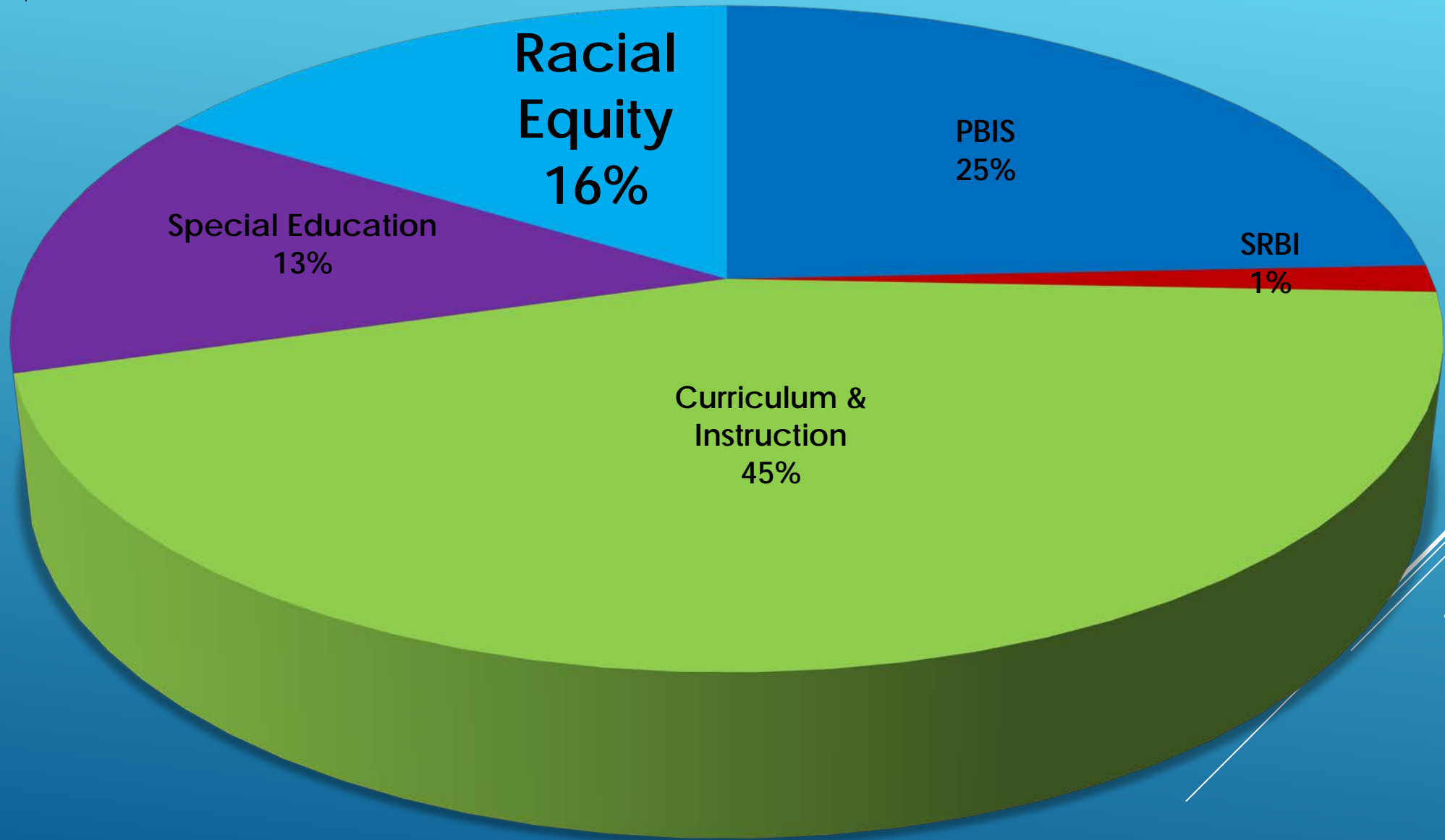




## FULLY EXECUTED CONTRACTS 2018-2019

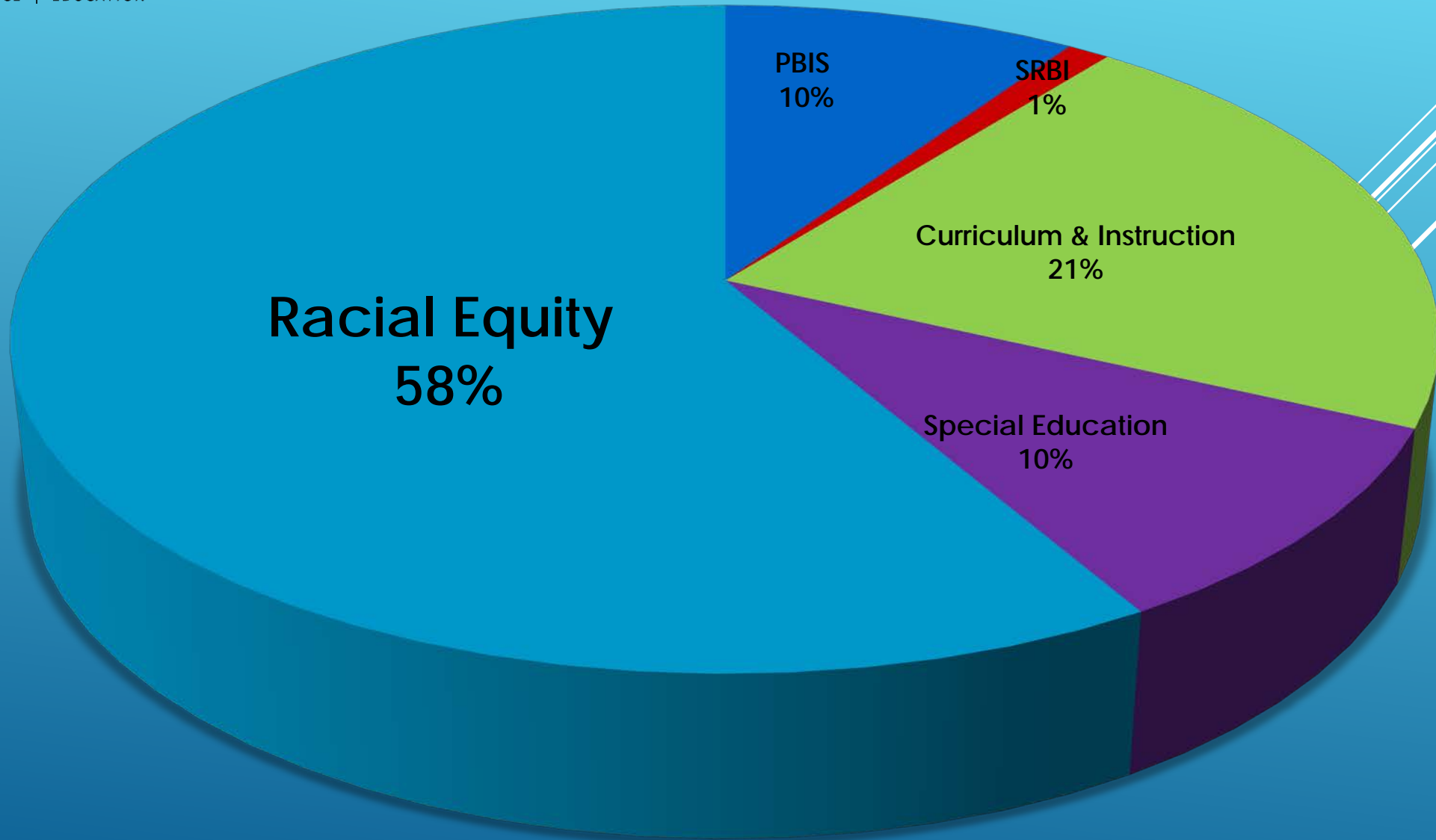


## FULLY EXECUTED CONTRACTS 2019-2020





## FULLY EXECUTED CONTRACTS JUNE 2020- JANUARY 2021





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## CONNECTICUT PUBLIC ACT NO. 19-12

### AN ACT CONCERNING THE INCLUSION OF BLACK AND LATINO STUDIES IN THE PUBLIC SCHOOL CURRICULUM

<https://pa1912.serc.co/>

# Thank you!

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