



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# **ConnCase Legal Forum Special Education Bureau Update**

**March 28, 2019**



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Document link

<https://ctserc.net/conncase328>

# Bureau of Special Education

## Mission

- 1) Provide leadership to ensure that students with disabilities receive a **free appropriate public education** that prepares them for college or training, employment, independent living, and community participation.
- 2) Ensure **compliance** with special education laws and regulations.



# Special Education Bureau

Special Education Division Director Bryan Klimkiewicz			
Unit	1: Due Process Complaints and Investigations	2: Program Improvement	3: Grants, Funding and Communications
Consultants	Mary Jean Schierberl	Mike Tavernier	Tom Boudreau
	Natalie Jones	Jim Moriarty	Jay Brown
	Georgette Nemr	Colleen Hayles	Andrea Brinnel
	Sean Cronin	Dori Papa-Santini	
		Alycia Trakas	
Activities	Conflict Resolution, Compliance, Equity	General Monitoring and Supervision	Resource Allocation
Strategies	Building Partnership Structures	Differentiated Monitoring and Support (State Performance Plan)	Accessible Resources
Improved Student Outcomes			



# Activities (Buckets of Work)

## 1: Building Effective Partnership Structures

- \*Special Education Leadership
- \*Students (Voice, Independence, Self Advoc.)
- \*Parents
- \*Advocates/Attorneys

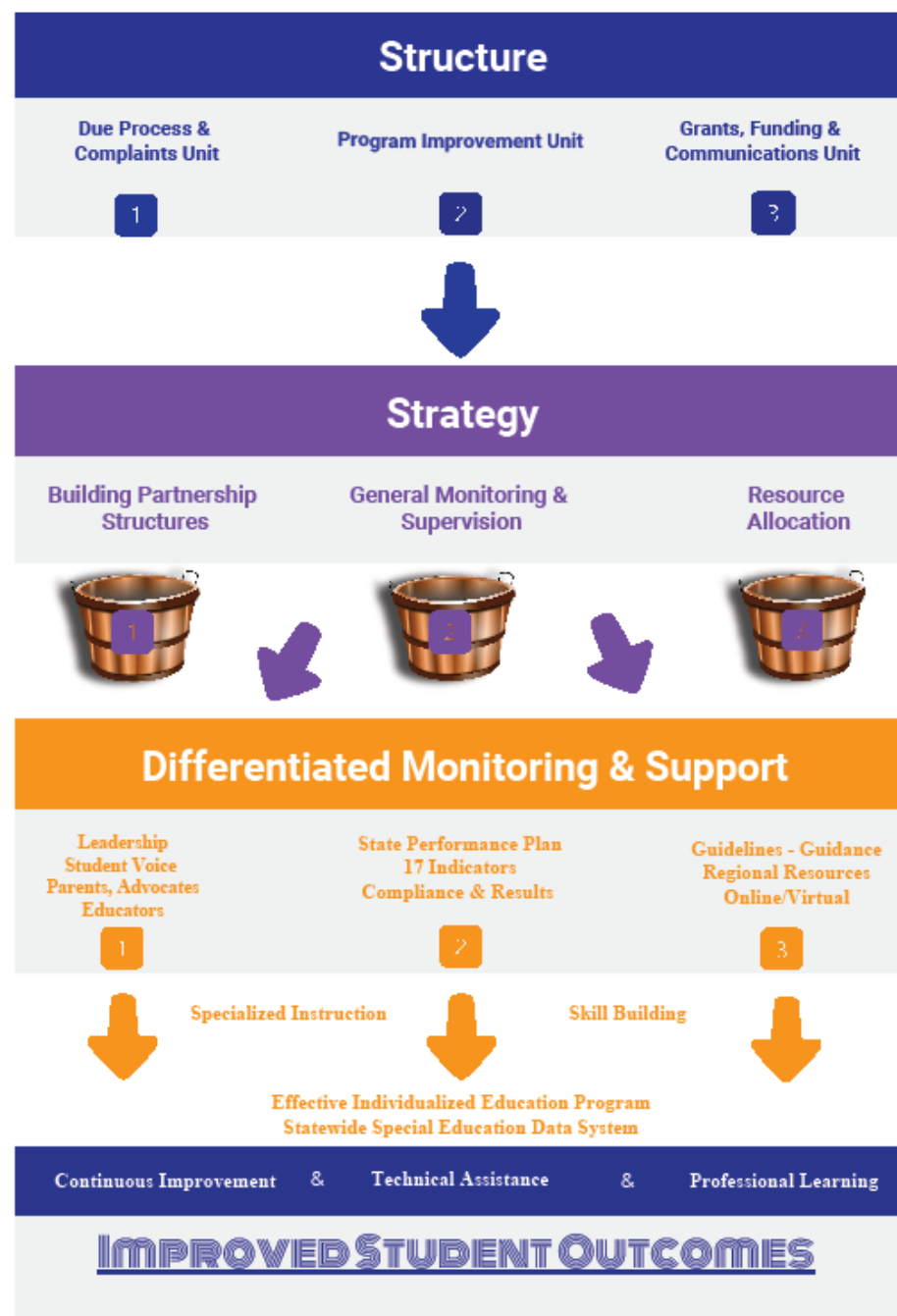
## 2: General Monitoring and Supervision

- \*17 Indicators
- \*Compliance/Results
- \*Differentiated Risk Assessment
- \*Differentiated Support

## 3: Guidance, Funding, and Communications



# The State of Connecticut Bureau of Special Education



# Partnerships

- Series of Parent Training- Leadership Series
- Content designed and approved by:
  - \*CPAC
  - \*Parent Attorneys
  - \*Board Attorneys
  - \*State Department of Ed.

# State Advisory Council for Special Education

- Chair: Tom Cosker
- Vice Chair: Jennifer Lussier

## **Executive Committee:**

Tom Cosker (Parent)

John Flanders (CPAC)

Siobhan Peng (Parent)

Meg Walsh (Special Education Director)

Jennifer Lussier (Parent)

Bryan Klimkiewicz (SDE) (non voting)

Jolie Medina (SDE) (non voting)



# State Advisory Council

4 priorities

1. Meaningful Inclusion
2. Secondary Transition
3. Parent/School Partnerships
4. Mental Health/Special Education

- Vacancy: Public School Teacher
- 2 student members!

FREE



RESC Alliance  
CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS



CPAC  
Connecticut Parent Advocacy Center

## Open Forum for Parents of Students with Disabilities

The Connecticut State Department of Education (CSDE) and the RESC Alliance invite parents of students with disabilities to participate in regional forums to obtain feedback and input on special education systems, processes, and services. The CSDE is committed to ensuring that students with disabilities receive access to the services and supports that they are entitled to under the law. These regional forums will provide parents with the opportunity to share their experiences with the Special Education Bureau Chief in a structured environment to discuss the most pressing needs of the special education community in Connecticut.

The parent forums will consist of group conversations facilitated by special educators from Connecticut's Regional Education Service Centers (RESCs). The forums were planned with the intent of being responsive to the needs of the participants, however facilitators may ask for feedback on specific special education issues in order to inform the State Advisory Committee on Special Education (SAC) and the CSDE's Bureau of Special Education. The forums will also serve as an opportunity for parents to shape future training activities. While the forums will not necessarily address circumstances specific to individual students and families, Parent Consultants from The CT Parent Advocacy Center (CPAC), and other experts will be on-hand to offer guidance and suggestions.

There will be a morning (9:30 a.m. – 11 a.m.)  
and an evening (6:30 p.m. – 8 p.m.) session for each forum.

### Oct. 3—LEARN

#### LOCATION

LEARN  
44 Hatchetts Hill Rd.  
Old Lyme, CT 06371



### Oct. 16—EDADVANCE

#### LOCATION

EdAdvance  
355 Goshen Road  
Litchfield, CT 06759



### Oct. 4—ACES

#### LOCATION

ACES Staff Development  
205 Skiff St.  
Hamden, CT 06571



### Nov. 7—CREC

#### LOCATION

Hosted by CREC at the Chrysalis Center  
255 Homestead Avenue  
Hartford, CT 06112



### Oct. 15—EASTCONN

#### LOCATION

EASTCONN  
376 Hartford Turnpike  
Hampton, CT 06247



### Nov. 8—C.E.S.

#### LOCATION

C.E.S.  
25 Oakview Drive  
Trumbull, CT 06611



GRATIS



RESC Alliance  
CONNECTICUT ALLIANCE OF REGIONAL EDUCATIONAL SERVICE CENTERS



CPAC  
Connecticut Parent Advocacy Center

## Foros Abiertos para Padres de Estudiantes con Incapacidades

El Departamento de Educación del Estado de Connecticut (CSDE) y la Alianza RESC invitan a los padres de estudiantes con impedimentos a participar en los foros regionales para obtener reacciones e ideas para el sistema de educación especial, procesos y servicios. El CSDE está comprometido a asegurar que los estudiantes con impedimentos reciban acceso a los servicios y al apoyo al cual tienen derechos bajo la ley. Estos foros regionales proveerán a los padres la oportunidad de compartir sus experiencias con el jefe de la oficina de Educación Especial, en un ambiente estructurado para discutir las necesidades más relevantes en la educación especial en las comunidades de Connecticut.

Los foros de padres consistirán de conversaciones en grupos facilitados por educadores especiales de los Centros Regionales de Servicios de Educación de Connecticut (RESCs). Los foros fueron planificados con la intención de ser sensibles a las necesidades del participante, sin embargo, el facilitador podrá pedir reacción en temas especiales y específicos sobre la educación para poder informar al Comité de Prevención Estatal en Educación Especial (SAC). Los foros servirán, además, para dar oportunidad a los padres para crear futuras actividades de entrenamiento. Aunque el foro no necesariamente tocara circunstancias específicas de estudiantes individuales y familias, consultores de padres del Centro de Defensas de los Padres de CT. (CPAC), y otros expertos estarán a la mano para ofrecer guía y sugerencias.

### 6 de nov.—C.E.S.

#### LUGAR

Six to Six Magnet School  
601 Pearl Harbor Street  
Bridgeport, CT 06610



#### HORA

12:30 – 2 p.m.

### 27 de nov.

#### LUGAR

Windham Hospital Foundation  
112 Mansfield Ave  
Willimantic, CT 06226



#### HORA

9:30 – 11 a.m.

### 29 de nov.—CREC

#### LUGAR

CREC  
111 Charter Oak Avenue  
Hartford, CT 06106



#### HORA

9:30 – 11 a.m.

REGISTRARSE

Registación URL: <https://bit.ly/2DrZwQ2>

Para preguntas o asistencia con el registro, llame al 860-509-3794

REGISTER

# Parent Forum Next Steps

- 15 Regional Forums (3 Spanish)
- Executive Summary/Themes
  - SAC/BSE (Share with ConnCASE)
- Parent Symposium (May 13, Red Lion Hotel)
  - ConnCASE Collaboration (Simsbury)
  - Keynote (Doug and Joyce Little)/Panel Discussion
    - Breakouts: Parent Guidelines/Dispute Res, Preparing for PPTs, Secondary Transition, Assistive Technology



# Youth Advisory Initiative

- **Application information and questions may be directed to:**

**Nicole M. Vitale**

**Consultant**

**State Education Resource Center**

**Tel: (860) 632-1485 x234**

**Fax: (860) 632-8870**

**Email: [vitale@ctserc.org](mailto:vitale@ctserc.org)**

**[www.ctserc.org](http://www.ctserc.org)**

# Youth Advisory

- New Britain,
- Easton-Speech Academy,
- Bozrah,
- Wilton,
- Middletown,
- Clinton,
- Suffield,
- Hebron,
- Simsbury,
- West Hartford,
- New Haven,
- East Hartford,
- Milford,
- Bloomfield,



# Youth Initiative Next Steps

- Student Focus Groups
- Student Leadership Training with Non-Disabled Peers
- Student Symposium (May 16, CCSU)





# The Bureau Bulletin

*a publication of*

**CSDE Bureau of Special Education**

SEPTEMBER 18, 2019 – SAVE THE DATE for the 16th  
Annual Bureau of Special Education Back to  
School Meeting

Sign Up Here

<http://ctspecialnews.org/>



## IDEA Part B Grant Section 611/619 FFY 2019 / FY 20

\* Total preliminary award data for FY20 for Part B 611 Grant last year was a finalized: \$140,425,382. Flow through of 88% of the funds to LEAs of \$123,212,193.

- **ONLINE eGRANT** - FY 20 IDEA Part B LEA Subgrantee Application

**Posted 3/1/19 and is due 5/7/19** - Site <https://connecticut.egrantsmanagement.com>

\* Video training at Fiscal Resources **New:** [FY 20 IDEA Part B Grant Sections 611/619 LEA subgrantee application - Training on the new eGRANT system from 3/6/2019.](#)

\* NOTE: LEA MOE Calculator Version 1.3 – available on CSDE website:

<https://portal.ct.gov/SDE/Special-Education/Special-Education-Fiscal-RFPs-and-Grants>

### Monitoring the use of Federal Funds

- January 1<sup>st</sup> through December 31<sup>st</sup>
- Risk factors monitored throughout the year
- Risk score - through a combination or singular factors and an LEA's level of engagement or "risk status" is determined.

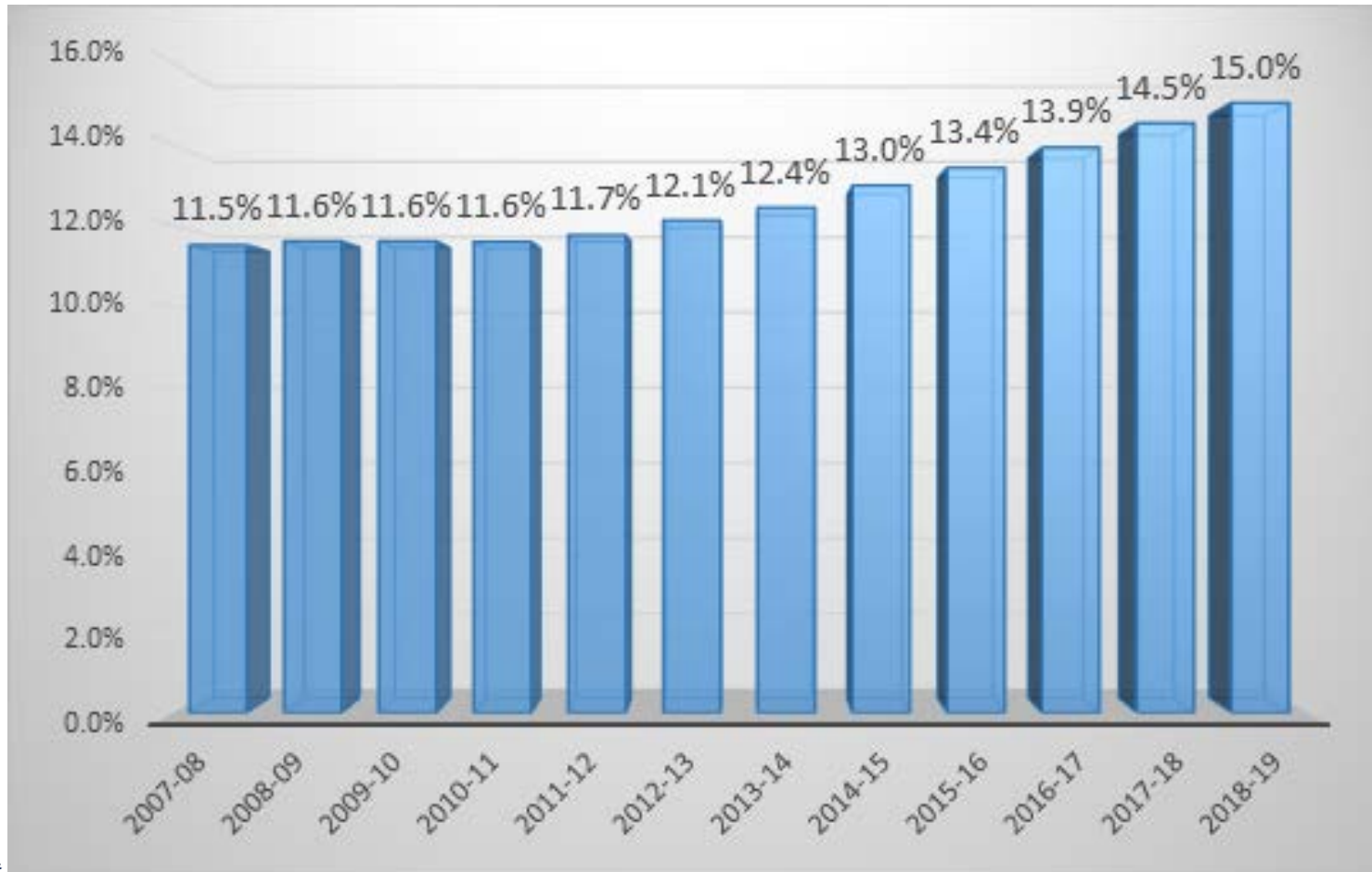


# **Prevalence Rate Updates**

# Students & Students Receiving Special Education

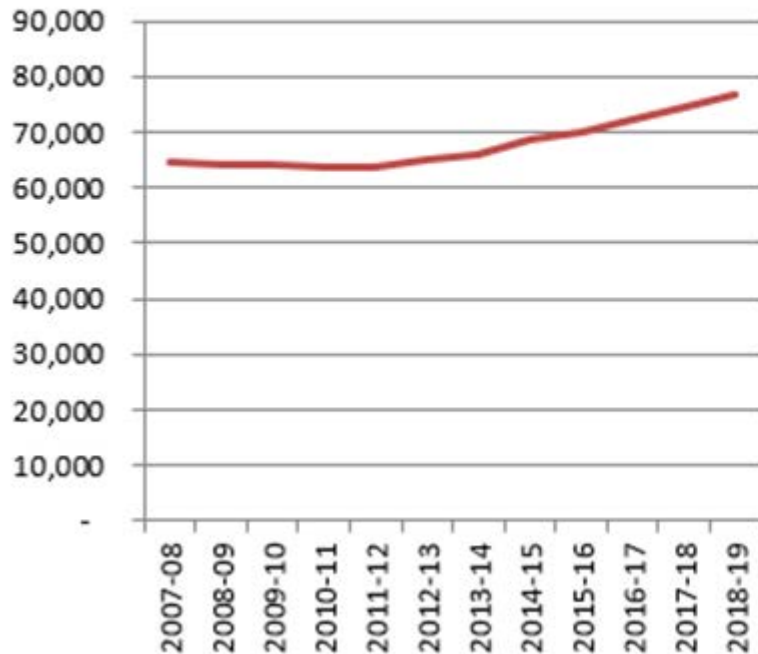
- Student Population Kindergarten – Grade 12:
  - 511,367 general education students
- Special Education Population Kindergarten – Grade 12:
  - 76,815 students receiving special education (15%)
- Special Education Population Age 3-21 (pre-K to Grade 12)
  - 82,336 students receiving special education 3-21
  - 72,551 students 6-21 (K through Grade 12)
  - 9,785 students ages 3 through 5 (pre-K and K)

# Connecticut K-12 Special Education Prevalence Rate

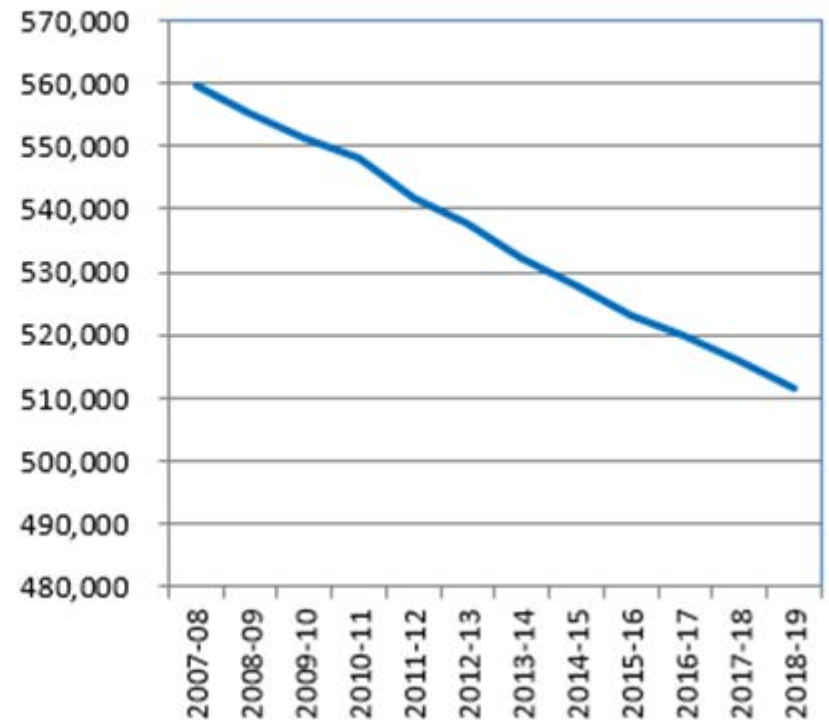


# Prevalence

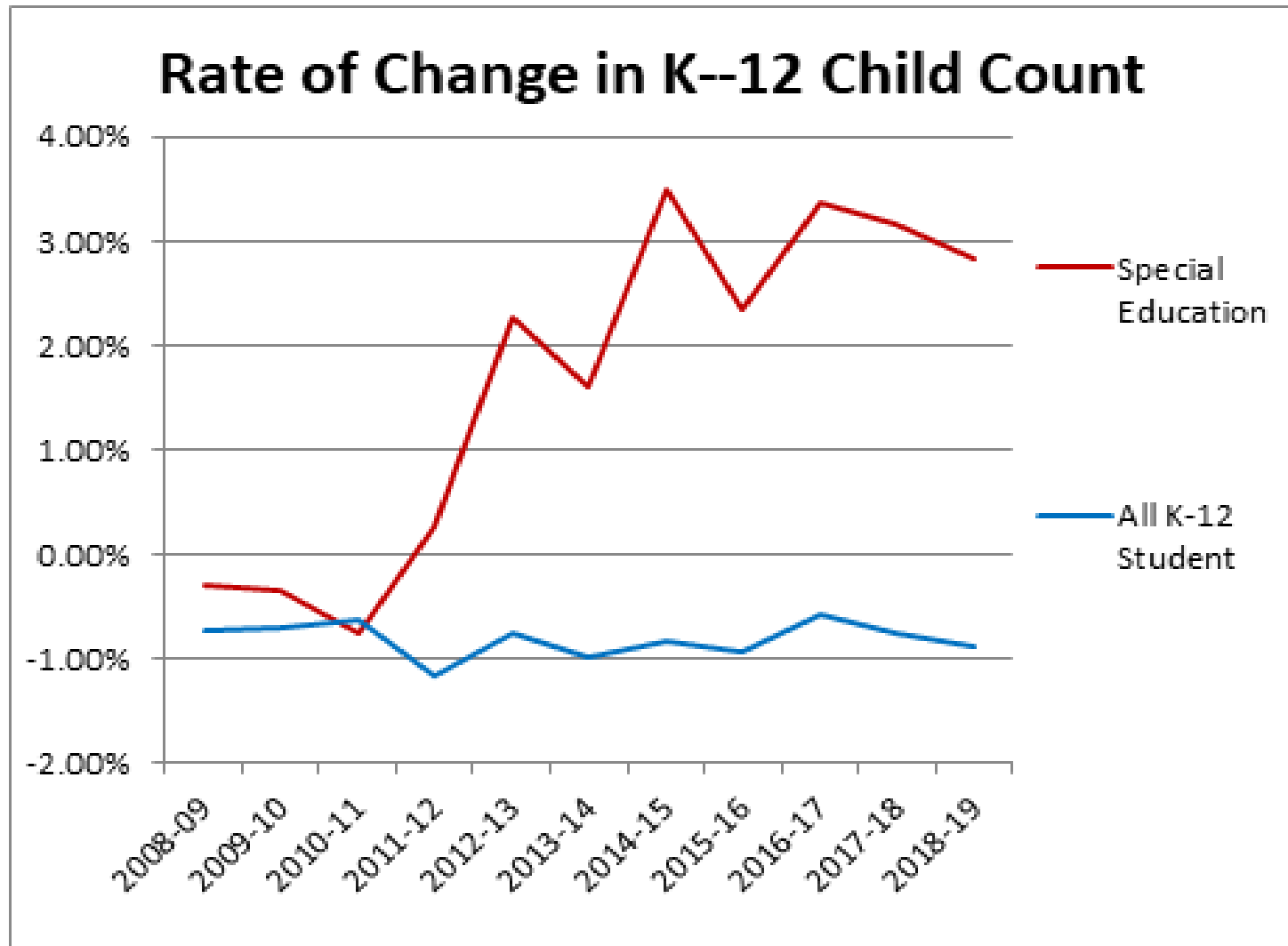
**Special Education K-12  
Student Count**



**All Student K-12 Count**



# Within Special Education Prevalence



# Guideline Review Process

- Special Education Procedures and Practices Manual
- School Psychology Guidelines
- SLD/Dyslexia Guidelines
- PT Guidelines
- Speech and Language Guidelines
- Parent Guide for Special Education
- Procedural Safeguards
- AT Guidelines
- Approved Private Special Education Policies Procedures and Standards



FREE



# Communities of Practice

The Connecticut State Department of Education (CSDE) and the Regional Educational Service Centers (RESC) invite school practitioners to participate in statewide Communities of Practice (CoP). The CoPs will be facilitated by a RESC representative to provide attendees with an excellent, free opportunity: 1) to develop a collaborative community of practitioners, 2) to build connections and share resources, and 3) to identify professional needs in order to inform the CSDE's Bureau of Special Education and RESCs of future learning activities. CoPs are designed to engage practitioners in meaningful discussions and activities that will broaden our capacity to improve outcomes for students with disabilities. A detailed agenda will be sent prior to each event.

Below are the six CoPs that are being offered for 2018-2019 school year:

## Assistive Technology

April 05, 2019 • 9-11am — *EASTCONN*  
April 23, 2019 • 9-11am — *ACES*  
April 25, 2019 • 9-11am — *CREC*

## Occupational Therapy

April 23, 2019 • 4-6pm — *CREC*  
April 24, 2019 • 4-6pm — *EASTCONN*  
April 25, 2019 • 4-6pm — *ACES*

## Physical Therapy

March 12, 2019 • 4-6pm — *ACES*  
April 02, 2019 • 4-6pm — *EdAdvance*  
May 14, 2019 • 4-6pm — *LEARN*

## School Psychology

April 23, 2019 • 9-11am — *EdAdvance*  
April 24, 2019 • 9-11am — *ACES*  
April 25, 2019 • 9-11am — *EASTCONN*

## Social Work

May 07, 2019 • 1-3pm — *EdAdvance*  
May 14, 2019 • 1-3pm — *ACES*  
May 15, 2019 • 1-3pm — *LEARN*

## Speech & Language Pathology

March 26, 2019 • 1-3pm — *LEARN*  
April 01, 2019 • 1-3pm — *CREC*  
April 05, 2019 • 1-3pm — *ACES*

**REGISTER**

Registration URL: [https://registration.aces.org/?section\\_id=37](https://registration.aces.org/?section_id=37)  
For questions or assistance with registration, please call 203-498-6800.

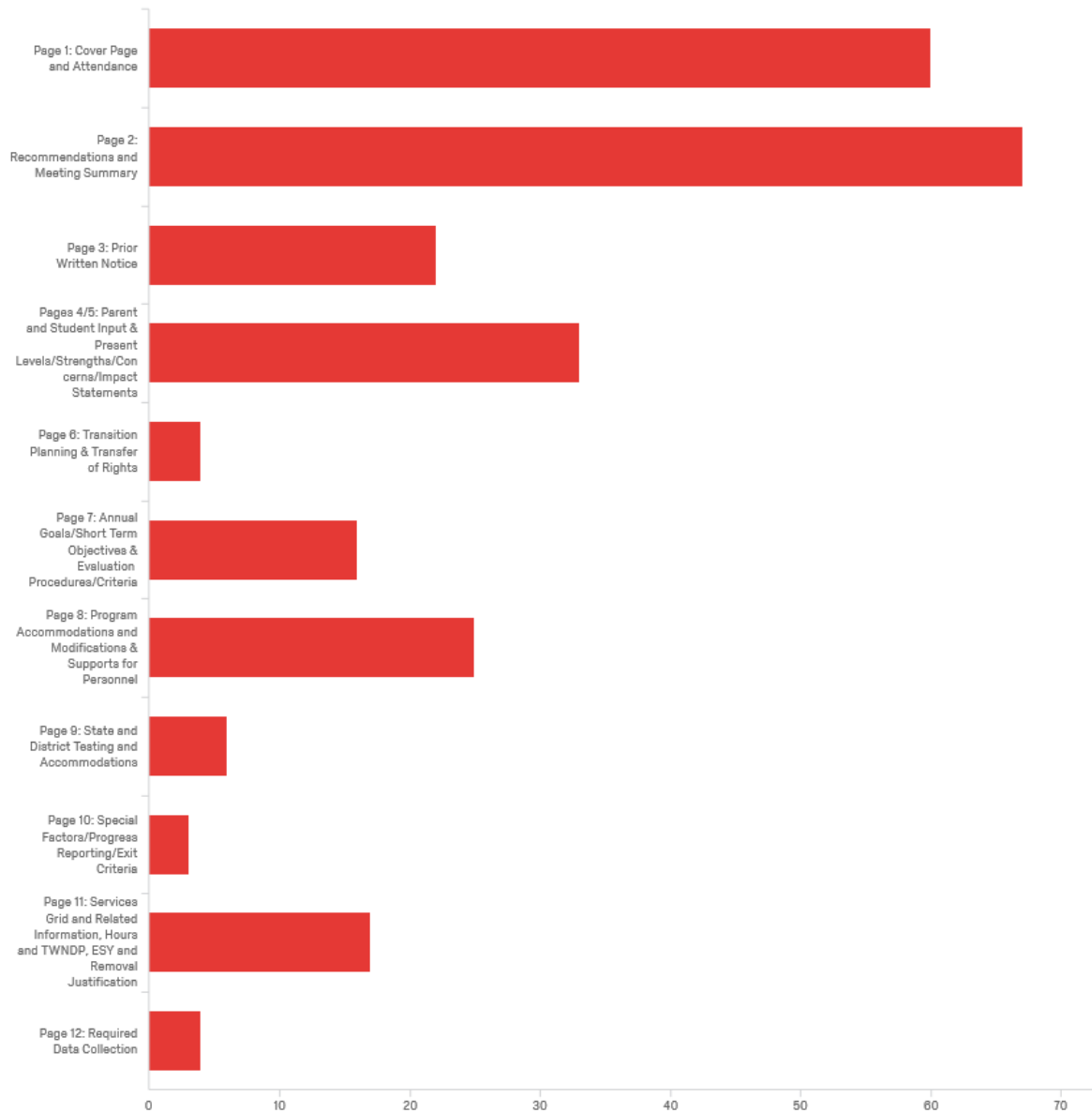


# IEP Revision Process

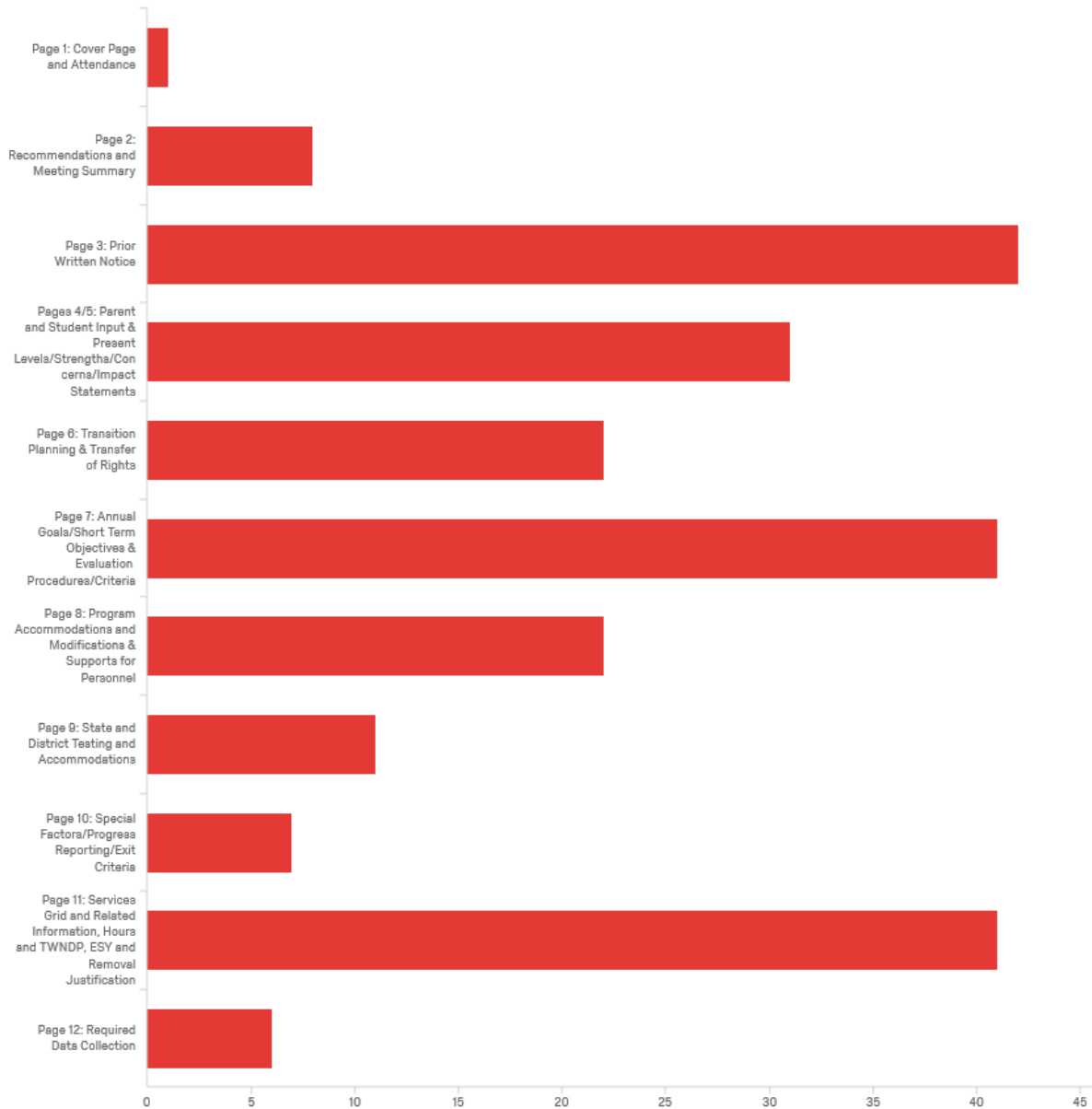
- Director Survey
- Parent Forums
- Regional Education Feedback Sessions
- Student Advisory Group
- State Advisory Council
- Stakeholder Group



## Q1 - Best Pages/Sections (Select up to 3):



## Q2 - Pages/Sections Most in Need of Revision:



# Director Themes

- PWN, Page 11, Transition (Confusing).
- Data/system driven rather than individualized program.
- Wordy/congested/difficult to understand/too long (easy to make a mistake or overlook a requirement)/Portrait instead of landscape.
- Not parent/student/educator friendly.
- Progress Monitoring?



# Parent Themes

- Access
- Intimidating Document
- Confusing/Congested
- Educational Jargon
- Space to Capture Parent input
- Doesn't track student progress year to year.
- Training



# IEP Page by Page

- Page 1
  - Congested/improve layout
  - Primary disability category
  - Amendment clarification
  - All Dates/documents in one section
- Page 2
  - Summary inconsistency/input
  - Services should be clear and specific
- Page 3
  - Confusing
  - Reason for refusal doesn't make sense
  - Should be simplified
  - Needs a better layout



# IEP Page by Page

- Page 4 and 5
  - Better way to document parent/student input
  - Often incorrect, not updated, old data
  - Like student strengths
  - Age appropriate?
  - Gross/Fine motor should be separate
  - Other?
  - Generic Impact of Student Disability



# IEP Page by Page

- Page 6
  - Student input should be improved
  - Seems like more of a compliance/formality
  - Should drive goals
  - Format is confusing
  - Course of Study



# IEP Page by Page

- Page 7
  - Goal/Objectives (confusing, hard to interpret, sometimes don't change from year to year)
  - Need for measureable goals
  - Grade Level/Compared to Peers/High Expectations/Build from year to year
  - How/when are goals mastered
  - Progress Monitoring vs. Progress Reporting
  - Unfriendly format
    - (Eval. Procedure/Perf. Criteria/%,Trials)
      - Need to be individualized (don't match the goal/objectives)



# IEP Page by Page

- Page 8
  - Should be aligned with page 11
  - When/Where/How to implement?
  - Other?
- Page 9
  - Confusing
  - Changes Every Year
  - Process for determining CTAA
  - Districtwide assessments
- Page 11
  - Confusing format/flow
  - Who is working with the student? Where? When?
  - Frequency difficult to understand



# IEP Revision Process

- If you would like to provide input on the State's current IEP document, please use the following link:

[https://sde.ct.gov/qualtrics.com/jfe/form/SV\\_d064xmmAgLEMIRv](https://sde.ct.gov/qualtrics.com/jfe/form/SV_d064xmmAgLEMIRv)



External Stakeholder Advisory Group	
Name	Role
Dawn Abrahamson	Pre-K Special Education
Erin Berthold	General Education Teacher
Angela Bucherri-Duran	Special Education Teacher
Patricia Buell	Superintendent
Tom Cosker	State Advisory Council-Parent
Leander Dolphin	Board Attorney
Scott Esson	Special Education Teacher-APSEP
Bet Gailor	Parent Attorney
Molly Grabowski	Physical Therapist
Jane Hampton-Smith	CPAC
Deborah Hultgren	Retired Special Education Director
Corey Jackson	Principal
Erin McGurk	Curriculum/Instruction
Kim Mearman	Director of Pupil Services
Stacie Melendez	Supervisor of Special Education
Sarah Moon	Speech and Language-IEP Trainer
Steven Proffitt	IEP Trainer
Maria Ramos	Parent
Patricia Sullivan	School Psychologist
Donna Sweeney	Occupational Therapist
Julie Swanson	Parent Advocate
Missy Wrigley	Secondary Transition

# Revised Document

- Portrait not Landscape
- IEP Sections not Pages
- Remove information that does not apply to student (i.e. transition section due to age of student)
- Prior written notice
- Less Congested
- Improved Flow
  - Present levels (Parent input, strengths, data of concern, meaningful impact statement, goal, objective, accommodations/related services)



# IEP Document Revision Next Steps

- IEP Document Revision Advisory Group
  - 2 April Meetings
- IEP Draft Revised Document June, 2019
- Public Comment



# IEP Document Revision Questions/Comments

- Discussion



# Special Education Procedures and Practices Manual

- All members of school district communities throughout Connecticut should have a shared understanding of the legal and regulatory requirements for the provision of a public school education and specifically, the requirements for the provision of special education and related services to eligible students. This model manual has been developed as a resource for all educational stakeholders to assist in fostering that shared understanding and continue to improve outcomes for students with disabilities. While the use of this manual, in whole or in part, is not required, the content has been designed to inform and guide users in fulfilling the requirements of both state and federal special education statutes and implementing regulations.. Connecticut school districts are encouraged to include this model manual as a foundational document on which to base the provision of a free appropriate public education (FAPE) to students with disabilities in the least restrictive environment (LRE) and in the development of professional learning opportunities for staff, families, and other educational stakeholders.



# Special Education Procedures and Practices Manual

CHAPTER ONE: OVERVIEW AND DEFINITIONS

CHAPTER TWO: CHILD FIND

CHAPTER THREE: CONFIDENTIALITY

CHAPTER FOUR: WRITTEN NOTICE, PRIOR WRITTEN NOTICE (PWN) AND PARENTAL CONSENT

CHAPTER FIVE: EVALUATION / RE-EVALUATION

CHAPTER SIX: PLANNING AND PLACEMENT TEAM (PPT)

CHAPTER SEVEN: INDIVIDUALIZED EDUCATION PROGRAM (IEP)

CHAPTER EIGHT: LEAST RESTRICTIVE ENVIRONMENT (LRE)

CHAPTER NINE: STUDENTS PARTICIPATING IN PRIVATE, INCLUDING RELIGIOUS, SCHOOLS OR FACILITIES

CHAPTER TEN: BEHAVIOR AND DISCIPLINE

CHAPTER ELEVEN: SPECIAL EDUCATION AND RELATED SERVICES PERSONNEL



# Special Education Procedures and Practices Manual

- Discussion



# Special Education Leadership Support

- LRP (connections, webinars, May institute)
- Aspiring Leadership Program Planning
- New Directors
- Experienced Directors
- General Education Administrators
- PPT Process





## CONNECTICUT STATE DEPARTMENT OF EDUCATION

The Connecticut State Department of Education continues to partner with LRP Publications to provide a subscription to ***Special Ed Connection***® to all districts within the state.

***Special Ed Connection***® provides resources and tools that school staff can use to obtain clarification of special education requirements and services. This resource provides the legal, regulatory and practical guidance that is necessary to ensure that students receive the services to which they are entitled in a manner that enhances their education and post-school quality of life.

With ***Special Ed Connection***® ([www.specialedconnection.com](http://www.specialedconnection.com)) school staff will receive:

- Explanation and guidance to assist them in meeting legal requirements for IDEA, FERPA, Section 504 and other key laws and regulations affecting students with disabilities.
- News, updates, and latest trends in special education such as RTI, PBIS, Transition services, Early Childhood, IEP best practices, BIPs and much more.
- Professional development tools that enhance in-house training plans that support administrators in guiding colleagues and other stakeholders through both individual and collective learning experiences.
- Tools that explain complex legal and regulatory issues, providing practical implementation strategies and tips to help special education professionals carry out their responsibilities.

***Special Ed Connection***® has been designed specifically for special education professionals whose priority is to provide high-quality services to children with disabilities and their families – through the legal and practical guidance that is necessary to ensure that students receive the services to which they are entitled and in a manner that enhances post-school quality of life for individuals with disabilities.

**Your district already has access to *Special Ed Connection*®! To learn more about ways to maximize your use of this valuable resource – contact the *Special Ed Connection*® Hotline: 1-800-515-4577, ext. 6303 or email us at: [specialedconnection@lrp.com](mailto:specialedconnection@lrp.com).**





**May 5 - 8, 2019**  
**Gaylord Palms Resort**  
**and Convention Center**  
**ORLANDO, FLA.**

Special offer just for  
CTDOE schools:  
Save \$50.00 off the  
Standard rate with  
**Promo Code CTDOE19**

**LRP's National Institute** is the trusted source of  
professional development for special educators



For 40 years, **LRP's National Institute** has been providing special educators with the highest-quality professional development, covering the scope of vital topics and fundamental issues to ensure you get the insights needed to improve student outcomes while running a compliant special education program.

Meet LRP legal editors, get training on Special Ed Connection® and network with other special educators from across the country!

Attend this May to learn compliance strategies and best practices on:

Administration

Behavior

IDEA

Section 504

Technology

Ethics

Special Ed Connection® Users Group

**Special team rates are still available!**

To see the Full Agenda and register, visit [www.LRPInstitute.com](http://www.LRPInstitute.com).  
Use **Promo Code CTDOE19** to save \$50.00 on an individual registration through 5/4.

# Aspiring Leadership Program

- Conceptual/Planning Phase
- Statewide model/Goal
- Steering Committee
  - Format/Audience/Topic/Needs/Location



# New Director Series

- Directors (Year 1-3)
  - 1 Full Day--October
    - Data (Back to School)
    - IDEA Grant
    - Other topics
  - December and February—All Directors





### About our program:

The ConnCASE mentoring program is structured to provide support, professional development and access to a variety of information sources critical to a Director of Special Education's success during his / her first year as a director of special education.



### Interested in being a Mentor / Mentee?

Please contact .....



Connecticut  
Council of  
Administrators  
of Special  
Education



*Presents the :*

# ConnCASE Mentor / Mentee Program

*An informational brochure*

### Please contact :

Pauline Smith,  
Mentoring Chair  
ConnCASE  
701 Hebron Ave. 3rd Fl.  
Glastonbury, Ct. 06033  
P: 860.548.1747  
F: 860.541.6484  
E: [info@conncase.org](mailto:info@conncase.org)  
W: [www.conncase.org](http://www.conncase.org)

### Who Can Benefit From Receiving A Coach?

- ❑ Coaches may be assigned to a special education director, a supervisor or a coordinator.
- ❑ In some cases, a coach may work with a principal or assistant principal who is responsible for special education matters in their school.
- ❑ Administrators may be first time special education administrators, recently appointed in a new district or they may be veterans who would like to work on particular goals.
- ❑ Coaches are carefully matched with the administrator taking into consideration the background of the coach and the identified needs of the administrator.



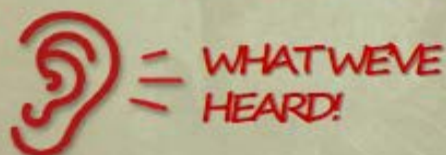
### District And School Benefits

- ❑ Improved special education services
- ❑ Improved family communication and satisfaction
- ❑ Improved ability to manage special education requirements and timelines
- ❑ Improved communication and collaboration across all staff
- ❑ Improved retention rates for special education administrator and staff



### For More Information Contact:

**Marie Salazar Glowski, Director**  
**CAS Executive Coaching Program**  
**(860) 662-0077**



*...my administrator said she was so glad that I was meeting with her so she could benefit from my coaching and then was better able to determine next steps*

*...my administrator did an excellent job developing and implementing her action plan – I was a sounding board and devil's advocate.*



## SPECIAL EDUCATION

### Executive Coaching Program

The Connecticut Association of Schools and the Connecticut State Department of Education offer Executive Coaching for Special Education administrators.

There are two models. In the first model, districts may apply for a coach. An application is available on the CAS website. Applications that provide the strongest rationale to support this request will be selected. The second model is comprised of districts that are selected by the CT State Department of Education. Either of these services are available at no cost to the district.



# SAVE THE DATES!

## Special Education Leadership Year 1 Reflection

**July 17 & 18, 2019**  
**Centerpoint, Middletown**

The Connecticut State Department of Education (CSDE) and the State Education Resource Center (SERC) invite first-year special education leaders (Assistant Superintendent of Public Services, Pupil Services Directors, Special Education Directors, Special Education Supervisors) to participate in a two-day training series.

The series is designed to provide leaders with a free structured opportunity to: 1) connect with colleagues, 2) reflect on the work from the past year, and 3) identify professional needs in order to inform the CSDE's Bureau of Special Education of future learning activities and supports.

**Registration coming soon!**

**Check [www.ctserc.org](http://www.ctserc.org) for updates.**



### **Presenters:**

**Bryan Klimkiewicz**  
Bureau Chief  
CSDE, Bureau of Special  
Education

**Jay Brown**  
Education Consultant  
CSDE, Bureau of Special  
Education

**Stephen Proffitt**  
Director for Special  
Education Programs and  
Instructional Design, SERC

### **Audience:**

**First-Year**  
**Special Education Leaders**  
Assistant Superintendent of  
Public Services, Pupil  
Services Directors, Special  
Education Directors, Special  
Education Supervisors

### **Fee:**

**None**

**Registration Questions?**

Linda Adorno, SERC,  
860-632-1485, ext. 241 or [adorno@ctserc.org](mailto:adorno@ctserc.org)

**Content Questions?**

Stephen Proffitt, SERC,  
860-632-1485, ext. 322 or [proffitt@ctserc.org](mailto:proffitt@ctserc.org)



# Special Education Leadership Support

- Special Education Director Leadership Series:
  - October (2 full days)/ ConnCASE
  - March (2 full days)/ ConnCASE
- PPT Chair Training (Fall and Spring)
  - Day 1: Ed. Benefit/IEP/Parent Engagement
  - Day 2: PPT Facilitation



# 7 Day Series

- Meets 092 requirement (36 hours required special education course)
  - Day 1,2 : Multi-tiered Systems of Support
  - Day 3: Inclusive Practices
  - Day 4 Gifted and Talented /Culturally Responsive Family Engagement
  - Day 5: Social Emotional Learning
  - Day 6: Standards-based IEP Development  
Ed. Benefit Review Process
  - Day 7: PPT Chair Training



# New General Education Administrators

- 2 day Orientation
  - Prior to Evaluation (Pre-Assessment) (Acronyms)
    - SRBI – Child Find (gifted and talented)
  - Procedures and Practices
  - FAPE/LRE
  - Restraint/Seclusion/Manifestation Determination/Discipline
  - Referral/Evaluation/Timelines/Eligibility
  - PPT Facilitation Strategies
  - Family Engagement/Partnerships
  - IEP Development (Ed Benefit)
    - Implementation
    - Monitoring Progress



# Leadership Support PPT Process

- Discussion





CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Thank you for all that you do for our students!**

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