



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Special Education Task Force Meeting

June 13, 2023



Bureau of Special Education



Bureau of Special Education			
Division Director: Bryan Klimkiewicz			
Administrative Assistant: Mildred Pagan			
Bureau Units	1: Due Process	2: Program Improvement	3: Grants, Funding & Communications
Support Staff	Jolie Medina	Vacant	Regina Gaunichaux
Consultants	Sean Cronin	Mike Tavernier	Tom Boudreau
	Natalie Jones	Alycia Trakas	Jay Brown
	Georgette Nemr	Viviana Toure	Renee Kleinman
	Jennifer James	Dori Papa	Vacant
	Kirsten Dovenberg	Vacant	
Activities	Conflict Resolution, Compliance, Equity	General Monitoring & Supervision	Resource Allocation & Communications
Strategies	Building Partnership Structures	Differentiated Monitoring & Support (State Performance Plan)	Accessible Resources
CT-SEDS Durational Project Manager: Kim Bean			
General Monitoring and Supervision DPM: Heather Levitt-Doucette			
Improved Student Outcomes			

1: Dispute Resolution Unit

(Building Collaborative Partnerships)

- *Special Education Leadership
- *Student (Voice, Independence, Self-Advocacy)
- *Parents/Families
- *Advocates/Attorneys

2: Program Improvement

(General Monitoring and Supervision)

- *State Performance Plan (17 Indicators)
- *Compliance/Results
- *Differentiated Risk Assessment
- *Technical Assistance

3: Guidance, Funding, and Communications

- *Grant Management
- *Guidance Documents
- *Professional Development

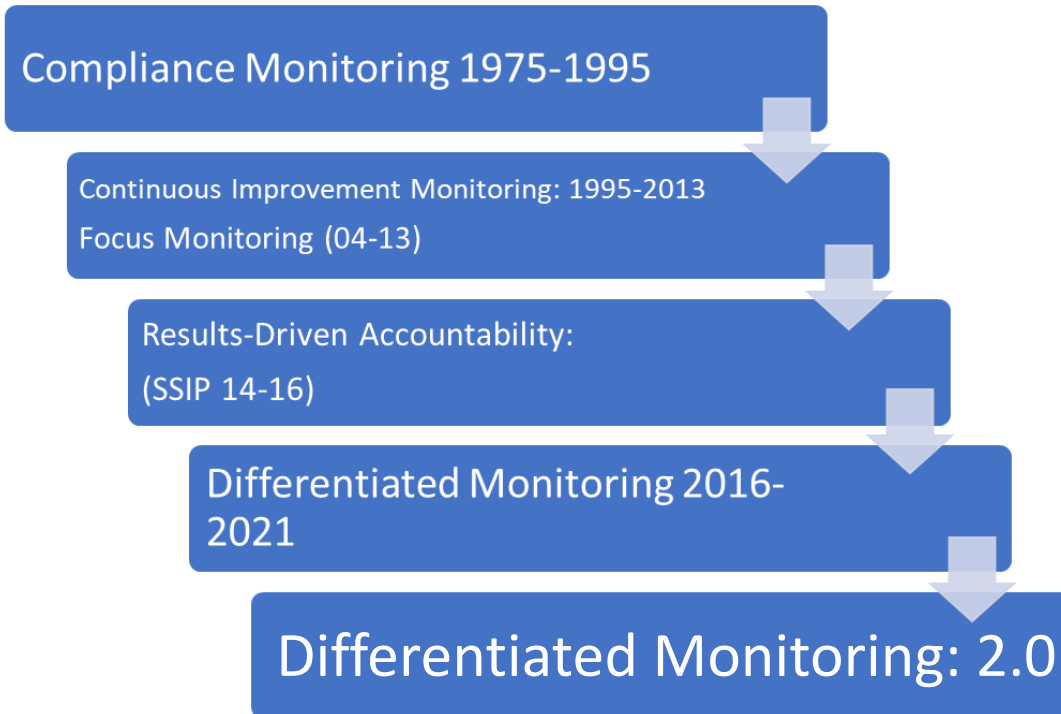


General Monitoring/Supervision



OSEP

SPP/APR LEA Determinations



Compliance	Results
4b. Suspension/Expulsion by Race/Ethnicity	1. Graduation
9. Disproportionate Representation	2. Drop Out
10. Disproportionate Representation (Disability Category)	3. Statewide Assessments
11. Child Find - Evaluation Timeline	4a. Suspension/Expulsion Rate
12. Early Childhood Transition	5. School age Education Environments (LRE)
13. Secondary Transition	6. Preschool Environments
	7. Preschool Outcomes
	8. Parent Involvement
	14. Post-School Outcomes
	15. Resolution Sessions
	16. Mediation Agreements
	17. State Systemic Improvement Plan (SSIP)

What is an LEA APR?

- State education agencies must assess each school district's implementation of the IDEA annually against the same measures and targets established in the SPP/APR.
- Each school district receives an annual report (LEA APR) and one of four determinations regarding its efforts to implement the IDEA
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention

School District Annual Performance Reports





Special Education Funding



ESSER II Special Education Initiatives State Set Aside

Special Education Recovery (\$13M)

- Delayed, interrupted, suspended or inaccessible IEP services/supports
- \$30K/40K/80K/120 Stipend
- 25K priority bonus

Special Education Tutoring (\$2M)

- Primary Disability Category (SLD/Dyslexia)
- 3092 Students
- \$650/student

Special Education Evaluations (\$1M)

- Regional Evaluation Teams
- 3yr Re-evaluations

DDS High Needs (\$275K)

- In-home support ("high needs students")
- Support to access LEA remote instruction



Special Education Funding



ESSER 3 Special Education Related Initiatives

Special Education Recovery (\$4M)

- Delayed, interrupted, suspended or inaccessible IEP services/supports
- Summer/ESY
- ParaEducator Professional Development

Assistive Technology (\$1M)

- Regional A.T. Support
- Technical Assistance
- Eval/Assessment

Early Childhood (\$550K)

- Extended Early Intervening Services
- NAEYC Accreditation
- Early Childhood Consultation Partnership

Special Education Recruiting (\$300K)

- Website Dedicated to Special Education and Related Services Job Openings
- Social Media Marketing



Special Education Funding



- ARP IDEA Part B Sections 611/619 Federal Formula
- **Covers 7/1/21-6/30/23**

611 – \$27,238,088 - 100% flow through to LEAs

619 – \$2,495,071 - 99% flow through to LEAs

To track and monitor the separate grants, the BSE requires the LEAs to demonstrate substantial approval through the electronic grant management system (eGMS) with clarified goals and activities that align with separate budget(s) for the FY22 ARP with IDEA Part B flow through grant process.

[FACT SHEET: Section 2014 of the American Rescue Plan Act of 2021 and the Individuals with Disabilities Education Act \(PDF\)](#)



Special Education Funding



RESOURCE EQUITY STIPEND

- Up to \$15K per LEA (\$2.55 Million)
 - \$10K (Special Education)
 - \$5K (Paraeducator Training)
- Applications submitted and monitoring (eGMS)
- Funds obligated by 9/30/22 - liquidated by 12/31/22
- **138 LEAs Submitted Applications - 81%**



Special Education Funding



- CT-SEDS Implementation Stipend (Over \$3 Million)
 - Based on the Number of IEPs
 - Also Available for APSEPS/Charters/RESCs
- Applications submitted and monitoring (eGMS)

Size	IEPs	Stipend Amount
Small	Less than 200	\$10,000
Medium	200-500	\$15,000
Large	501-1000	\$20,000
Extra-Large	1001-2000	\$30,000
Extra-Extra Large	Over 2000	\$50,000



Special Education Funding



Year	Total Expenditure	Special Education Expenditure	Percentage
2020-2021	\$10,140,925,946	\$2,483,741,739	24.49%
2021-2022	\$10,685,113,059	\$2,660,703,110	24.9%



Special Education Service Delivery



2023-24 IEP Quality & CT-SEDS Professional Support

The Connecticut State Department of Education, in collaboration with the RESC Alliance, invites you to join a variety of **VIRTUAL and IN-PERSON** professional support opportunities. Offerings aim to assist educators statewide with developing high-quality Individualized Education Programs (IEPs) and navigating the Connecticut Special Education Data System (CT-SEDS).

IEP Quality Training (July 2023 - March 2024)

This training series has been revised to integrate discussion of the new IEP with explicit connections to CT-SEDS via **live demonstration** of the system's design and functionality. Upon completion, educators will gain capacity to develop and implement high-quality IEPs within CT-SEDS.

Trainings are provided for target audiences as described below.

Pre-K Educators Pre-K specific content provided Register Here	K-12+ Educators Register Here	Approved Private Special Education Programs (APSEPs) Focus on system functionality for APSEPs Register Here
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CT-SEDS Summer Collaborative Working Sessions (July & August 2023)

These two-hour, **in-person** sessions offer a brief demonstration of the **IEP Process** and **Progress Reporting** modules and how to avoid common errors in CT-SEDS. The informational component of each session is followed by an opportunity for small group troubleshooting alongside RESC Alliance Help Desk Agents. Participants will require a laptop or tablet to work within CT-SEDS during the session.

Participants attending the collaborative working sessions will be paid a stipend (from the CSDE to the district) of \$150. Attendance information will be shared with the employing school district and stipends processed in the fall. Participants can only register for **one** summer collaborative working session.

Summer Collaborative Working Sessions

[Register Here](#)

For technical support with Protraxx registration, email servicedesk@aces.org (hashtag #ct.ieptraining in the subject line).



New IEP Overview for Parents



What's New About Connecticut's Individualized Education Program (IEP) Document



Special Education Service Delivery



Students with Disabilities Spending 79.1-100% of Time with Nondisabled Peers (Ages 6-21), Trend State of Connecticut

[Export .csv file](#)

Notes:

- Data included in this report align with Indicator 5 of the Special Education Annual Performance Report (APR) and represent students ages 6-21 only.
- At this time, the only data included in this report are for students spending 79.1-100% of Time with Nondisabled Peers.
In the future this report will be updated to include all Time with Nondisabled Peer categories (i.e., 0-40% and 40.1-79%).
- At the district-level, this report includes only students with disabilities for whom the district is fiscally responsible, regardless of where the student is educated.
At the school-level, a student is included as long as they are attending the selected school, regardless of the district with fiscal responsibility.

District	Disability	2017-18		2018-19		2019-20		2020-21		2021-22	
		Count	Rate (%)	Count	Rate (%)	Count	Rate (%)	Count	Rate (%)	Count	Rate (%)
State of Connecticut	All Disabilities	48,426	68.6	49,075	67.6	50,685	67.8	50,699	67.9	52,234	68.4
	Autism	4,165	48.8	4,209	46.9	4,427	46.5	4,509	45.8	4,786	46.1
	Emotional Disturbance	2,384	43.1	2,440	42.9	2,495	42.8	2,473	43.9	2,313	44.2
	Intellectual Disability	647	25.3	640	24.9	635	23.9	615	22.8	578	20.7
	Learning Disability	21,567	80.3	22,222	79.3	23,129	79.7	23,065	80.1	24,220	80.4
	Other Disabilities	1,117	31.3	1,045	29.6	998	28.9	982	28.8	882	26.4
	Other Health Impairment	11,645	74.6	11,780	73.8	12,213	74.3	11,951	74.0	12,389	75.4
	Speech Language Impairment	6,901	86.6	6,739	86.2	6,788	86.6	7,104	87.5	7,066	88.0



Special Education Service Delivery



Placement Counts and Percents by Race/Ethnicity, For Children/Youth (Ages 6-21)*, Receiving Special Education
 Connecticut State Department of Education
 2021-2022 School Year Data

Connecticut

Placement Category	American Indian or Alaska Native			Asian			Black or African American			White			Hispanic/Latino			Native Hawaiian or Other Pacific Islander			Two or more races			Placement Totals
	Spec. Educ. Count	Spec. Educ. Percent	Relative Risk	Spec. Educ. Count	Spec. Educ. Percent	Relative Risk	Spec. Educ. Count	Spec. Educ. Percent	Relative Risk	Spec. Educ. Count	Spec. Educ. Percent	Relative Risk	Spec. Educ. Count	Spec. Educ. Percent	Relative Risk	Spec. Educ. Count	Spec. Educ. Percent	Relative Risk	Spec. Educ. Count	Spec. Educ. Percent	Relative Risk	
79.1%-100.0%	119	0.2%	1.98	1,006	2.0%	1.98	7,288	14.1%	1.98	24,206	46.9%	1.98	16,893	32.8%	1.98	37	0.1%	1.98	2,017	3.9%	1.98	51,566
40.1%-79.0%	41	0.3%		342	2.6%		2,199	16.6%		5,579	42.0%		4,579	34.5%		12	0.1%		531	4.0%		13,283
0.0%-40.0%	9	0.2%		239	4.4%		1,162	21.3%		1,733	31.8%		2,070	38.0%		6	0.1%		232	4.3%		5,451
Other/Private Settings	14	0.3%		118	2.3%		1,048	20.5%		2,204	43.1%		1,497	29.2%		5	0.1%		232	4.5%		5,118
Total: Sum of all disabilities	183	0.2%		1,705	2.3%		11,697	15.5%		33,722	44.7%		25,039	33.2%		60	0.1%		3,012	4.0%		75,418

* Students served in Hospital/Homebound settings, Department of Correction, or placed by parents in private settings are excluded from this analysis.

Note: Relative Risk Index identifying underrepresentation is no longer reported.



OSEP Fast Facts



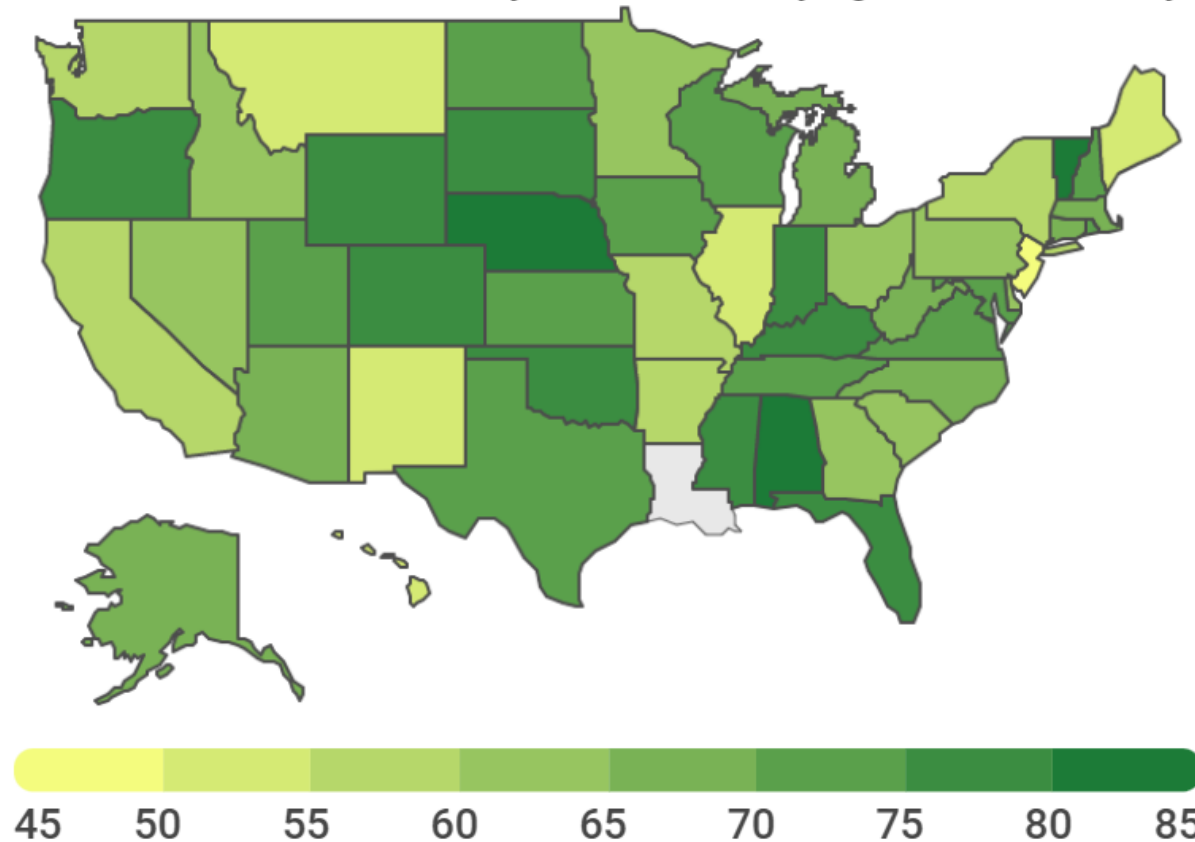
OSEP Fast Facts - Individuals with Disabilities Education Act



Special Education Service Delivery



Percentage of Students with Disabilities, Ages 5 through 21, Receiving Services Inside a Regular Class
80% or More of the Day, in the US, Outlying Areas, and Freely Associated States: SY 2020-21



In SY 2020-21, 66.17% of all school aged children, served under IDEA, Part B, received services inside a regular class 80% or more of the day.

Connecticut



67.64%



Special Education Service Delivery



Percentage of Students with Disabilities, Ages 5 through 21, Served in Separate Schools, in the US, Outlying Areas, and Freely Associated States: SY 2020-21

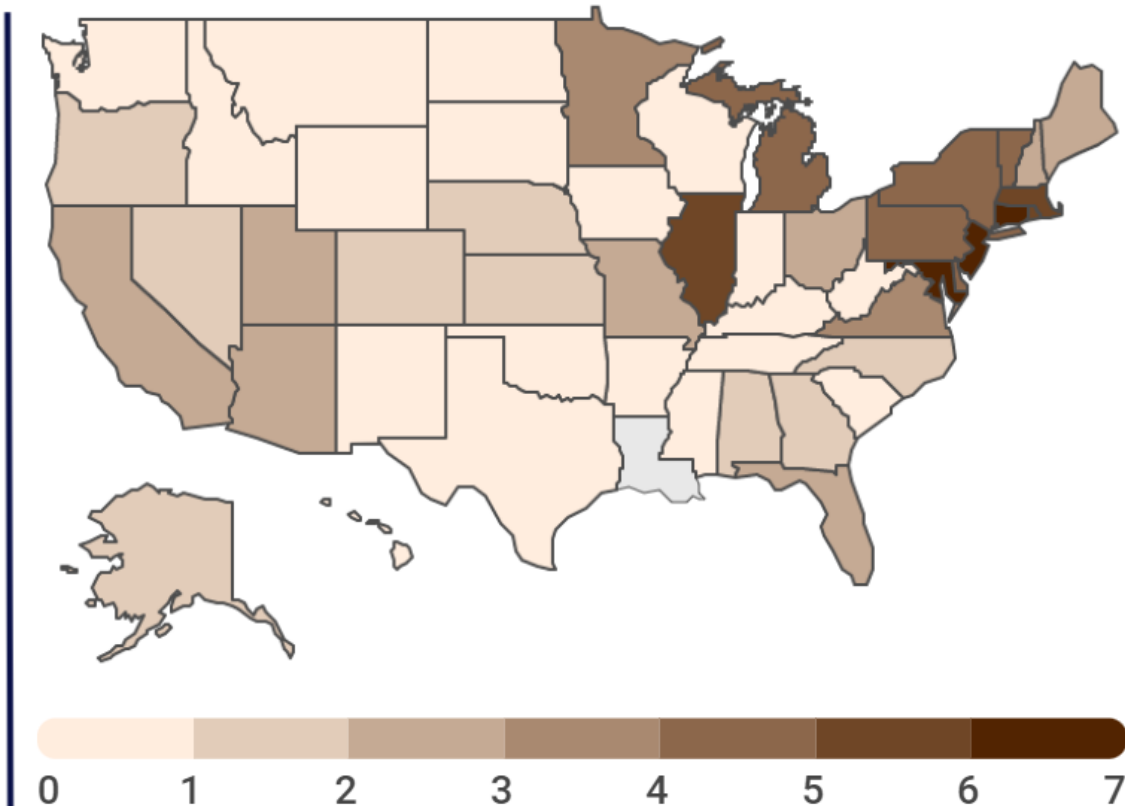
In SY 2020-21, 2.64% of all school aged children ages 5-21 served under IDEA, Part B, received services in a separate school.



Connecticut



6.82%



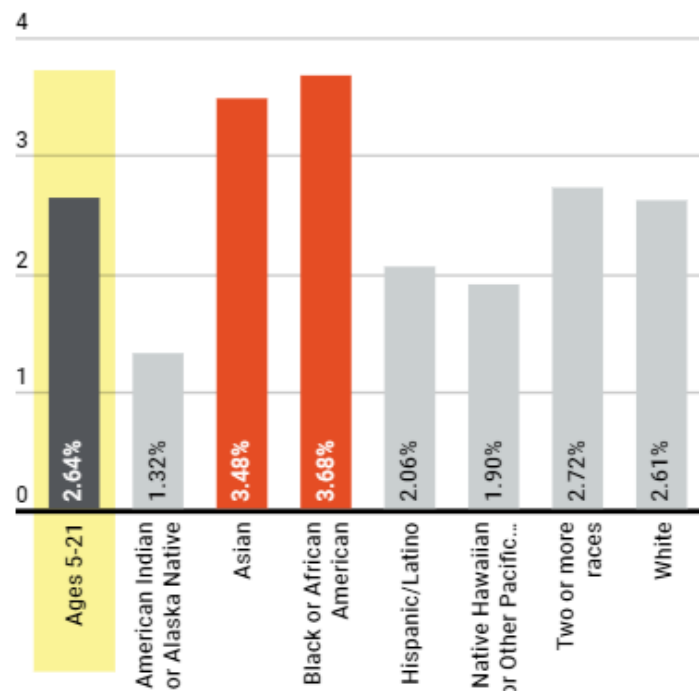


Special Education Service Delivery

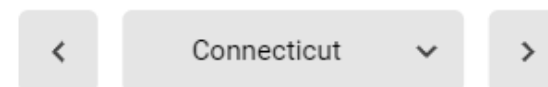


Percentage of Students with Disabilities, Served in Separate Schools, by Race / Ethnicity in SY 2020-21.

Black (3.68%) and Asian (3.48%) students with disabilities are more likely to receive services in separate schools than all students with disabilities (2.64%).

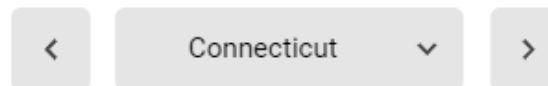


Percentage of Asian Students with Disabilities, Served in Separate Schools in SY 2020-21



5.82%

Percentage of Black or African American Students with Disabilities, Served in Separate Schools in SY 2020-21



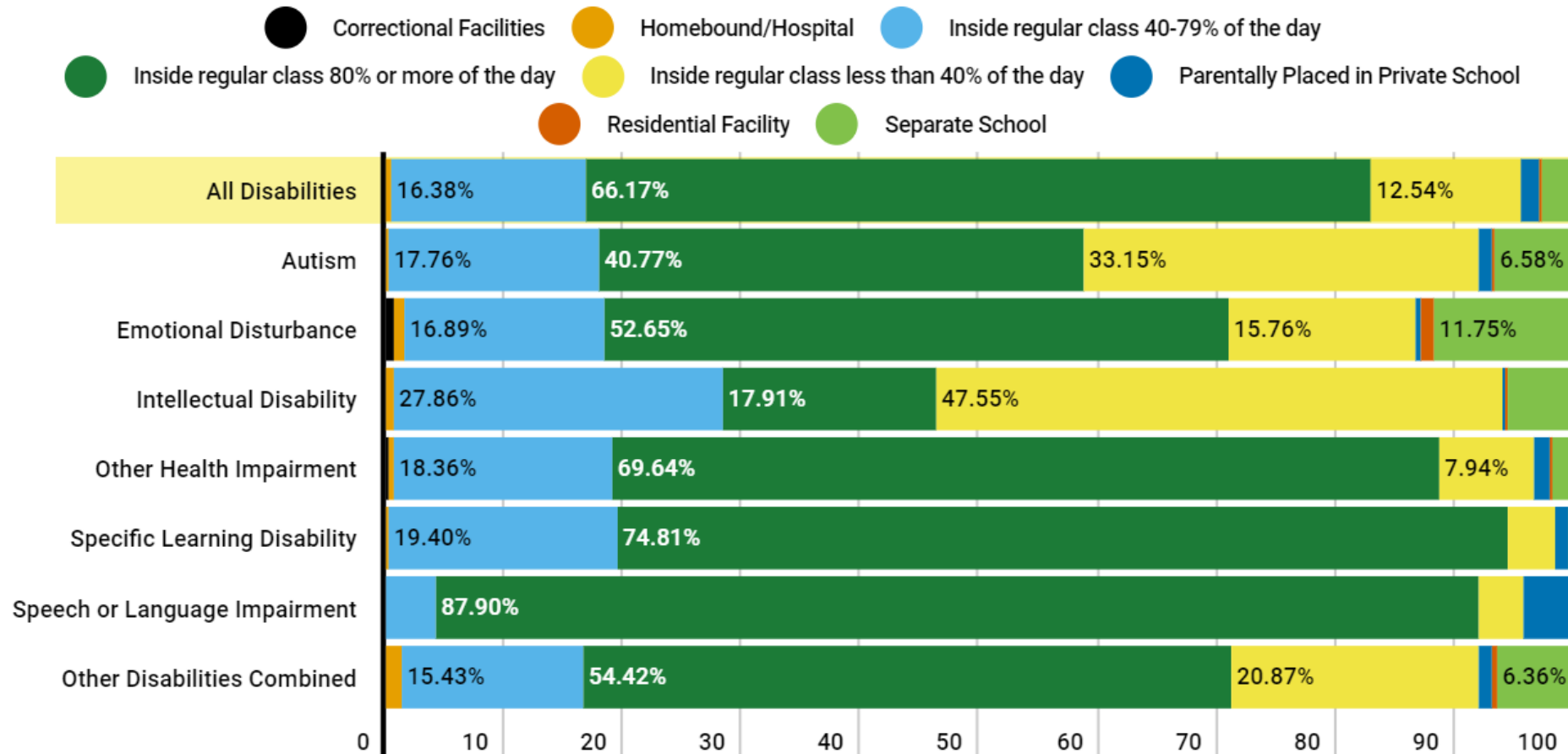
9.30%



Special Education Service Delivery



Percentage of Students with Disabilities, Ages 5 through 21, By Educational Environment and Disability Category, in the US, Outlying Areas, and Freely Associated States: SY 2020-21





Special Education Service Delivery



The Connecticut Intensive Intervention Implementation Initiative (CONNi4) and Data-Based Individualization (DBI) An Overview for Families



What is CONNi4?

- CONNi4 is a collaboration between the University of Connecticut and the Connecticut State Department of Education to support schools with implementing DBI to increase the reading performance of all third-grade students with disabilities statewide.



What is DBI?

- DBI is a team-based approach for providing intensive intervention to students with and without disabilities who are having difficulty meeting grade-level expectations.
- DBI is a systematic process where members of school teams work together to make data-based decisions in order to develop an intervention plan that is aligned to each individual student's strengths and needs.



Who is on a DBI team?

- DBI team members could include District Leaders, Principals, Special Education Teachers, Interventionists, Literacy Coaches, Speech Language Pathologists, and School Psychologists.



How can DBI benefit my child?

- DBI is supported by extensive research that shows it is effective.
- Members of the DBI team have expertise in analyzing data and making instructional decisions that lead to student success in school and life.



Who should I contact if I have questions?

- Contact the school principal and/or the individual(s) who provide intervention services to your child.



Special Education Service Delivery



SIMR: 3rd Grade ELA Performance

APR Reporting Year	Spring Testing Year	Kindergarten	1st Grd	2nd Grd	3rd Grd	Expected Impact
2022	2021	Pre-Pandemic	Pre-Pandemic	March-June*	Hybrid	Moderate Drop
2023	2022	Pre-Pandemic	March-June*	Hybrid	Current Covid-19 Variants	Another Moderate Drop
2024	2023	March-June*	Hybrid	Current Covid-19 Variants	???	Small Drop or Maintain
2025	2024	Hybrid	Current Covid-19 Variants	???		Small gains over previous year
2026	2025	Current Covid-19 Variants	???			Moderate gains over previous year
2027	2026	???				Moderate gains over previous year

**Schools Closed, Continued Educational Opportunities offered*



Bureau of Special Education



Indicator 3d – Std. Gap (All – SWD)

GAP (ALL - SWD)	Subject	2016-17	2017-18	2018-19	2019-20
Grade 4	ELA	42.50%	43.80%	43.60%	-
	Math	40.60%	41.40%	41.70%	-
Grade 8	ELA	45.50%	46.80%	47.10%	-
	Math	38.50%	40.20%	41.20%	-
Grade 11	ELA	46.70%	46.40%	46.70%	-
	Math	36.50%	35.60%	37.00%	-



Bureau of Special Education



FFY 2021 SPP/APR Data: Reading Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2021 Target	FFY 2021 Data	Status
A	Grade 4	17.72%	49.99%	42.00	32.26	Met target
B	Grade 8	13.31%	49.96%	46.00	36.65	Met target
C	Grade HS	17.78%	56.24%	46.00	38.46	Met target



Bureau of Special Education



FFY 2021 SPP/APR Data: Math Assessment

Group	Group Name	Proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards	Proficiency rate for all students scoring at or above proficient against grade level academic achievement standards	FFY 2021 Target	FFY 2021 Data	Status
A	Grade 4	14.75%	46.04%	40.00	31.28	Met target
B	Grade 8	6.31%	34.81%	40.00	28.50	Met target
C	Grade HS	7.09%	35.08%	36.00	27.99	Met target



Bureau of Special Education



State Advisory Council 2023 Priorities

Least Restrictive
Environment (LRE)

Special Education
Staffing
(Recruitment and
Retention)

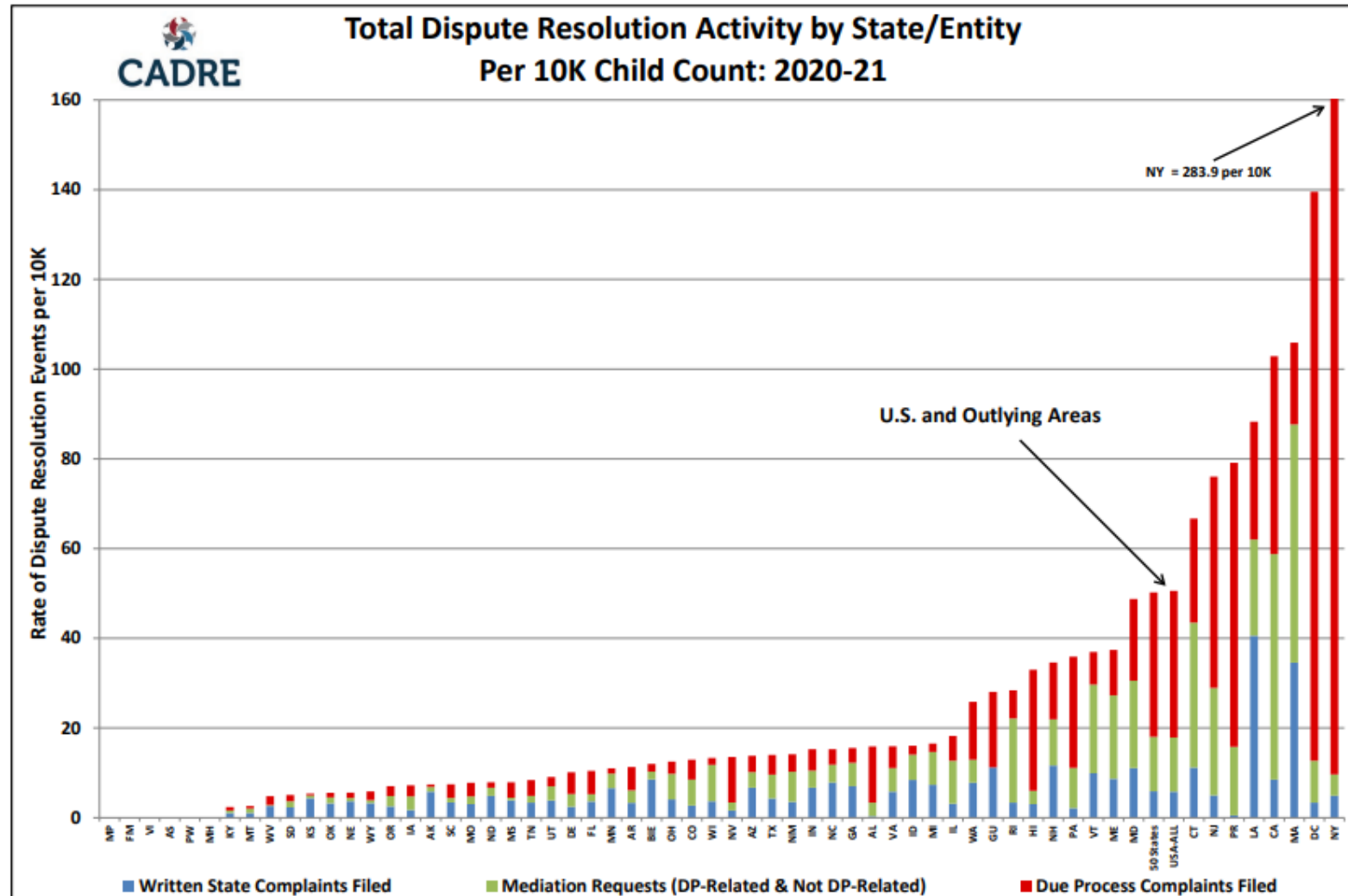
Student Voice in
Education

Special Education
and
Social/Emotional
Health

Post Secondary
Outcomes for
Students



Dispute Resolution





Dispute Resolution



The table below displays the data represented in the chart above. The states/entities are ranked, from least to most, on the number of total events and rate of occurrence for each type of dispute resolution event.

State/Entity	Total Events per 10K	State/Entity	Total Events per 10K	State/Entity	Total Events per 10K	State/Entity	Total Events per 10K
MP	0.0	AK	7.4	AZ	13.8	PA	35.9
FM	0.0	SC	7.4	TX	14.0	VT	37.0
VI	0.0	MO	7.8	NM	14.1	ME	37.4
AS	0.0	ND	7.9	IN	15.3	MD	48.8
PW	0.0	MS	7.9	NC	15.3	50 States	50.2
MH	0.0	TN	8.4	GA	15.5	USA-ALL	50.6
KY	2.4	UT	9.1	AL	15.9	CT	66.7
MT	2.6	DE	10.1	VA	15.9	NJ	76.0
WV	4.8	FL	10.4	ID	16.0	PR	79.1
SD	5.1	MN	11.0	MI	16.5	LA	88.3
KS	5.4	AR	11.3	IL	18.2	CA	102.9
OK	5.6	BIE	12.0	WA	25.8	MA	105.9
NE	5.6	OH	12.5	GU	28.0	DC	139.5
WY	5.9	CO	12.9	RI	28.4	NY	283.9
OR	7.0	WI	13.3	HI	33.0		
IA	7.2	NV	13.5	NH	34.6		



Special Education Staffing



[CT Aspiring Leaders Flyer 2023 2024.pdf](#)

[Educator Recruitment by the Numbers \(ct.gov\)](#)

The CT State Department of Education, Bureau of Special Education
and The University of Connecticut Center for Excellence
in Developmental Disabilities (UCEDD)

CT ASPIRING LEADERS ACADEMY 2023-2024

This academy is designed to assist in the preparation of future local special education leaders. The academy will prepare educators interested in special education leadership roles through a competency-based program as illustrated by state and national speakers, learning activities, and a capstone project. Expert and peer mentoring will also be available to participants.

There is no cost to join this academy.

If you are interested in participating, please complete the application (link below), which requires including a recommendation from your special education director. If you have question, please contact with Paula DeMichiel at demichiel@uchc.edu

The application [link](#)



Selected participants will be required to attend a multiday in-person kickoff at Avon Old Farms Hotel from July 13-15, 2023. Subsequent sessions will be a combination of in-person Saturday sessions or zoom sessions during the week beginning September 23, 2023, and end June 1, 2024.

For more information, please contact Paula DeMichiel at: demichiel@uchc.edu



University of Connecticut
Center for Excellence in Developmental Disabilities
Education, Research and Service
270 Farmington Avenue, Suite 181
Farmington, CT 06030-6222
Telephone: 860-679-1500 ~ Toll-Free: 866-623-1315



WWW.UCONNUCEDD.ORG

Educator Recruitment By the Numbers



Connecticut
State Department
of Education
May 2023

The Connecticut State Department of Education (CSDE) continues to address the educator staffing shortage, with a focus on diversifying the educator workforce. Connecticut has implemented various initiatives and programs to attract and retain qualified educators, such as offering financial incentives, providing alternative pathways to teaching, and offering professional development opportunities. The CSDE will continue to prioritize the recruitment and retention of highly skilled educators to address the teacher shortage and ensure that students have access to the best possible education.



Northeastern Enhanced Reciprocity Initiative

1,225 content-specific teaching, administrative, and/or special service endorsements issued to 913 educators, resulting in 478 new educators working in nearly 120 Connecticut public school districts.

1,225	913	478	120
Endorsements	Educators	New Educators	Districts



Emergency Certifications for Teachers

To assist districts with staffing shortages, the State Board of Education has adopted temporary endorsements that allow educators to temporarily teach other subjects. 416 emergency authorizations issued to 378 educators.

416	378
Emergency Authorizations	Educators



Recruiting International Educators

20 individuals received International Teaching Permits in eight districts across the state.

20	8
Individuals	Districts



Connecticut Special Education Employment System (CSEES)

1,107 special education job postings across 131 districts/programs, resulting in 422 placements. 318,066 visits by employers and potential job seekers.

1,107	131	422	318,066
Job Postings	Districts/Programs	Placements	Site Visits



Educators of Color in 2022-23

The percentage of educators of color has increased from 8.3 percent (around 4,372 educators) in 2015-16 to 11.2 percent (6,021 educators) in 2022-23.

11.2%	6,021
Percentage of Educators	Number of Educators



NextGen Educators Program

Since the program began in 2020, over 200 educators have been placed in classrooms as substitute teachers.

200
Educators



Grants for Educator Preparation Programs (EPPs)

CSDE partnered with 18 institutions of higher education to help aspiring educators. \$2 million in funding provided to EPPs over two years to cover licensing and testing fees.

18	\$2 million
Institutions	Funding



Educators Rising

Connecticut's grow-your-own educator initiative is in 15 schools and has over 480 students engaged in clubs and dual credit courses.

15	480
Schools	Students



TEACH Connecticut

Has supported more than 1,400 EPP applicants. Last year alone, TEACH Connecticut supported more than 450 applicants, 45% of whom identify as people of color (POC) and 37% of whom plan to teach in a subject shortage area.

450	45%	37%
Applicants	Identify as POC	Plan to Teach



CHESLA Alliance District Teacher Loan Subsidy Program

\$552,178 disbursed to date for teachers in Alliance Districts to refinance student loan debt.

\$552,178
Disbursed to Date



Special Education Staffing



**Become a
Paraeducator
in Connecticut!**

PARAEDUCATOR CAREER FAIR

NAUGATUCK VALLEY COMMUNITY
COLLEGE - FOUNDER'S HALL, ROOM F101

**DATE: WEDNESDAY, JUNE 28, 2023
TIME: 5:00 - 7:00 PM**

www.specialedjobs.ct.gov/para



Connecticut State
Department of Education



CT DEPARTMENT OF LABOR

If you are passionate about education and enjoy supporting student learning, then come learn more about great opportunities in Connecticut!

Our paraeducators are an integral part of our education system who work closely with teachers and other professionals to provide critical support to our students with unique and diverse needs.

Why should you become a paraeducator?

- ✓ Paraeducators work in the classroom alongside teachers to help support students and make the classroom more inclusive.
- ✓ Lead smaller groups of students to more closely support our teachers and assist our children.
- ✓ Whether you work in a public or private school, or in the community, you will have the unique opportunity to contribute to positive education outcomes by working as part of the outstanding team dedicated to educating Connecticut students.

Scan the QR Code for pre-registration information.



Don't wait any longer to make a positive impact - become a paraeducator today!

Connecticut State Board of Education

**Become a
Paraeducator
in Connecticut!**

PARAEDUCATOR CAREER FAIR

NAUGATUCK VALLEY COMMUNITY
COLLEGE - FOUNDER'S HALL, ROOM F101

**DATE: WEDNESDAY, JUNE 28, 2023
TIME: 5:00 - 7:00 PM**

www.specialedjobs.ct.gov/para



Connecticut State
Department of Education



CT DEPARTMENT OF LABOR

If you are passionate about education and enjoy supporting student learning, then come learn more about great opportunities in Connecticut!

Paraeducator Qualifications:

- You must have a high school diploma or its recognized equivalent, a General Educational Development (GED) diploma, and:
- Two years of college credit; OR
- An associate's (or higher) degree; OR
- Pass a paraeducator assessment, adopted by the State Board of Education, that assesses content knowledge in math, reading and writing, and an understanding of how to assist in the instruction of these topics.

Attend the Career Fair to:

- Learn more about an exciting and rewarding career as a paraeducator.
- Discover job openings in your area.
- Adopt flexible hours to meet your current needs.
- Understand how CSDE and DOL can help you meet job requirements.
- Get information and assistance to complete the paraeducator assessment exam.
- Meet current paraeducators in the field.

(The Connecticut State Board of Education adopted Educational Testing Services' ParaPro Assessment in December 2002 and established a passing score of 457.)

**Did you know
there are more
than 1,000
vacancies
statewide for
paraeducators?**

Scan the QR Code
for more information.



ParaPro Assessment
Registration

Connecticut State Board of Education



CT-SEDS Statistics – Through May



System adoption continues to advance as users receive additional training, technical issues are resolved, and capacity of district-based administrators is built to provide local support to their district teams:

Total # of users who have accessed the system to date: **54,892**

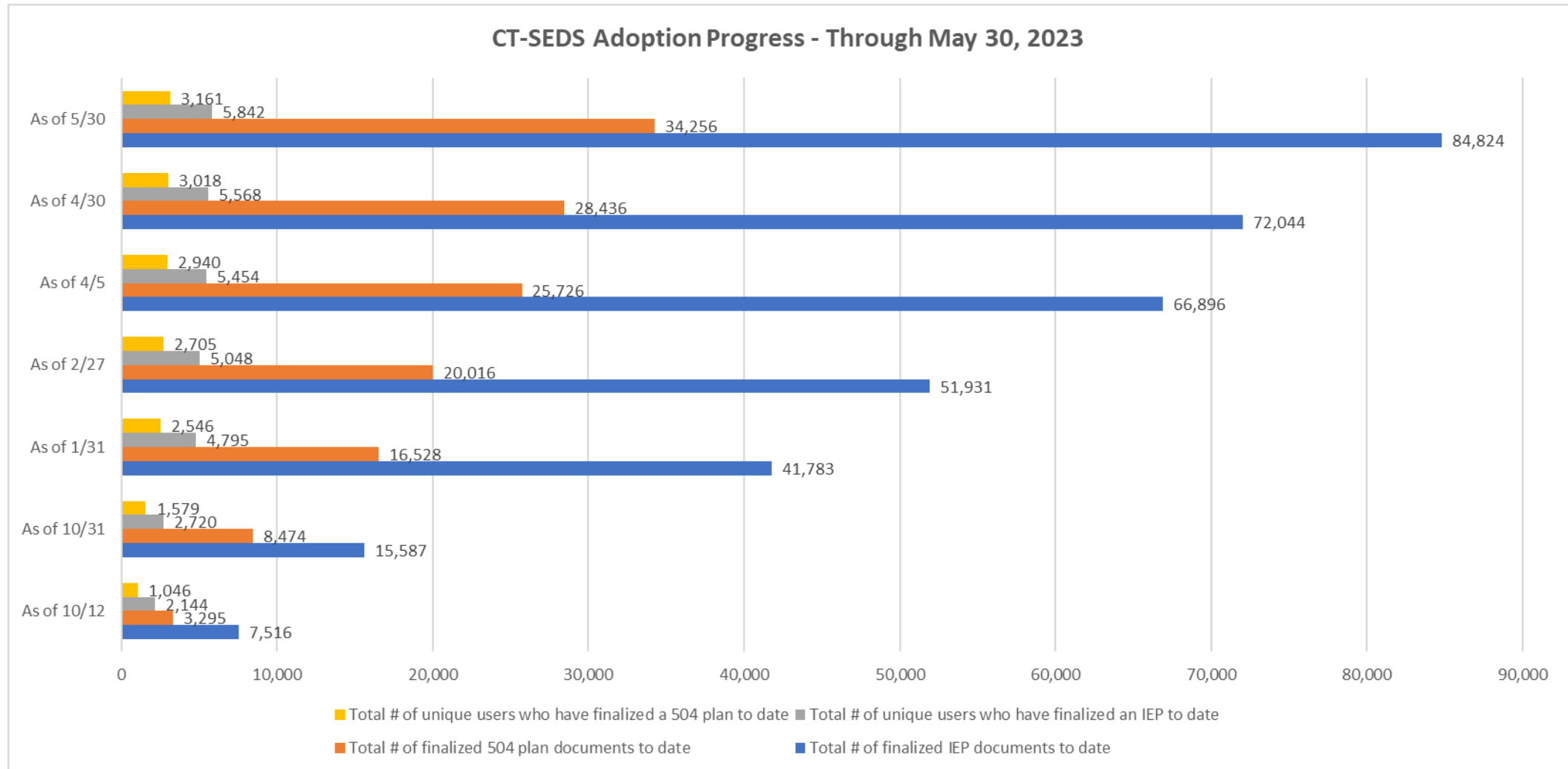
Total # of unique LEAs that have finalized an IEP to date: **201**

Total # of unique LEAs that have finalized a 504 plan to date: **190**

	As of 10/12	As of 10/31	As of 1/31	As of 2/27	As of 4/5	As of 4/30	As of 5/30
Total # of finalized IEP documents to date	7,516	15,587	41,783	51,931	66,896	72,044	84,824
Total # of finalized 504 plan documents to date	3,295	8,474	16,528	20,016	25,726	28,436	34,256
Total # of unique users who have finalized an IEP to date	2,144	2,720	4,795	5,048	5,454	5,568	5,842
Total # of unique users who have finalized a 504 plan to date	1,046	1,579	2,546	2,705	2,940	3,018	3,161



CT-SEDS Statistics – Through April





Thank you!



Thank you!

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