



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Behavioral Health Partnership Oversight Council

03-13-19

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.



Activities (Buckets of Work)

1: Building Effective Partnership Structures

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

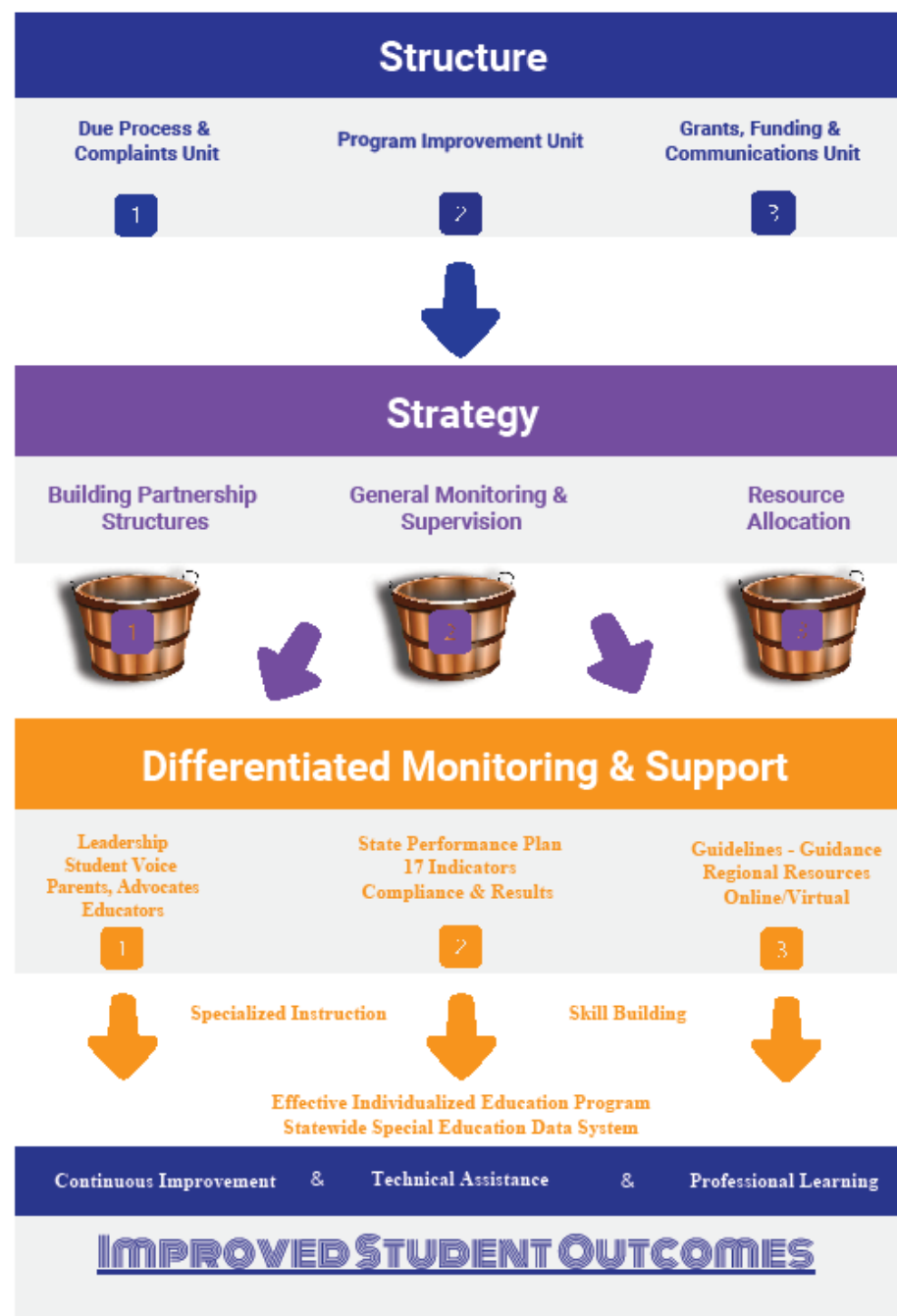
2: General Monitoring and Supervision

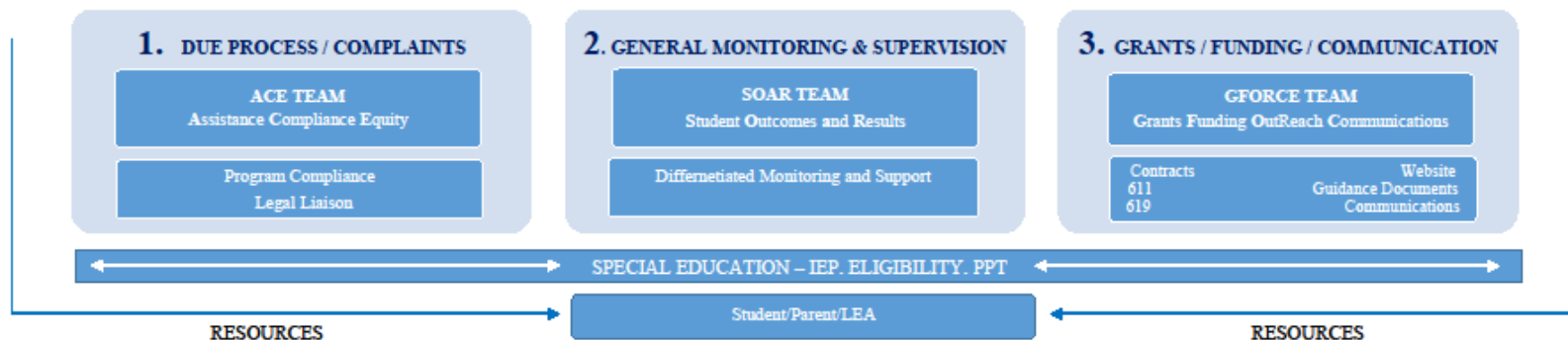
- *17 Indicators
- *Compliance/Results
- *Differentiated Risk Assessment
- *Differentiated Support

3: Guidance, Funding, and Communications

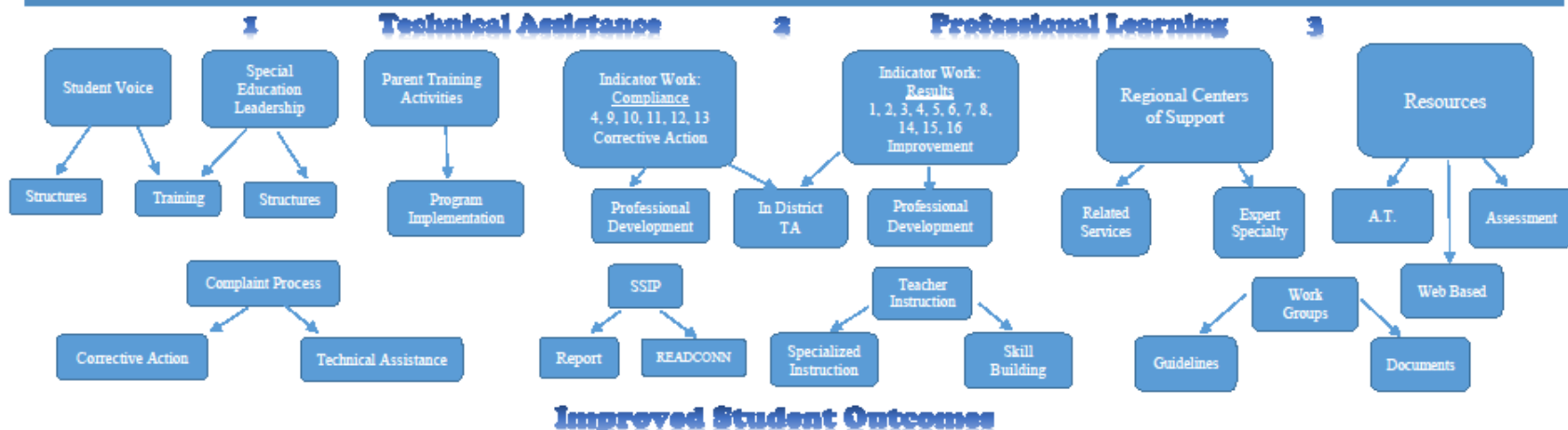


The State of Connecticut Bureau of Special Education





National Support / Technical Assistance		
1. BUILDING PARTNERSHIP STRUCTURES	2. GENERAL MONITORING & SUPERVISION	3. COMMUNICATIONS
Due Process Mediation Complaints	SEDAC Fiscal Risk Monitoring File Review	IDEA Regulations CT State Regulations State Level Resources Guidelines Policies & Procedures Best Practice Documents Workgroup Teams
Leadership Student Voice Stakeholder Input	SPP/APR SSIP Desk Audit	APSEP CPAC Surrogate Parent Program



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)

Terry-Jo Pitter (SDE) (non voting)

2 student members!



State Advisory Council for Special Education

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



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 06517



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

CONNECTICUT STATE
DEPARTMENT OF EDUCATION



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 tocará 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

Youth Advisory

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



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

www.ctserc.org

FREE



Communities of Practice

The Connecticut State Department of Education (CSDE) and the Regional Educational Service Centers (RES-C) 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
For questions or assistance with registration, please call 203-498-6800.



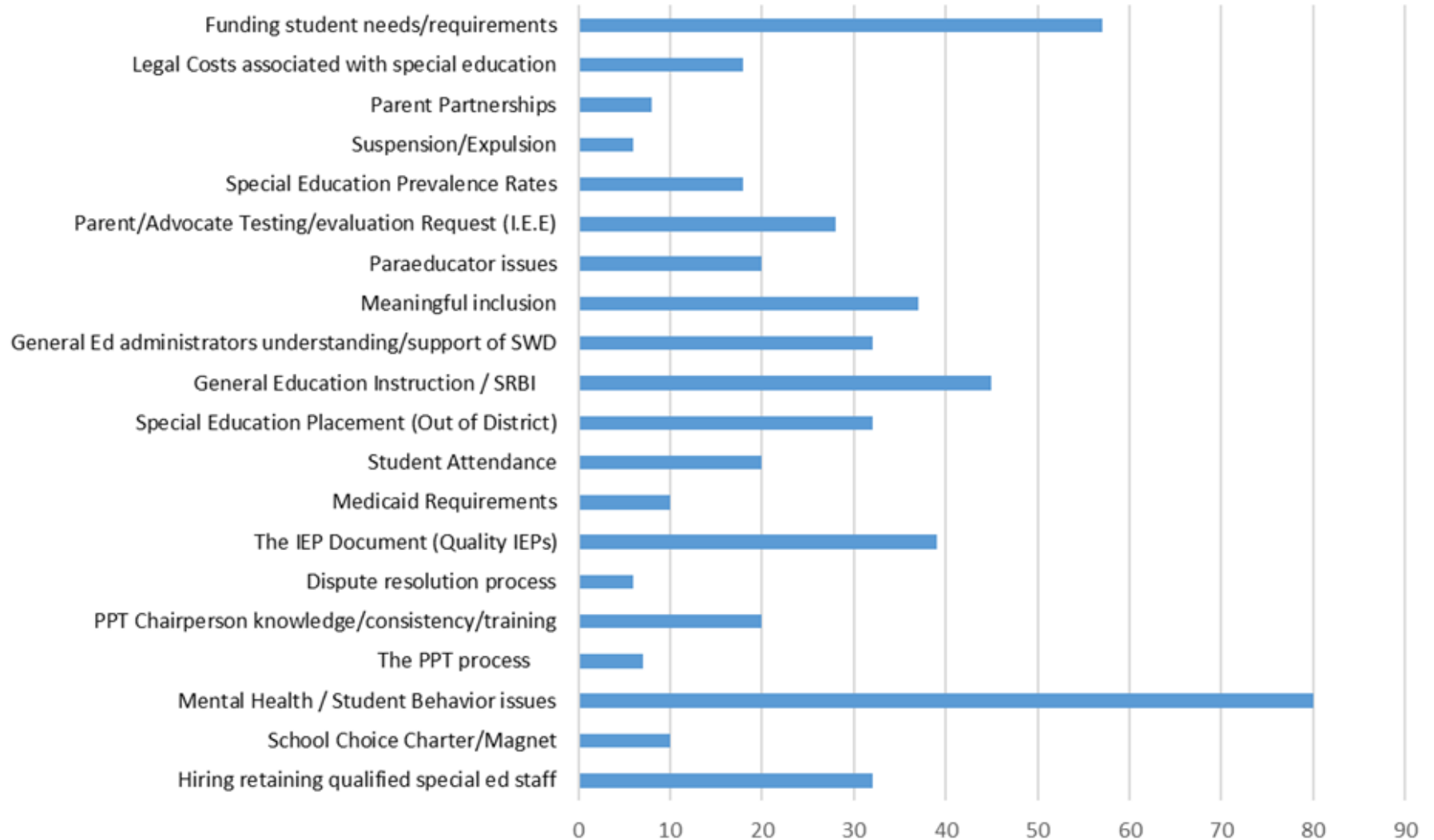
Leadership

- LRP (connections, webinar, May institute)
- New Directors Cohort 1
- Aspiring Leadership Program
- PPT Chair Training



Survey Says

Priority Areas for Directors



Most Pressing Issues

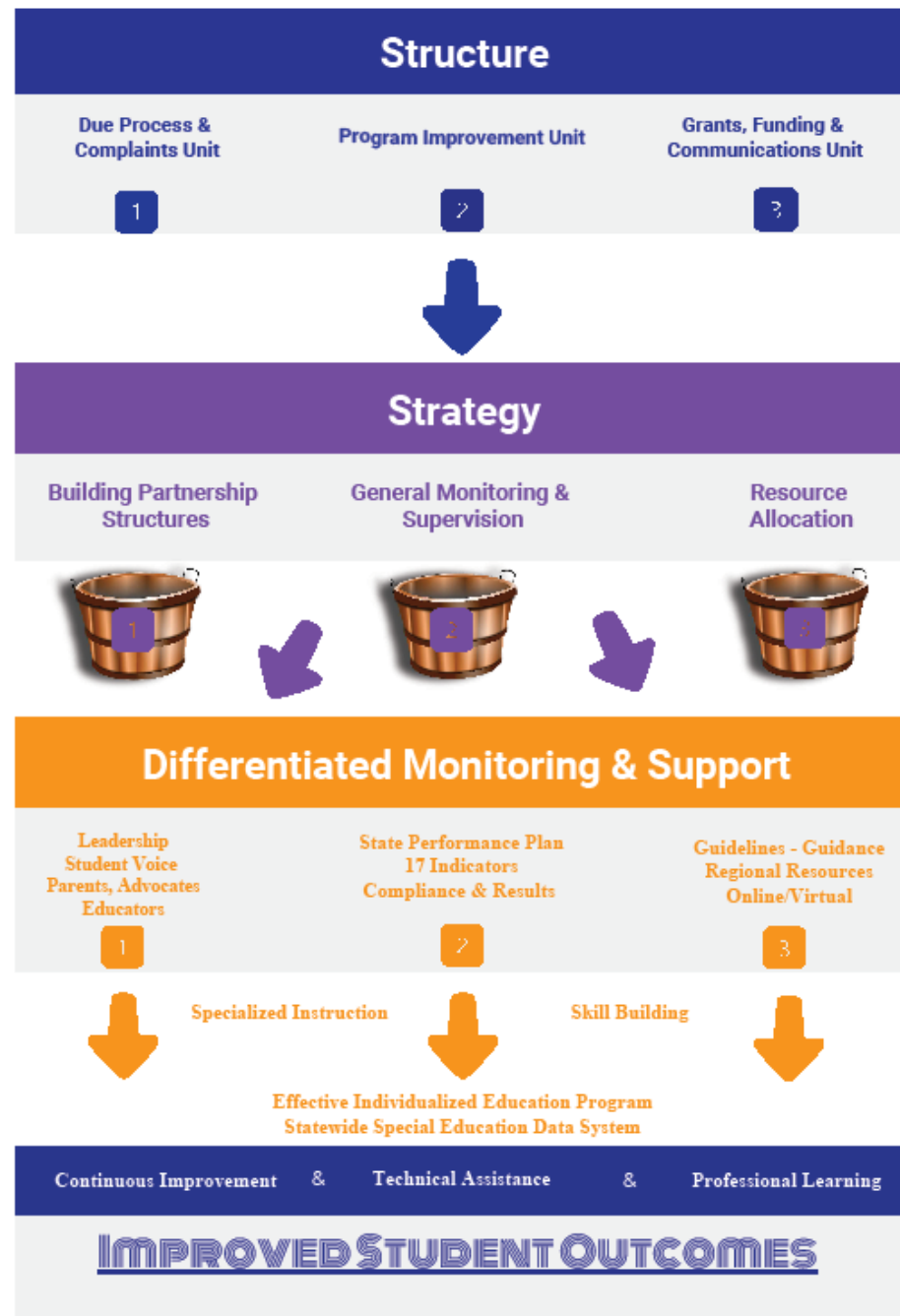
- Mental Health/Student Behavior
- Fiscal
- Gen Ed Instruction / SRBI
- Quality IEPs



Due Process Data [7/01/2017-6/30/2018]

Due Process Options	Requested	Disposition
Hearings	236 requests	<ul style="list-style-type: none"> ✓ 9 fully adjudicated hearing decisions issued ✓ 161 withdrawn ✓ 66 pending
Mediations	288 requests	<ul style="list-style-type: none"> ✓ 202 mediations held ✓ 125 agreements reached on day of mediation ✓ 45 withdrawn or other ✓ 41 pending
Complaints	169 complaints filed	<ul style="list-style-type: none"> ✓ 45 reports identified findings of non-compliance ✓ 32 reports identified no non-compliance ✓ 81 withdrawn or dismissed ✓ 11 pending
Resolution Sessions	112 sessions convened in relation to parent hearing request	<ul style="list-style-type: none"> ✓ 64 resulted in settlement agreement

The State of Connecticut Bureau of Special Education



General Supervision

- IDEA and state law identifies that the State Education Agency (SEA) is responsible for 'general supervision' and 'implementation of procedural safeguards'
- General supervision includes the assurance that a free appropriate public education is provided a child
- Maintaining State eligibility for federal funds
- Monitoring of school districts (e.g., record review, analysis of data, site visits, State Performance Plan and Annual Performance Report)
- Investigates possible violations of special education law

OSEP Monitoring

- History of OSEP monitoring

Compliance Monitoring 1975-1995

Continuous Improvement Monitoring: 1995-2013
Focus Monitoring (04-13)

Results-Driven Accountability:
(SSIP 14-16)

Differentiated Monitoring: 2016-?



A Primer for Success

Implementing and Sustaining Effective General Supervision
Special Education Information and Resources



**Compliance can come as
the result of good practice,
but good practice RARELY
comes as a result of
compliance.**

Lindsey Anderson/George Washington University

2018-2019 SPP/APR

APR Indicator #	Indicator Focus	Compliance/ Results	BSE Consultant
1	Graduation	R	Alycia Trakas
2	Drop Out	R	Alycia Trakas
3	Achievement Participation rate Proficiency	R	Dori Papa-Santini
4	Suspension/Expulsion 4A Sig. discrepancy –students (IEP) 4B Sig. discrepancy – race ethnicity	R,C	Kim Traverso
5	Ed. Environments (LRE) 5A > 80% 5C Separate setting 5B < 40%	R	Dori Papa-Santini
6	Pre-school LRE 6A Regular program 6B Separate Setting	R	Andrea Brinnel
7	Pre-school outcomes	R	Andrea Brinnel
8	Parental Involvement	R	Natalie Jones
9	Disproportionate Rep. (racial/ethnic)	C	Mike Tavernier
10	Disproportionate Rep. (disability)	C	Mike Tavernier
11	Child Find Evaluation Timelines	C	Mike Tavernier
12	Early Childhood Transition	C	Andrea Brinnel
13	Transition (post sec.)	C	Alycia Trakas
14	Post-Secondary Outcomes	R	Alycia Trakas
15	Resolution sessions	R	M. J. Schierberl
16	Mediations	R	Natalie Jones
17	SSIP SIMR	R	Jim Moriarty



Sample LEA APR Report



2016-2017 School Year
Publication Date: July 2018



LEA Determination based on FFY 2016 data:

Meets Requirements

(Indicators 4B, 9, 10, 11, 12, 13, General Supervision and Timely and Accurate Reporting contributed to the determination decision.)

State Systemic Improvement Plan (SSIP)

N < 20

Grade 3 ELA Performance Index for Students with Disabilities

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan/Annual Performance Report (SPP/APR) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that states report annually to the public on the performance of each local education agency (LEA) compared to targets in the SPP/APR (616 (a)(1)(C)(i) and 300.600 (a)).

SPP Indicator	District 2016-17 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
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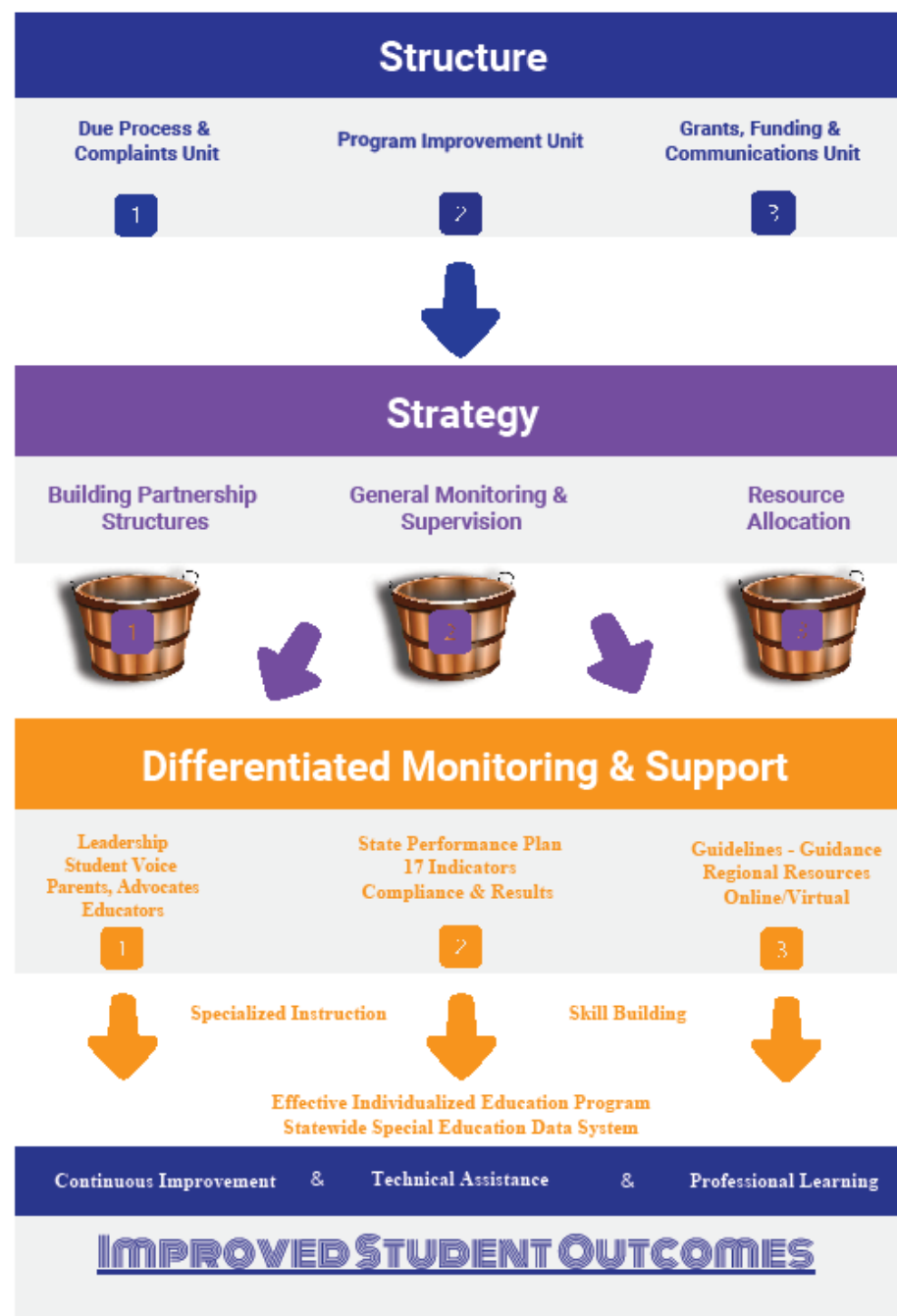
Reporting of 1% in LEA-Level APR

Connecticut has incorporated the reporting of each Nexus District's percentage of students participating on the Alternate Assessment in the LEA-Level Annual Performance Report (APR) beginning with the 2016-17 LEA-Level APR available on EdSight (CSDE Public Data Portal).

For 2016-17, districts below the State's Alternate Assessment Participation Rate (1.6%) were indicated to be meeting the target. Moving forward, 0% through 1% will "meet target", 1.01% to the State Rate will be in "substantial compliance" and any district over the state rate will have failed to meet the target. An example report of from the APR is below.

Alternate Assessment Participation (ESSA)	2.4%	1.00%	Did Not Meet
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The State of Connecticut Bureau of Special Education

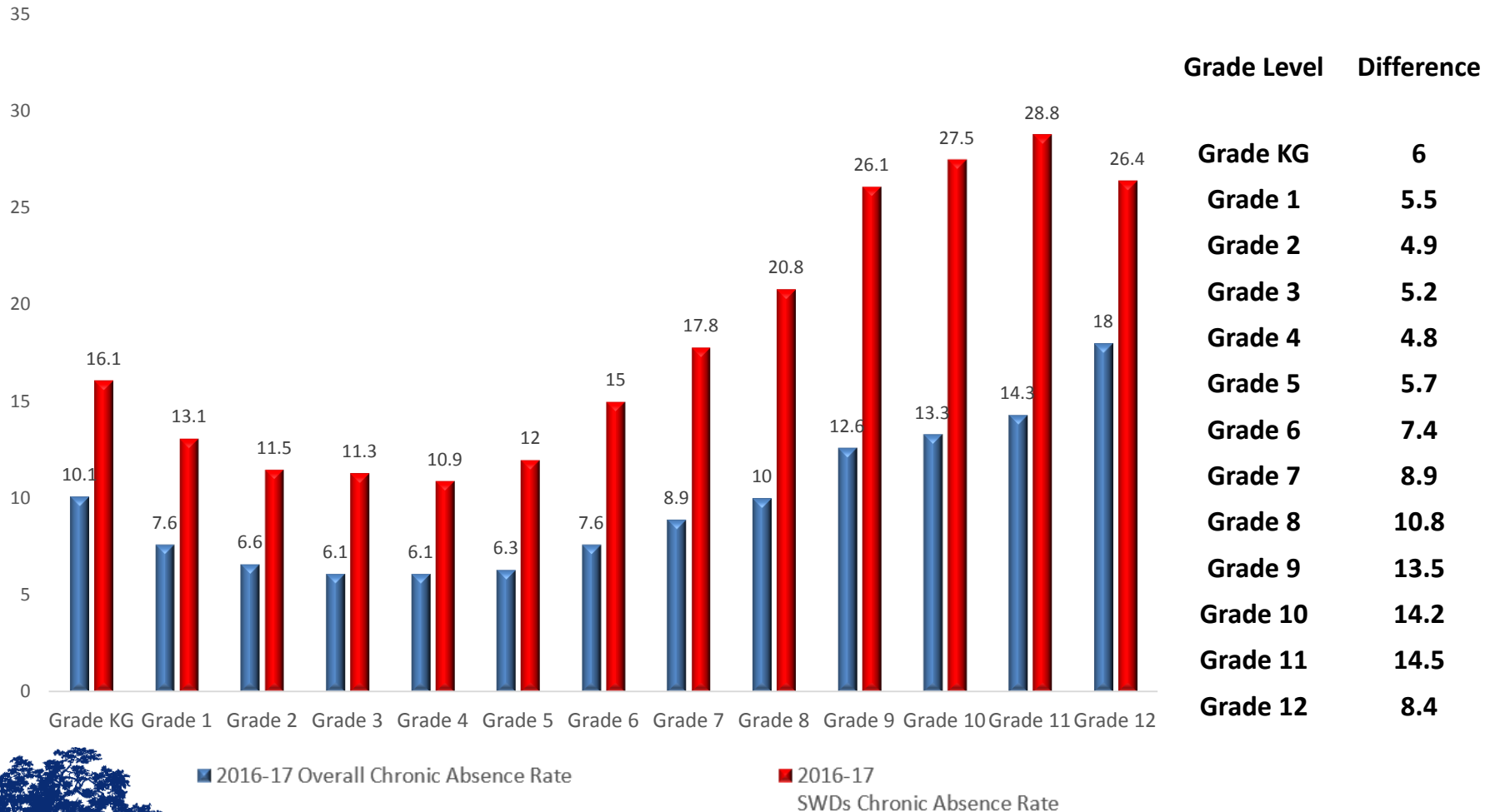


Guideline Review Process

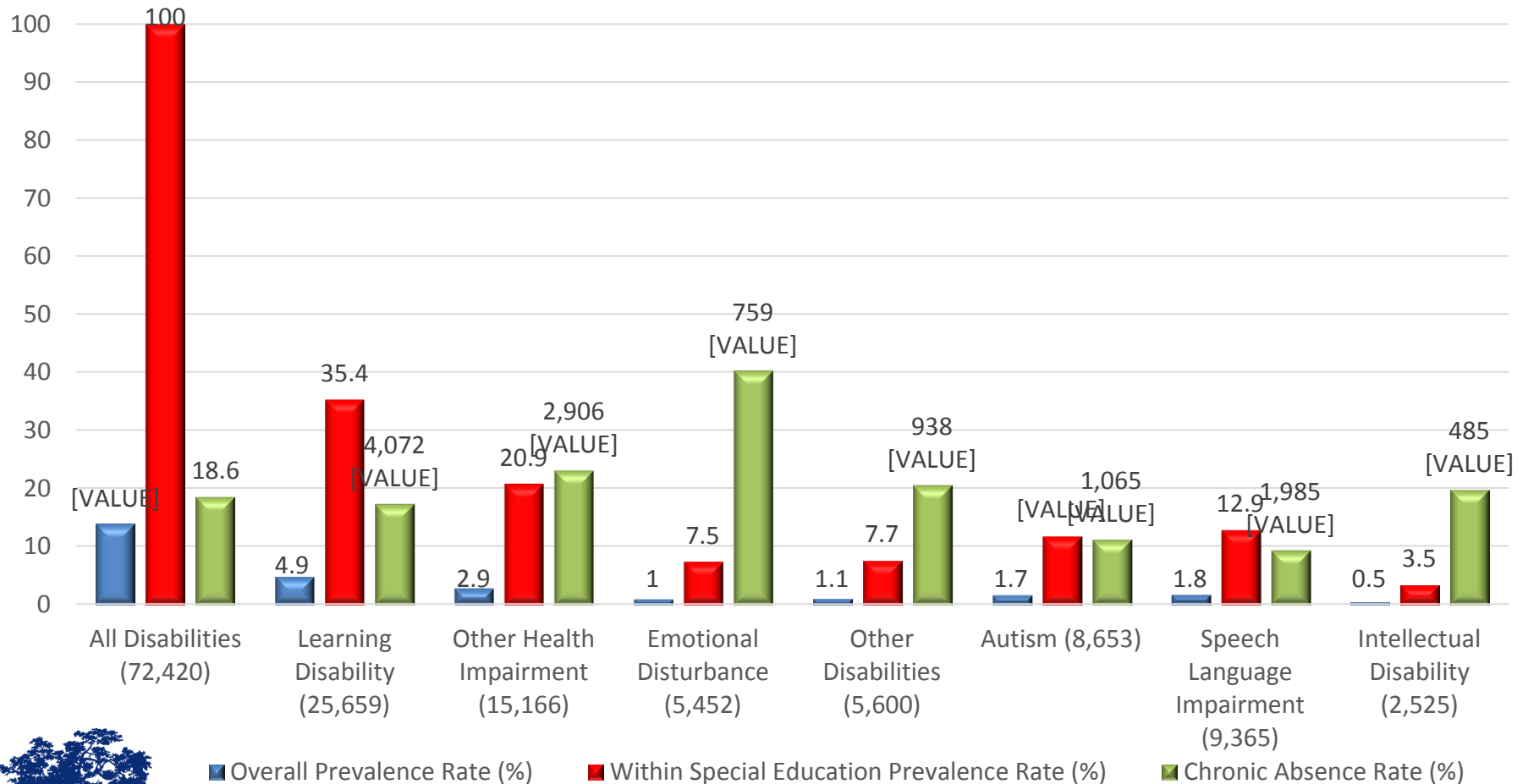
- Special Education Procedural Manual
- School Psychology Guidelines
- SLD/Dyslexia Guidelines
- PT Guidelines
- Speech and Language Guidelines
- Parent Guide for Special Education
- Procedural Safeguards
- AT Guidelines

Chronic Absence Data

Grade Level and SWDs, 2016-17



Prevalence of Primary Disability and Chronic Absence Rates, 2016-17



9.9% statewide average chronic absence rate

CONNECTICUT STATE DEPARTMENT OF EDUCATION

IEP Revision Process

- Director Survey
- Parent Forums
- Regional Education Feedback Sessions
- Student Advisory Group
- State Advisory Council
- Stakeholder Group
- Target date for draft revision: June 2019



Individuals with Disabilities Education Act (IDEA) Part B Grant

PURPOSE:

The purpose of the IDEA grant programs are to provide federal entitlement funds to eligible applicants to assist with the excess costs of providing special education and related services to children with disabilities (as defined by 34 Code of Federal Regulations [CFR] Sections 300.16 and 300.202).

*Assistance to States
for the Education of Children with Disabilities and
Preschool Grants for Children with Disabilities*

Individuals with Disabilities Education Act (IDEA)
as amended in 2004. (34 CFR Sections 300 and 301)

- CSDE - annually submits a state application for the two year grant of:

IDEA PART B Section 611 (SID 20977): *Assistance to States for the Education of Children with Disabilities Ages 3-21*

IDEA PART B Section 619 (SID 20983): *and Preschool Grants for Children with Disabilities AGES 3-5.*

IDEA Part B State Application

FFY 2019 / FY 20

Items to be aware of:

- State application is due to Washington D.C. - May 2019.
- Federal Fiscal Year (FFY) 19 Grant is on a two-year cycle 7/1/19 - 6/30/21.
- Fiscal Year (FY) '20 is 7/1/19 - 6/30/20 thru 7/1/20 – 6/30/21
- LEAs are sub-grantees and have an application process to complete – which measures the LEA around demonstrating compliance and meeting standards through select items for eligibility (based upon each application's circumstance).



Public Notice
IDEA PART B APPLICATION FOR
FEDERAL FISCAL YEAR 2019

The application available for public inspection on the Connecticut State Department of Education (CSDE) Web site.

The **60-day public inspection** period: March 4-May 3, 2019.

(print copies are available at regional educational service centers for public review)

The **30-day public comment** period: March 22-April 23, 2019.

Two public hearings:

1. Tuesday, April 9, 2019, from 1-3p.m. at the New England Assistive Technology (NEAT) Center, 21 Holcomb Street, Hartford.
2. Wednesday, April 10, 2019, from 1-3 p.m. at the State Education Resource Center (SERC), 100 Roscommon Drive, Middletown

Public Notice
IDEA PART B APPLICATION FOR
FEDERAL FISCAL YEAR 2019

The Annual State Application for Federal Fiscal Year 2019 under Part B of the Individuals with Disabilities Education Improvement Act as amended in 2004, is available for public inspection:

Print copies are available at regional educational service centers:

- CREC, 111 Charter Oak Avenue, Hartford;
- CES, 25 Oakview Drive, Trumbull;
- ACES, 350 State Street, North Haven
- EASTCONN, 10 Commerce Drive, Columbia;
- EdAdvance, 355 Goshen Road, Litchfield;
- LEARN, 44 Hatchetts Hill Road, Old Lyme;
- CPAC, 338 Main Street, Niantic; and
- SERC Library, Middletown CT.

IDEA Part B
Connecticut's State Application
FFY 2019

Section II

A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

25 - State Assurances that the SEA is abiding by IDEA.

B. Other Assurances

The State also makes the following **Other Assurances**:

4 – Other State Assurances that the SEA is: distributing funds ...

to LEAs, providing data, that proper fiscal control and fund accounting procedures are in place, and that insure proper disbursement of and accounting for Federal funds and comply with all Federal laws, executive orders and regulations.

C. Certifications

The SEA provides certifications:

3 – Certifications

D. Statement for signature by the Commissioner

IDEA Part B Preliminary State Application FFY 2019 Use the FFY 2018

Section III

Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act - 20 U.S.C. 1411(e)(5); 34 CFR §300.171 ... Interactive Spreadsheet

File Tools Window Help

12 / 24 125%

Select Area FFY 2016

REGULAR AWARD AMOUNT Est.	\$135,797,610	#N/A
TOTAL AWARD AMOUNT		#N/A
ADMINISTRATION		
Maximum Available for Administration.	Sec. III	#N/A
How much do you want to set aside for Administration in dollars?		\$3,032,754
		#N/A

You must distribute, in whole dollars, the amount you want to set aside for Administration among the following activities:

For the purpose of administering IDEA Part B including Preschool Grants under 20 U.S.C. 1419, a High Cost Fund, and the coordination of activities under Part B with, and providing technical assistance to, other programs that provide services to children with disabilities. (Note: These funds may be used for Administering but not Financing a High Cost Fund)

a. \$3,032,754

For the administration of Part C of IDEA, if the SEA is the Lead Agency for the State under Part C.

b.

You may set aside a portion of your Administration funds resulting from inflation for the following 4 Other State-Level Activities. Additional funds for these purposes may also be set aside under Other State-Level Activities. Based on the amount that you propose to set aside for Administration, the maximum amount of Administration funds that you may use for these 4 activities is:

#N/A

IDEA Part B Grant FFY 18/FY 19

* Total preliminary award data from FY 19 to the State Education Agency (SEA) for Part B 611 Grant was finalized: \$140,425,382.

* Flow through to LEAs was \$123,212,193 as sub-grant awards (88% of the funds flow through to LEAs).

* The Maximum Other Set Aside CR= \$13,996,230 - used for specific activities such as surrogate parent program, initiatives and contracts for professional development (PD).

- Two required activities include:
 1. “For monitoring, enforcement and complaint investigation”
 2. “To establish and implement mediation process”

The Maximum Available for Administration is \$3,216,959 (utilized for payroll).

Established Resources from IDEA Part B Grant

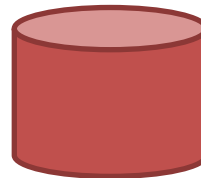
- Administrative

\$ 3,216,959



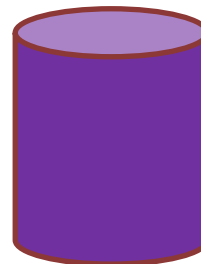
- Other State Activities

\$ 13,996,230



- Flow Through to LEAs

\$ 123,212,193



*NOTE: 88 % of the
final amount from
IDEA Part B,
Section 611 Grant
to the LEAs*

IDEA Part B State Application FFY 2019

Section IV

**State Administration and additional elements
that are in place additional to IDEA.**

Legal Section with Connecticut State Regulations and Statutes as of July 1, 2016.

Examples:

Public Act 16-189 An Act Concerning Student Data Privacy

Public Act 17-200 clarifies Student Data Privacy and re-establishes a task force

*Public Act 17-68 Contracts with Private Providers of Special Education Services and
Transportation to Nonpublic Schools*

Public Act 17-82 Services for Gifted and Talented Services

.

**IDEA Part B State's Preliminary Application
FFY 2019**

Section V

- **Maintenance of State Financial Support**

**Total Amount of State Financial Support Made
Available for Special Education and Related
Services for Children with Disabilities:**

SFY 2017	784,173,192
SFY 2018	TBD

Changes to Legislation Governing the Use of Restraint and Seclusion in Schools

- **Public Act 18-51**

Effective July 1, 2018, PA 18-51,

- revises definitions of restraint and seclusion;
- clarifies the definition of an escort;
- introduces a definition for exclusionary time out;
- prohibits the use of seclusion as a behavior intervention in the individualized education program (IEP); and
- requires that no later than January 1, 2019, districts/programs develop policy related to the use of exclusionary time out.

Physical Restraint **(NEW)**

Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, **including, but not limited to, carrying or forcibly moving a person from one location to another.**

The term **does not include:**

- briefly holding a person in order to calm or comfort the person;
- **restraint involving the minimum contact necessary to safely escort a person from one area to another; (i.e. temporarily touching or holding for the purpose of guiding or inducing a student to walk to another location: (new clarification of an escort)**
- medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance;
- helmets or other protective gear used to protect a person from injuries due to a fall; or
- helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan and is the least restrictive means available to prevent such self-injury.

Seclusion *(NEW)*

The confinement of a person in a room, from which the student is physically prevented from leaving. “Seclusion” does not include an exclusionary time out.

The term does not include:

- any confinement of a person at risk in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

(New) Prohibition: The use of seclusion as a planned behavior intervention documented in the IEP, BIP, or 504 plan is now prohibited.

Exclusionary Time Out *(NEW)*

A temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student’s behavior.

Contracting with Special Education Providers

- Contract Template

Sec. 4. "Department shall develop standards and a process for the documentation of the provision of special education services by a private provider..." to include:

- scope and type of services,
- number of services on daily, weekly and monthly basis,
- name of the student,
- services provided to the student,
- date service was provided,
- length of time service e provided
- name and signature of person providing service



Special Education

The provision of special education is based upon the Individuals with Disabilities Education Act (IDEA, 2004) and Connecticut statute and regulations regarding special education.

Therefore, the implementation of “special education” is mandated by federal and special education law. Connecticut statute and regulations mirror the IDEA with few exceptions.

IDEA –Ages Served



IDEA [Part B]: Education of Students/Special Education

- Children, ages 3 through 21, or graduation from high school, whichever is first attained
 - Includes eligible children beginning by their third birthday
 - Extends to eligible children/youth until age 21 or high school graduation, whichever occurs first
 - Under CT regulations, a student with a disability maintains eligibility through the end of the school year (June 30) in which s/he turns 21



A Child's Right and A Nation's Value

Any child with a disability,
regardless of the nature and
severity of the child's disability, is
entitled to a public education that
is tailored to that child's individual
educational needs.

*[nation's law that is antidiscrimination,
affords a civil right, provides an entitlement]*

Principles of Special Education

- **Individual child with a disability** versus a group of children in a grade
 - Statutes require that an individualized education [program (IEP)] be developed to meet the *individual* needs of each child
- **Free appropriate public education (FAPE)** beginning at age 3 until age 21 or high school graduation, whichever occurs first
- **Least restrictive environment (LRE)**
- **Parental participation**
- **Procedural safeguards and Due Process** (parent/child rights, obtaining copies of records)
- **State Education Agency (SEA) Obligations for General Supervision, Monitoring, Surrogate Parents**

Individual Child

- Unique needs of the child
 - Individually designed evaluation/assessment to identify the child's educational needs
 - Evaluation/assessment designed by the child's planning and placement team (PPT)
- Individualized specialized instruction
 - Developed by the child's PPT
 - Based upon the child's individualized goals and objectives
 - Written on an individualized education program (IEP)
 - IEP describes the services, personnel, frequency, intensity
 - Based upon the general education curriculum and high expectations
 - Includes transition planning to post-secondary education, vocation, and independent living skills (if necessary)

Free Appropriate Public Education (FAPE)

- Education/Services must be provided at public expense, under public supervision, and without charge to parents
- Education/Services must be appropriate and individualized to meet the needs of each child with a disability, meet the standards of the State Education Agency (SEA) and the IDEA
- Education/Services must be part of the public education provided to all children and in conformity with a child's individualized education program (IEP)

What Is Special Education?

- IDEA, Part B = Special Education = Education, namely instruction, *“a free appropriate public education (FAPE) is provided to **a child with a disability** who requires special education and related services.”*
- Special Education means *“specially designed instruction, at no cost to parents, to **meet the unique needs of a child with a disability** including instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings.”*
- In Connecticut, Speech and Language Pathology is considered special education/specialized instruction if that is the only specialized service/support that a child requires.

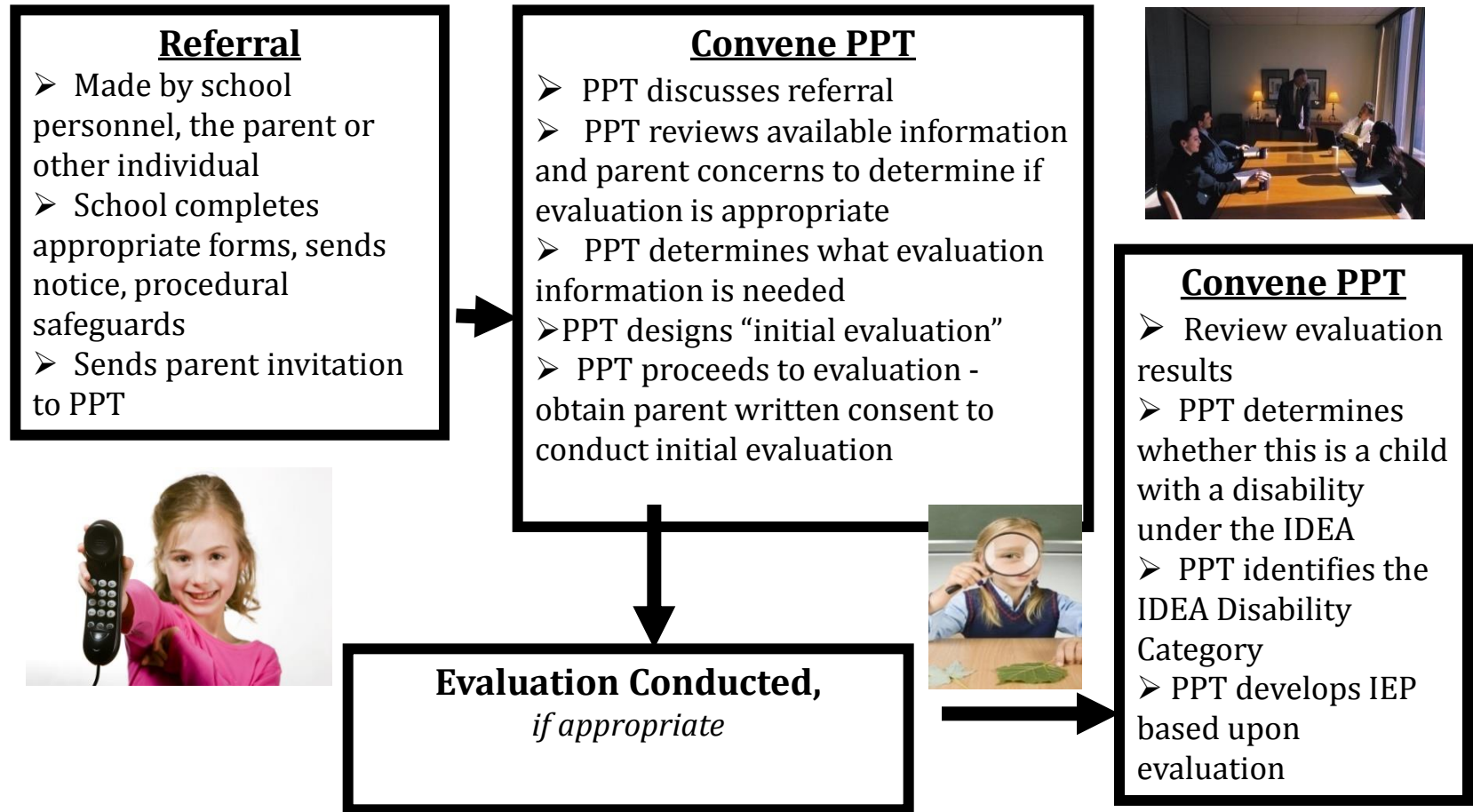
What are Related Services?

Related services include transportation and developmental, corrective and other supportive services as required to assist a child with a disability to benefit from special education, and can include:

- Speech-language pathology
- Audiology
- Physical and occupational therapy
- Interpreting services
- Counseling
- Mobility services
- Social work services in schools
- Parent counseling and training



Referral, Evaluation, Eligibility, IEP



Students & Students Receiving Special Education

- Student Population Kindergarten – Grade 12:
 - 511,367 general education students

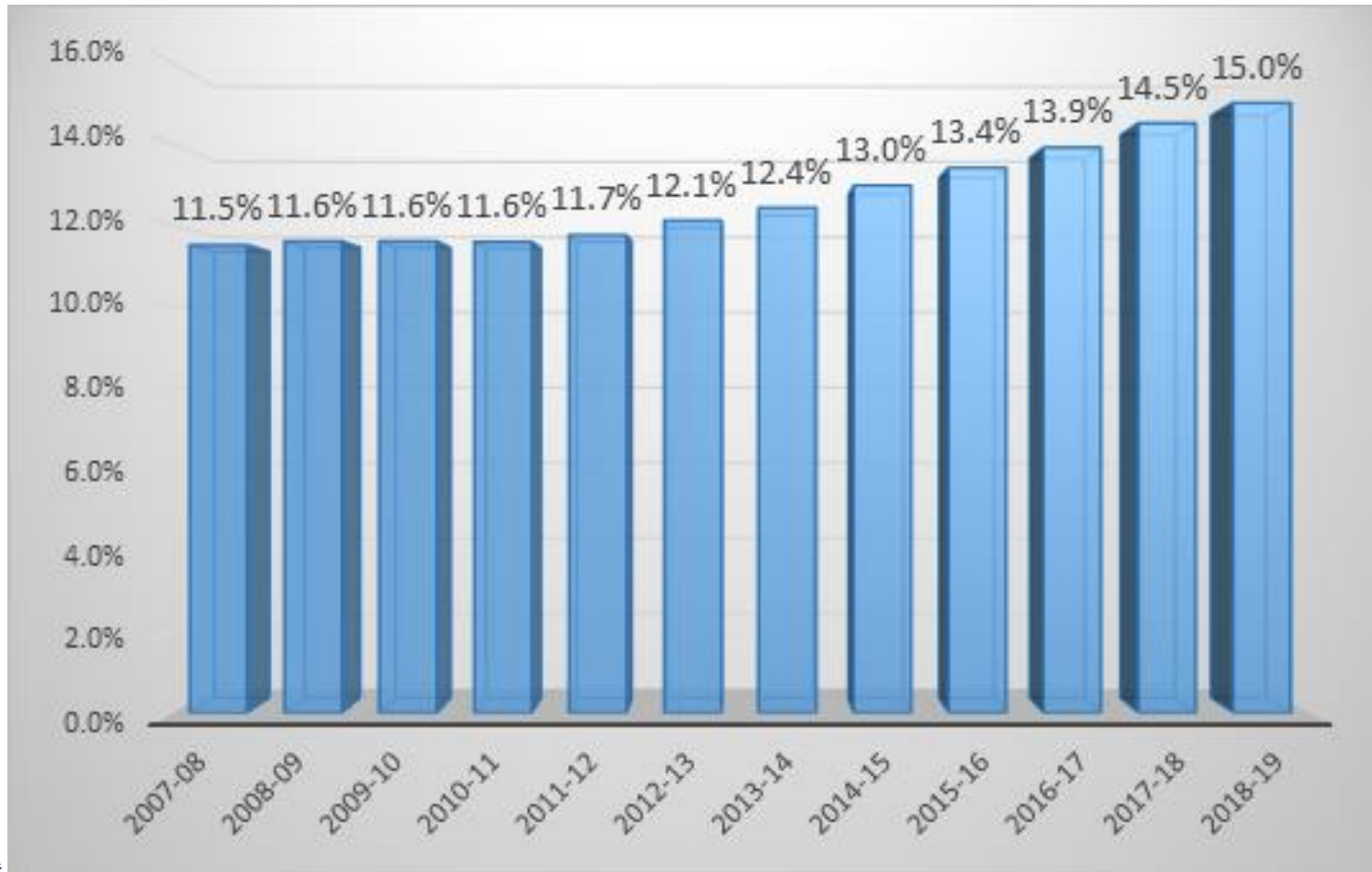
- Special Education Population Kindergarten – Grade 12:
 - 76,815 students receiving special education (15%)

- 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)



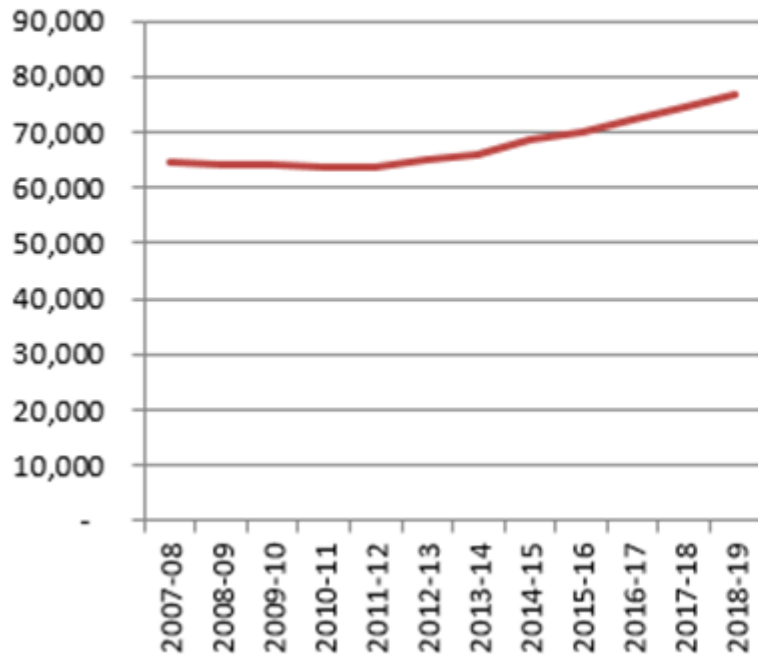
Prevalence Rate Updates

Connecticut K-12 Special Education Prevalence Rate

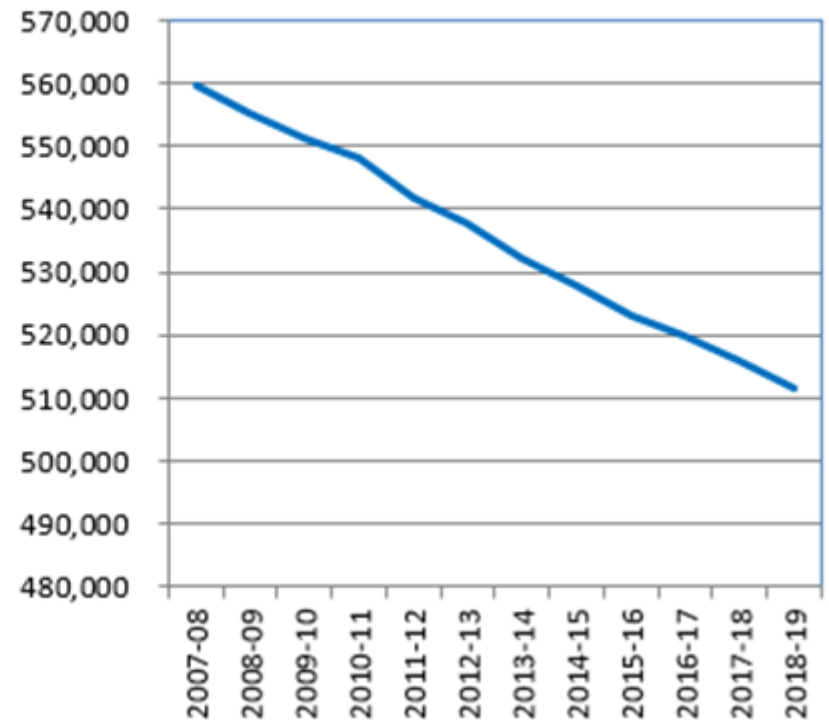


Prevalence

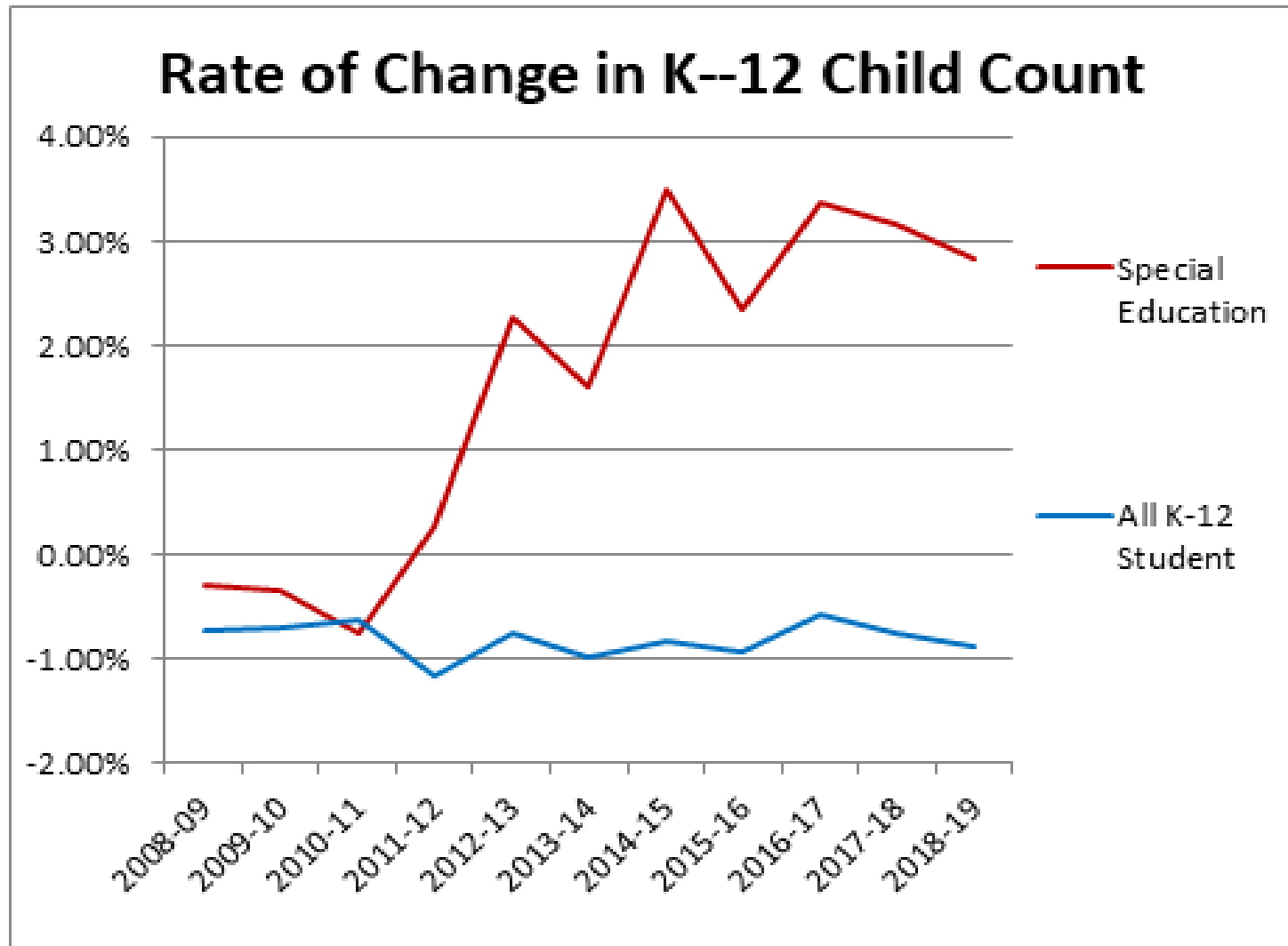
**Special Education K-12
Student Count**



All Student K-12 Count



Within Special Education Prevalence



Who is Receiving Special Education?

Rate of Change by Disability (K-12)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2008-2018
Learning Disability	21,893	21,658	21,164	21,048	21,647	22,272	23,416	24,287	25,659	26,907	28,069	
LD Change		-1.1%	-2.3%	-0.5%	2.8%	2.9%	5.1%	3.7%	5.6%	4.9%	4.3%	28.2%

Intellectual Disability	2,605	2,545	2,448	2,418	2,148	2,324	2,380	2,406	2,525	2,576	2,589	
ID Change		-2.3%	-3.8%	-1.2%	-11.2%	8.2%	2.4%	1.1%	4.9%	2.0%	0.5%	-0.6%

Emotional Disturbance	5,592	5,397	5,326	5,299	4,972	5,231	5,400	5,413	5,452	5,542	5,715	
ED Change		-3.5%	-1.3%	-0.5%	-6.2%	5.2%	3.2%	0.2%	0.7%	1.7%	3.1%	2.2%

Speech/Lang. Impairment	12,964	12,393	11,785	11,131	10,689	10,274	10,058	9,690	9,365	9,204	9,094	
SLI Change		-4.4%	-4.9%	-5.5%	-4.0%	-3.9%	-2.1%	-3.7%	-3.4%	-1.7%	-1.2%	-29.9%

Other Health Impairment	11,398	11,559	11,712	12,133	12,885	13,394	13,946	14,553	15,166	15,790	16,151	
OHI Change		1.4%	1.3%	3.6%	6.2%	4.0%	4.1%	4.4%	4.2%	4.1%	2.3%	41.7%

Autism	4,712	5,324	5,866	6,402	6,828	7,289	7,788	8,222	8,653	9,078	9,606	
AU Change		13.0%	10.2%	9.1%	6.7%	6.8%	6.8%	5.6%	5.2%	4.9%	5.8%	103.9%

Other Disability	5,023	5,092	5,185	5,220	4,975	5,348	5,457	5,484	5,600	5,611	5,591	
OD Change		1.4%	1.8%	0.7%	-4.7%	7.5%	2.0%	0.5%	2.1%	0.2%	-0.4%	11.3%

K-12 SWD	64,187	63,968	63,486	63,651	65,096	66,132	68,445	70,055	72,420	74,708	76,815	
SWD Change		-0.3%	-0.8%	0.3%	2.3%	1.6%	3.5%	2.4%	3.4%	3.2%	2.8%	19.7%



Who Is Responsible for Providing Special Education?

- In Connecticut, school districts are responsible for the provision of special education and related services to the eligible population of children with disabilities ages 3-21
- In IDEA, school districts are referred to as LEAs – local educational agencies



Least Restrictive Environment (LRE)

- **Least Restrictive Environment (LRE)**
 - To the maximum extent appropriate, children with disabilities, in public or private institutions or other care facilities, are educated with children who are not disabled; and
 - Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Least Restrictive Environment (LRE)

- ❑ Program/placement/IEP made by a group of persons, including the parents, individuals knowledgeable about the child, the evaluation data on the child and in consideration of placement options = Planning and placement team (PPT)
- ❑ District obligation for a continuum of alternative placements: general education classroom, special education classroom, separate school, residential facility, home/hospital
- ❑ Appropriate age and grade placement, with supplementary aids, services and supports
- ❑ Includes participation in nonacademic and extracurricular services and activities

Education of Students Receiving Special Education & LRE

- 76,815 students receiving special education in Grades Pre-K to 12
 - 55,103 students (66.9%) spend 80-100% time with non-disabled peers
 - 14,171 students (17.2%) spend 41-79% time with non-disabled peers
 - 6,399 students (7.8%) spend 0-40% time with non-disabled peers
- 5,508 students (6.69%) are educated in private/other educational settings

TWNDP

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.

		2013-14		2014-15		2015-16		2016-17		2017-18	
District	Disability	Count	Rate (%)	Count	Rate (%)	Count	Rate (%)	Count	Rate (%)	Count	Rate (%)
State of Connecticut	All Disabilities	43,423	69.2	45,191	69.7	45,609	68.8	46,705	68.3	48,426	68.6
	Autism	3,545	51.1	3,825	51.7	3,843	49.3	4,006	49.0	4,165	48.8
	Emotional Disturbance	2,160	41.4	2,191	40.6	2,201	40.8	2,202	40.5	2,384	43.1
	Intellectual Disability	857	37.1	857	36.3	711	29.8	661	26.3	647	25.3
	Learning Disability	17,928	80.6	19,024	81.4	19,610	80.9	20,484	80.0	21,567	80.3
	Other Disabilities	1,210	33.4	1,259	34.5	1,175	32.3	1,195	32.8	1,117	31.3
	Other Health Impairment	9,938	75.0	10,380	75.2	10,788	74.9	11,208	74.8	11,645	74.6
	Speech Language Impairment	7,785	85.0	7,655	86.2	7,281	85.8	6,949	85.8	6,901	86.6

What Funds Support Special Education?

- The IDEA provides two federal grants to states to support the excess cost of providing special education
 - The IDEA 611 grant is for the education of children 3 through 21
 - The IDEA 619 grant is for the education of children 3 through 5
- The Education Cost Sharing Grant (ECS) to municipalities
- Local tax dollars
- State provides an “Excess Cost Grant” for high-need, high-cost students
- Breakdown of expenditures: 29% state dollars, 65% of local dollars and 6% of federal dollars

Key Aspects of Special Education

- **Child Find:** To identify, locate and evaluate children, birth-21, who may require special education
- **Decision-making:** A group of professionals called a “Planning and Placement Team” (PPT) which includes the child’s parents
- **Response to Intervention (RtI or SRBI):** activities and interventions prior to referral to special education
- **Comprehensive Evaluation:** to identify all of a child’s educational needs
- **Individualized Education Program (IEP):** Identifying goals, personnel, services
- **Progress Monitoring:** To help ensure services are appropriate and effective

On behalf of our students..



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