

# BUREAU BLOG

March 31, 2008

SY 07-08 B-12

From  
Anne Louise  
Thompson,  
Bureau Chief



## Additional Resources:



Parent Training and  
Information center  
(PTI)  
CPAC

1-800-445-2722  
(860) 739-3089  
V/TDD  
[www.cpacinc.org](http://www.cpacinc.org)

## Promoting School Success – Training For Spanish Speaking Families

The following attachment contains a brochure for our parent training entitled: Promoting School Success. The series is a collaborative effort between the State Department of Education (SDE), the Department of Developmental Services, Connecticut Parent Advocacy Center (CPAC) and CT ARC. The series has two parts focusing on the following topics:

- Referral to and eligibility for special education;
- The IEP and the IEP team meeting;
- Supplementary aids and services;
- Communication;
- Least restrictive environment; and
- Conflict resolution.

*This training series will be presented in Spanish* in Willimantic and New Britain at the end of March and at the beginning of April. The series is open to any professional or parent and is presented free of charge. Please let parents and staff in your district know about this training opportunity. If you have any questions, please contact Mary Jean Schierberl at: (860) 713-6943 or [maryjean.schierberl@ct.gov](mailto:maryjean.schierberl@ct.gov). The training PowerPoint will be posted on our website as well.

(Attachment One-A, English) (Attachment One-B, Spanish)

## Secondary Transition Updates

A. The Bureau of Special Education, in conjunction with *Connect-Ability*, a Bureau of Rehabilitation Services systems-change grant that supports the increase of employment and work experience opportunities for youth and adults with disabilities in Connecticut, is using the attached survey to collect baseline data. The data reflects the types of transition, work experience and community participation services available to students. These are students who receive special education services. In part, this information will be used to inform the Office of Special Education Programs (OSEP) about the wide range of services used by districts to support transition-age students (16-21) in reaching their post-school outcome goals.

To facilitate a common understanding of all transition terms and services, the cover page of this survey collects demographic data and provides definitions of the services included in the survey summary form. One person should be responsible for seeing that the form is completed, but multiple individuals may provide input. The *Transition, Work Experience and Community Participation Services Summary Form* is a three-page checklist with a few short-answer questions. This summary form is comprehensive and can provide your district with a concise picture of the range of transition services available to secondary transition students.

**IDEA 2008-2010, Part B, Sections 611 and 619 Grant Applications**

The grant application for the 2008-2010 IDEA grants for school districts is now available on the State Department of Education's website. Districts should download the application, complete it and submit it to the Bureau of Special Education by May 16, 2008. The purpose of these grant programs is to provide local school districts federal entitlement funds to assist with the excess costs of providing special education and related services to children with disabilities. Please contact:

**Brian J. Cunnane,**  
Project Manager,  
IDEA funds at:

[brian.cunnane@ct.gov](mailto:brian.cunnane@ct.gov)  
or (860) 713 6919.

Both of these forms are in PDF versions that can be printed out and faxed to the Bureau at: (860) 713-7051, or electronically completed in a single sitting (program does not allow you to save the data) and automatically submitted electronically by hitting the "submit" button on the survey. Both of the attachments can be filled out electronically using either Adobe Acrobat software or Adobe Acrobat Reader. If you do not have Adobe Acrobat Reader, you may download it for free at:

<http://www.adobe.com/products/acrobat/readstep2.html>.

(Attachment Two Survey Cover Page) (Attachment Three Survey)

Since this information will be used to disseminate resources as they become available, we request that every district serving transition-age students complete and **return this survey no later than May 1, 2008**. We would like to receive this baseline data from all districts that are responsible for providing secondary transition services. Follow-up will be conducted to ensure that all Local Education Agencies (LEAs) have had the opportunity to participate.

- B. What are the 2005 exiters from special education doing after high school? How well did we prepare them for reaching their post-school goals?** The SDE has been collecting outcome data on all (approximately 4,500 per year) exiters from special education (graduates with regular diplomas and certificates of completion, exiters reaching maximum age and dropouts) for the years 2000, 2002 and 2004 using the *Post-School Outcomes Survey*. Beginning with the 2007 exiters, the SDE will survey all students every year, within one year after they exit special education. **This data collection will start in April 2008**, and will be coordinated through the University of Connecticut. Students are asked about their employment status, whether they have taken any college or training classes, and additional information about other resources they may be using after high school. **This information can be helpful for districts in determining how effective the transition services provided to students receiving special education have been in helping students reach their post-school goals.**

For the purposes of the survey, the SDE uses the Rehabilitation Act definition of competitive employment: "**Competitive employment** means work, in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting, and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled." Therefore, exiters who responded YES to either full-time or part-time work and received minimum or above minimum wage would be classified as competitively employed.

When referring to postsecondary education and training in the survey, the SDE uses the definitions of institutions of higher education found in the 1998 *Amendments to the Higher Education Act of 1965*. **Postsecondary school** means an educational institution that admits students having a certificate of graduation, or the recognized equivalent of such a certificate; provides an educational program for which the institution awards a bachelor's degree or provides not less than a two-year program that is acceptable for full credit toward such a degree; and is accredited by a nationally recognized accrediting agency or association. Postsecondary school also includes any school that provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation; and a public or nonprofit private

## National Resource Center for Paraprofessionals

Connecticut is hosting the **National Resource Center for Paraprofessionals (NRCP)** conference this spring, April 17-19, 2008, at the Hartford Hilton. The theme of the conference is **PATHS-- Paraprofessionals, Administrators, Teachers, Higher Education and other Stakeholders--** to reflect the united effort needed to create effective education teams. Knowing the importance of paraprofessionals as members of the education team, we encourage administrators, teachers, and paraprofessionals to attend this conference and see what is happening both locally and nationally with paraprofessionals. Please review the attached brochure for further details. **(Attachment Four)** Questions should be directed to Perri Murdica at [perri.murdica@ct.gov](mailto:perri.murdica@ct.gov) or (860) 713-6942. Please visit the following website for updated information as it becomes available: <http://www.nrcpara.org/>.

educational institution that admits, as regular students, persons who are beyond the age of compulsory school attendance in Connecticut. Therefore, exiters who respond YES to being a full-time (12 or more credits per semester) or part-time (less than 12 credits per semester) student and are enrolled in any of the following postsecondary schools (community or two-year college, four-year college or university, technical/trade school, military training school or program, or a college-prep or postgraduate program) would be counted as participating in postsecondary education.

As reported in the 2008 State Performance Plan ([http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/State\\_Perf\\_Plan.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/State_Perf_Plan.pdf)), the SDE's 2007 survey of students who exited special education in 2004-05 and were no longer in secondary education ( $N = 4,864$ ) found that 81.1 percent of survey respondents (882) were competitively employed and/or enrolled in postsecondary education within two years after their exit. Of these, 28.1 percent were only competitively employed, 15.7 percent were only enrolled in postsecondary education and 56.2 percent were both competitively employed and enrolled in postsecondary education. While these results appear to be somewhat encouraging, the 2007 survey only had only an 18 percent response rate with more than 22 percent of the surveys being non-deliverable. The current practice of surveying two years out is a major influence, and the SDE expects an increase in the response rate beginning with the 2008 survey that will be going out in April to students who exited special education in 2006-07. Young adults with learning disabilities were the largest cohort of respondents (44 percent) and 66 percent of the respondents were males. The majority of the respondents were white (79 percent) followed by those who were black (11 percent) and hispanic (9 percent). Most students graduated with a regular diploma (80 percent), followed by 14 percent who dropped out of school and 5 percent who reached the maximum age for services.

Aggregate results of all surveys can be found on the SDE website, under Publications/Secondary Transition: <http://www.sde.ct.gov/sde/>. To provide districts with information about the post-school outcomes of their specific special education exiters, a district must have a minimum of 20 survey respondents. **Districts that would like to participate in a brief pilot project later this spring to increase student response rate** (therefore allowing the SDE to provide district-specific results regarding the effectiveness of transition services), please **contact Dr. Patricia Anderson by April 15** to request additional information.

**District personnel are also encouraged to share the *Post-School Outcomes Survey with exiting students*** and inform them that it will be mailed approximately one year after they exit. Encourage them to complete and return the survey in order to provide feedback to the district and the state about what services work and don't work to help students transition into the adult world. Parents or family members may also assist students in completing the survey. The attached sample survey may be duplicated and shared with staff, students and families to help familiarize them with this process. **(Attachment Five)**

### **C. Walgreens Hiring Initiative for People with Disabilities**

Later this year, Walgreens will be opening a large distribution center in Windsor, Connecticut. The company's goal is that at least 30 percent of its workforce will be persons with disabilities, providing many full-time job opportunities for persons

For professional development and technical assistance offerings contact:

State Education Resource Center (SERC)  
(860) 632-1485  
[www.ctserc.org](http://www.ctserc.org)



Servicing North Central CT

Capitol Region Education Council

111 Charter Oak Ave.  
Hartford, CT 06106

(860) 247-2732  
[www.crec.org](http://www.crec.org)

over 18 years old. The facility incorporates a number of accommodations for employees with disabilities. In addition, a pre-employment training program will be available for those individuals who will require additional social or work skills in order to succeed in a job at the new facility.

Two informational sessions on Walgreens' employment and training opportunities will be held for school personnel in April: **Monday, April 28, 2008, 1:00 to 3:00 p.m. at Windsor Town Hall Council Chambers, 275 Broad Street, Windsor, CT 06095.**

**Directions to Windsor Town Hall:**

From I-91 (North or South), take exit 36 (Park Avenue–Route 178). If you are traveling north, at the end of the ramp take a right.

If you are traveling south, at the end of the ramp take a left. Continue to a traffic light at a T-intersection. Turn left onto Broad Street (Route 159). Travel approximately one mile, Town Hall will be on the right. Continue past the Town Hall to the next traffic light. At the light, turn right, continue straight to the Town Hall parking lot.

**Wednesday, April 30, 2008, 1:00 to 3:00 p.m., Connecticut Valley Hospital Campus, Merritt Hall - Lee Auditorium, Silver Street, Middletown, CT 06457.**

**Directions to Connecticut Valley Hospital – Merritt Hall:**

From Rt. 9 north of Middletown (including from Rt. 66 east or west, Rt. 95 north of Middletown, Rt. 84, Rt. 691, Rt. 95, Wilbur Cross Pkwy): Take Rt. 9 south to Exit 12 (Silver St.), turn left at end of ramp and at first intersection turn left onto Eastern Drive. Entrance to Merritt Hall is the first drive on the right (Tynan Circle). Follow to public parking in front of Merritt Hall.

From Rt. 9 south of Middletown: Take Rt. 9 north to Exit 12 (Bow Lane), at end of ramp go straight across Bow Lane onto Eastern Drive and follow past next stop sign. After the stop sign (intersection with Silver St.) continue straight. Entrance to Merritt Hall is the first drive on the right. The Lee Auditorium is just inside the building to the right of the Lobby.

No registration is required. However, space at each of the two sessions is limited to the first 125 attendees. For further information, contact: Leslie Waite at (860) 424-5622 or [leslie.waite@ct.gov](mailto:leslie.waite@ct.gov).

\*\*\*\*

For additional information on secondary transition, please contact Dr. Patricia Anderson at: (860) 713-6923 or [patricia.anderson@ct.gov](mailto:patricia.anderson@ct.gov).

**CREC's Advanced Alternative Route to Certification for Special Education**

**Qualifications:**

- current teacher certification in an approved area (e.g., elementary education, mathematics);
- three years teaching experience (substitute experience will be considered); and
- a desire to work with students with disabilities.



**Connecticut State  
Department of  
Education**

Bureau of Special  
Education

165 Capitol Avenue  
Hartford, CT 06106

Phone: 860-713-6910

Fax: 860-713-7051

**Mailing address:**

P.O. Box 2219, RM 369  
Hartford, CT 06145-  
2219



Visit us on the web at:  
[www.sde.ct.gov](http://www.sde.ct.gov)

**Advantages of AARC for Special Education:**

- affordable tuition of \$4,368;
- flexible classes (summer, Saturdays, on-line);
- job-embedded portfolio assignments;
- designed for the working professional (14-month program); and
- work in a cohort with a regional mentor.

For an application or additional information on Technical Assistance and Brokering Services (TABS), visit: [www.crec.org/tabs](http://www.crec.org/tabs) or call (860) 509-3619. Application deadline: June 1, 2008. Classes begin: June 30, 2008.

**Bureau of Special Education Hosts a Facilitated Discussion**

Educational Consultants from the Bureau of Special Education will host a Facilitated Discussion entitled "Students with Disabilities in the Least Restrictive Environment" on April 10 from 6:00 p.m. to 8:00 p.m. at the Courtyard Marriott Hotel, Cromwell. Families and other interested parties are invited to come and share their opinions on topics such as: inclusive practices; the Planning and Placement Team process; and student access to general curriculum. Directors, please disseminate and share the attached flyers with your staff and families of students in your district or school. Should you have any questions about the facilitated discussion, please contact: Lynn Tooper at (860) 713-6941 or [lynn.tooper@ct.gov](mailto:lynn.tooper@ct.gov). (**Attachment Six**)

**STAR Team-Student Technical Assistance Response Team**

This is the time of the year that we focus on program planning and transitions for students with disabilities. This is a reminder about a program, funded by the SDE and offered through the University of Connecticut A. J. Papanikou Center for Excellence in Developmental Disabilities (UCEDD). The STAR team offers the services of experienced educational consultants - at no cost - to assist school teams and families in increasing access to general education for students with developmental disabilities, particularly, but not limited to, intellectual disabilities.

The STAR team was initially in response to *P.J. et al. v. State of Connecticut, Board of Education, et al. Settlement Agreement*. Now in its third year, it has assisted more than 125 students with developmental disabilities in increasing the quantity and quality of time spent in general education.

If you are interested in making a referral to STAR or would like additional information on the process and its timelines, please call Dr. Bonnie Lynch, Associate Director, UConn Center for Disabilities at: 860-679-1585 or [blynch@uchch.edu](mailto:blynch@uchch.edu). (**Attachment Seven**).

# Promoting School Success

These workshops are designed for parents of children with disabilities, including parents of children who are clients of the Department of Developmental Services (DDS), as well as DDS case managers, school district personnel, and Birth to Three providers. The workshops will assist families to advocate for effective school programs for their son or daughter.

## Choice of Workshops

ALL Sessions 6:00 p.m. to 8:00 p.m.

### Session 1

This workshop will assist parents of children with disabilities in understanding the special education process. It will offer basic information about the Planning and Placement Team (PPT) meeting.

### Session 2

This second workshop will present further opportunities for parents of children with disabilities to learn more about the special education process. Least Restrictive Environment and other topics will be discussed as well as ways to make the PPT process more effective, including strategies for communication between parents and school district staff.

### Presentation Developed by

CT State Department of Education,  
Bureau of Special Education

and

CT Parent Advocacy Center  
(CPAC)

[Attachment One-A](#)

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25 Industrial Park Road, Middletown, CT 06457-1520

# Promoting School Success

A Learning Opportunity for Parents of Children with Disabilities

# Promoting School Success

*A Learning Opportunity for Parents of Children with Disabilities*

Presented in Spanish

Sponsored by



CT Department of Developmental Services  
and the



CT State Department of Education

In collaboration with



CT Parent Advocacy Center

The Arc of Connecticut

Arc of Connecticut



SERC

## Session 1: Understanding Special Education

### *Learn more about:*

- Referral to and eligibility for special education
- Understanding the IEP and PPT
- A parent's role in the PPT process

Thursday, March 27, 2008

6:00 p.m. to 8:00 p.m.

Access Agency  
1315 Main Street  
Willimantic, CT

Or

Tuesday, April 1, 2008

6:00 p.m. to 8:00 p.m.

New Britain Public Library  
Community Room  
20 High Street  
New Britain, CT

## Session 2: How to Include My Child with Special Needs in the Classroom and School

### *Learn more about:*

- Dealing with your fears as a parent
- Supplementary aides and services
- Settlement Agreement: How special education law supports your family.
- Strategies for effective communication
- Steps to take when you disagree

Thursday, April 3, 2008

6:00 p.m. to 8:00 p.m.

Access Agency  
1315 Main Street  
Willimantic, CT

Or

Tuesday, April 8, 2008

6:00 p.m. to 8:00 p.m.

New Britain Public Library  
Community Room  
20 High Street  
New Britain, CT

### Registration Information:

All sessions will take place from 6:00 p.m. to 8:00 p.m. Light refreshments will be provided. There is no fee for participation.

Seating in all sessions is on a first come, first served basis and is limited to 40 participants. Directions will be included with written confirmation of participation. Registration is encouraged and will be accepted up until the day of the session. Walk-ins are welcome.

Parent stipends are available, as needed, to help with the cost of childcare and travel. Please indicate need on the response form. Stipends are offered to those who register in advance.

Return response form to **Promoting School Success**, SERC, 25 Industrial Park Road, Middletown, CT 06457-1520. Registration questions may be directed to Lauren Jones, Education Services Specialist, at SERC, (860) 632-1485, ext. 256. Direct questions regarding session content to Mary Jean Schierberl, Consultant, (860) 713-6943 at the CT State Department of Education.

Response Form: **Promoting School Success** (08-09-014/015/016/017)

Indicate which series you plan to attend:

**Session 1:** \_\_\_ March 27, 2008 (Willimantic) \_\_\_ April 1 (New Britain)

**Session 2:** \_\_\_ April 3 (Willimantic) \_\_\_ April 8 (New Britain)

Name: \_\_\_\_\_ Daytime Phone: (\_\_\_\_) \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_\_  
Home Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

If needed, please check to request:

\_\_\_ A childcare/travel stipend form

\_\_\_ Interpreter services (please specify: \_\_\_ Sign language \_\_\_ English translation)

Please return to: Promoting School Success, 25 Industrial Park Road, Middletown, CT 06457.

Please Print Clearly:

# Promoviendo el éxito escolar

Estos talleres están diseñados para padres de niños con discapacidades, incluyendo a padres de niños que son clientes del Departamento de Servicios de Desarrollo (DDS), así como para administradores de caso del DDS, personal del distrito escolar y proveedores de Birth to Three. Los talleres ayudarán a las familias a abogar por programas escolares efectivos para sus hijos.

## Horario de los talleres

TODAS las sesiones, de 6:00 p.m. a 8:00 p.m.

### Sesión 1

Este taller le ayudará a los padres de niños con discapacidades entender el proceso de la educación especial. Ofrecerá información básica sobre la reunión del Equipo de planeación y permanencia (PPT).

### Sesión 2

Este segundo taller presentará oportunidades adicionales para padres de niños con discapacidades sobre el proceso de la educación especial. Se discutirán temas como un Ambiente Menos Restrictivo y otros temas; Se discutirán temas como un Ambiente Menos Restrictivo y otros temas, así como formas para hacer más efectivo el proceso de PPT, incluyendo estrategias para la comunicación entre padres y el personal del distrito escolar.

## Presentación desarrollada por el

Departamento de Educación del Estado de CT,  
Agencia de Educación Especial  
y el  
Centro de CT de Apoyo a los Padres  
(CPAC)

[Attachment One-B](#)

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25 Industrial Park Road, Middletown, CT 06457-1520

Una oportunidad de aprendizaje para padres de niños con discapacidades

# Promoviendo el éxito escolar

# Promoviendo el éxito escolar

Una oportunidad de aprendizaje para padres de niños con discapacidades

## Presentado en español

Auspiciado por el

**DDS**

Departamento de Servicios de Desarrollo de CT  
y el



Departamento Educación del Estado de CT  
en colaboración con el

Centro de CT de Apoyo a los Padres

**cpac**

Arc of Connecticut

The Arc of Connecticut

SERC





## Sesión 1: Comprendiendo la educación especial

### **Aprenda más sobre:**

- El proceso de referidos y elegibilidad para la educación especial
- El proceso de PPT y IEP
- El rol de los padres en el proceso de PPT y IEP

**Jueves, 27 de marzo del 2008**

6:00 p.m. to 8:00 p.m.

Access Agency  
1315 Main Street  
Willimantic, CT

O

**Martes, 1 de abril del 2008**

6:00 p.m. to 8:00 p.m.

New Britain Public Library  
Community Room  
20 High Street  
New Britain, CT

## Sesión 2: Cómo incluir a mi hijo necesidades especiales en el salón de clases y la escuela

### **Aprenda más sobre como:**

- Lidar con sus temores como padres
- Funcionan las ayudantes y servicios suplementarios
- Acuerdo legal: Cómo la ley de educación especial respalda a su familia.
- Utilizar diferentes estrategias en una comunicación efectiva
- Entender los pasos que se deben tomar cuando hayan desacuerdos

**Jueves, 3 de abril del 2008**

6:00 p.m. to 8:00 p.m.

Access Agency  
1315 Main Street  
Willimantic, CT

O

**Martes, 8 de abril del 2008**

6:00 p.m. to 8:00 p.m.

New Britain Public Library  
Community Room  
20 High Street  
New Britain, CT

## Información de la inscripción:

Todas las sesiones se llevarán a cabo de 6:00 p.m. a 8:00 p.m. Se ofrecerán refrigerios ligeros. Los talleres son libres de cargos.

La asignación de los asientos es según el orden de llegada y hay cupo para 40 participantes. Las instrucciones se incluirán en la confirmación por escrito de la participación en el evento. Se recomienda inscribirse antes de la sesión. Sin embargo, puede inscribirse el día de la sesión.

Los padres pueden recibir si necesita, ayuda financiera para ayudarles con el costo del cuidado del niño y del viaje. Por favor, indique su necesidad en el formulario de inscripción. Este tipo de ayuda se ofrecerá a aquéllos que se inscriban anticipadamente.

Devuelva el formulario a Promoting School Success (Promoviendo el éxito escolar), SERC, 25 Industrial Park Road, Middletown, CT 06457-1520. Las preguntas sobre la inscripción pueden ser dirigidas a Lauren Jones, Asistente Principal de Proyectos (Senior Project Assistant) en SERC, (860) 632-1485, ext. 256. Las preguntas directas respecto al contenido de la sesión, se pueden dirigir a Mary Jean Schierberl, Consultora (Consultant), (860) 713-6943 en el Departamento de Educación del Estado de CT.

**Formulario de inscripción: Promoviendo el éxito escolar (08-09-014/015/016/017)** Por favor escriba con letra clara.

Indique la sesión a la que planea asistir:

**Sesión 1:** \_\_\_ 27 de marzo (Willimantic)

**Sesión 2:** \_\_\_ 3 de abril (Willimantic)

\_\_\_ 1 de abril (New Britain)

\_\_\_ 8 de abril (New Britain)

Nombre: \_\_\_\_\_ Teléfono durante el día: ( ) \_\_\_\_\_ Teléfono de la residencia: ( ) \_\_\_\_\_  
Dirección de la residencia: \_\_\_\_\_  
Ciudad: \_\_\_\_\_ Código postal: \_\_\_\_\_

Si lo necesita, por favor marque:

\_\_\_ Aplicación para recibir ayuda monetaria para el cuidado del niño(a) y para el viaje  
\_\_\_ Servicios de intérprete (por favor, especifique: \_\_\_ Lenguaje de señas \_\_\_ Intérprete del inglés)

**Por favor devolver a: Promoting School Success (Promoviendo el éxito escolar), 25 Industrial Park Road, Middletown, CT 06457.**

# Keynote Speakers

The conference boasts nationally recognized speakers and leaders in the field of paraprofessional issues, namely Dr. Kent Gerlach and Dr. Teri Wallace. Dr. Gerlach is the author of Let's Team Up! A Checklist for Paraeducators, Teachers, and Principals and co-editor of Supervising Paraeducators in Educational Settings, and Paraeducators in Schools: Strengthening the Educational Team, in which Dr. Wallace co-edited. Dr. Wallace also authored Knowledge and Skills for Teachers Supervising the Work of Paraprofessionals and State Level Initiatives Related to Training and Supervision of Paraeducators.

Friday's panel on "Career Choices" will include paraprofessionals who love their job as well as paraprofessionals who have gone on to earn their teaching certification. College and university faculty responsible for designing career ladder programs for paraprofessionals will also discuss the challenges in building training programs that honor both perspectives.

Jason Dorsey delivers the insight of a bestselling author, excitement of an internationally acclaimed speaker, and practicality of an award-winning entrepreneur. Jason Ryan Dorsey profoundly inspires paraprofessionals, teachers, administrators, parents, staff, counselors, and school board members. He does this by sharing his incredible personal story of educators saving his life.

Thursday—Dr. Kent Gerlach & Dr. Teri Wallace

**"Supervision and Evaluation"**



Friday—Panel

**"Career Choices: Paraprofessionals and Teachers"**



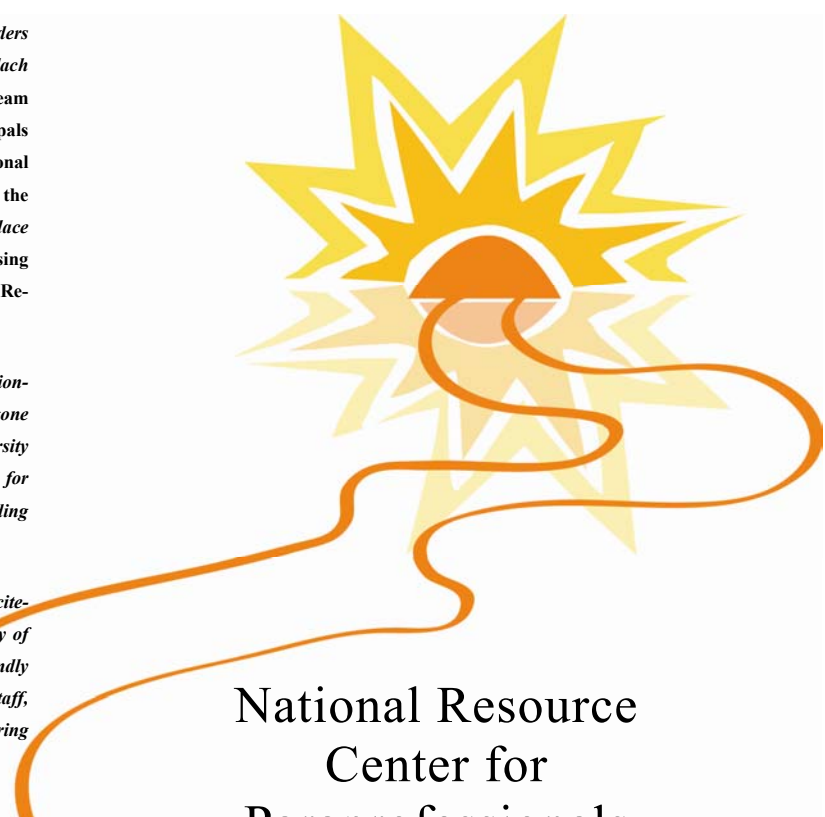
Saturday—Jason Dorsey

**"Inspiring Hard to Reach Students: Making Personal Responsibility Contagious"**



Attachment Four

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## National Resource Center for Paraprofessionals

### Registration Rates for Entire Conference

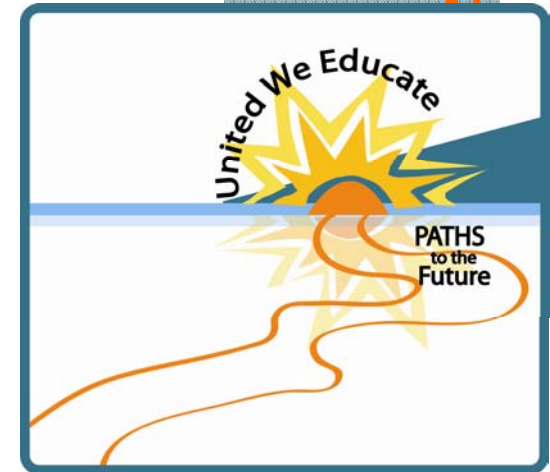
Paraprofessionals.....	\$50
(\$75 after March 1)	
Teachers and Administrators.....	\$150
(\$175 after March 1)	
Paraprofessional-Teacher Team...	\$150
Special One-Day Pass.....	\$100

Register online at:

[www.nrcpara.org](http://www.nrcpara.org)

## National Resource Center for Paraprofessionals

presents



April 17-19, 2008

Hartford Hilton

Hartford, CT

- \* Come meet and network with paraprofessionals from other states
- \* Visit the exciting city of Hartford
- \* Learn what are considered best practices for paraprofessionals

## Theme:

# *United We Educate: PATHS to the Future*

The theme of this year's national conference for and about paraprofessionals is United We Educate: PATHS to the Future. It is vital for our kids that paraprofessionals are united with administrators, teachers, and other stakeholders. In order to provide paraprofessionals with the knowledge needed to be an effective member of the team, a number of workshops will be offered (see below).

The following is a partial list of workshops. Please check the NRCP website for updates.

- \* *Assessing the Work Satisfaction of Special Education*
- \* *Managing Antisocial Behavior*
- \* *Do You Want Your Students to Be More Actively Involved in Their Learning?*
- \* *Paraprofessionals As Certified Teachers: Training Paraprofessionals to Teach in Urban Districts*
- \* *Paraeducators and Their Important Role in Response to Intervention*
- \* *Understanding MRSA: Our Schools, Our Communities*
- \* *Supporting Progress Reporting for Special Needs Students*
- \* *Paraprofessionals as Members of the Behavior Team*
- \* *Preparing Beginning Teachers to Supervise Paraeducators*
- \* *Filling in the Cracks-- Evaluating a Training Program for Paraeducators*
- \* *Paraprofessionals: The Crayon Carrying Martha Stewarts of the School*
- \* *Paraeducator Portfolios: Getting Your Ducks in a Row*
- \* *Multicultural Paraprofessional Retention: A Culture of Respect*
- \* *Math Madness*
- \* *IT'S ALL ABOUT CONNECTIONS: Five Lessons Every Educator Needs to Know from Brain Research*
- \* *Communicating With Parents: Understanding the Process, Improving Your Skills*
- \* *Singing in a Collaborative Education Choir: Making Every Voice Count*
- \* *Training School-Based Speech-Language Pathology Assistants*
- \* *Funding Paraeducator Training at the Community Level*
- \* *Early Recruitment of Mathematics and Special Education Teachers*
- \* *Para PQ-Paraeducators Pursuing Quality*
- \* *Working Together: Tools You Can't Live Without*
- \* *Paraeducators as Future Teachers: Benefits and Challenges*
- \* *The Holland-Self Directed Search: An Interest Inventory*
- \* *Writing Brought Us Together: Paraeducators as Team Members Supporting the Writing Process*
- \* *A Framework for Promoting Academic Literacy*
- \* *Creative Rules and Tools for Discovering the Successful Student in Every Child*
- \* *Clarifying the Roles of Paraeducators and Their Supervisors: Its all about Ethics and Professional Guidelines*
- \* *The Good, the Bad, and the Ugly of Adolescence: Strategies for Addressing Teenage Behavior*
- \* *Classroom Assessment Made Easy: How to Identify, Record, and Monitor Student Progress and Still Teach*
- \* *Promoting Teamwork Between Parents and School*
- \* *Living Wage: You're Worth It!*
- \* *Work Shouldn't Hurt: The Strain and Sprain of Special Education Work*
- \* *Building State and Local Support for the Effective Use of Paraeducators*
- \* *Team Building with Special Education Paraeducators: Elevating Instructional Aides*

## Survey of 2007 Graduates/Exiters of Connecticut High Schools

**Introduction:** This survey gathers information about your employment and/or postsecondary school experiences since you left high school. **Please fill it out and return to us in the enclosed envelope.** Someone who knows you well can also help you complete it. All information you provide will be kept confidential.

Please place a “✓” mark in front of the appropriate response.

### Part I: Employment Status

1. Have you been employed since leaving high school? (**check only one**)

<input type="checkbox"/>	Yes, Full-time (35 hours or more, per week)
<input type="checkbox"/>	Yes, Part-time (less than 35 hours per week)
<input type="checkbox"/>	Yes, I was employed at one time but am not now
<input type="checkbox"/>	No, I have not been employed (go to question #3)

2. If yes to Question 1, how much do you currently earn (or did you earn at your most recent job)?

<input type="checkbox"/>	Below minimum wage (less than \$7.65/hr.)
<input type="checkbox"/>	Minimum wage (\$7.65/hr.)
<input type="checkbox"/>	Above minimum wage (greater than \$7.65/hr.)

### Part II: Postsecondary Education and Training Status

3. Have you enrolled in any type of postsecondary school (college or a training program) since leaving high school? (**check only one**)

<input type="checkbox"/>	Yes, I am a full-time student (12 or more credits per semester)
<input type="checkbox"/>	Yes, I am a part-time student (less than 12 credits per semester)
<input type="checkbox"/>	Yes, I was enrolled but am not now
<input type="checkbox"/>	No, I have never enrolled in postsecondary education or a training program (go to question #5)

4. If yes to Question 3, what type of postsecondary school did you enroll in? (**Check only one**)

<input type="checkbox"/>	Community or two-year college
<input type="checkbox"/>	Four-year college or university
<input type="checkbox"/>	Technical/Trade School (e.g., hairdressing, welding, computing, bartending, etc.)
<input type="checkbox"/>	Military or Military Training School or Program
<input type="checkbox"/>	Adult Education (e.g., GED, High School Completion Program, Continuing Education etc.)
<input type="checkbox"/>	College Prep/Postgraduate Program
<input type="checkbox"/>	Other – Please specify:

**Please continue to other side . . .**



**Part III: Additional Information**

5. Have you received services through any of these agencies since leaving high school?  
 (*Check all that apply*)

<input type="checkbox"/>	<b>BESB:</b> Board of Education and Services for the Blind
<input type="checkbox"/>	<b>BRS:</b> Bureau of Rehabilitation Services
<input type="checkbox"/>	<b>DDS:</b> Department of Developmental Services (formerly Department of Mental Retardation)
<input type="checkbox"/>	<b>Department of Labor One-Stop Centers</b> (e.g., Employment Centers, Career Centers)
<input type="checkbox"/>	<b>DMHAS:</b> Department of Mental Health and Addiction Services
<input type="checkbox"/>	<b>DSS:</b> Department of Social Services (e.g., Medicaid/Title 19; food stamps; Care for Kids)
<input type="checkbox"/>	<b>DPH:</b> Department of Public Health
<input type="checkbox"/>	<b>SSA:</b> Social Security Administration (e.g., SSI, SSDI, Medicare)
<input type="checkbox"/>	<b>Other agencies:</b> please specify
<input type="checkbox"/>	No help received; it is not necessary
<input type="checkbox"/>	No help received; did not know that any agencies were available

6. If you are not employed, or are not enrolled in postsecondary school or training, are you participating in any of the following?

<input type="checkbox"/>	Adult day service programs
<input type="checkbox"/>	Adult day vocational programs
<input type="checkbox"/>	Independent living skills programs
<input type="checkbox"/>	Volunteer work/community service
<input type="checkbox"/>	Other, please specify:

7. Please circle the statement that best describes your agreement with this statement:

*"I am satisfied with my life since leaving high school."*

Strongly Disagree      Disagree      Unsure      Agree      Strongly Agree

8. Is there anything else you would like to tell us about your life after you left high school?  
 (Please continue to the back of this page if necessary)

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**Thank you very much for completing this survey!  
 Please return it in the enclosed envelope.**

## Connecticut State Department of Education Bureau of Special Education

Please join us for.....

### **A Facilitated Discussion about Students with Disabilities In the Least Restrictive Environment**

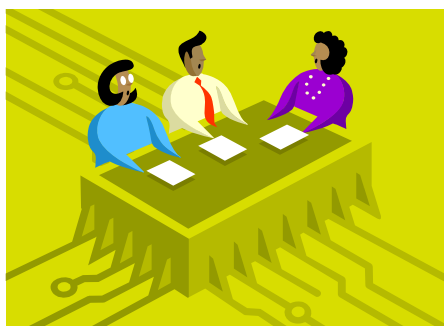
The Connecticut State Department of Education, Bureau of Special Education (CSDE), invites parents, professionals and other interested parties to join educational consultants for a facilitated discussion on current issues/concerns for students with disabilities in the Least Restrictive Environment (LRE). Topical areas will include, but are not limited to: quality programming; the LRE continuum and service delivery options; the Planning and Placement Team process; and student's access to the general curriculum.

**Location:** [Courtyard Marriott Hotel, Cromwell](#)

**Date:** [Thursday, April 10, 2008](#)

**Time:** [6:00 p.m. – 8:00 p.m.](#)

Participants are encouraged to attend for the duration of the session, but are welcome to attend any time during those hours. There is no pre-registration necessary. Participant responses will be recorded, collected and used for data purposes by CSDE.



For special needs or accommodations, please contact:  
Nikki Hendry, Education Services Specialist, SERC, at (860) 632-1485, ext 255,  
or [hendry@ctserc.org](mailto:hendry@ctserc.org).

For more information about the forum, please contact:  
Lynn C. Toper, Ed.D., Consultant, CT State Department of Education, at (860) 713-6941 or  
[lynn.toper@ct.gov](mailto:lynn.toper@ct.gov).



**Departamento de Educación del Estado de Connecticut  
Oficina de Educación Especial**

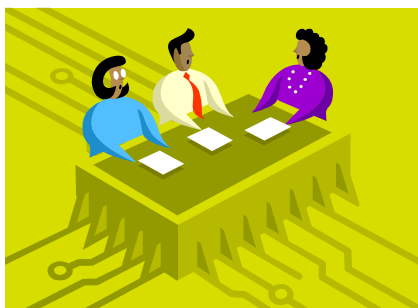
**Acompáñenos para...**

**Una discusión sobre estudiantes con discapacidades  
en ambientes menos restrictivos**

La Oficina de Educación Especial, del Departamento de Educación (CSDE), invita a padres, profesionales u otras personas interesadas para que acompañen a asesores educativos en una discusión en temas é inquietudes para estudiantes con discapacidades en ambientes menos restrictivos (LRE, por sus siglas en inglés). Los temas incluirán, pero no se limitarán programas de calidad; la secuencia de los LRE y las opciones para acceder diferentes tipos de servicios; los procesos del comité de planeación programación; y el acceso del estudiante al curriculum de educación pueden.

**Lugar: Courtyard Marriott Hotel, Cromwell**  
**Fecha: Jueves 10 de abril de 2008**  
**Hora: 6:00 p.m. a 8:00 p.m.**

Se exhorta a los participantes a asistir toda la sesión, pero también se llegar en cualquier momento durante esas horas. No es necesario registrarse con anticipación. Las respuestas de los participantes serán grabadas, recopiladas y usadas para motivos de información por parte de CSDE.



Para necesidades o acomodaciones especiales, por favor comuníquese con:  
Nikki Hendry, Education Services Specialist, SERC, el (860) 632-1485, ext. 255,  
o [hendry@ctserc.org](mailto:hendry@ctserc.org).

Para más información sobre el foro, por favor comuníquese con:  
Lynn C. Tooper, Ed.D. Consultant, CT State Department of Education, en el (860) 713-6941  
o [lynn.tooper@ct.gov](mailto:lynn.tooper@ct.gov).



**Directions to  
Cromwell Courtyard by Marriott  
4 Sebeth Drive  
Cromwell, CT 06416  
(860) 635-1001**

**TRAVELING NORTH OR SOUTH (NEW HAVEN OR SPRINGFIELD):**

Take Interstate 91 to Exit 21; turn right at end of exit. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.

**TRAVELING EAST (FROM DANBURY, WATERBURY AREA):**

Take I-84 EAST to Exit 27, Route 691 EAST (Meriden/Middletown) to I-91 NORTH. Take Exit 21; turn right at end of exit. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.

**TRAVELING WEST (FROM EAST HARTFORD, STURBRIDGE, BOSTON AREA):**

Take I-84 WEST to I-91 SOUTH. Take Exit 21; turn right at end of exit. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.

**TRAVELING NORTH ON ROUTE 9 (FROM SHORELINE AREA):**

Take Route 9 NORTH to Exit 19. Turn left at the end of the exit onto Route 372. Follow this for 2 miles. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.

**TRAVELING SOUTH ON ROUTE 9 (FROM WEST HARTFORD, NEW BRITAIN AREA):**

Take Route 9 SOUTH to Exit 20 to I-91 SOUTH. Take Exit 21; turn right at end of exit. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.

**FROM NEW YORK CITY, BRIDGEPORT, STAMFORD:**

Take I-95 NORTH to I-91 NORTH. Take Exit 21; turn right at end of exit. Turn right at the Burger King onto Sebeth Drive. The Cromwell Courtyard by Marriott is on the right.





[Attachment Seven](#)

[Back to Blog](#)

# WHAT IS STAR?

## The Student Technical Assistance Response (STAR) Team

provides support to school districts  
and parents to increase access to  
the general education curriculum for  
students with intellectual disabilities.

**STAR**  
sound like a service  
Does  
**YOU**

### ~~PROJECT~~ STAFF

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**Bonnie Lynch, Ed.D.**  
*Co-Director*

**Joan Nicoll-Senft, Ph.D.**  
*Co-Director*

### CONTACT INFORMATION

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Bonnie Lynch  
blynch@uchc.edu  
Phone: (860) 679-1585  
Toll Free: (866) 623-1315  
TTY: (860) 679-1502  
Fax: (860) 679-1571



STAR is made possible by a  
grant from the Connecticut  
State Department of Education

**Need help  
increasing access to  
the general education  
curriculum for students  
with intellectual disabilities?**



**Providing assistance to  
school districts  
and families  
at no cost.**

# WHY DO WE NEED STAR?

The Individuals with Disabilities Education Act (IDEA) requires that Planning and Placement Teams consider regular class placement as the first option for every child with a disability.

A recent class action lawsuit, known as *PJ v. State of Connecticut*, has highlighted the need in CT to increase access to the general education curriculum and environment for children with intellectual disabilities.

Under the goals of the settlement agreement, more children with intellectual disabilities will be:

- attending their home school
- enrolling in general education

classes

- spending more time with

non-disabled peers

## HOW CAN STAR HELP?

STAR Team professionals are available to help districts and families. Trained experts in inclusive education will facilitate a collaborative team process that includes the family and school district personnel to increase students' access to general education. This process will include the following steps:

- 1. Frame the issues**
  - What is the history?
  - What are the barriers to regular class placement?
  - What has already been tried?
- 2. Identify possible solutions**
  - What supports need to be in place for the student to be successful?
  - What needs to change?
- 3. Create an action plan**
  - What are the steps?
  - Who is responsible for each step?
  - What is the time line for completing each step?
  - What outcomes will be measured?
- 4. Provide links to resources**
  - Who can help with the action plan?
  - Who can provide additional technical assistance and training if needed?

## COLLABORATING PARTNERS



The University of Connecticut  
A.J. Pappanikou Center for Excellence  
In Developmental Disabilities  
Education, Research and Service

- Connecticut State Department of Education (CSDE)
- Central Connecticut State University (CCSU)
- Arc/CT: The Arc of Connecticut
- LEARN: a Regional Educational Service Center (RESC)

