

**Interview Questions for Colchester Staff
May 5 and 7, 2015**

1. What experiences have you had with children receiving special education, the special education process and special education services.? Have you ever participated in a PPT meeting where Mrs. Shaughnessy was the chair?
2. Related to question one, do you feel your input was valued and that it had any effect on the outcome of the meeting?
3. In your opinion what do you feel are the strengths and weaknesses of the special education/pupil services department?
4. Have you received complaints from parents or students about the special education services/department?
5. In your opinion, how welcome are teacher and parent referrals to special education?
6. Is there anything else you feel it is important for me to know in my role as the person reviewing the department?

Legal Requirements of the IEP

5. Contents of the IEP

By law, the IEP must include certain information about the child and the educational program designed to meet his or her unique needs. In a nutshell, this information is:

- **Current performance.** The IEP must state how the child is currently doing in school (known as present levels of educational performance). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during reevaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum.
- **Annual goals.** These are goals that the child can reasonably accomplish in a year. The goals are broken down into short-term objectives or benchmarks. Goals may be academic, address social or behavioral needs, relate to physical needs, or address other educational needs. The goals must be measurable-meaning that it must be possible to measure whether the student has achieved the goals.
- **Special education and related services.** The IEP must list the special education and related services to be provided to the child or on behalf of the child. This includes supplementary aids and services that the child needs. It also includes modifications (changes) to the program or supports for school personnel-such as training or professional development-that will be provided to assist the child.
- **Participation with nondisabled children.** The IEP must explain the extent (if any) to which the child will not participate with nondisabled children in the regular class and other school activities.
- **Participation in state and district-wide tests.** Most states and districts give achievement tests to children in certain grades or age groups. The IEP must state what modifications in the administration of these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead.
- **Dates and places.** The IEP must state when services will begin, how often they will be provided, where they will be provided, and how long they will last.
- **Transition service needs.** Beginning when the child is age 14 (or younger, if appropriate), the IEP must address (within the applicable parts of the IEP) the courses he or she needs to take to reach his or her post-school goals. A statement of transition services needs must also be included in each of the child's subsequent IEPs.
- **Needed transition services.** Beginning when the child is age 16 (or younger, if appropriate), the IEP must state what transition services are needed to help the child prepare for leaving school.

Individualized Education Program (IEP)

Student Name _____ Date of Birth _____

Note: This form must be completed at least one year before the child reaches the age of majority. If the child reaches the age of majority before the child reaches the age of majority, the IEP must be updated at least one year before the child reaches the age of majority.

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- **Age of majority.** Beginning at least one year before the child reaches the age of majority, the IEP must include a statement that the student has been told of any rights that will transfer to him or her at the age of majority. (This statement would be needed only in states that transfer rights at the age of majority.)
- **Measuring progress.** The IEP must state how the child's progress will be measured and how parents will be informed of that progress.

Annual Performance Report on Connecticut's State Performance Plan



Colchester School District

2012-2013 School Year

Publication Date: June 2014

IDEA Determination based on FFY 2012 data:

Meets Requirements

(Indicators 4B, 9, 10, 11, 12, 13, 15 and 20 contributed to the determination decision.)

In accordance with the Individuals with Disabilities Education Improvement Act (IDEA), each state must have in place a State Performance Plan (SPP) to evaluate the state's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes Connecticut's performance on 20 indicators. 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 (616 (a)(1)(C)(i) and 300.600 (a)).

SPP Indicator	District 2012-13 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
1. Increase Graduation Rate with a Standard H. S. Diploma (2011-12)	75.0%	85.3%	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Decrease H. S. Dropout Rate (2011-12)	3.6%	15.0%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
3. Improve Participation and Performance on Statewide Assessments						
A. District and School Performance Data are reported on CSDE Web site: School Performance Reports						
B. Participation Rate						
Connecticut Mastery Test	Reading 98.9%		<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Math 99.5%	95.0%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
CT Academic Performance Test	Reading 100.0%		<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Math 96.3%		<input checked="" type="checkbox"/>			<input type="checkbox"/>
C. District Performance Index (DPI: range 0-100)						
Connecticut Mastery Test	Reading 57.4	58.4	<input type="checkbox"/>			<input checked="" type="checkbox"/>
	Math 58.6	64.1	<input type="checkbox"/>			<input checked="" type="checkbox"/>
CT Academic Performance Test	Reading 45.7	41.9	<input checked="" type="checkbox"/>			<input type="checkbox"/>
	Math 46.2	37.7	<input checked="" type="checkbox"/>			<input type="checkbox"/>
4. A. Decrease 10+ Days Out-of-School (OOS) Suspension Rate (2011-12)	0.00%	1.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Eliminate Significant Discrepancy in 10+ Days OOS Suspension Rates	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
5. Increase Placement and Time with Nondisabled Peers (TWNDP)						
A. Increase Regular Class Placement	87.05%	72.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Separate Class Placement	0.60%	6.0%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
C. Decrease Placements in Separate Schools, Residential or Other Settings	5.72%	6.0%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

SPP Indicator	District 2012-13 Data**	Target	Met Target	Substantial Compliance	Making Progress	Did Not Meet
6. Increase Time in Early Childhood Educational Environments						
A. Increase Regular Early Childhood (80-100%) Placement	91.5%	72.0%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Decrease Segregated Placements	0.0%	15.0%	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
7. Measuring Child Progress (Early Childhood Outcomes - ECO)						
A. Of those preschool children who entered or exited the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.						
Positive Social-Emotional Skills	40.0%	56.1%	<input type="checkbox"/>			<input checked="" type="checkbox"/>
Use of Knowledge and Skills	62.5%	59.1%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Appropriate Behaviors to Meet Needs	33.3%	48.1%	<input type="checkbox"/>			<input checked="" type="checkbox"/>
B. The percent of preschool children who were functioning within age expectations by the time they exited the program.						
Positive Social-Emotional Skills	66.7%	52.1%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Use of Knowledge and Skills	47.6%	31.1%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
Appropriate Behaviors to Meet Needs	33.3%	24.1%	<input checked="" type="checkbox"/>			<input type="checkbox"/>
8. Increase School Facilitation of Parent Involvement to Improve Student Outcomes	Survey data reported on CSDE Web site: Special Education Publications					
9. Eliminate Disproportionate Representation as a Result of Inappropriate Identification	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
10. Eliminate Disproportionate Representation by Disability as a Result of Inappropriate Identification	0 Areas	0 Areas*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
11. Determine Eligibility in Accordance with State Established Timelines	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Transition: IEPs by Age 3	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Develop Transition Goals and Services	100.0%	100%*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Increase Postsecondary Employment and Education	Survey data reported on CSDE Web site: Special Education Publications					
15. General Supervision: Noncompliance corrected within 1 year	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>
20. Timely and Accurate Reporting	Met Target	100%*	<input checked="" type="checkbox"/>			<input type="checkbox"/>

* Indicates IDEA Compliance Indicator

** Unless otherwise indicated, all data represent the 2012-13 school year

For questions regarding this District's APR contact: Katherine R. Shaughnessy at 860-537-3103

For a complete copy of the Connecticut SPP and a detailed explanation of IDEA Determinations process go to <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322094>



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



May 29, 2013

Ms. Katherine Shaughnessy
Director of Special Services
Colchester Public Schools
380 Norwich Ave.
Colchester, CT 06415

Dear Ms. Shaughnessy,

Recently, you received notification from the Connecticut State Department of Education (CSDE), Bureau of Data Collection, Research and Evaluation (BDCRE) that your school district was selected for participation in the CSDE's Special Education Data Application and Collection (SEDAC) Desk Audit. That notification included preliminary notification that your district would simultaneously participate in the Bureau of Special Education (BSE) file review process.

Through a coordinated activity, as part of the General Supervision and Focused Monitoring systems for students with disabilities in Connecticut, the BSE conducted a file review for ten of the students from your district for whom the BDCRE requested data.

RESULTS OF BUREAU OF SPECIAL EDUCATION FILE REVIEW PROCESS:

Congratulations! Within the scope of the BSE file review process, your district has demonstrated full compliance with the Individuals with Disabilities Education Improvement Act (IDEA).

The results of the BSE file reviews will be one consideration in determining which school districts will be selected to participate in the "How to Create a Data Wall" Focused Monitoring session scheduled for October 10, 2013, and the "Data Showcase and Presentation of District Data" session scheduled for November 26, 2013.

Please set aside these dates in anticipation of attending the events with a district team consisting of the superintendent of schools or designee, the director of special education, your district's assessment data contact, a high school principal, the staff person(s) responsible for oversight of the district's curriculum and instruction and any other personnel whom you feel would be an asset in analyzing and presenting your district's data. Notification regarding the status of your participation in these events will be forwarded no later than July 31, 2013. If your district is chosen for participation, your notification will be accompanied by further instructions to best assist you in preparing for the events.

If you have any questions or need additional information, please contact Jay Brown at 860-713-6918 or jay.brown@ct.gov.

Jay A. Brown
Bureau of Special Education
Connecticut State Department of Education