Suffield Public Schools
Special Education Profile Summary Report
January 14, 2019

The Special Education Profile is a needs assessment/review to examine/identify the strengths, need areas, resources and programmatic priorities to support departmental planning/practice, inform the budgetary process, and to facilitate an open and honest dialogue that promotes trust and transparency among all stakeholders within the Suffield school community. The profile report is organized into seven key program indicators. The profiles provide qualitative information from school administrators, special education staff and parents of students with special needs.

I. PPT Process / IEP Development:

Strengths:

- PPT agendas provide an outline of the content and framework for the team for discussion and decisions
- Access to IEP Direct allows for systemic documentation
- IEP goals/objectives are specific, measurable, achievable, relevant, & time bound
- Collective practice to complete triennial assessment reports
- PPT clerical support at each school
- General education high school student performance / progress worksheet

Needs:

- Training for PPT chairs/administration on PPT process and regulations/requirements
- Communication & engagement with parents in the PPT process
- Clear purpose and expectation within the PPT
- Time for preparation of evaluations, IEP drafts, progress reports & child study team reviews

II. Provision of Services: Special Education/Related Services:

Elementary (PreK – 5) Strengths:

- Increase in social work / psychological services
- Professional development / training (i.e. Orton Gillingham, Wilson, PMT, DTI)
- Consultation / collaboration with The Center for Children with Special Needs (CCSN) in the development of the ACHIEVE program for students with autism and developmental disabilities
- Provision of a full day preschool program for 4 year olds and alignment of curriculum with early learning development standards (ELDS)
- Special Education Supervisor / administrative support (Prek-5)
- BCBA support / intervention
- SRBI tiered interventions in Reading & Math
- Effective reading programs with Wilson / Orton Gillingham

Elementary (PreK – 5) Needs:

- Develop a program plan for students with significant social, emotional and behavioral needs
- Professional development plan that provides training for general ed / special ed collaboration
- Dedicated assignment of a Special Education Supervisor (PreK-5)
- Staff turnover / retention impact on program sustainability and student performance / progress
- Planning time for special education and general education collaboration
- Examine / evaluate the delivery model for special ed services to ensure continuity of IEP services across all schools
- Efficient access to Assistive Technology Resources
- Speech/language therapy services are impacted by high caseloads and IEP service hours

Secondary (6-12) Strengths:

- Evaluations / testing materials are standardized and current
- Special ed courses are credit bearing and diversified to meet students needs (i.e. life skills, literacy, numeracy, social skills/executive functioning)
- Additional counseling support/intervention
- Professional development training/support (i.e. Functional Behavioral assessments (FBA), Orton Gillingham)
- Effective scheduling & grouping of students for direct specialized instruction based on student need as opposed to being scheduled driven
- Data collection, monitoring and documentation of student progress

Secondary (6-12) Needs:

- Need for BCBA support to support students with significant social, emotional and behavioral needs
- Need to review/revise schedule to support special ed and general ed collaboration and common planning time
- The SRBI model / tiered interventions are limited resulting in an increase in referrals for special education services
- Improved access to Read & Write Google to support students access to information and complete reading and writing assignments on their Chromebooks
- Program planning and development of alternative programs/services

III. Model of Service Delivery (Special Ed / Gen Ed Collaboration / SRBI):

Strengths:

- Preschool structure of a designated program for three year olds and designated program for four year olds has been productive in preparing students for kindergarten
- Elementary program schedules allow for collaborative planning with general ed staff and facilitate balanced groups and specialization in content / instruction
- SRBI tiered II & III intervention in Reading & Math (K-8). The student intervention teams meet weekly as a PLC to monitor the individual students service plans and document progress
- Special Ed/Related Services weekly departmental meetings
- High school courses / curriculum tied to goals & objectives & instructional units are based on individual student needs
- CHR services provide additional counseling support for students

Needs:

- A review and assessment of the ACHIEVE program and the district's consultation / collaboration with CCSN is necessary as the program extends into the middle school, requiring a program plan to transition consultative and program services/supports to Suffield's program staff
- Examine / evaluate the delivery of speech / language therapy at the Prek – 5 level given the high number of referrals, evaluations and caseloads/IEP service hours
- Special education/related service staff need to attend PLC's with general ed staff
- Need a model / schedule that allows time for collaboration across disciplines
- Review and assess the service delivery for students with social and emotional needs and behavioral dysregulation that require highly structured programs
- Examine/evaluate the district's SRBI tiered model of interventions to determine efficacy and accountability for student progress

- The primary delivery model for special education services is direct instruction, indicating a need to examine alternative instructional models and inclusive practice (i.e. co-teaching models)

IV. Professional Development/Training:

Strengths:

- Paraprofessional training: Summer Institute provides an intensive 40 hours of training prior to the beginning of school
- Professional development / consultation provided by CCSN for the district ACHIEVE program for students with autism and developmental disabilities
- District has dedicated significant time to provide professional development across all schools (i.e. Orton Gillingham, Wilson Training, PMT, etc.)
- Involvement of special education staff in building based professional development at SHS has provided opportunities for shared experiences and promotes collaboration between special ed and general ed staff

Needs:

- Develop a professional development plan that provides collaborative training for both general ed and special ed staff to support their collective practice
- Professional development is needed on the following topics:
  - Augmentative communication
  - Assistive technology
  - Anxiety disorders
  - Behavioral interaction/strategies
  - Differentiating instruction
  - Autism
  - Section 504
  - PPT/IEP process/development
- Development of training models for new incoming staff specific to special education procedures, process and practice (PrekK-12)
- Provision of professional development on instructional models / best practices that support inclusion such as co-teaching

V. Paraprofessional Support:

Strengths:

- Paraprofessionals in the ACHIEVE program are trained in discreet trial instruction (DTI) and data collection
- Paraprofessionals are assigned to special needs students requiring 1:1 support / assistance
- Paraprofessionals participate in substantial professional development and are integral parts of the delivery of educational supports to students

- Effective assignment of paraprofessionals to avoid over-reliance and to encourage / effect student's personal and social independence

Needs:

- There is a need to increase paraprofessional staff to provide substitution / supervison for students receiving 1:1 support when their assigned 1:1 paraprofessional is absent or unavailable. The intent is to provide the students with the support / interventions as per their IEP and to ensure a safe and effective learning environment
- Review & assess the retention of paraprofessionals to maintain continuity in the delivery of educational services and student progress
- Examine the paraprofessionals schedule and their instructional assignment/activities in coordination with both the special ed and general ed teachers

VI. Transition/Continuum of Services (AWS-MIS-SMS-SHS-Post Secondary):

Strengths:

- Transition process from Birth to Three to the Preschool and Preschool to Kindergarten
- Scheduled transition planning meetings to inform receiving school of student's current status and needs
- SHS is developing a transition portfolio to support student's post-secondary programs

Needs:

- Review/assess the continuum of programs / intervention & resources across schools to ensure continuity of instructional services (i.e. Orton-Gillingham, BCBA support)
- Review policy/practice regarding student age-appropriate for kindergarten versus remaining for a third year in PreK
- Improved collaboration and planning between schools for opportunities to share data, goals/objectives, and observe / shadow students
- Assessment data and intervention programming is not consistent building to building

VII. Parent/Teacher Partnership (Communication/Collaboration):

Strengths:

- PreK: student communication books with daily logs, monthly parent meetings for ACHIEVE families and collaboration with room parent and parent volunteers
- Regular communication via email and telephone, CORE meetings
- Powerschool portal and Google classroom help to keep parents informed

- Advanced communication (reports, conversations, etc.) prior to PPTs, provides parents with information in preparation for their child's PPT/IEP meeting
- The Special Education Advisory Council (SPED PAC) provides a forum for providing information and support for parents of children with special learning needs

Needs:

- Repair/renew the relationships between special education services and parents and reestablish trust by creating forums for parent involvement (i.e. special ed open house) and strengthening the PPT/IEP process /data-based planning
- Review/revise the planning and placement team (PPT) process to strengthen and support parent engagement/participation as a valued member of the team
- Review/redefine the SPED-PAC to establish a parent-teacher organization that supports parent/teacher partnerships and improves the collaborative effort to improve parent engagement / networking, advocacy and training

Findings / Recommendations:

1. While the discontinuity and inconsistency of in both district and school-based leadership has had a negative impact on the effective development and delivery of special education programs and services; students with disabilities are receiving educational benefit evidenced in the development of IEP's, alignment with curriculum standards, specialized instruction and the collaboration with general education teachers. However, the failure to communicate and demonstrate a clear vision, structure and common purpose with parents and staff have resulted in a negative perception and a reactive us versus them climate within the Suffield school community.

2. The current level of administrative supervisory support for special education and related services and programs PreK-12 is insufficient in providing effective oversight of the PPT/IEP process, program development and supervision of staff. There is a need to hire an additional department supervisor for the secondary special education programs (6-12).

3. The district's collaboration / consultation services with The Center for Children with Special Needs (CCSN) to provide program development and consultative services for the ACHIEVE program was reviewed to develop a program transition plan to establish a framework / timeline for fading / reducing the CCSN consultative services and transitioning the provision of consultative and program support to the Suffield Public Schools. A reduction of one day of consultative support is recommended for the 2019/2020 school year. This is a projected reduction of $50,250 from the current CCSN contract. (See Appendix C)

4. The number of students in out of district placements has steadily increased over the past five years. While the total number/percentage of out of district placements has been lower than the state average/target, the number of unilateral parent placements has increased and currently represents 24% of the total number of students that are outplaced. This data indicates the district's efforts to avoid protracted litigation, and the need to develop a plan to examine and expand the delivery model and provision of in-district / intra-district programs and services within the least restrictive environment (LRE). (See Appendix B)

5. The highest number of referrals for out of district placements are secondary students identified with social, emotional and behavioral disorders. This coupled with a large number of risk referrals indicates the need to increase the staffing for SMS & SHS with a 1.0 BCBA to provide proactive/preventative behavioral intervention / support.

6. The number of students with speech/language disabilities at the preschool and elementary level (PreK-5), coupled with significant IEP needs and service hours indicate the need to provide staff support with a 1.0 speech & language pathologist assistant (SLPA) for the 2019-2020 school year.

7. There is a need to review and assess the district collaboration and collective practice to support and strengthen the integration between special ed and general ed. Specifically to examine / evaluate the district's SRBI model and the effectiveness of the tiered II & III interventions and to develop a professional development plan that provides collaborative and integrated training for both special ed and general ed staff.

Appendix A

Suffield Public Schools
Special Education Student Counts
as of January 1, 2019

School / Category	Special Ed
AWS Preschool	24
AWS (K-2)	53
MIS (3-5)	68
SMS (6-8)	59
SHS (9-12)	88
18-21(Transition at RISE Academy)	4
Outplaced students	21
Magnet student	1
Total	**318**

Special Education Disability Prevalence (In-district)					
Primary Disability Designation	**AWS (includes Preschool)**	**MIS**	**SMS**	**SHS**	**Totals**
01 - ID	1	1	0	2	4
02 – Hearing Impairments	2	1	0	0	3
03 – Speech/Lang Impairments	34	5	4	0	43
04 – Visual Impairments	0	1	0	0	1
05 – ED	0	3	1	18	22
06 – Orthopedic Impairments	0	0	0	0	0
07 - OHI	1	0	0	2	3
07A – OHI-ADD/ADHD	7	10	5	20	42
08 – Learning Disabilities	8	19	38	33	98
08A – SLD / Dyslexia	2	12	4	1	19
09 – Deaf – Blindness	0	0	0	0	0
10 – Multiple Disabilities	0	2	0	1	3
11 – Autism	13	14	7	11	45
12 - TBI	0	0	0	0	0
15 – Development Delay (3-5 year olds)	9	0	0	0	9
TOTALS	77	68	59	88	292

As of 1/1/19

Special Education Disability Prevalence (Out-of-district)			
Primary Disability Designation	**Outplaced students (21)**	**Magnet/Transition students (5)**	**Totals**
01 - ID	2	1	3
02 – Hearing Impairments	0	0	0
03 – Speech/Lang Impairments	0	0	0
04 – Visual Impairments	0	0	0
05 – ED	7	1	8
06 – Orthopedic Impairments	0	0	0
07 - OHI	2	2	4
07A – OHI-ADD/ADHD	2	0	2
08 – Learning Disabilities	1	1	2
08A – SLD / Dyslexia	0	0	0
09 – Deaf – Blindness	0	0	0
10 – Multiple Disabilities	1	0	1
11 – Autism	6	0	6
12 - TBI	0	0	0
15 – Development Delay (3-5 year olds)	0	0	0
TOTALS	21	5	26

As of 1/1/19

Disability Designation Guide:

- 01-Intellectually Disabled
- 02-Hearing Impairments
- 03-Speech / Language Impairments
- 04-Visual Impairments
- 05-Emotional Disturbance
- 06-Orthopedic Impairment
- 07-Other Health Impairments
- 7A-ADD / ADHD
- 08-Learning Disabilities
- 8A-Specific Learning Disabilities/Dyslexia
- 09-Deaf-Blindness
- 10-Multiple disabilities
- 11-Autism
- 12-Traumatic Brain Injury
- 15-Developmental Delay (3-5 yr olds)

Appendix B

Out of District (OOD) Placements Report – December, 2018						
School Year	**District Placement**	**Parent Placement**	**Increase / Decrease**	**Parent Placement %**	**% of SPS special ed total count**	**CT State % of OOD placements**
2010-2011	19	2	X	10%	7.4%	7.2%
2011-2012	22	2	+3	8%	7.7%	7.2%
2012-2013	18	3	-3	14%	6.8%	7.2%
2013-2014	12	3	-6	20%	6.8%	7.4%
2014-2015	14	3	+2	18%	6.4%	8.4%
2015-2016	17	6	+6	26%	4.7%	8.4%
2016-2017	20	5	+2	20%	6.6%	8.4%
2017-2018	19	6	0	24%	8%	X
2018-2019	22	7	+4	24%	9.3%	X

Findings:

- The number of students in approved private out of district placements is less than the state average and CSDE target for out of district placements.
- The number of students in out of district placements has steadily increased over the past five years (17 to 29).
- The number of students placed unilaterally by parents has increased significantly over the past five years (3 to 7).
- The number of current unilateral placements represents 24% of the total number of students in out of district placements.
- The number of unilateral placements indicates both the district's efforts to avoid protracted litigation and the need to develop a plan to examine and expand the delivery model and provision of in district/ intra-district programs/services.
- Note: The above data does not include four students currently enrolled in the RISE program in Windsor Locks this year and five students enrolled there last year.

Appendix C

Department of Special Services
ACHIEVE Program Transition Plan
January 14, 2019

The district's collaboration / consultation services with The Center for Children with Special Needs (CCSN) to provide program development and consultative services for the ACHIEVE program was reviewed to determine if our program planning and development was on target / schedule to:

a) Ensure continuity of services for student progression from across schools.
b) Developing staff skills and their capacity to independently execute and effectively maintain essential elements of the program

The ACHIEVE program has expanded over the past 2.5 years from PreK-2 to grades 3-5 and will transition to the middle school in the 2019-2020 school year. The ACHIEVE PreK team has met capacity development allowing for greater focus on establishing programs in grades 3-5 and planning for the expansion of the program at the middle school.

Upon review of the essential elements of maintaining continuity of services, and building system-wide capacity, the district in collaboration with CCSN developed a program transition plan to establish a framework/timeline for fading and reducing CCSN consultative services and transitioning the provision of consultants and proper support to the Suffield Public Schools.

A summary of the program vision/mission, current service structure and programs recommendations for 2019-2020 school year follow.

- **Program Vision & Mission**
    - The ACHIEVE program
        - The ACHIEVE program represents a constellation of services, with professionals and families working together as a team, designed to meet the highly individualized needs of students with complex neurodevelopmental disorders within their home community.
        - The program is structured to support high quality professional training and teaming in order to ensure that all students receive best practice services which are grounded in evidence-based approaches and built with ongoing family input as well as data collection and analysis to drive decision making.
        - At the professional training level, the program is designed to enable educators to expand their capacity to independently support all students by deploying a professional coaching model. This model is grounded in a professional consultation format which progressively expands the ability of the Suffield staff to function with fewer supports and utilize expert coaching efficiently and effectively.
        - The following themes represent the key programmatic elements active throughout each ACHIEVE team: sustainable services year to year, evidence-based, meaningful integration, student and family centered, and multi-disciplinary teaming and planning

- **Start-up, Program Launch, and Summary of Current Service Structure**
    - In 2015-2016 ACHIEVE program planning began with a collaborative program review with families, teachers, consultants, and district administration of the preschool and elementary services active within Suffield Public Schools.
        - During this work, Suffield staff worked collaboratively with the Center for Children with Special Needs (CCSN) consultation to review current services, define areas of programmatic needs, build the ACHIEVE program, and design the professional training model needed to prepare staff. Such reviews were reviewed with stakeholders throughout the Suffield community including parents and professional staff in a variety of forums.
        - A formal recommendation was made for consultation services with a plan for progressively building capacity among Suffield staff to independently execute and maintain essential programmatic elements. Consultation services were recommended to occur 4 days weekly with 2 days per month of senior consultation. Initial projections planned for this consultation to first emphasize preschool and early elementary services and then transfer progressively through grade levels to support as many students and families as possible while increasing evidenced-based capacity.
    - During the 2016-2017 school year the initial ACHIEVE teams started their work throughout the preschool and with 2 elementary teams at Spaulding Elementary

School (SES). This included a summer training institute and fall rollout of a new multidisciplinary teaming structure, ensuring collaboration among all special education and general education staff.

- CCSN consultation commenced with 4 days per week at SES and 2 days monthly for expert administrative consultation and program review/planning.
- During the initial year a new structure of parent meetings launched to allow families to participate frequently in individualized meetings to discuss their child's progress and next steps forward as well as in groups to provide feedback on the overall programming, learn about current plans for program growth, and help shape the program's vision.
- In addition to supporting the launch of programming at SES, administrative planning initiated for transition to McAlister Intermediate School (MIS) to meet goals for expanding program capacity and ensure continuity of services for students transitioning to MIS for the 2017-2018 school year.
    - Program planning completed successfully to support one ACHIEVE team to launch at MIS. This included extensive administrative planning with the MIS team, a whole staff meeting on the ACHIEVE program structure, ongoing professional development, and group and individual parent meetings.

- During the 2017-2018 school year the ACHIEVE teams expanded to include the first MIS team. The program maintained the professional training activities (e.g. summer institute, professional development days) and on the floor coaching with a stable level of program consultation. This marked an important transitional moment for capacity development, with the SES teams functioning with approximately ⅓ reduction in outside consultation from CCSN and programming maintained on a day to day basis by Suffield teams (special educators, related services, BCBA, general educators, paraeducators, administration). At this time the SES team began to transition to a higher level of expert consultative support to gradually transfer program implementation to the team while maintaining access to expert review and consultation to ensure the teams had the resources necessary to be successful.
    - Throughout the 2017-2018 school year, administrative planning expanded to prepare for a second team at MIS.
    - All program key elements maintain from the initial year, including individual and large group parent meetings in order to continue to gain input and feedback and ensure a high degree of program transparency.
- During the 2018-2019 school year the team again met capacity development and expansion goals with the launch of a second team at MIS and the further reduction of consultative supports, now reduced ⅔ from initial levels, at SES. The SES teams transitioned successfully through this process with continued access to support from Suffield administration and high level consultation for complex cases and system challenges.

- At this time, both elementary level SES teams are maintained on a day to day basis entirely by Suffield staff members (special educators, related services, BCBA, general educators, paraeducators, administration).
- This year also marked the beginning of programmatic transition planning for Suffield Middle School (SMS) in order to help ensure ongoing capacity development and continuity of services for all students. This work is ongoing at the time of this report with a number of program planning steps to be completed before the end of the 2018-2019 academic year.

- **Program Recommendations and Next Steps**

  - Initial recommendations for ongoing consultation to support sustainable capacity development have been built on a model of maintaining the consultative resources at a stable level in order to allows for effective training and efficient capacity building within each system.
    - Under the current model, SES would have reached sustainable day to day operations in 3 academic years and MIS would do so in 3 years as well.
      - This is consistent with, and in points surpasses, the initial projections offered by the collaborative Suffield and CCSN administrative teams in the 2015-2016 year for these locations.
      - Further, as program growth has proceeded extremely well, the teams are positioned to grow the middle and high school programming very efficiently (projections below). This is in part due to the rapid growth rate achieved by the current teams, allowing program development at middle and high school teams can proceed well ahead of large scale student transitions. Further, as many professional training activities have been conducted across all grade levels, important efforts to help improve the rate of program growth have already begun.

    - Building upon these projections, it is recommend that during the 2019-2020 school year that the district support appropriate efforts maintain and reasonably expand high quality evidenced-based programming, including ongoing capacity development at SES and MIS and a program launch at the middle level. This should include one middle level ACHIEVE team supporting, minimally, those students graduating to SMS during this year and, optimally, supporting other learners active within the SMS community who could benefit from accessing ACHIEVE program elements.
      - This progression will mark another important progression in building system-wide capacity with another reduction of consultative supports from SES and the first reductions at

MIS. The SES system (preschool through elementary levels) would be maintained on a day to day basis entirely by Suffield staff members (special educators, related services, BCBA, general educators, paraeducators, administration). The MIS teams, similar to the 2017-2018 school year at SES, would begin engaging full day to day program implementation independently with projections to complete this work by the end of the 2019-2020 school year. Both teams would maintain access to administrative support and expert consultation for complex cases and system issues on a monthly basis.

- **Capacity building and transition planning forward: 2020-2021 and beyond**
    - With program consultation rates maintained at current levels, day to day consultation within both MIS and SES is expected to be completed and program programming launched and implemented at SMS by the end of the 2019-2020 school year. In addition administrative planning should commence for program development at Suffield High School (SHS), and a potential pilot team for the 2020-2021 school year.
    - If program development and consultation efforts are supported at present levels, consultation would be recommended to move entirely to SMS and SHS during the 2020-2021 school year with day to day programming maintained entirely by Suffield staff members (special educators, related services, BCBA, general educators, paraeducators, administration) at SES and MIS.
    - Following this, and providing that appropriate internal staff are provided for all programs, day to day consultation support may begin to fade in the 2021-2022 school year, which would mark year 6 of program implementation. Formal recommendations for this process should be informed in a contemporary fashion based on program needs and data at that time; however, a potential reduction of consultation by 50% of day to day support should be considered. From this point, full transition to programming maintained day to day entirely by by Suffield staff members (special educators, related services, BCBA, general educators, paraeducators, administration) would be established. The teams should also consider whether periodic expert coaching and administrative consultation would be useful at a professional training level.

- The above review and recommendations are made based upon a stable level of program consultation support to Suffield Public Schools. A reduction has been proposed for consideration. Importantly, it is important to consider the impact of a reduction on the capacity development progress and transition timelines.
    - With a reduction of one day of consultation support a projection for total contract cost would be $251,350, $50,250 reduced from the current contract
    - The impact of this reduction would allow professional training (e.g. summer training seminars, PD days) efforts to maintain but would require a reallocation of day to day on the floor training and consultative support. In order to ensure

appropriate continuity for MIS, a slower progression of program building at SMS would be expected. This would still allow meaningful gains to be achieved but the timelines for capacity development should be carefully reviewed and adjusted as needed. For example, the above projection for SHS may roll out later on than had been projected above.

Appendix D

Annual Performance Report on Connecticut's State Performance Plan

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Suffield School District

2016-2017 School Year
Publication Date: July 2018

IDEA 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
1.	Increase Graduation Rate with a Standard H. S. Diploma (2015-16)		72.0%	72.9%	☐		☐	☑
2.	Decrease H. S. Dropout Rate (2015-16)		***	13.6%	☐		☐	☐
3.	Improve Participation and Performance on Statewide Assessments				*(Numerator > 5; Denominator >19)*			
	B. Participation Rate							
	Grades 3-8	ELA	91.06%	95.00%	☐	☑	☐	☐
		Math	89.43%		☐	☐	☑	☐
	Grade 11	ELA	92.59%		☐	☑	☐	☐
		Math	92.59%		☐	☑	☐	☐
	C. Proficiency Rate							
	Grades 3-8	ELA	20.54%	18.00%	☑			☐
		Math	13.64%	12.50%	☑			☐
	Grade 11	ELA	36.00%	20.50%	☑			☐
		Math	***	9.50%	☐			☐
4.	A. Decrease 10+ Days Out-of-School (OOS) Suspension Rate (2015-16)		0.00%	1.00%	☑	☐	☐	☐
	B. Eliminate Significant Discrepancy in 10+ Days OOS Suspension Rates		Met Target	0 Areas*	☑			☐
5.	Increase Placement and Time with Nondisabled Peers (TWNDP)							
	A. Increase Regular Class Placement		73.33%	68.00%	☑	☐	☐	☐
	B. Decrease Separate Class Placement		2.35%	6.10%	☑		☐	☐
	C. Decrease Placements in Separate Schools, Residential or Other Settings		6.67%	8.40%	☑		☐	☐

SPP Indicator	District 2016-17 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	85.00%	77.50%	☑	☐	☐	☐
B. Decrease Segregated Placements	0.00%	11.00%	☑		☐	☐
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		55.50%	☐			☑
Use of Knowledge and Skills	100.00%	64.50%	☑			☐
Appropriate Behaviors to Meet Needs	80.00%	51.00%	☑			☐
B. The percent of preschool children who were functioning within age expectations by the time they exited the program						
Positive Social-Emotional Skills	81.82%	51.50%	☑			☐
Use of Knowledge and Skills	90.91%	31.50%	☑			☐
Appropriate Behaviors to Meet Needs	72.73%	25.00%	☑			☐
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*	☑			☐
10. Eliminate Disproportionate Representation by Disability as a Result of Inappropriate Identification	0 Areas	0 Areas*	☑			☐
11. Determine Eligibility in Accordance with State Established Timelines	100.00%	100%*	☑	☐	☐	☐
12. Transition: IEPs by Age 3	100.00%	100%*	☑	☐	☐	☐
13. Develop Transition Goals and Services	100.00%	100%*	☑	☐	☐	☐
14. Increase Postsecondary Employment and Education	**Survey data reported on CSDE Web site: Special Education Publications**					
General Supervision Noncompliance corrected within 1 year	Met Target	100%*	☑			☐
Timely and Accurate Reporting	Met Target	100%*	☑			☐
Alternate Assessment Participation (ESSA)	0.5%	1.00%	Met Target			

Indicates IDEA Compliance Indicator

****Unless otherwise indicated, all data represent the 2016-17 school year***

*****The data are suppressed to ensure confidentiality.***

For questions regarding this District's APR contact: Natalie Donais at 860-668-3801

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