

P.J., ET AL.

v.

STATE OF CONNECTICUT, BOARD OF EDUCATION, ET AL.

**ID FOCUSED MONITORING
TWENTY-FOUR (24)
DISTRICTS' DATA OUTCOMES
AND
SELF-ASSESSMENT REPORTS
JUNE 2005**

**APPENDIX TO:
FOURTH ANNUAL REPORT
JUNE 30, 2005**

By:

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Prepared By:

**DIVISION OF TEACHING AND LEARNING PROGRAMS AND
SERVICES**

BUREAU OF SPECIAL EDUCATION

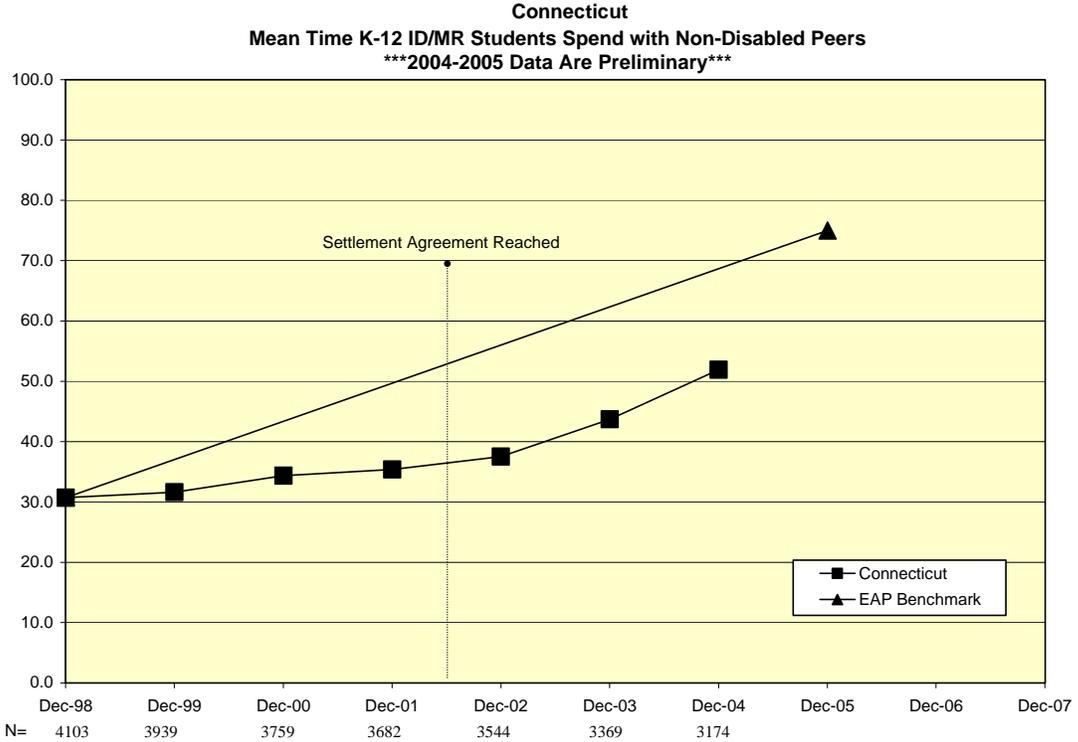
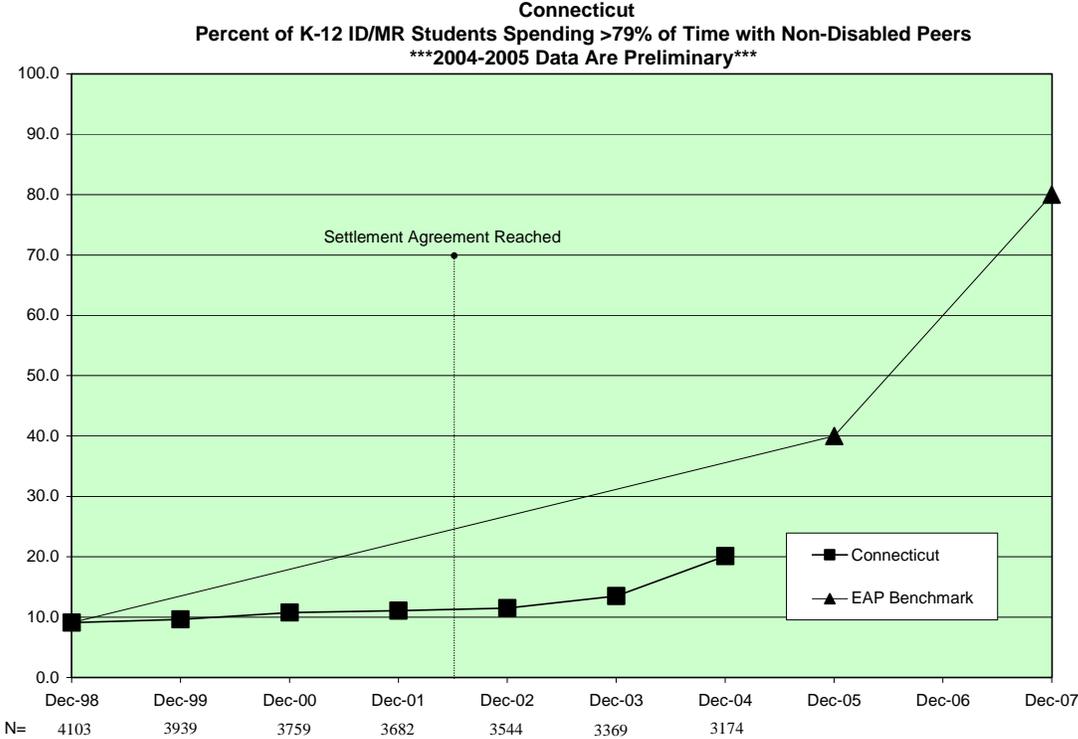
INTRODUCTION

This appendix was prepared to accompany the **Fourth Annual Report-June 30, 2005**, as a compilation of the data on the twenty-four ID Focused Monitoring Districts from December 1998 through June 2005. Data on each of the LRE goals of the Settlement Agreement are provided here in table and graph form.

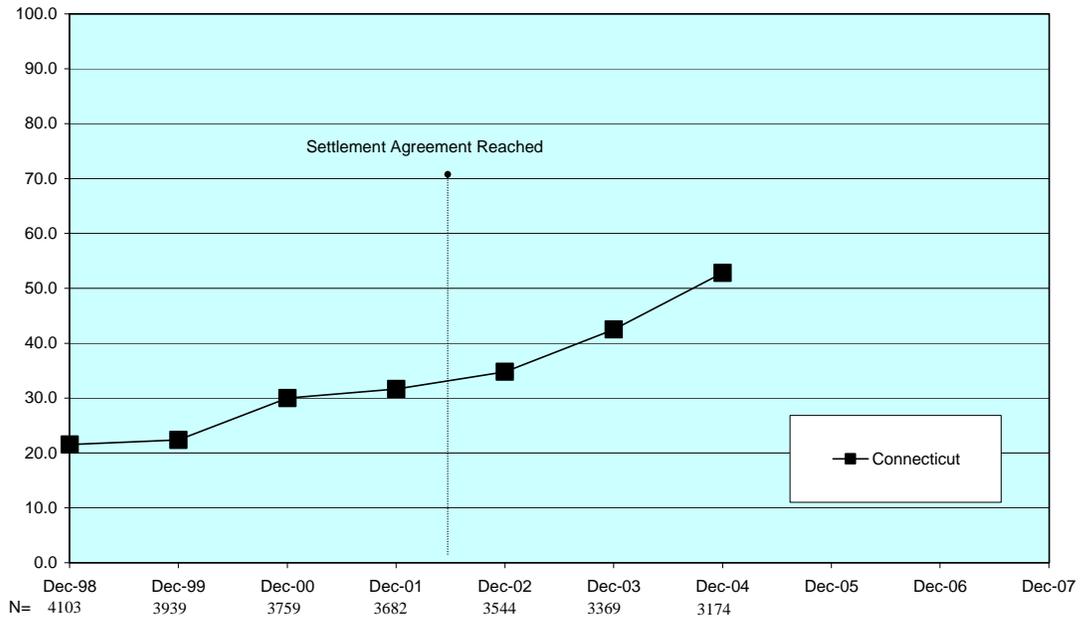
Prior to the individual district chapters is a statewide display of data for the LRE goals. Following this is a comparison chart of the twenty-four districts to the other 145 districts on the LRE goals of the Settlement Agreement.

Highlights of the districts' end of the year Self-Assessment reports immediately precede the district chapters. These summaries address three of the questions asked of each district during the self-assessment:

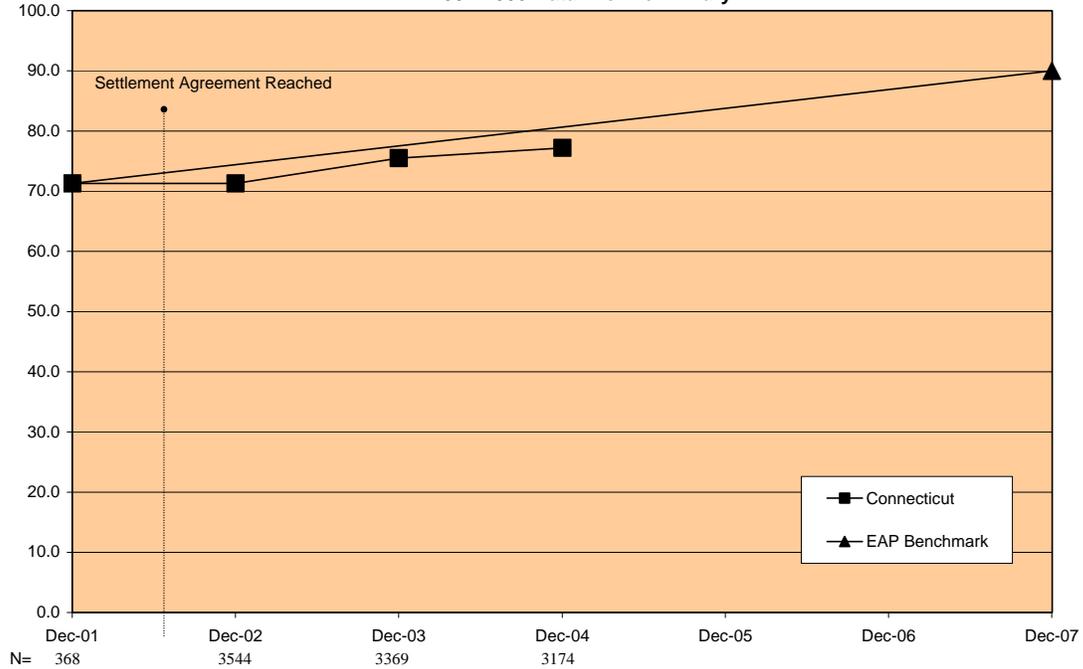
- What action had the most significant impact?
- What was the greatest success?
- What was the greatest challenge?

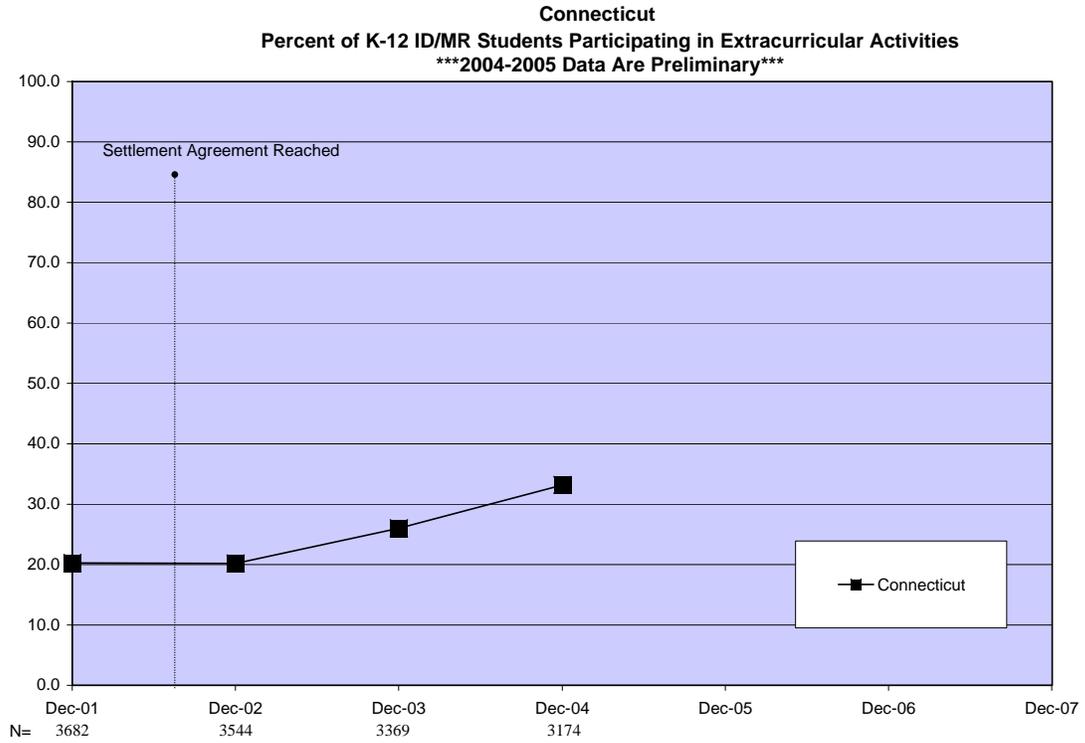


Connecticut
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



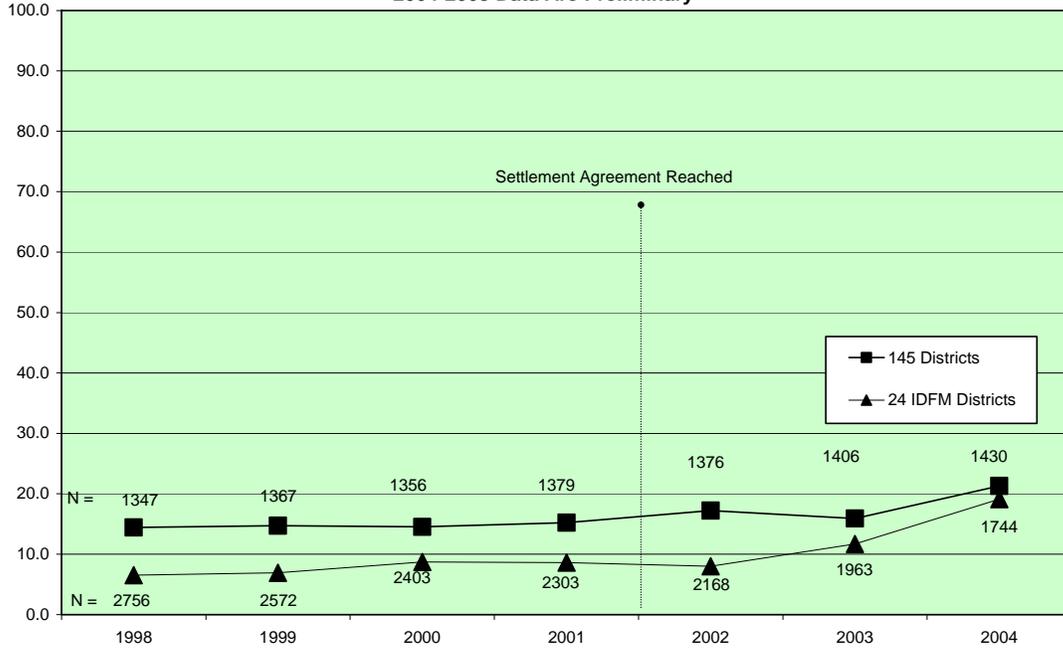
Connecticut
Percent of K-12 ID/MR Students Attending Home School
*****2004-2005 Data Are Preliminary*****



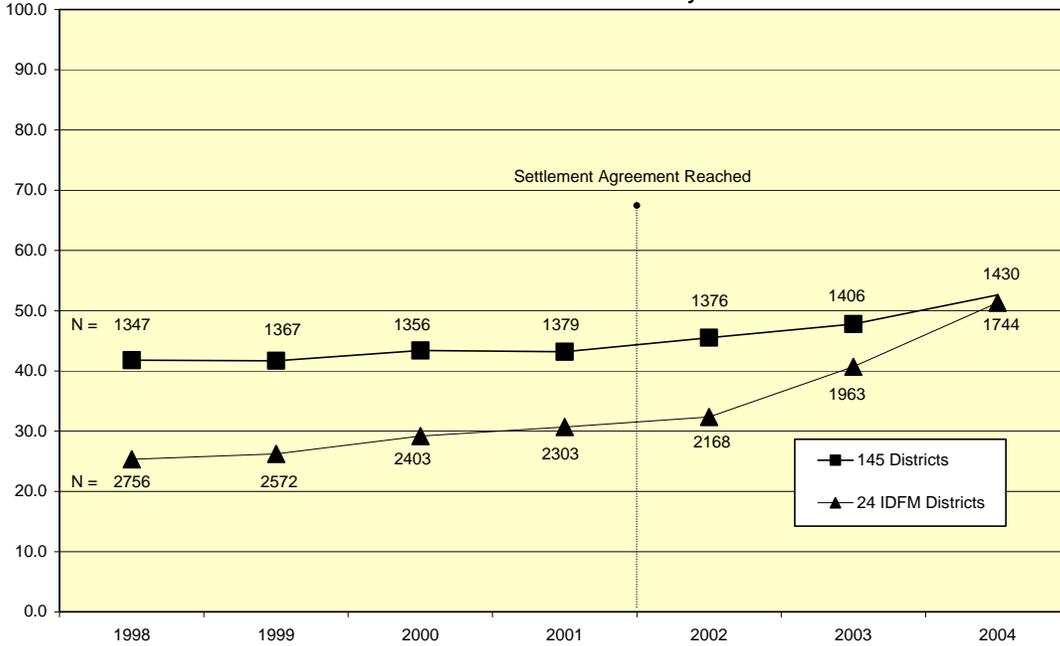


24 IDFM DISTRICTS vs. 145 DISTRICTS

Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
24 LRE Districts versus 145 Remaining Districts
*****2004-2005 Data Are Preliminary*****

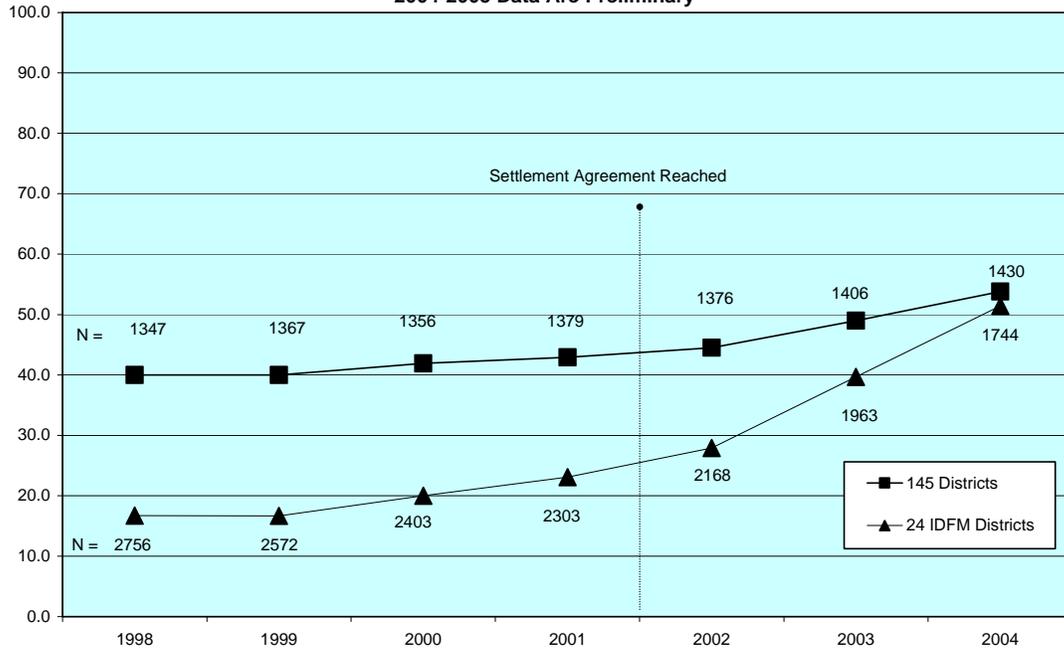


Mean Time K-12 ID/MR Students Spend with Non-Disabled Peers
24 LRE Districts versus 145 Remaining Districts
*****2004-2005 Data Are Preliminary*****

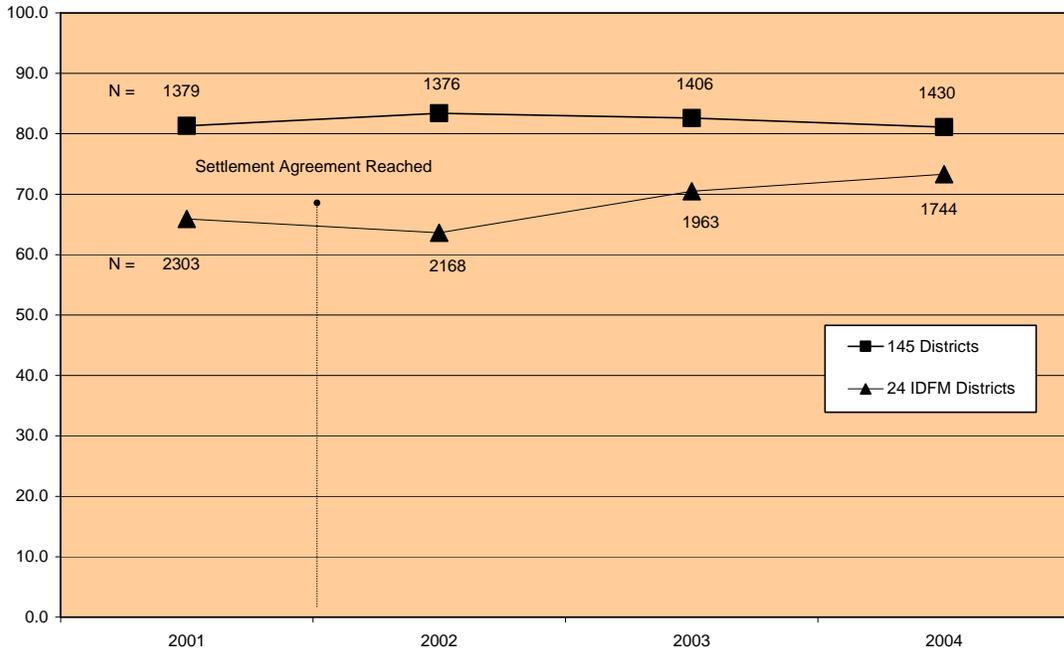


24 IDFM DISTRICTS vs. 145 DISTRICTS

Median Time K-12 ID/MR Students Spend with Non-Disabled Peers
24 LRE Districts versus 145 Remaining Districts
*****2004-2005 Data Are Preliminary*****

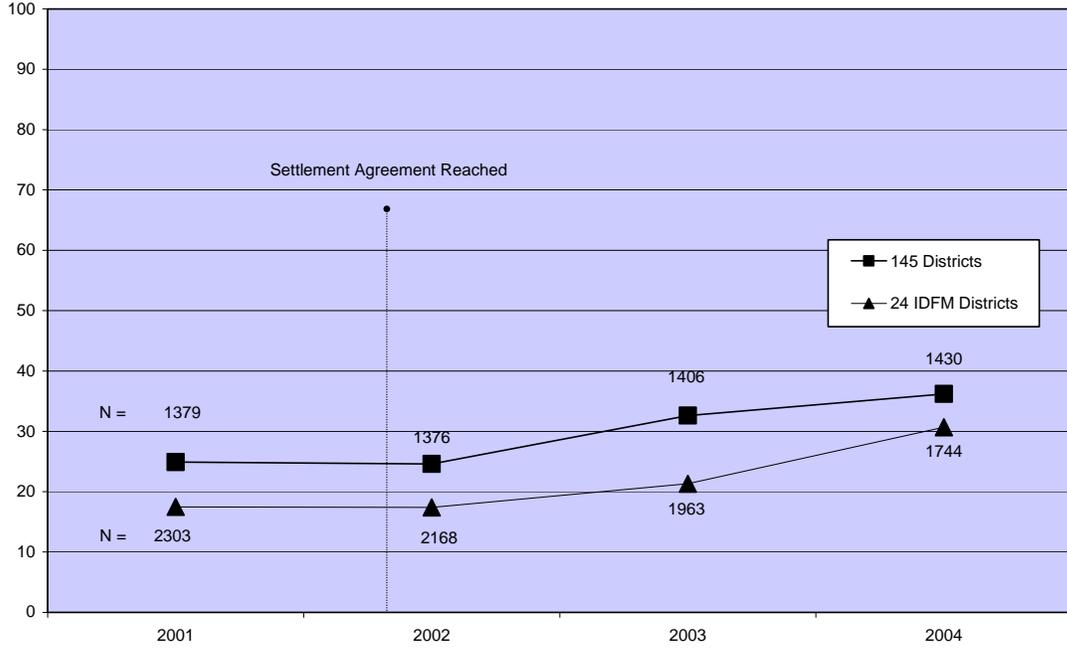


Percent of K-12 ID/MR Students Attending Their Home School
24 LRE Districts versus 145 Remaining Districts
*****2004-2005 Data Are Preliminary*****



24 IDFM DISTRICTS vs. 145 DISTRICTS

Percent of K-12 ID/MR Students Participating in Extracurricular Activities
24 LRE Districts versus 145 Remaining Districts
2004-2005 Data Are Preliminary



FOURTH ANNUAL REPORT- JUNE 30, 2005
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CIVIL ACTION NO.: 291CV00180 (RNC)

**ANSONIA
PUBLIC SCHOOLS**

Ansonia Demographics

*2004-2005 Academic Year

Total Student Population	2,755
Total Special Education Population	322

Number of Schools:	
Preschool	1
Elementary	2
Middle	1
High School	1
Alternative	0

ERG:	H
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K-12 ID/MR Count by Year	
December 1998	23
December 1999	22
December 2000	20
December 2001	25
December 2002	26
December 2003	26
March 2004	25
June 2004	23
December 2004	21
March 2005	22
June 2005	20

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	15.2%
Mean TWNDP Dec. 1999	8.5%
Mean TWNDP Dec. 2000	19.6%
Mean TWNDP Dec. 2001	31.8%
Mean TWNDP Dec. 2002	33.9%
Mean TWNDP Dec. 2003	38.9%
Mean TWNDP March 2004	42.3%
Mean TWNDP June 2004	47.4%
Mean TWNDP Dec. 2004	53.1%
Mean TWNDP March 2005	55.2%
Mean TWNDP June 2005	61.4%

Median TWNDP Dec. 1998	0.0%
Median TWNDP Dec. 1999	0.0%
Median TWNDP Dec. 2000	0.0%
Median TWNDP Dec. 2001	27.3%
Median TWNDP Dec. 2002	36.7%
Median TWNDP Dec. 2003	42.4%
Median TWNDP March 2004	42.4%
Median TWNDP June 2004	42.8%
Median TWNDP Dec. 2004	43.6%
Median TWNDP March 2005	43.6%
Median TWNDP June 2005	57.6%

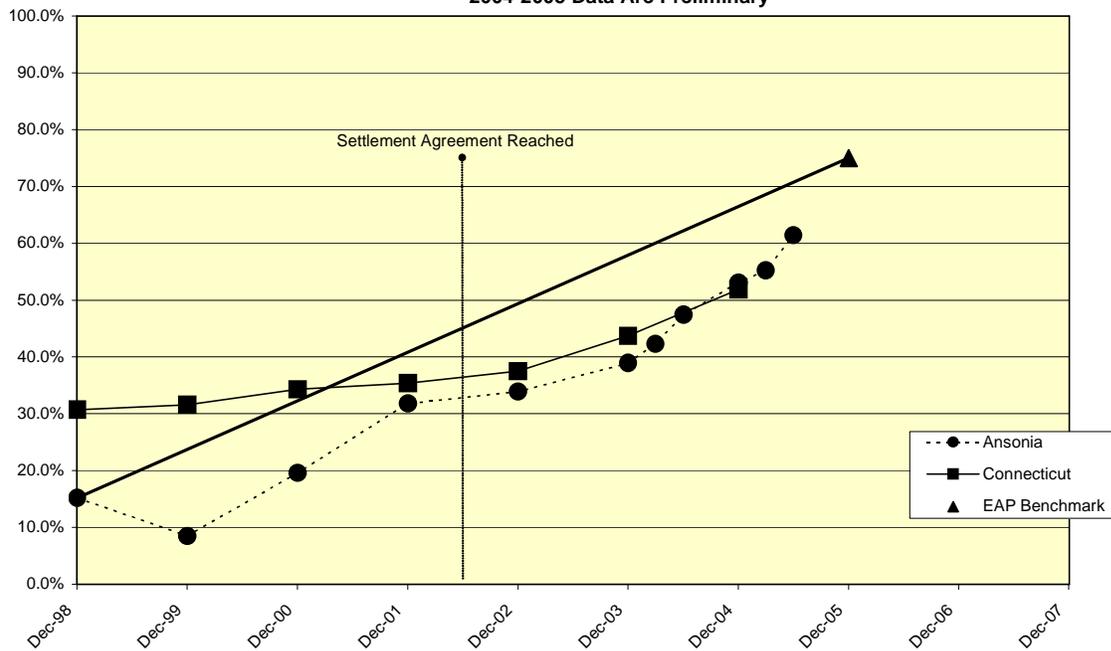
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**ANSONIA
 PUBLIC SCHOOLS**

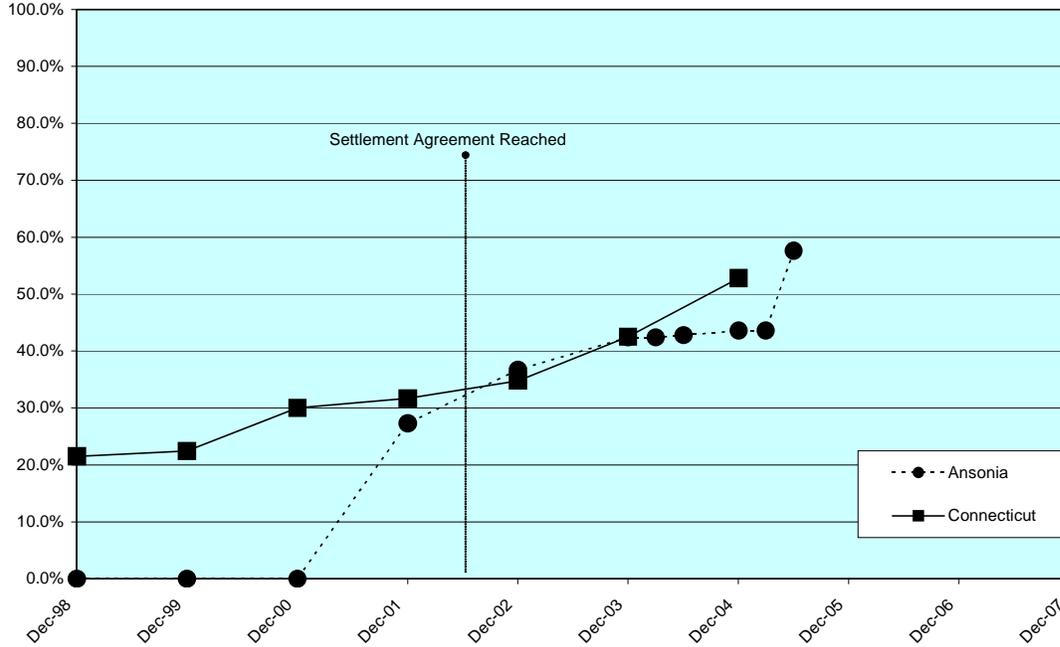
Regular Class Placement Dec. 1998	13.0%
Regular Class Placement Dec. 1999	4.5%
Regular Class Placement Dec. 2000	5.0%
Regular Class Placement Dec. 2001	16.0%
Regular Class Placement Dec. 2002	0.0%
Regular Class Placement Dec. 2003	3.8%
Regular Class Placement March 2004	4.0%
Regular Class Placement June 2004	13.6%
Regular Class Placement Dec. 2004	28.6%
Regular Class Placement March 2005	31.6%
Regular Class Placement June 2005	40.0%

Ansonia
Mean Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary

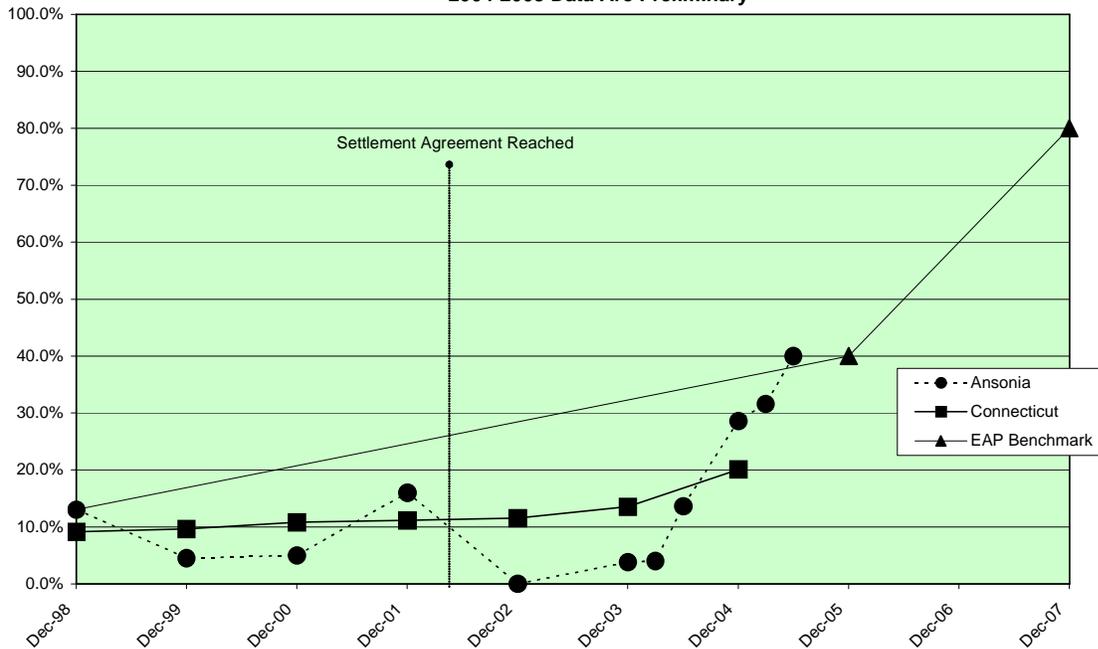


**ANSONIA
PUBLIC SCHOOLS**

Ansonia
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



Ansonia
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



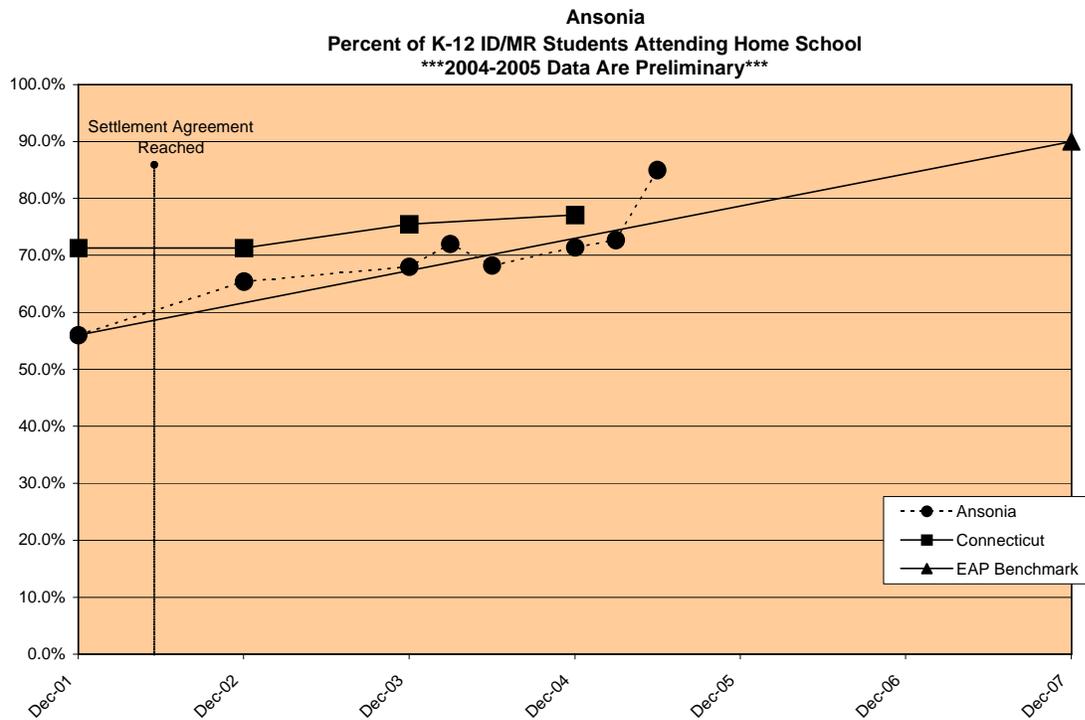
**ANSONIA
PUBLIC SCHOOLS**

As of June 2005, the mean TWNDP in Ansonia was 61.4% and the median was 57.6%. The mean increased by 14.0% and the median TWNDP increased by 14.8% over the mean and median reported in June 2004 (47.4% and 42.8%, respectively). In June 2004, Ansonia reported that 13.6% of students with ID were placed in a regular class setting. As of June 2005, Ansonia reports that 40.0% of the students in that district are placed in a regular class setting. Ansonia's mean and median TWNDP and percent placed in a regular class setting are all above the December 2004 statewide mean and percent placed in a regular class setting.

**ANSONIA
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	56.0%
Percent Attending Home School Dec. 2002	65.4%
Percent Attending Home School Dec. 2003	68.0%
Percent Attending Home School March 2004	72.0%
Percent Attending Home School June 2004	68.2%
Percent Attending Home School Dec. 2004	71.4%
Percent Attending Home School March 2005	72.7%
Percent Attending Home Schoo June 2005	85.0%



As of June 2005, 85.0% of the students in Ansonia are attending their home school. This is a 16.8% increase over the percent reported in June 2004 (68.2%). Ansonia's home school attendance rate as of June 2005 is above the December 2004 statewide percentage of students attending their home school.

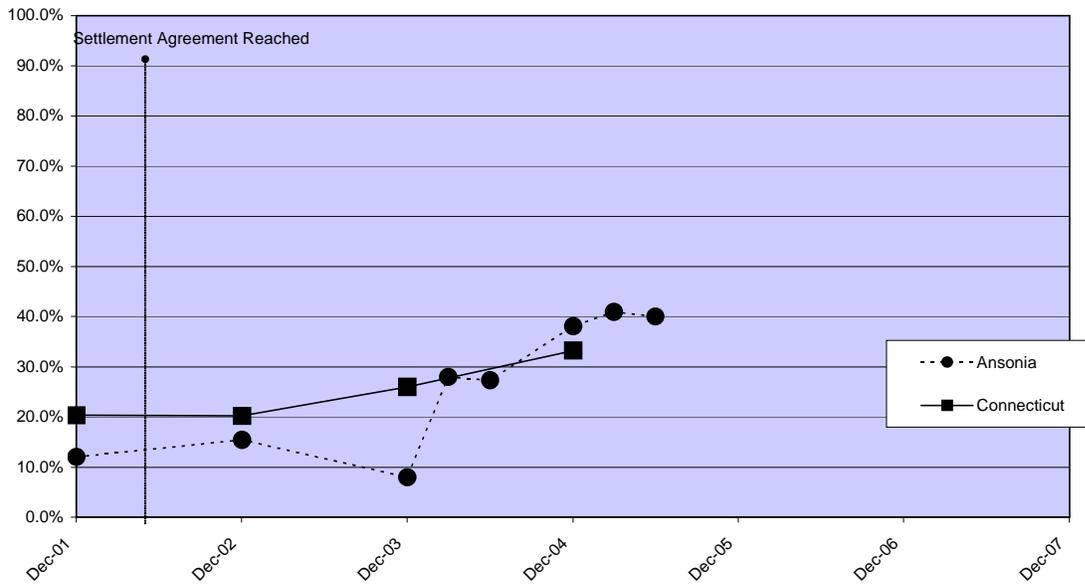
**ANSONIA
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	12.0%
Percent Participating in Extra Curricular Activities Dec. 2002	15.4%
Percent Participating in Extra Curricular Activities Dec. 2003	8.0%
Percent Participating in Extra Curricular Activities March 2004	28.0%
Percent Participating in Extra Curricular Activities June 2004	27.3%
Percent Participating in Extra Curricular Activities Dec. 2004	38.1%
Percent Participating in Extra Curricular Activities March 2005	40.9%
Percent Participating in Extra Curricular Activities June 2005	40.0%

Ansonia

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



The extracurricular participation rate reported by Ansonia in June 2005 (40.0%) was 12.7% greater than that reported in June 2004 (27.3%). The percentage students participating in extracurricular activities in Ansonia as of June 2005 is slightly higher than the percentage of students participating in extracurricular activities statewide as of December 2004.

ANSONIA

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district’s target for this goal?
<i>Repeat of SBPP</i>	Provided guide for strategic planning
<i>Individualized TA –focused on classrooms, specific teachers & paras, teacher interview & selected Sharon Golder (jo-embedded training) needed to spend time building rapport, reduced anxiety, misunderstanding)</i>	Teachers are more receptive Change in staff attitudes
<i>Scheduling for expanded inclusive programming</i>	Reduced numbers of special education students in “inclusion” classes
<i>Developed structure for building capacity– PPTs have occurred, separate classes have been reduced, teachers roles are changing</i>	Expanded inclusive programming ready for September
<i>Teachers using standards based curriculum to create differentiated lessons</i>	Teachers are better able to plan DI and not just for ID population Math & literacy consultants working with teachers to differentiate instruction
<i>Hired district wide behavioral consultant to set up structure and provide TA for teachers</i>	Students (ID & other) are more successful in the classroom
<i>Collaborative with Disability Resource Network</i>	Provided transitional services for students- job training support Student/Family support program, with social events with non-disabled peers

Goal area: Regular class placement

<i>Creation of Learning of Communities at Mead School</i>	100% placement in GE classroom
<i>LRE action Planning Team met regularly, reviewed data, developed building based plans</i>	Increased placement in GE classroom

<i>Administrators support inclusion initiative.</i>	Increased placement in GE classroom
<i>Teachers working with level of support to meet needs</i>	Student placement more flexible and based on student's needs rather than teachers' needs.

Goal area: Attends home school

<i>4 full-time, 1 part-time student to come back in September from out of district placement</i>	Since structures, schedule & plan is done- the return will be easier& more successful
<i>LRE action planning team has met on a monthly basis (administration from every school, general education, special education staff, school psychologist, behavioral consultant, occupational therapist speech and language pathologists, special education director and assistant superintendent all participate)</i>	Everything is generated by this group. Enhanced communication and building based follow through. Provides increased focus. Issue is in the forefront all the time
<i>LRE initiative is addressed at every Administrative Council Meeting and every BOE meeting.</i>	Constant awareness of the issue.
<i>Parents are receiving more support with help of Collaborative with Disability Resource Network</i>	Parents are much more cooperative, have higher levels of trust,

Goal area: Extra curricular participation

<i>Collaborative with Disability Resource Network runs a monthly recreation program, Integrated with non-disabled peers</i>	Has increased amount of time in EC activities
<i>Shift in attitudes about student participation in after school activities</i>	
<i>Active recruitment of students with disabilities for extra-curricular activities.</i>	Increased participation

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Middle School will have 100% GE placement
- Creation of inclusive programming for up coming High School students with disabilities
- Will provide increased resources to High School to expand inclusive programming at that level.
- Major focus on TA and resources
- Provide community-based transition services through a collaboration in DRN

- Continue monthly LRE Action Planning Team meetings
- Professional development will be provided for:
 - paraprofessionals
 - unified arts
 - handling difficult behaviors
 - conducting (functional behavioral assessments) FBAs & developing IEPs

Regular class placement

- Middle School will have 100% GE placement
- DI and responsible inclusive practice will be addressed via teacher evaluation system
- Continuing coaching and job-embedded PD at all buildings

Attending home school

- Continued TA at all buildings

Extra curricular participation

- No response

What was your greatest challenge?

- Including general education in the process in a meaningful way, and having their role more clearly identified.
- Creating a “paradigm shift”
- GE “Having an important role” ← → SE “Letting go of control”
- Moving away from “generic” IEPs written with more program in mind than student

What was your greatest success?

- Increase in regular class placement as result of administrator and inter-disciplinary buy-in, and willingness to do what is necessary to support each child.

What action had the most significant impact? (and what was its impact?)

- General education took ownership of this issue. Principals made key decisions for their buildings.
- Systemic shift towards focus on better instruction and curriculum being accessible to all children
- Unified focus by central office, and building administration toward building capacity and understanding.
- Focused efforts of the LRE Action Planning Team.

**BRIDGEPORT
PUBLIC SCHOOLS**

Bridgeport Demographics

*2004-2005 Academic Year

Total Student Population	22,664
Total Special Education Population	2,658

Number of Schools:	
Preschool	17
Elementary	30
Middle	13
High School	3
Alternative	1

ERG:	I
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K-12 ID/MR Count by Year	
December 1998	523
December 1999	485
December 2000	334
December 2001	252
December 2002	198
March 2003	197
June 2003	176
December 2003	183
March 2004	178
June 2004	166
December 2004	149
March 2005	152
June 2005	153

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	25.0%
Mean TWNDP Dec. 1999	24.7%
Mean TWNDP Dec. 2000	25.7%
Mean TWNDP Dec. 2001	24.5%
Mean TWNDP Dec. 2002	34.0%
Mean TWNDP March 2003	36.1%
Mean TWNDP June 2003	42.3%
Mean TWNDP Dec. 2003	45.2%
Mean TWNDP March 2004	43.8%
Mean TWNDP June 2004	44.2%
Mean TWNDP Dec. 2004	43.3%
Mean TWNDP March 2005	43.3%
Mean TWNDP June 2005	56.3%

Median TWNDP Dec. 1998	16.1%
Median TWNDP Dec. 1999	16.1%
Median TWNDP Dec. 2000	18.8%
Median TWNDP Dec. 2001	18.8%
Median TWNDP Dec. 2002	18.8%
Median TWNDP March 2003	18.8%
Median TWNDP June 2003	39.1%
Median TWNDP Dec. 2003	40.0%
Median TWNDP March 2004	43.3%
Median TWNDP June 2004	48.4%
Median TWNDP Dec. 2004	43.4%
Median TWNDP March 2005	43.3%
Median TWNDP June 2005	59.3%

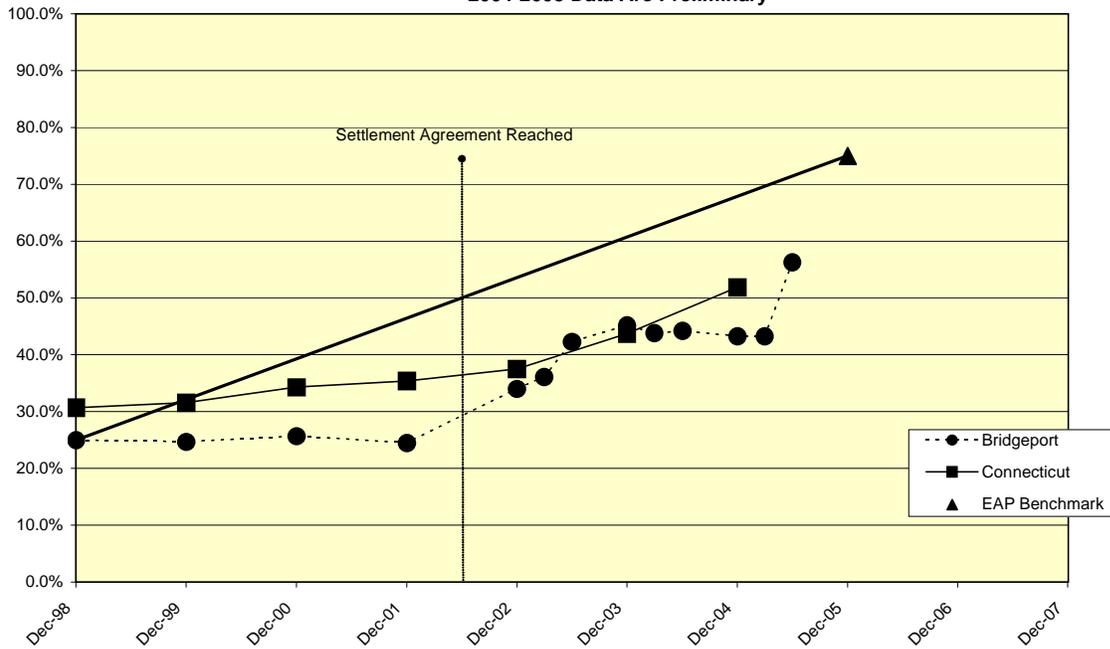
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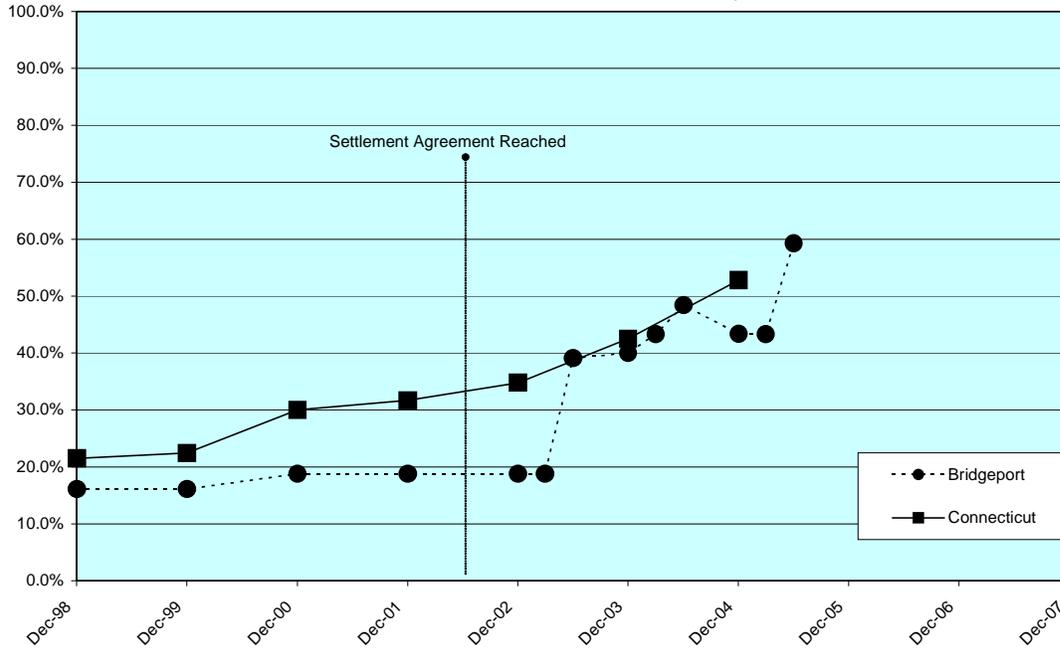
Regular Class Placement Dec. 1998	4.2%
Regular Class Placement Dec. 1999	3.3%
Regular Class Placement Dec. 2000	2.4%
Regular Class Placement Dec. 2001	1.2%
Regular Class Placement Dec. 2002	9.6%
Regular Class Placement March 2003	10.7%
Regular Class Placement June 2003	13.1%
Regular Class Placement Dec. 2003	14.2%
Regular Class Placement March 2004	11.2%
Regular Class Placement June 2004	9.7%
Regular Class Placement Dec. 2004	12.8%
Regular Class Placement March 2005	13.2%
Regular Class Placement June 2005	46.4%

Bridgeport
Mean Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary

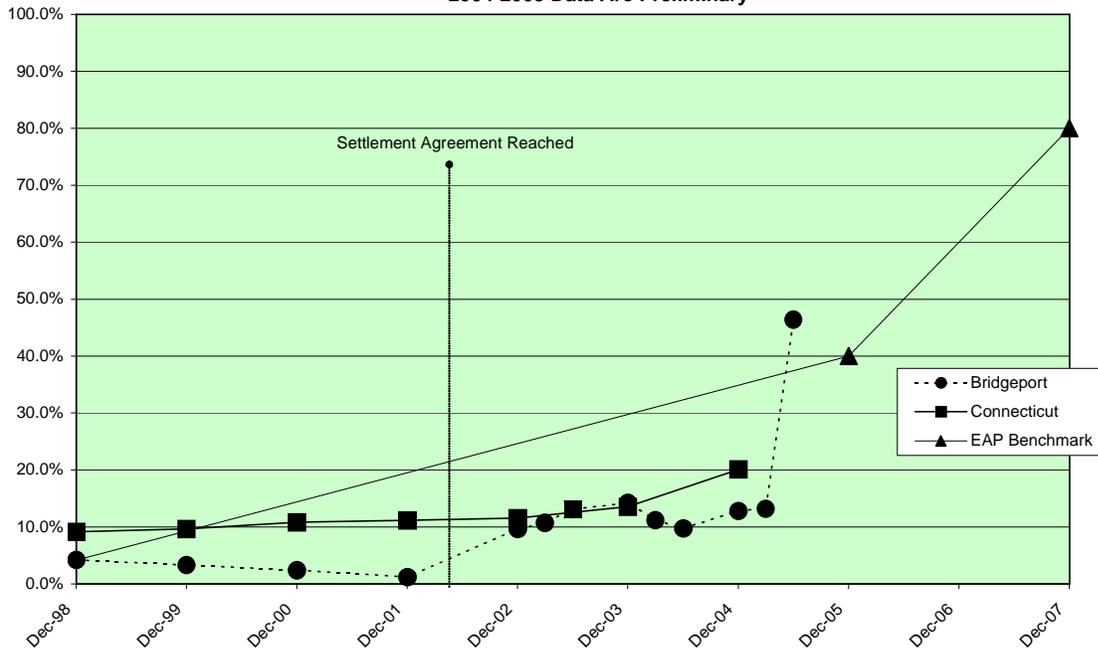


**BRIDGEPORT
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Bridgeport
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



Bridgeport
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



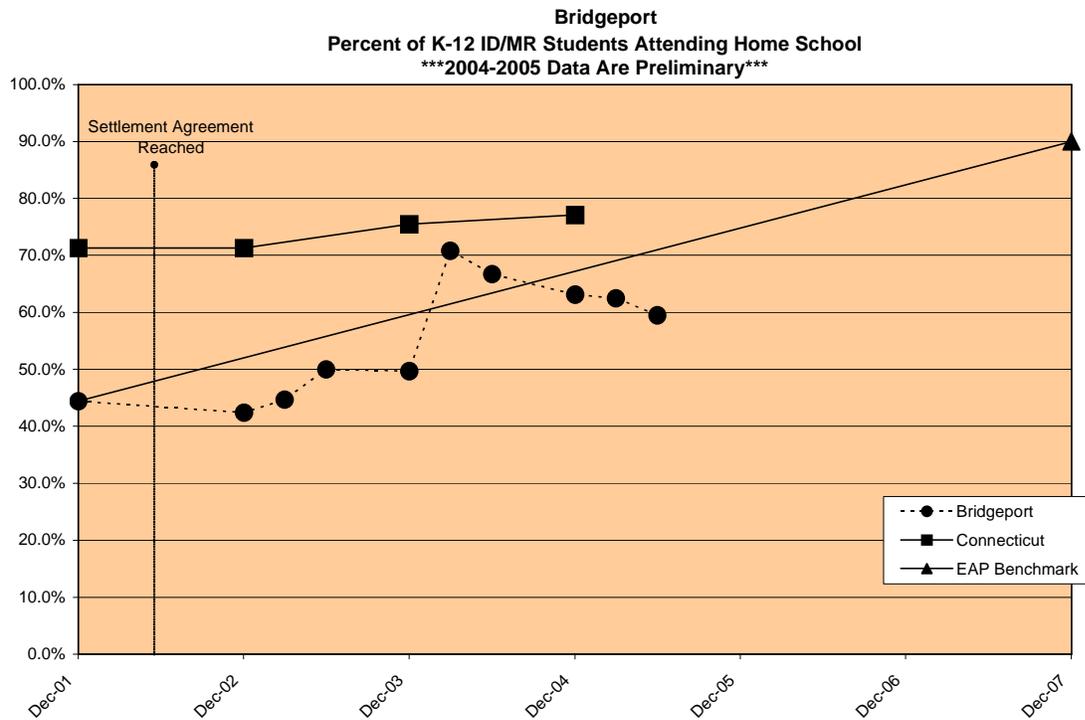
**BRIDGEPORT
PUBLIC SCHOOLS**

The most recent data for Bridgeport collected in June of 2005 reveals a 12.1% increase in mean TWNDP for students with ID over the mean TWNDP reported in June 2004 (from 44.2% to 56.3%). Median also increased by 16.0% over this same span of time. The percent of students placed in regular class settings as of June 2005 (46.4%) represents a 36.7% increase over the percent reported in June 2004. Bridgeport's mean and median TWNDP as well as percent of students placed in regular class exceed the state figures reported in December 2004.

**BRIDGEPORT
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	44.4%
Percent Attending Home School Dec. 2002	42.4%
Percent Attending Home School March 2003	44.7%
Percent Attending Home School June 2003	50.0%
Percent Attending Home School Dec. 2003	49.7%
Percent Attending Home School March 2004	70.8%
Percent Attending Home School June 2004	66.7%
Percent Attending Home School Dec. 2004	63.1%
Percent Attending Home School March 2005	62.5%
Percent Attending Home School June 2005	59.5%



Bridgeport saw a 7.2% decrease in home school attendance between June 2004 and June 2005 (from 66.7% to 59.5%). Bridgeport remains below the December 2004 statewide home school attendance rate.

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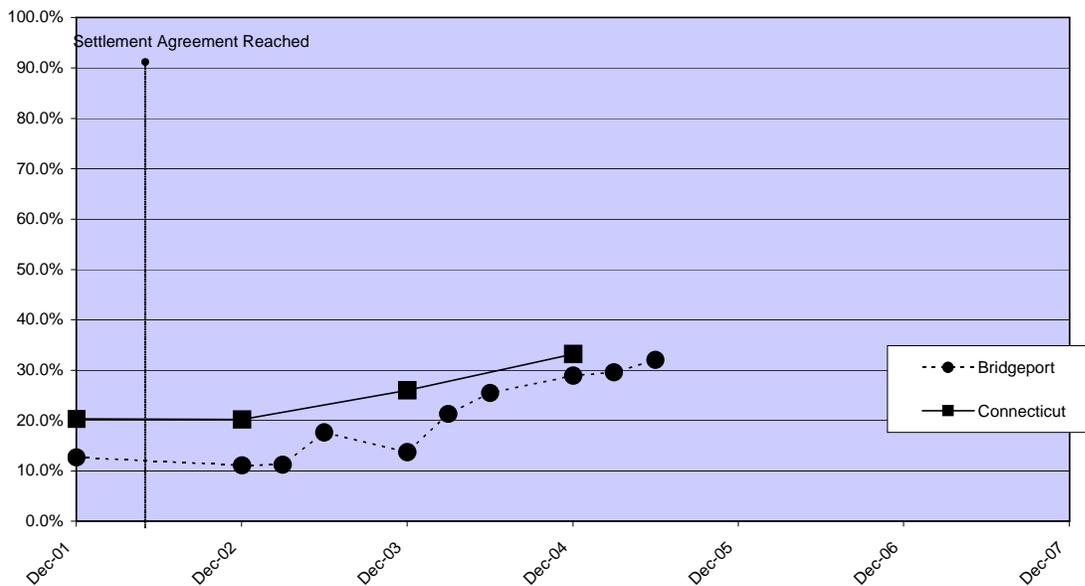
**BRIDGEPORT
 PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	12.7%
Percent Participating in Extra Curricular Activities Dec. 2002	11.1%
Percent Participating in Extra Curricular Activities March 2003	11.2%
Percent Participating in Extra Curricular Activities June 2003	17.6%
Percent Participating in Extra Curricular Activities Dec. 2003	13.7%
Percent Participating in Extra Curricular Activities March 2004	21.3%
Percent Participating in Extra Curricular Activities June 2004	25.5%
Percent Participating in Extra Curricular Activities Dec. 2004	28.9%
Percent Participating in Extra Curricular Activities March 2005	29.6%
Percent Participating in Extra Curricular Activities June 2005	32.0%

Bridgeport

Percent K-12 ID/MR Students Participating in Extracurricular Activities
 2004-2005 Data Are Preliminary



Bridgeport reported a 6.5% increase in the percentage of students participating in extracurricular activities between June 2004 (25.5%) and June 2005 (32.0%). As of June 2005, Bridgeport's extracurricular participation rate is below the December 2004 statewide extracurricular participation rate.

BRIDGEPORT

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Increased the number of co-taught classrooms</i>	Increase regular participation
<i>Increased level of support to students with IEPs, including students with ID in general education classrooms (facilitated support)</i>	Helped staff to see the possibility of students being successful with increased general education class time
<i>Establishment of the role of LRE Facilitator</i>	Meeting goal for regular class placement Coordinated effort for the initiative
<i>Used Stetson & Associates to provide PD on scheduling at all three high schools, Guidance, and master scheduler</i>	Increased opportunities for TWNDP Increase awareness of guidance, master scheduler, general educators that is it possible
<i>All schools have completed the surveys for the SBPP</i>	Awareness of the factors around LRE
<i>Provide substitutes for teachers' attending PD</i>	Building awareness of the initiative and capacity
<i>Provide support to schools to assist them in developing a repertoire of strategies (differentiated instruction) for meeting the needs of students with disabilities in the general education curriculum.</i>	Built capacity for general educators to develop accommodations and modifications
<i>Provide training in SBPP to curriculum specialists, high school coordinators and LRE facilitators</i>	Awareness of the factors around LRE

Goal area: Regular class placement

<i>Establishment of the role of LRE facilitator</i>	Meeting goal for regular class placement Coordinated effort for the initiative
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<i>Used Stetson & Associates to provide PD on scheduling at all three high schools, Guidance, and master scheduler</i>	Exceeded targeted state standard of 33% Increased opportunities for TWNDP Increase awareness of guidance, master scheduler, general educators that is it possible
<i>Increased the number of co-taught classrooms</i>	Exceeded targeted state standard of 33% Increase regular participation
<i>All schools have completed the surveys for the SBPP</i>	Awareness of the factors around LRE
<i>On-site technical support to schools on aligning goals and objectives with the general education curriculum</i>	Writing goals and objectives in IEPs aligned with the general education curriculum
<i>Parent Training on LRE in-district and in-collaboration with CPAC</i>	Increased awareness and understanding of LRE
<i>Increased number of students and their amount of time in general education classrooms, as appropriate</i>	Exceeded targeted state standard of 33%
<i>Provide support to schools to assist them in developing a repertoire of strategies (differentiated instruction) for meeting the needs of students with disabilities in the general education curriculum.</i>	Built capacity for general educators to develop accommodations and modifications
<i>Provide overview for directors and principals in School Based Practices Profile and Step-by-Step process.</i>	Awareness of the factors around LRE

Goal area: Attends home school

<i>All schools have completed the surveys for the SBPP</i>	Awareness of the factors around LRE
<i>Parent Training on LRE in-district and in-collaboration with CPAC</i>	Increased awareness and understanding of LRE
<i>District contracted with an outside firm to determine feasibility of redistricting, in part to return students to home schools and to alleviate overcrowding in general</i>	Plan was put on hold due to complications with redistricting
<i>Provide overview for directors and principals in School Based Practices Profile and Step-by-Step process.</i>	Awareness of the factors around LRE
<i>Provide Cluster superintendents with data on home school attendance in their cluster.</i>	Awareness of the factors around LRE and drove the notion of a need to redistrict
<i>Provide training in SBPP to curriculum</i>	Awareness of the factors around LRE

<i>specialists, high school coordinators and LRE facilitators</i>	
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Goal area: Extra curricular participation

<i>All schools have completed the surveys for the SBPP</i>	Awareness of the factors around LRE
<i>Implemented Best Buddies programs at one high school</i>	Increase extra curricular activities
<i>Increased participation of students with ID in integrated inter-district sports programs and school clubs</i>	Increase extra curricular activities
<i>Provide training in SBPP to curriculum specialists, high school coordinators and LRE facilitators</i>	Awareness of the factors around LRE

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- High school special-ed coordinators will assist with scheduling, collecting data for scheduling and placement of students.
- Curriculum specialists and LRE facilitator to work with individual schools and provide on-site assistance to increase TWNDP

Regular class placement

- Curriculum specialists and LRE facilitator to target elementary schools to assist in increasing opportunities for students with ID to participate in regular class placement through co-teaching and in-class support models.

Attending home school

- Continue to return students with special needs to their home schools by reducing the number of self-contained classes.

Extra curricular participation

- Targeting specific middle schools to increase extracurricular activities for students with ID

What was your greatest challenge?

- Meeting our yearly target for home school because the number of self-contained placements have resulted in loss of seats in general education classrooms.

What was your greatest success?

- Growth of extracurricular program access with certified teachers as staff.
- Establishment of Best Buddies Program at one high school.

What action had the most significant impact? (and what was its impact?)

- Stetson PD training on scheduling for secondary schools.

**BRISTOL
PUBLIC SCHOOLS**

Bristol Demographics

*2004-2005 Academic Year

Total Student Population	8,745
Total Special Education Population	1,119

Number of Schools:	
Preschool	6
Elementary	10
Middle	3
High School	2
Alternative	1

ERG:	H
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K-12 ID/MR Count by Year	
December 1998	38
December 1999	38
December 2000	43
December 2001	34
December 2002	40
December 2003	53
March 2004	57
June 2004	51
December 2004	45
March 2005	43
June 2005	43

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	32.8%
Mean TWNDP Dec. 1999	37.1%
Mean TWNDP Dec. 2000	28.8%
Mean TWNDP Dec. 2001	25.4%
Mean TWNDP Dec. 2002	25.3%
Mean TWNDP Dec. 2003	56.1%
Mean TWNDP March 2004	59.7%
Mean TWNDP June 2004	71.1%
Mean TWNDP Dec. 2004	77.1%
Mean TWNDP March 2005	76.8%
Mean TWNDP June 2005	76.7%

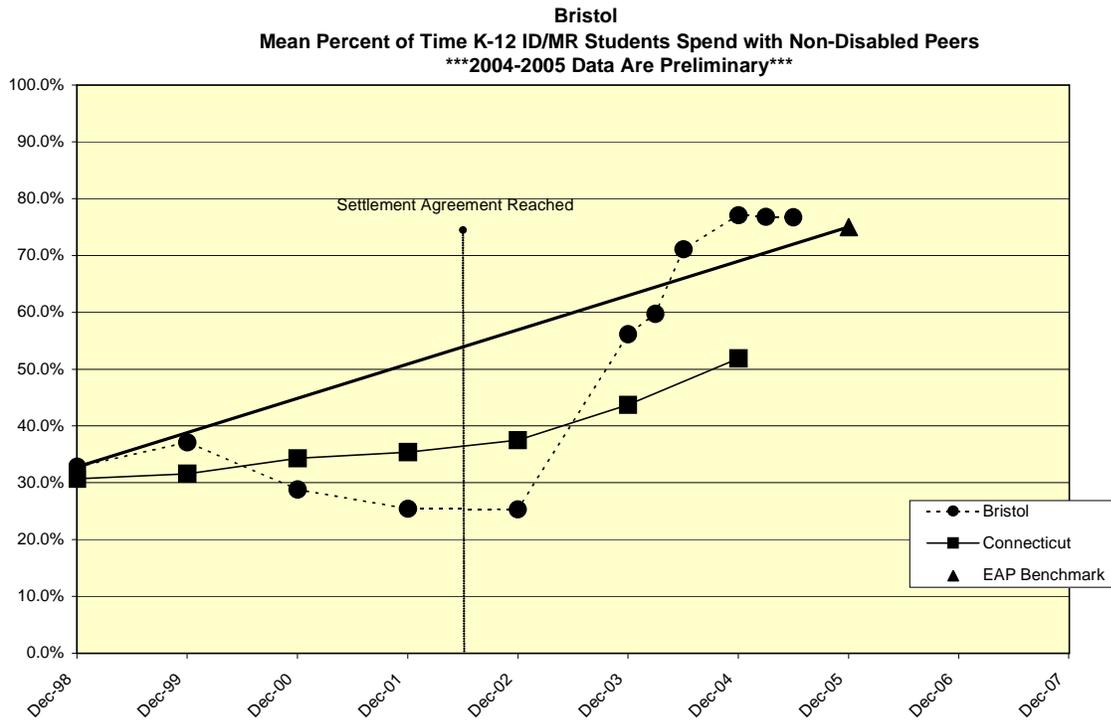
Median TWNDP Dec. 1998	34.0%
Median TWNDP Dec. 1999	28.2%
Median TWNDP Dec. 2000	25.0%
Median TWNDP Dec. 2001	14.3%
Median TWNDP Dec. 2002	25.0%
Median TWNDP Dec. 2003	55.6%
Median TWNDP March 2004	64.1%
Median TWNDP June 2004	80.5%
Median TWNDP Dec. 2004	80.6%
Median TWNDP March 2005	80.6%
Median TWNDP June 2005	78.9%

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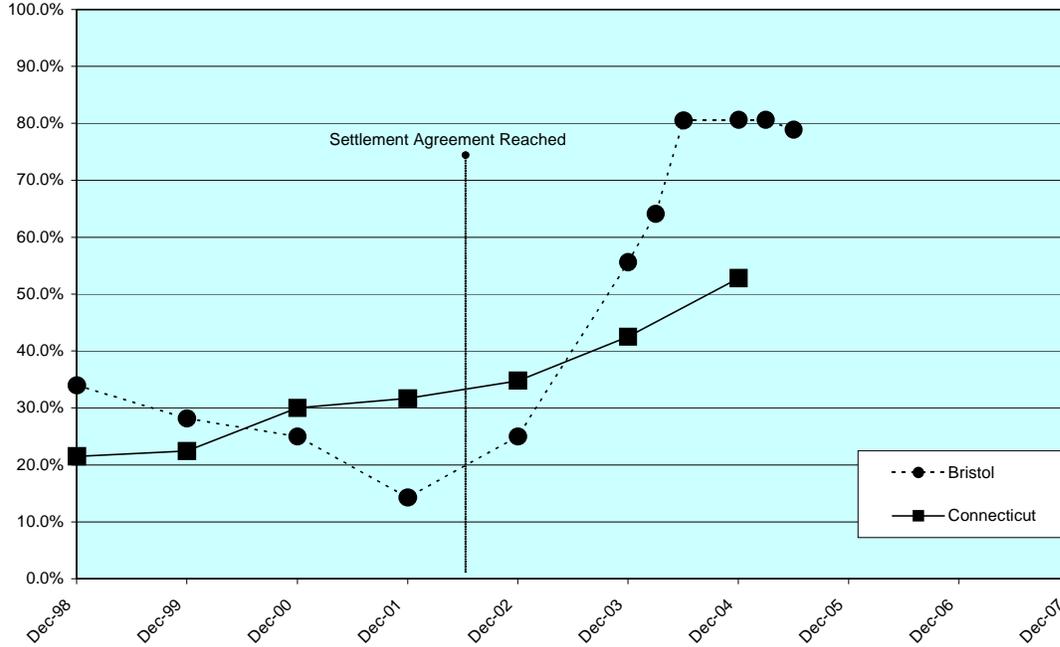
**BRISTOL
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	5.3%
Regular Class Placement Dec. 1999	10.5%
Regular Class Placement Dec. 2000	7.0%
Regular Class Placement Dec. 2001	5.9%
Regular Class Placement Dec. 2002	0.0%
Regular Class Placement Dec. 2003	15.1%
Regular Class Placement March 2004	28.1%
Regular Class Placement June 2004	56.9%
Regular Class Placement Dec. 2004	62.2%
Regular Class Placement March 2005	55.8%
Regular Class Placement June 2005	51.2%

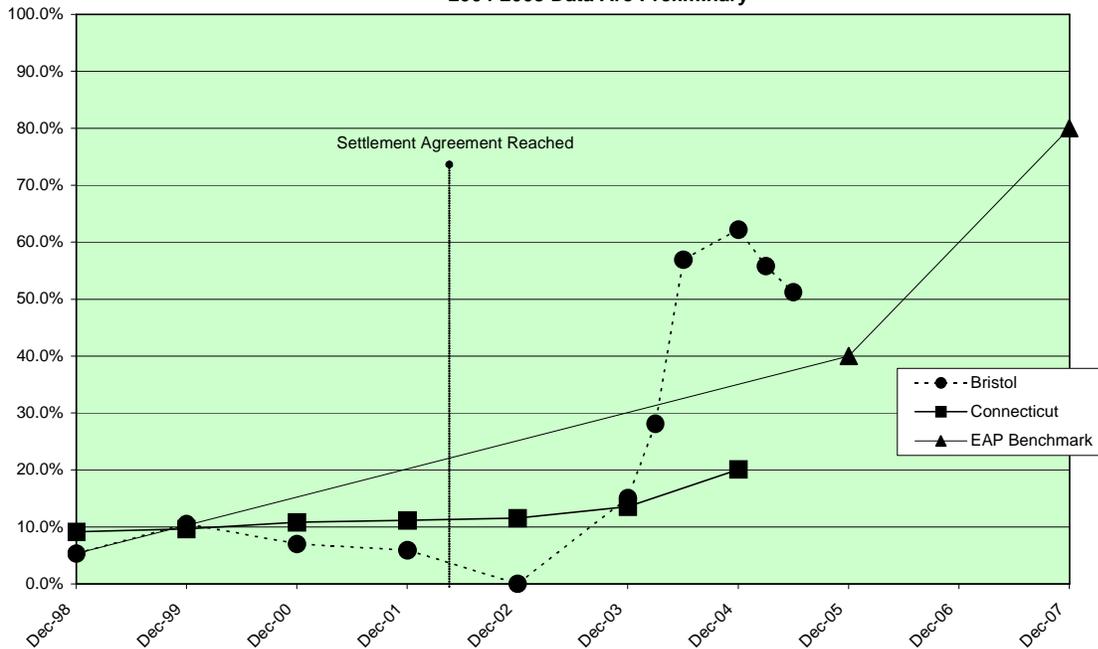


**BRISTOL
PUBLIC SCHOOLS**

Bristol
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



Bristol
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



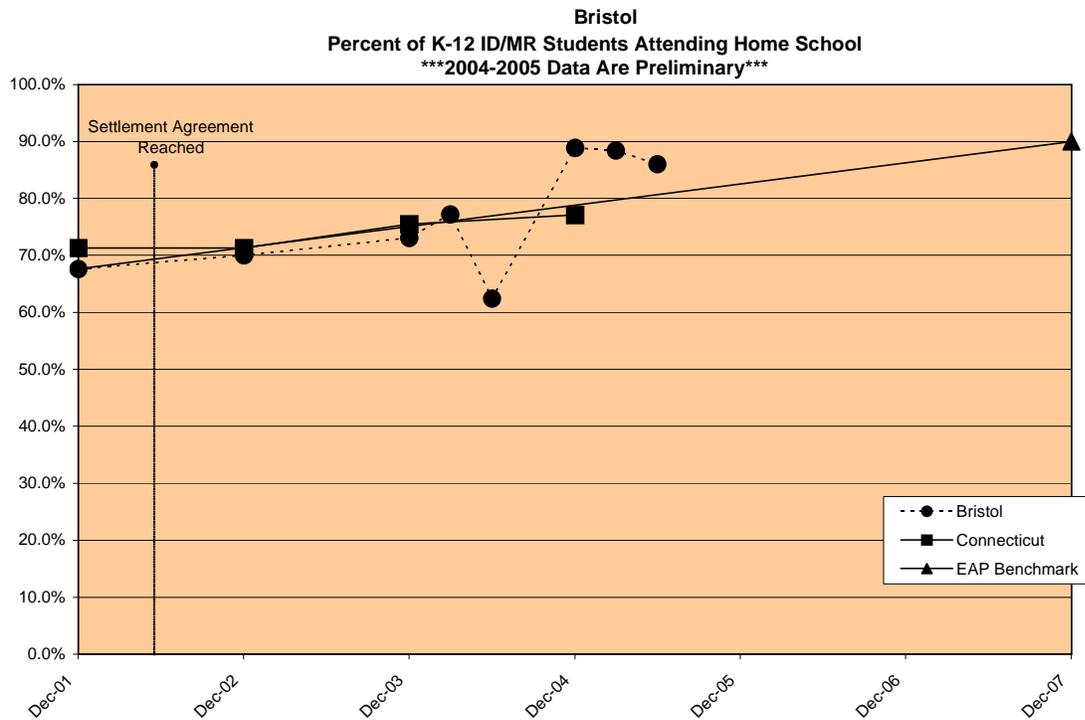
**BRISTOL
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The mean TWNDP reported by Bristol in June 2005 has increased by 5.6% since June 2004 (from 71.1% to 76.7%). The median has decreased slightly over that same time period, from 80.6% to 78.9%. Both June 2005 figures for Bristol are above the December 2004 statewide mean and median. The percent of students in Bristol place in a regular class setting has increased from 56.9% in June 2004 to 61.2% in June 2005. As of June 2005, Bristol is above the December 2004 statewide percent students placed in a regular class setting.

**BRISTOL
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	67.6%
Percent Attending Home School Dec. 2002	70.0%
Percent Attending Home School Dec. 2003	73.1%
Percent Attending Home School March 2004	77.2%
Percent Attending Home School June 2004	62.4%
Percent Attending Home School Dec. 2004	88.9%
Percent Attending Home School March 2005	88.4%
Percent Attending Home Schoo June 2005	86.0%



The percent of students attending their home school in Bristol has increased by 23.6% between June 2004 and June 2005 (from 62.4% to 86.0%). As of June 2005, the percent of students attending their home school in Bristol is above the December 2004 statewide percentage.

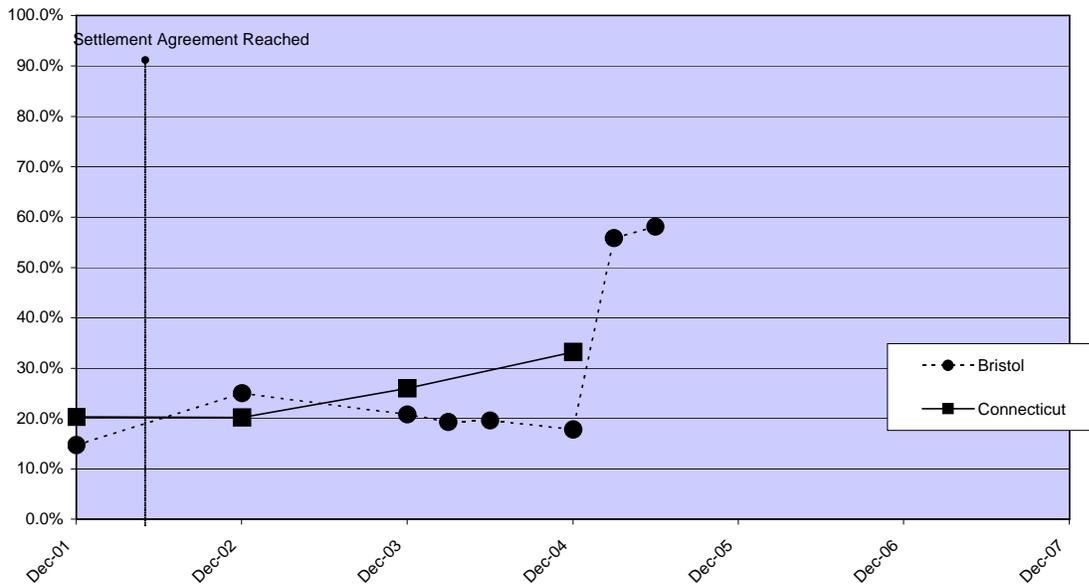
**BRISTOL
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	14.7%
Percent Participating in Extra Curricular Activities Dec. 2002	25.0%
Percent Participating in Extra Curricular Activities Dec. 2003	20.8%
Percent Participating in Extra Curricular Activities March 2004	19.3%
Percent Participating in Extra Curricular Activities June 2004	19.6%
Percent Participating in Extra Curricular Activities Dec. 2004	17.8%
Percent Participating in Extra Curricular Activities March 2005	55.8%
Percent Participating in Extra Curricular Activities June 2005	58.1%

Bristol

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



In June 2004, Bristol reported that 19.6% of its students participated in extracurricular activities. This number has nearly tripled as of June 2005 (58.8%) and is above the statewide participation rate reported in December 2004.

BRISTOL

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district’s target for this goal?
<i>Preschool, elementary, middle and high school teams were formed and led by special education supervisors to address the PJ goals at each level-each team submitted a written report to update on their work and progress for the year</i>	Raised level of awareness Focused more at the grade level and target the specific needs of the grade level
<i>Worked with CREC consultants who provided both school level (for programs) and individual level consultation (on specific students)</i>	There was an increase in TWNDP and all targeted goals were achieved. Identified other ways to include more students
<i>Provided mini-grants to schools to facilitate “inclusion” programs within the school, such as materials, instructional supplies, etc. (tried to get one grant per school) (the money went to the classroom teacher) (at least ten were rewarded)</i>	Reinforced teachers for their work towards inclusion (served as motivation for teachers) The quality of programs was improved.
<i>Provided professional development on how to build the infra structure to support inclusive practice</i> <i>A 3 session workshop for the teacher aides addressed: methods of encouraging independent behavior in students, classroom modifications, and behavior management (54).</i> <i>Another strand for the teachers aides training was writer workshop (24)</i>	Teacher aides have more management skills in supporting students in inclusive settings Increase teacher aides ability to address writing

<p><i>A workshop for high school teachers addressed co-teaching-(15 gen. ed, 7 sp ed, 6 administrator)</i></p> <p><i>2 sessions of Dine and Discuss at the elementary level regarding: EIP, flexible grouping, and inclusive practices-teachers led the sessions (34)</i></p> <p><i>Focused consultation at 3 targeted elementary school and 1 middle school</i></p>	<p>Recognizing the need for more co-teaching at the high school and build capacity for co-taught classrooms</p> <p>Increased knowledge of effective co-teaching techniques</p> <p>Increased interaction between general education and special education as well as increase knowledge on flexible grouping</p> <p>Improved student participation in class and parent involvement, as well as helping teachers to better analyze task demands and how to break them down</p>
<p><i>Increase staff at the middle and high school for the purpose of co-teaching</i></p>	<p>Increased resources for co-teaching at the middle and high school</p>
<p><i>Ivy Drive school was recognized by the elementary Principals Association for their work in inclusion</i></p>	<p>Staff reinforced for their efforts to improve inclusive educational practices.</p>

Goal area: Regular class placement

<p><i>Developing a bank of goals and objectives that relate specifically to general education curriculum (using Power Standards) to assist in the development of IEPs aligned with the general curriculum-almost complete with the elementary level</i></p>	<p>IEPs more closely aligned with the general education curriculum</p>
<p><i>Preschool, elementary, middle and high school teams were formed and led by special education supervisors to address the PJ goals at each level-each team submitted a written report to update on their work and progress for the year</i></p>	<p>Raised level of awareness</p> <p>Focused more at the grade level and target the specific needs of the grade level</p>
<p><i>Worked with CREC consultants who provided both school level (for programs) and individual level consultation (on specific students)</i></p>	<p>There was an increase in including more students and achieved all targeted goals</p> <p>Identified other ways to include more students</p>
<p><i>Provided mini-grants to schools to facilitate “inclusion” programs within the school,</i></p>	<p>Reinforced teachers for their work towards inclusion (served as motivation</p>

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<i>such as materials, instructional supplies, etc. (tried to get one grant per school) (the money went to the classroom teacher) (at least ten were rewarded)</i>	for teachers) Improved the quality of programs
<p><i>Provided professional development on how to build the infra structure to support inclusive practice</i></p> <p><i>One strand for the teachers aides training addressed methods of encouraging independent behavior in students, classroom modifications, and behavior management in small and large group settings</i></p> <p><i>Another strand for the teachers aides addressed writer workshop</i></p> <p><i>Another strand for high school teachers was on co-teaching-(15 gen. ed, 7 sp ed, 6 administrator)</i></p> <p><i>2 sessions of Dine and discuss at the elementary regarding topics on EIP, flexible grouping, and inclusive practices-teachers led the sessions</i></p> <p><i>Focused consultation at 3 targeted elementary school and 1 middle school</i></p>	<p>Teacher aides have more management skills in supporting students in inclusive settings</p> <p>Increase teacher aides ability to address writing</p> <p>Recognizing the need for more co-teaching at the high school and build capacity for co-taught classrooms</p> <p>Awareness of what is effective co-teaching</p> <p>Increased interaction between general education and special education as well as increase knowledge on flexible grouping</p> <p>Improved student participation in class and parent involvement, as well as helping teachers to better analyze task demands and how to break them down</p>
<i>Increase staff at the middle and high school for the purpose of co-teaching</i>	Increased co-teaching at the middle and high school
<i>Ivy Drive school was recognized by the elementary Principals Association for their work in inclusion</i>	

Goal area: Attends home school

<i>Reallocating supports to more schools to provided "extended" resource support in each school for students that would have been moved to a different school for this level of support</i>	To help improve home school placement
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Goal area: Extra curricular participation

<i>Special education supervisors and administrators analyzed which students are involved in extra curricular activities and how to increase participation in extra curricular activities</i>	Increase participation in extra curricular activities from 17 % to 55.6%
<i>Money was provided for support and transportation as needed to increase participation</i>	Increase participation in extra curricular activities from 16 % to 55.6%
<i>Expanding community involvement through the Girls and Boys Club</i>	Increase community connections

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Implement improved and increased co-teaching at the middle and high school
- Continue with focused consultation form CREC

Regular class placement

- Continue developing examples of goals and objectives that relate specifically to general education curriculum (using Power Standards) to assist in the development of IEPs aligned with the general curriculum
- Implement improved and increased co-teaching at the middle and high school
- Continue with focused consultation form CREC

Attending home school

- Continue analyze patterns based on enrollment to facilitate the participation in home school
- Continue with focused consultation form CREC

Extra curricular participation

- Continue to monitor
- Continue to provide funding for transportation and supports

What was your greatest challenge?

- To develop and maintain good quality co-teaching
- Last push into general education to reach goal-some issues about the content subjects to meet high expectations

What was your greatest success?

- The increase in extra curricular participation from 17% to 55% through a focused concentration by administrators and teachers
- Reallocation of resources for home school placement –moved from 71% to 84%

- Regular placement moved from 15.1% to 48.9%
- Separate facilities moved from 20.3% to 0%

What action had the most significant impact? (and what was its impact?)

- Focus on extra curricular activity-exceed target
- Move TWNDP and regular education through the focused consultation

**DANBURY
PUBLIC SCHOOLS**

Danbury Demographics

*2004-2005 Academic Year

Total Student Population	9,458
Total Special Education Population	1,043

Number of Schools:	
Preschool	7
Elementary	12
Middle	3
High School	1
Alternative	1

ERG:	H
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K-12 ID/MR Count by Year	
December 1998	73
December 1999	68
December 2000	73
December 2001	69
December 2002	71
December 2003	70
March 2004	84
June 2004	64
December 2004	67
March 2005	64
June 2005	55

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	24.0%
Mean TWNDP Dec. 1999	29.1%
Mean TWNDP Dec. 2000	29.2%
Mean TWNDP Dec. 2001	27.1%
Mean TWNDP Dec. 2002	29.2%
Mean TWNDP Dec. 2003	56.5%
Mean TWNDP March 2004	51.3%
Mean TWNDP June 2004	59.6%
Mean TWNDP Dec. 2004	64.2%
Mean TWNDP March 2005	63.5%
Mean TWNDP June 2005	68.4%

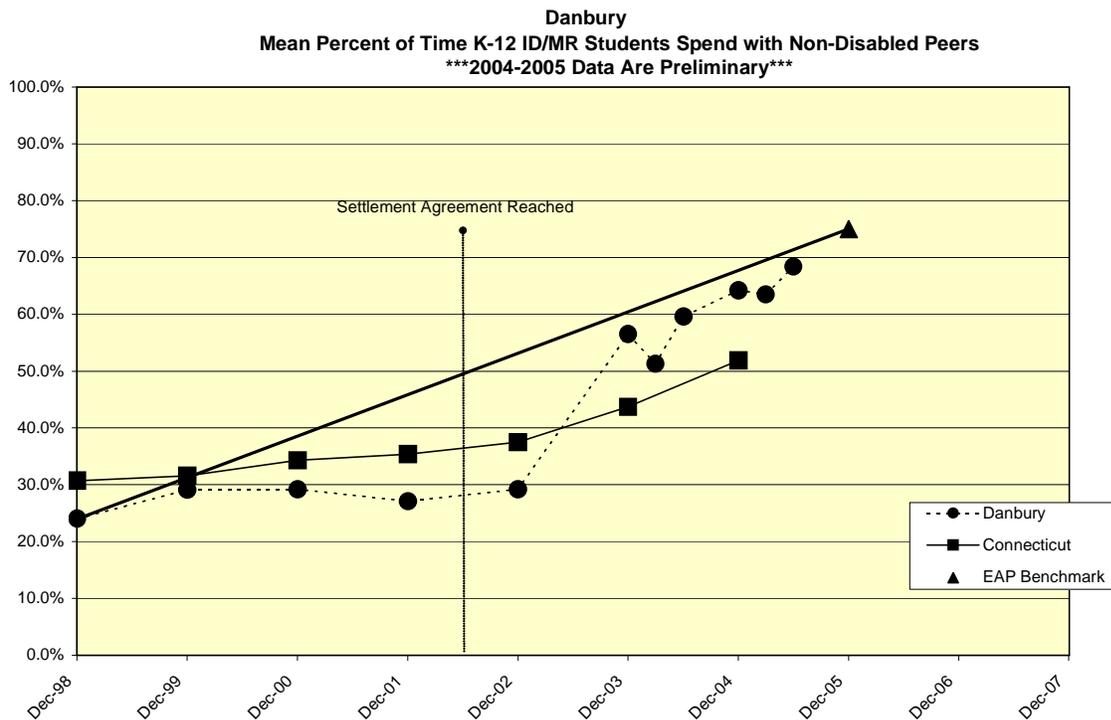
Median TWNDP Dec. 1998	14.3%
Median TWNDP Dec. 1999	21.2%
Median TWNDP Dec. 2000	22.5%
Median TWNDP Dec. 2001	16.9%
Median TWNDP Dec. 2002	24.0%
Median TWNDP Dec. 2003	56.6%
Median TWNDP March 2004	53.5%
Median TWNDP June 2004	60.0%
Median TWNDP Dec. 2004	66.2%
Median TWNDP March 2005	65.9%
Median TWNDP June 2005	66.2%

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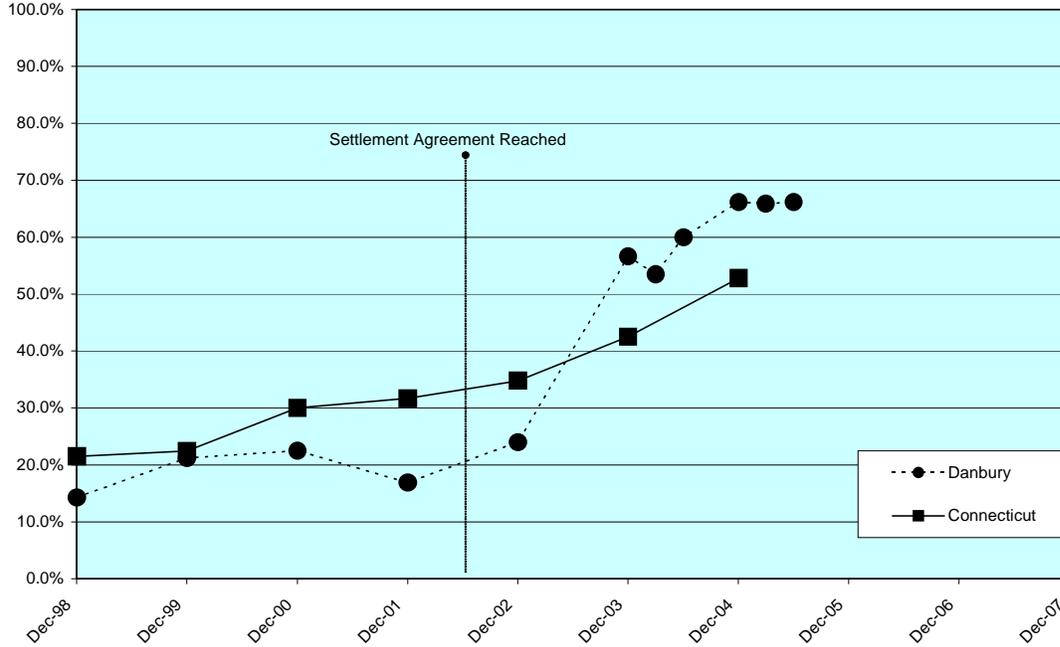
**DANBURY
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	6.8%
Regular Class Placement Dec. 1999	2.9%
Regular Class Placement Dec. 2000	5.5%
Regular Class Placement Dec. 2001	5.8%
Regular Class Placement Dec. 2002	2.8%
Regular Class Placement Dec. 2003	18.6%
Regular Class Placement March 2004	15.5%
Regular Class Placement June 2004	17.9%
Regular Class Placement Dec. 2004	29.4%
Regular Class Placement March 2005	25.0%
Regular Class Placement June 2005	23.6%

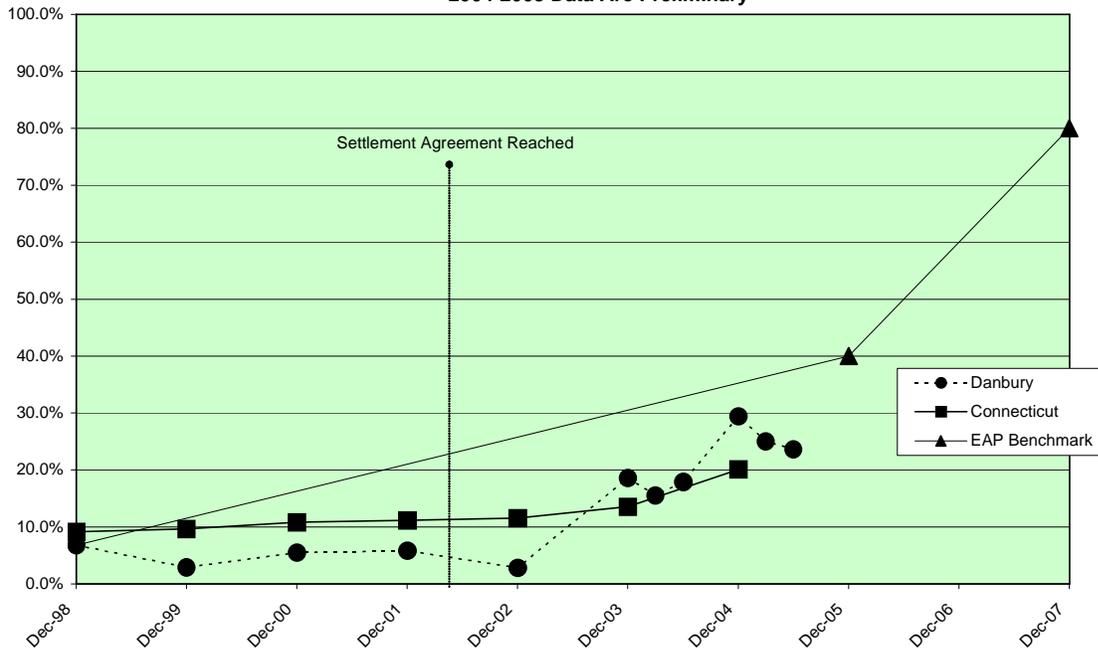


**DANBURY
 PUBLIC SCHOOLS**

Danbur
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



Danbury
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



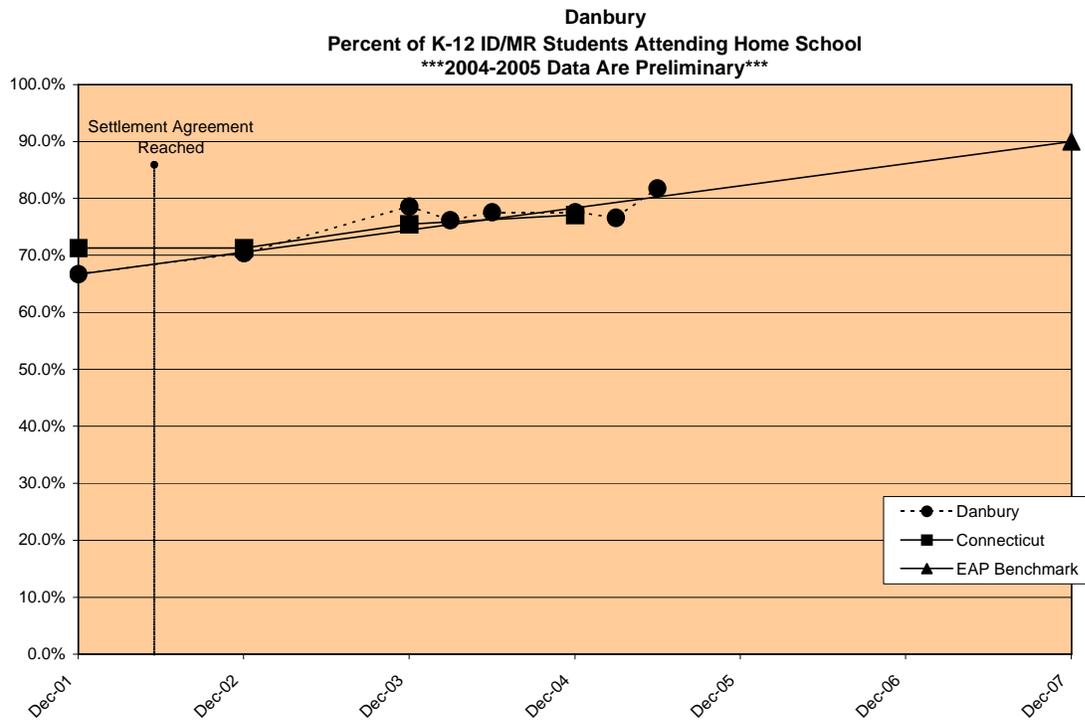
**DANBURY
PUBLIC SCHOOLS**

Mean (68.4%) and median (66.2%) TWNDP for Danbury's students have increased by 17.1% and 6.2%, respectively, between June 2004 and June 2005. The percent of students reported to be placed in a regular class setting in June 2005 (23.6%) is a 5.7% increase over the percent reported in June 2004 (17.9%). As of June 2005, on all three measures, Danbury is above the statewide figures reported in December 2004.

**DANBURY
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	66.7%
Percent Attending Home School Dec. 2002	70.4%
Percent Attending Home School Dec. 2003	78.6%
Percent Attending Home School March 2004	76.2%
Percent Attending Home School June 2004	77.6%
Percent Attending Home School Dec. 2004	77.6%
Percent Attending Home School March 2005	76.6%
Percent Attending Home Schoo June 2005	81.8%



The percent of students attending their home school in Danbury increased from 77.6% in June 2004 to 81.8% in June 2005. As of June 2005, the percent of students attending their home school in Danbury exceeded the percent of students reported to be attending their home school statewide as of December 2004.

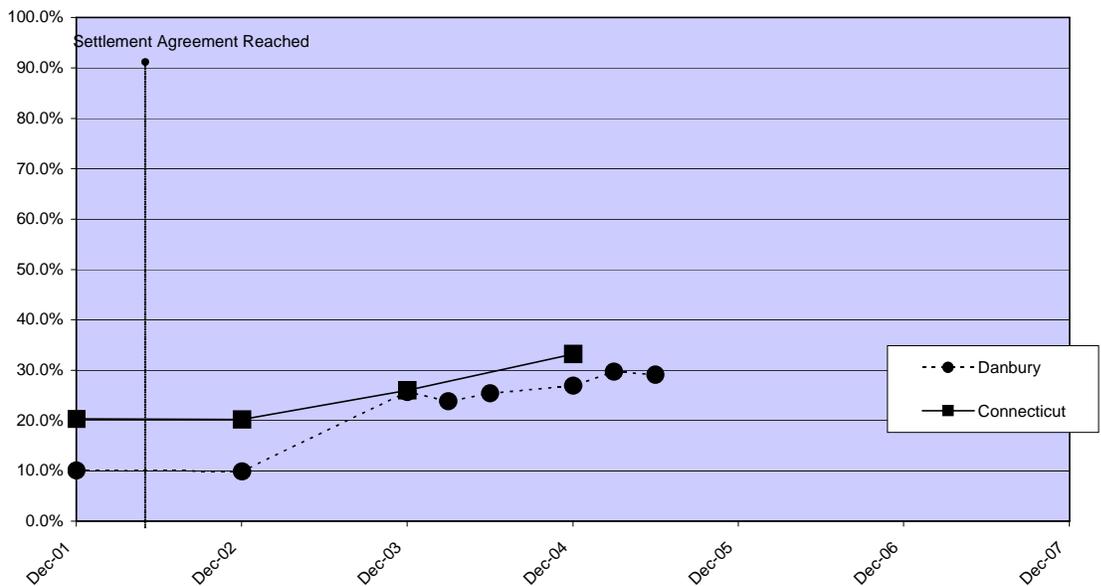
**DANBURY
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	10.1%
Percent Participating in Extra Curricular Activities Dec. 2002	9.9%
Percent Participating in Extra Curricular Activities Dec. 2003	25.7%
Percent Participating in Extra Curricular Activities March 2004	23.8%
Percent Participating in Extra Curricular Activities June 2004	25.4%
Percent Participating in Extra Curricular Activities Dec. 2004	26.9%
Percent Participating in Extra Curricular Activities March 2005	29.7%
Percent Participating in Extra Curricular Activities June 2005	29.1%

Danbury

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



In June 2005, Danbury reported 25.4% of its students participated in extracurricular activities. This is a 3.7% increase from the participation rate Danbury reported in June 2004 (25.4%). According to their June 2005 data, Danbury's extracurricular participation rate is below the statewide rate reported in December 2004.

DANBURY

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<p><i>At middle school created a small physical education class with regular education peers</i></p> <p><i>Focused on the Middle School this year to include stipends to attend after school workshops (Parent Family involvement)</i></p> <p><i>Superintendent initiated/opened workshops Workshops for the Middle School included: co-teaching, instructional strategies, nine (9) most effective instructional practices, LEP (Limited English Proficiency) 9 students,</i></p> <p><i>Differentiated Instruction</i></p> <p><i>Created collaboration team meeting minute notes – protocol included parents</i></p> <p><i>Developed training modules for para-educators</i></p> <p><i>Used grant money to hire substitutes for professional development</i></p> <p><i>Clusters at the Middle School include common planning time for staff</i></p>	<p>Inclusion is more effective and meaningful there is more buy in by the regular education teachers</p> <p>Same workshops that were done the previous year at the elementary level were done this year at the middle school level using the superintendent and associate superintendent showing support for initiative from the central office</p>
<p><i>At the high school made a decision to eliminate self-contained class for next year</i></p> <p><i>Workshops for the High School included:</i></p>	<p>More co-taught classes at the high school and an increase in TWNDP (Time With Non-Disabled Peers) at the High School</p>

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<i>co-teaching strategies, CAPT (Connecticut academic performance test) strategies, looking at student work, SERC (Special Education Resource Center) inclusive practices</i>	
<i>Summer preparation to include students</i>	Inclusion is more effective and meaningful there is more buy in by the regular education teachers
<i>Data and paperwork is more accurate</i>	Data is more accurate Inclusion is more effective and meaningful there is more buy in by the regular education teachers
<i>Added second inclusion coach assigned to supervisors</i> <i>Responsibilities of coaches includes: Assist and support school based team in developing appropriate curriculum accommodations and or modifications/behavior plans, etc., assist and support school based team in the development of goals and objectives that align with the general curriculum while addressing specific needs of the student, assist in facilitation of team meetings, facilitate PPT (Planning and Placement Team) meetings, monitor progress of individual students, facilitate on-going communication between parents and school team, consult with beginning teachers, assist in the development of organizational tools such as IEP (Individual Education Plan) matrix, paraprofessional matrix, data collection tools</i>	Coaches put theory into practice – provide additional leadership in buildings Increase in Median and Mean TWNDP from (Median from 60% to 65.9%) and (Mean from 59.5% to 63.5%)

Goal area: Regular class placement

<i>Identified nine (9) students at 78% in March to revisit at PPT's to increase TWNDP</i>	Impact of June 2005 data is that an increase in nine (9) students will be evidenced in data as an increase in TWNDP
<i>As a result of the accomplishments in the area of Mean/median time with non-disabled peers category (see previous goal area for specific accomplishments)</i>	In June 2004 regular class placement was at 17.9% and in March 1, 2005 regular class placement was at 25%

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	Improvement in number of students going from separate class placement (0-40%) to resource placement (41-79%) and from resource placement to regular class placement (79-100%)
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Goal area: Attends home school

<i>Identified every student who was not in their home school</i>	Anticipate better numbers for September 2005 data reporting Ability to sustain what is currently in place
<i>Out of district/state students who move into the district (new arrivals)PPT decisions are reviewed to include in home school if appropriate even if the student's current placement was in a self-contained or separate school setting</i>	
<i>Creating more options for students to remain at their home school</i>	Anticipate better number for September 2005 data reporting
<i>Decrease in home school placement from June 2004 77.6% to 76.6%</i>	Students who are in Kindergarten who attend all day and who do not attend their home school have an impact on the decrease in home school placement Out of district placements by DCF (Department of Children and Families) have had an impact on the decrease in home school placement

Goal area: Extra curricular participation

<i>Extra curricular participation in June 2004 was at 25.4% and March 2005 was at 29.7%</i>	Met set target in the goal area
<i>Implemented Best Buddies at one of the two middle schools</i>	All but one (1) student participated in the program More general education students participated than class members Regular education and special education teacher are collaborating
<i>Used grant funds to support extra curricular activities in the form of adult supervision to facilitate activity (not a 1:1 supervision and not for the duration of the activity)</i>	More participation in extra curricular activities
<i>Participated in Unified Track program</i>	Participation of class members

<i>Targeted students at the High School level to introduce appropriate extracurricular activities</i>	View extracurricular opportunities as important for all students
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Implement para-educator training
- Continue to provide professional development opportunities for all levels
- Using some grant monies to bring in regular educators to co-teach with special education teachers during ESY (Extended School Year) – Three (3) co-teaching teams – the general education teachers will serve as assistants rather than having the full responsibility of co-teaching
- Added one (1) week to the ESY program to support students in the general education setting
- Adding more typical peers to the ESY program
- Continue to monitor data with regard to targets
- Continue to use the coach
- In March 2005, Mean was at 63.5% and by June 2006 Mean target is set at 75%
- In March 2005 Median was at 65.9% and Median target is set at 75%

Regular class placement

- Implement all increase of TWNDP activities
- Monitor June 2005 data by re-examining TWNDP
- In March 2005, Regular class placement was at 25%, by June 2006, Regular class placement target is set at 35%

Attending home school

- In March 2005 Home school placement was 76.6% and by June 2006 Home school placement target is set at 85%
- Continue to identify every student who is not at their home school
- Continue to review out of district/state students who move into the district

Extra curricular participation

- Continue Best Buddies
- Continue Unified Sports
- Continue to fund support for facilitation to after school activities
- Continue to identify High School activities that match individual strengths and interests

What was your greatest challenge?

- Transportation for extra curricular activities
- No control for all placements for students
- Can't offer everything in every school (a large number of schools)
- The class sizes are so large and there are diverse needs – need more staff development and training to facilitate meeting the needs of all students

What was your greatest success?

- None of the students who have been placed at their home school or have increased their TWNDP have had any issues and have shown the ability to sustain their success when they are included more

What action had the most significant impact? (and what was its impact?)

- The four (4) inclusion coaches who team and to problem solve and to include parents not everything is a PPT issue
- Teacher “buy-in” of the inclusion process
- Administration is not as threatened by the coaches as they may be of special education administration

**EAST HARTFORD
PUBLIC SCHOOLS**

East Hartford Demographi

*2004-2005 Academic Year

Total Student Population	8,000
Total Special Education Population	1,055

Number of Schools:	
Preschool	2
Elementary	9
Middle	2
High School	2
Alternative	1

ERG:	H
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K-12 ID/MR Count by Year	
December 1998	41
December 1999	43
December 2000	56
December 2001	66
December 2002	67
December 2003	77
March 2004	75
June 2004	53
December 2004	54
March 2005	47
June 2005	40

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	3.3%
Mean TWNDP Dec. 1999	28.2%
Mean TWNDP Dec. 2000	33.1%
Mean TWNDP Dec. 2001	37.9%
Mean TWNDP Dec. 2002	34.7%
Mean TWNDP Dec. 2003	37.2%
Mean TWNDP March 2004	39.7%
Mean TWNDP June 2004	57.3%
Mean TWNDP Dec. 2004	59.3%
Mean TWNDP March 2005	58.2%
Mean TWNDP June 2005	69.8%

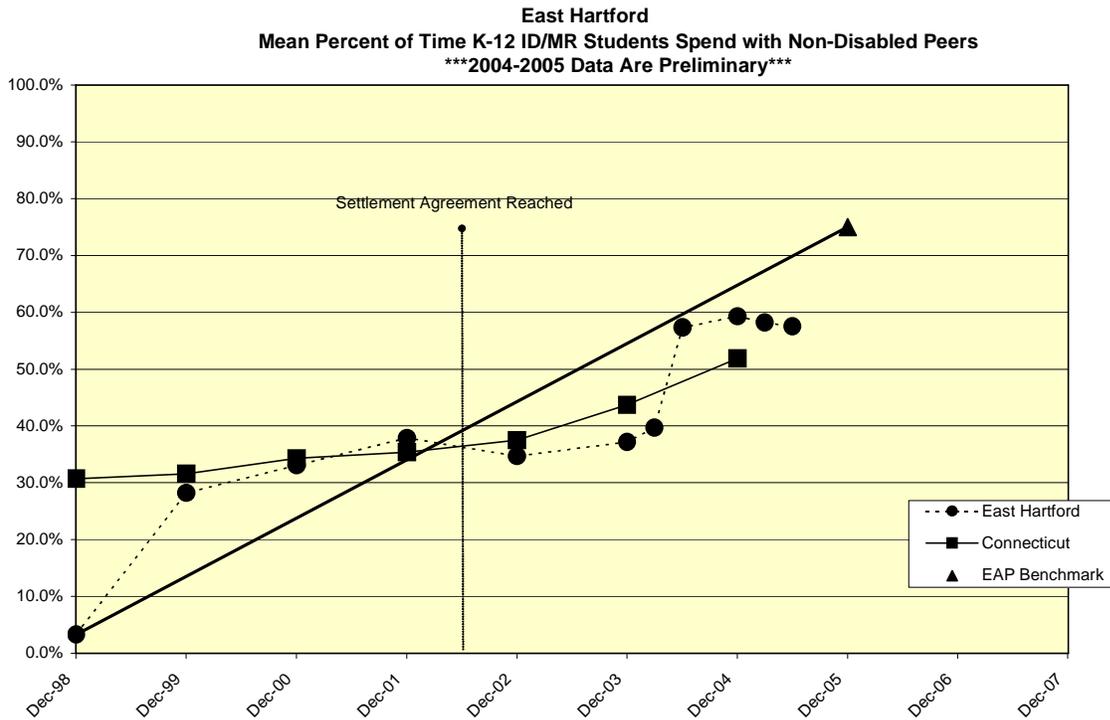
Median TWNDP Dec. 1998	0.0%
Median TWNDP Dec. 1999	13.3%
Median TWNDP Dec. 2000	25.6%
Median TWNDP Dec. 2001	35.1%
Median TWNDP Dec. 2002	33.7%
Median TWNDP Dec. 2003	35.9%
Median TWNDP March 2004	35.3%
Median TWNDP June 2004	56.5%
Median TWNDP Dec. 2004	63.5%
Median TWNDP March 2005	55.0%
Median TWNDP June 2005	68.0%

FOURTH ANNUAL REPORT- JUNE 30, 2005

P.J. ET AL v. STATE OF CONNECTICUT, BOARD OF EDUCATION, ET AL
 CIVIL ACTION NO.: 291CV00180 (RNC)

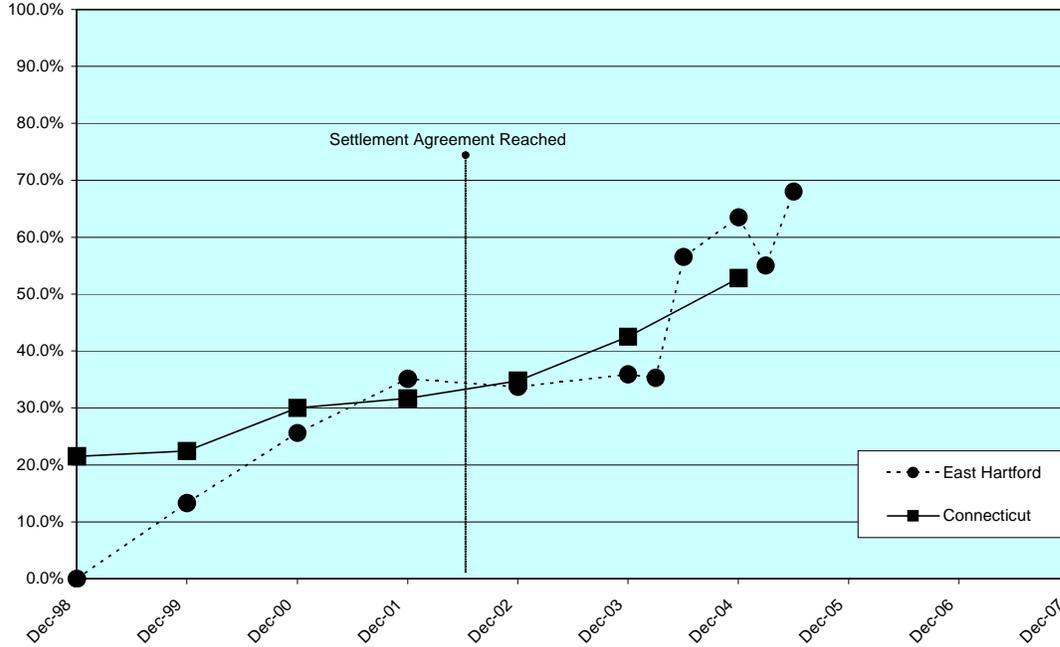
**EAST HARTFORD
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	2.4%
Regular Class Placement Dec. 1999	4.7%
Regular Class Placement Dec. 2000	5.4%
Regular Class Placement Dec. 2001	7.6%
Regular Class Placement Dec. 2002	3.0%
Regular Class Placement Dec. 2003	2.6%
Regular Class Placement March 2004	4.0%
Regular Class Placement June 2004	13.2%
Regular Class Placement Dec. 2004	19.2%
Regular Class Placement March 2005	20.4%
Regular Class Placement June 2005	35.0%

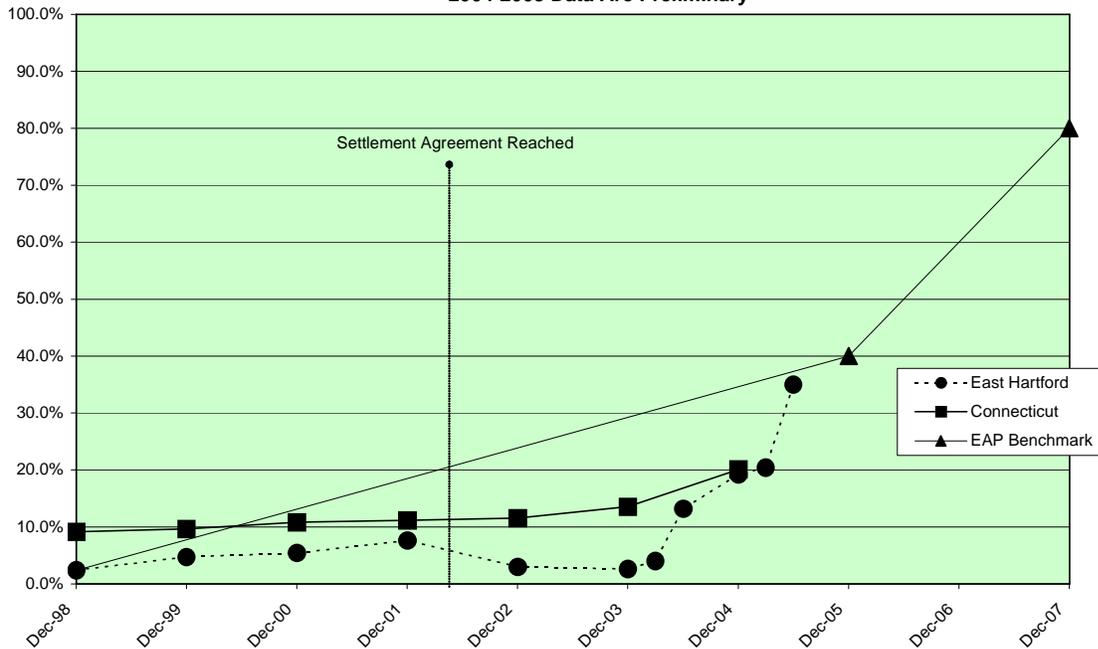


**EAST HARTFORD
 PUBLIC SCHOOLS**

East Hartford
 Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



East Hartford
 Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



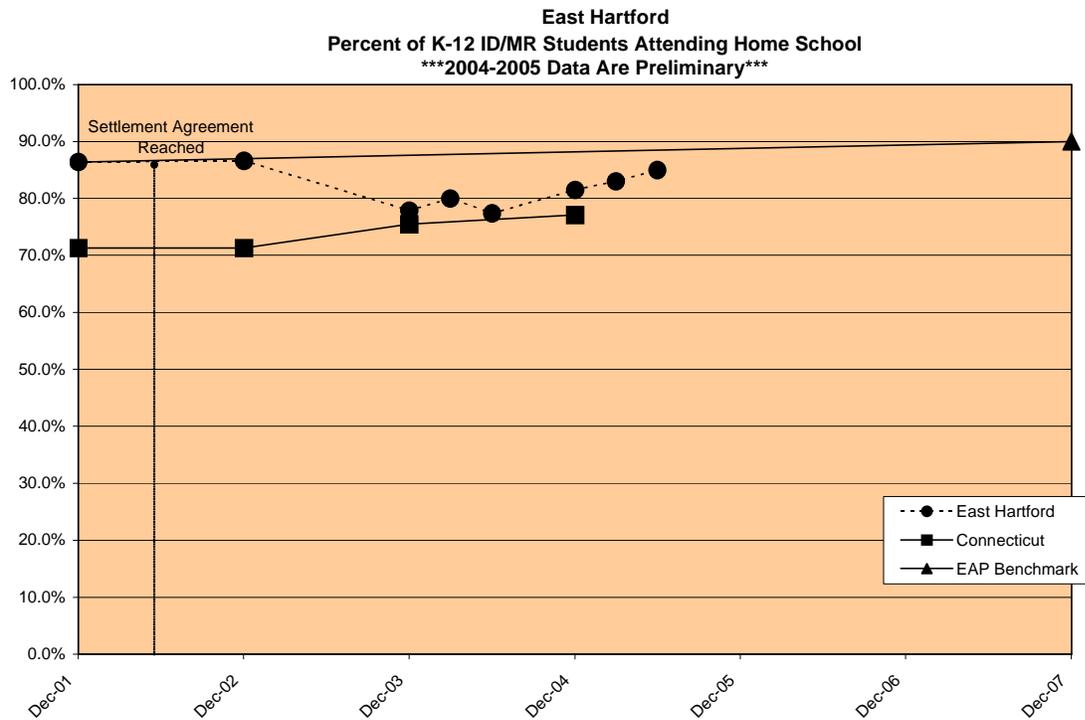
**EAST HARTFORD
PUBLIC SCHOOLS**

As of June 2005, East Hartford reported the mean and median TWNDP for students at 69.8% and 68.0%, respectively. This is a 12.5% increase in mean and a 11.5% increase in median over the mean and median reported in June 2004. Both mean and median are above the statewide mean and median TWNDP reported in December 2004. East Hartford reported that 35.0% of its students were placed in a regular class setting as of June 2005. This is a 21.8% increase over the percent reported in June 2004. The percent of students placed in a regular class setting in East Hartford as of June 2005 is above the percent of students placed in a regular class setting statewide as of December 2004.

**EAST HARTFORD
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	86.4%
Percent Attending Home School Dec. 2002	86.6%
Percent Attending Home School Dec. 2003	77.9%
Percent Attending Home School March 2004	80.0%
Percent Attending Home School June 2004	77.4%
Percent Attending Home School Dec. 2004	81.5%
Percent Attending Home School March 2005	83.0%
Percent Attending Home Schoo June 2005	85.0%



In June 2004, East Hartford reported that 77.4% of its students were attending their home school. This number increased by 7.6% as of June 2005. The home school attendance rate for East Hartford as of June 2005 (85.0%) is above the percent of students reported to be attending their home school statewide as of December 2004.

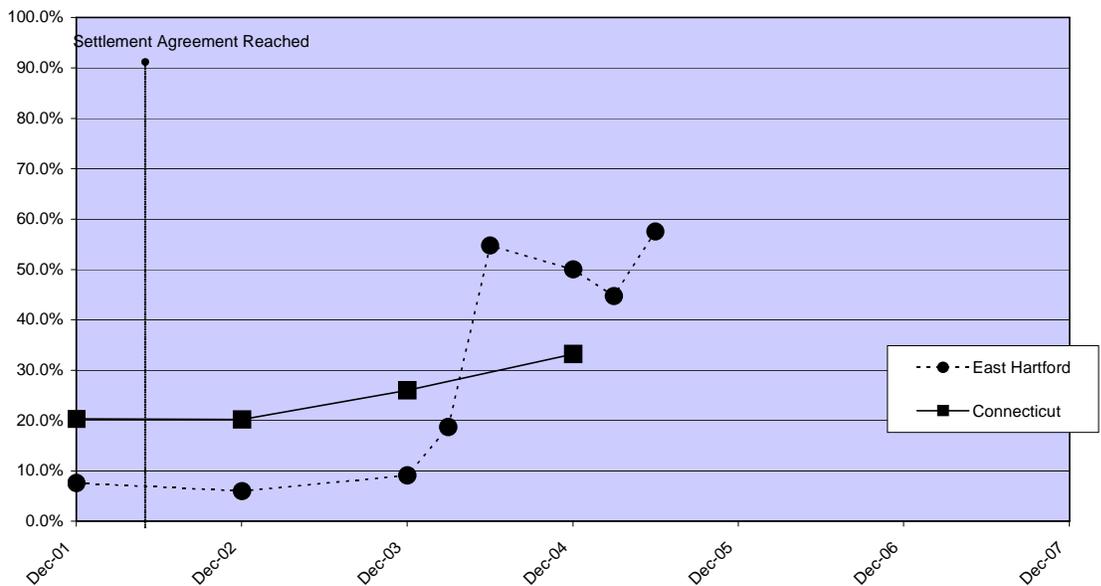
**EAST HARTFORD
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	7.6%
Percent Participating in Extra Curricular Activities Dec. 2002	6.0%
Percent Participating in Extra Curricular Activities Dec. 2003	9.1%
Percent Participating in Extra Curricular Activities March 2004	18.7%
Percent Participating in Extra Curricular Activities June 2004	54.7%
Percent Participating in Extra Curricular Activities Dec. 2004	50.0%
Percent Participating in Extra Curricular Activities March 2005	44.7%
Percent Participating in Extra Curricular Activities June 2005	57.5%

East Hartford

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



The percent of students reported as participating in extracurricular activities as of June 2005 was 54.7%. This is a 2.8% increase over the participation rate reported in June 2004. East Hartford's participation rate reported in June 2005 is above the statewide participation rate as of December 2004.

EAST HARTFORD

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Used data tracked by excel and the whiteboard to drive decisions on Time with Non-Disabled Peers (TWNDP) and set targets for increasing students TWNDP</i>	District targets for mean and median were achieved Students spent increased TWNDP Increased understanding that this is a non-negotiable initiative
<i>In-service with Special Education teachers on calculating TWNDP</i>	IEPs more accurately reflect student's TWNDP
<i>Provided professional development on inclusive practices (general orientation on goals and objectives, writing IEPs, and grading) for all high school staff and elementary/middle school special education staff</i>	High school teachers established level of acceptance for students with ID Increased understanding that this is a non-negotiable initiative Students spent increased TWNDP
<i>Addressed increasing student's TWNDP during monthly staff meetings</i>	District targets for mean and median were achieved Students spent increased TWNDP Increased understanding that this is a non-negotiable initiative IEPs more accurately reflect student's TWNDP
<i>Special education teachers and paraprofessionals spent an increased amount of time supporting children in general education settings</i>	General education teachers are satisfied by the increase in the level of support provided
<i>Acquired some curricular materials to support students in general education settings (software to take the general education curricular targets in science and adapt it to students level)</i>	Matching student's instructional level has increased the likelihood of successful inclusive experiences
<i>Examined disproportionate identification of students with intellectual disabilities</i>	Refined evaluation process which resulted in fewer students identified as ID

<i>Met with the Special Education Parent Teacher Association (SEPTA) to discuss TWNDP</i>	Increased overall parental awareness
<i>High School team participated in summer step-by-step training</i>	Increased positive perception of inclusive practices

Goal area: Regular class placement

<i>Used data tracked by excel and the whiteboard to drive decisions on Regular Class Placement and set targets for increasing student's regular class placement</i>	Overall regular class placement increased though target was not met
<i>Placed students in regular class settings</i>	
<i>Examined disproportionate identification of students with intellectual disabilities</i>	Refined evaluation process which resulted in fewer students identified as ID
<i>Targeted intellectually disabled (ID) students in home school and determined potential regular class placement</i>	Overall regular class placement increased though target was not met
<i>Held PPTs to determine home school placement in order to increase regular class placement for next year</i>	Not yet known
<i>Met with the Special Education Parent Teacher Association (SEPTA) to discuss regular class placement</i>	Increased overall parental awareness
<i>Increased student's time in school and community-based job exploration and placements</i>	Overall regular class placement increased though target was not met Improved transition programming

Goal area: Attends home school

<i>Informed Teachers and Principals that home school placement is a requirement</i>	Established expectation in the district for educating children with ID in their home school. Above state average for home school placement Maintained percentage of home school placements
<i>Met with the Special Education Parent Teacher Association (SEPTA) to discuss home school placement</i>	Increased overall parental awareness
<i>Held PPTs to recommend home school placement for next year</i>	Students will be moved Staff are aware of students returning to home school

Goal area: Extra curricular participation

<p><i>Continued to provide Best Buddies program at the middle school</i> <i>Provided increased resources for students with ID to participate in extra curricular activities (door-to-door transportation, paraprofessional support)</i> <i>District-wide unified sports program</i></p>	<p>Students with ID are participating in extra curricular activities Students with ID are spending more time with non-disabled peers Increased fiscal impact to district</p>
<p><i>Communication to parents about extra curricular options</i></p>	<p>Students with ID are participating in extra curricular activities Students with ID are spending more time with non-disabled peers</p>

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Continue to work with SEPTA group
- Provide customized inclusive practice professional development throughout the district
- Reduce the number of self-contained classes throughout the district
- Collaborate with curriculum and instruction to provide differentiated instruction professional development throughout the district.
- Hire technical assistance for on-site training and support
- Provide professional development for paraprofessionals on changing roles
- Provide professional development for special education teachers on connecting IEP goals and objectives to the general education curriculum
- Continue to monitor appropriate identification practices tied to disproportionality
- Examine the reallocation of resources to lend more support to students in inclusive settings
- Promote concept of a district-wide leadership team to connect all initiatives
- Define individual department roles and responsibilities in relation to this initiative
- Recommend that every school has inclusive practices as part of individual school improvement plans

Regular class placement

- Continue to work with SEPTA group
- Provide customized inclusive practice professional development throughout the district
- Reduce the number of self-contained classes throughout the district
- Collaborate with curriculum and instruction to provide differentiated instruction professional development throughout the district.
- Hire technical assistance for on-site training and support

- Provide professional development for paraprofessionals on changing roles
- Provide professional development for special education teachers on connecting IEP goals and objectives to the general education curriculum
- Continue to monitor appropriate identification practices tied to disproportionality
- Examine the reallocation of resources to lend more support to students in inclusive settings
- Promote concept of a district-wide leadership team to connect all initiatives
- Define individual department roles and responsibilities in relation to this initiative
- Recommend that every school has inclusive practices as part of individual school improvement plans

Attending home school

- Increase home school attendance for all special education students by adhering to state guidelines for home school placement decisions

Extra curricular participation

- Continue extracurricular practices

What was your greatest challenge?

- Lack of alignment of multiple district priorities
- Lack of shared meaning and common understanding of inclusive practices and differentiated instruction
- Lack of consistency of implementation of inclusive practices

What was your greatest success?

- Made significant improvements on district targets

What action had the most significant impact? (and what was its impact?)

- Using data for individual student decision-making and communicating initiative as a State mandate

**EAST HAVEN
PUBLIC SCHOOLS**

East Haven Demographics

*2004-2005 Academic Year

Total Student Population	4,004
Total Special Education Population	472

Number of Schools:	
Preschool	2
Elementary	7
Middle	2
High School	2
Alternative	1

ERG:	G
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K-12 ID/MR Count by Year	
December 1998	38
December 1999	41
December 2000	38
December 2001	41
December 2002	42
December 2003	34
March 2004	38
June 2004	28
December 2004	26
March 2005	26
June 2005	22

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

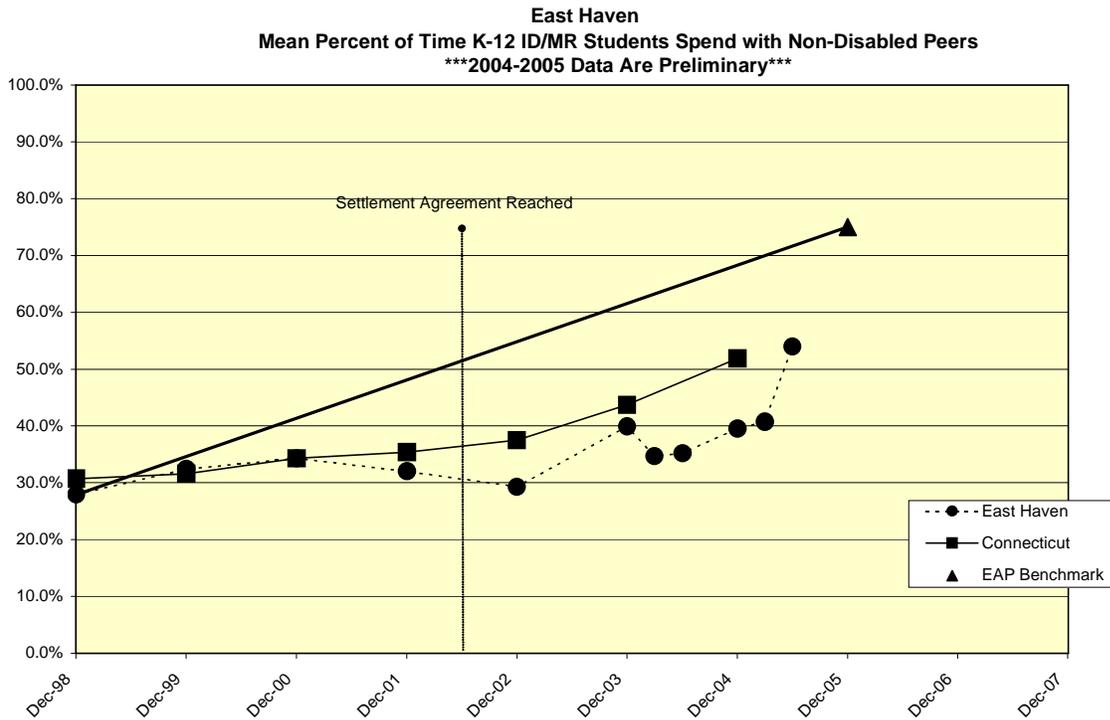
Mean TWNDP Dec. 1998	27.9%
Mean TWNDP Dec. 1999	32.4%
Mean TWNDP Dec. 2000	34.3%
Mean TWNDP Dec. 2001	32.0%
Mean TWNDP Dec. 2002	29.3%
Mean TWNDP Dec. 2003	39.9%
Mean TWNDP March 2004	34.7%
Mean TWNDP June 2004	35.2%
Mean TWNDP Dec. 2004	39.5%
Mean TWNDP March 2005	40.7%
Mean TWNDP June 2005	54.0%

Median TWNDP Dec. 1998	20.7%
Median TWNDP Dec. 1999	25.8%
Median TWNDP Dec. 2000	32.3%
Median TWNDP Dec. 2001	31.3%
Median TWNDP Dec. 2002	26.2%
Median TWNDP Dec. 2003	45.3%
Median TWNDP March 2004	45.3%
Median TWNDP June 2004	43.5%
Median TWNDP Dec. 2004	45.3%
Median TWNDP March 2005	45.3%
Median TWNDP June 2005	50.6%

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CIVIL ACTION NO.: 291CV00180 (RNC)

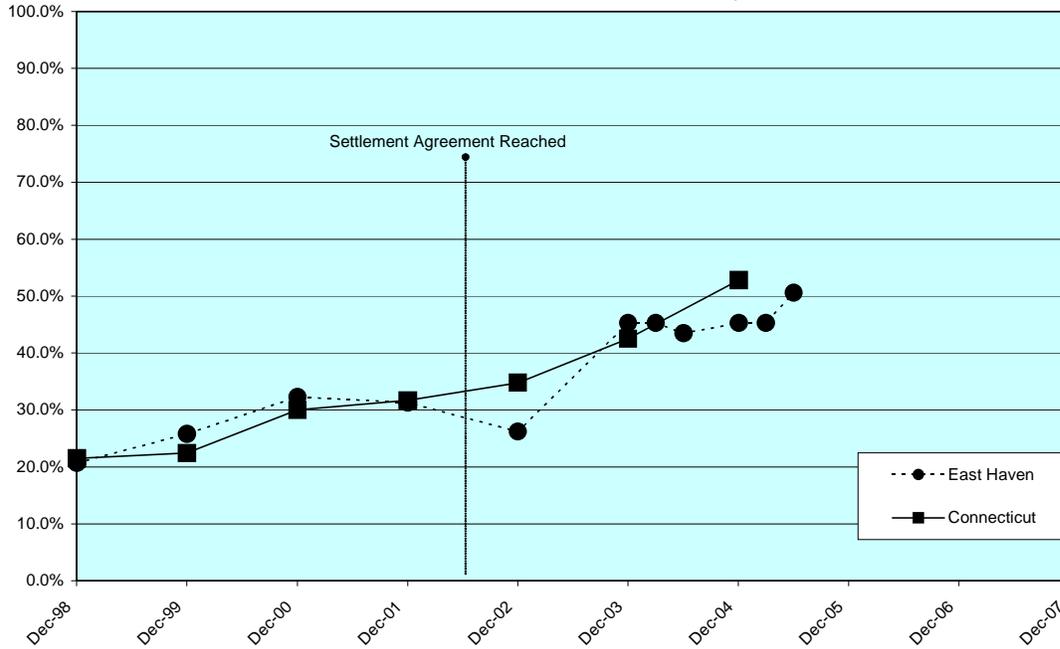
**EAST HAVEN
PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	0.0%
Regular Class Placement Dec. 1999	12.2%
Regular Class Placement Dec. 2000	10.5%
Regular Class Placement Dec. 2001	4.9%
Regular Class Placement Dec. 2002	4.8%
Regular Class Placement Dec. 2003	11.8%
Regular Class Placement March 2004	7.9%
Regular Class Placement June 2004	7.1%
Regular Class Placement Dec. 2004	7.7%
Regular Class Placement March 2005	11.5%
Regular Class Placement June 2005	50.0%

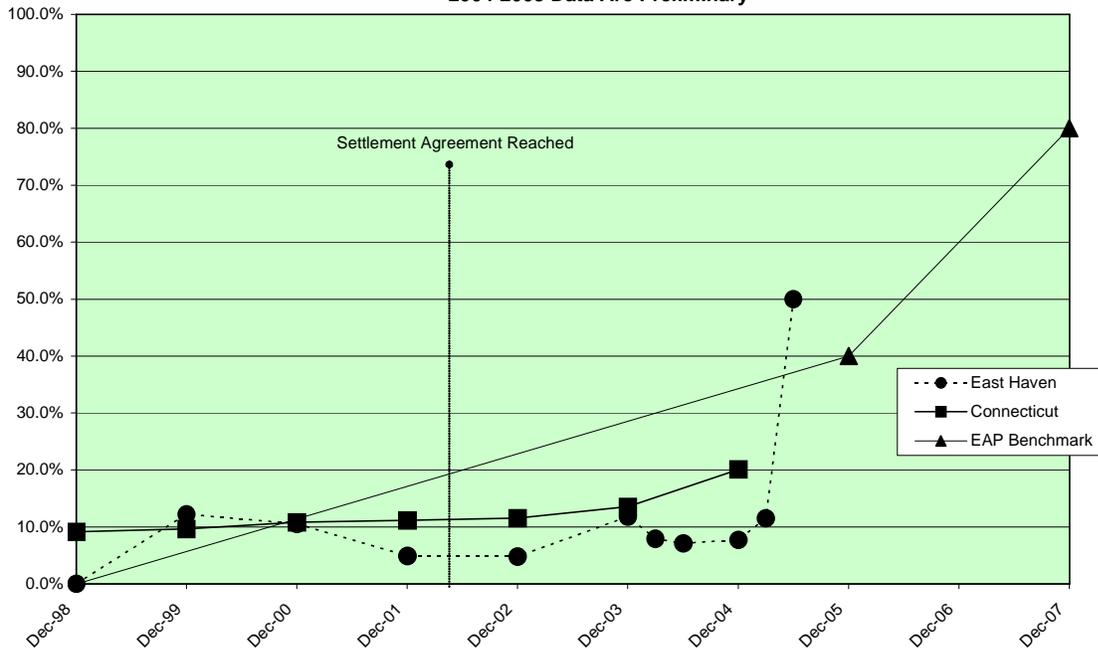


**EAST HAVEN
PUBLIC SCHOOLS**

East Haven
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



East Haven
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



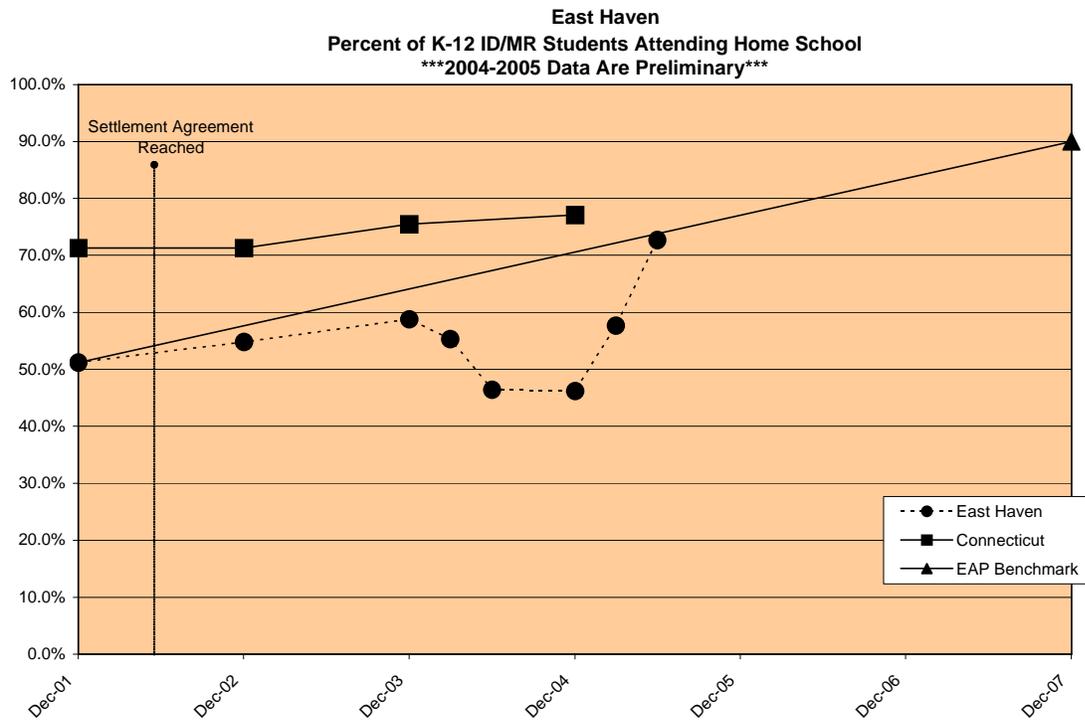
**EAST HAVEN
PUBLIC SCHOOLS**

As of June 2005, East Haven reported a 54.0% mean and a 50.6% median TWNDP for its students. This mean is a 18.8% increase over the mean reported in June 2004; the median increased 7.1% over this same time period. The percent of students placed in a regular class setting as of June 2005 is 50.0%. This is an increase of 42.9% over the percent in regular class reported by East Haven in June 2004. As of June 2005, East Haven's mean TWNDP is above the statewide mean TWNDP reported in December 2004, while the East Haven's median TWNDP remains below the state figure. East Haven's percent of students on regular class settings as reported in June 2005 exceeds the state's figure reported in December 2004.

**EAST HAVEN
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	51.2%
Percent Attending Home School Dec. 2002	54.8%
Percent Attending Home School Dec. 2003	58.8%
Percent Attending Home School March 2004	55.3%
Percent Attending Home School June 2004	46.4%
Percent Attending Home School Dec. 2004	46.2%
Percent Attending Home School March 2005	57.7%
Percent Attending Home Schoo June 2005	72.7%



The percent of students reported by East Haven as attending their home school in June 2005 was 72.7%. This is a 26.3% increase over the percent reported in June 2004 (46.4%). The home school attendance rate East Haven reported in June 2005 is below statewide home school attendance rate as of December 2004.

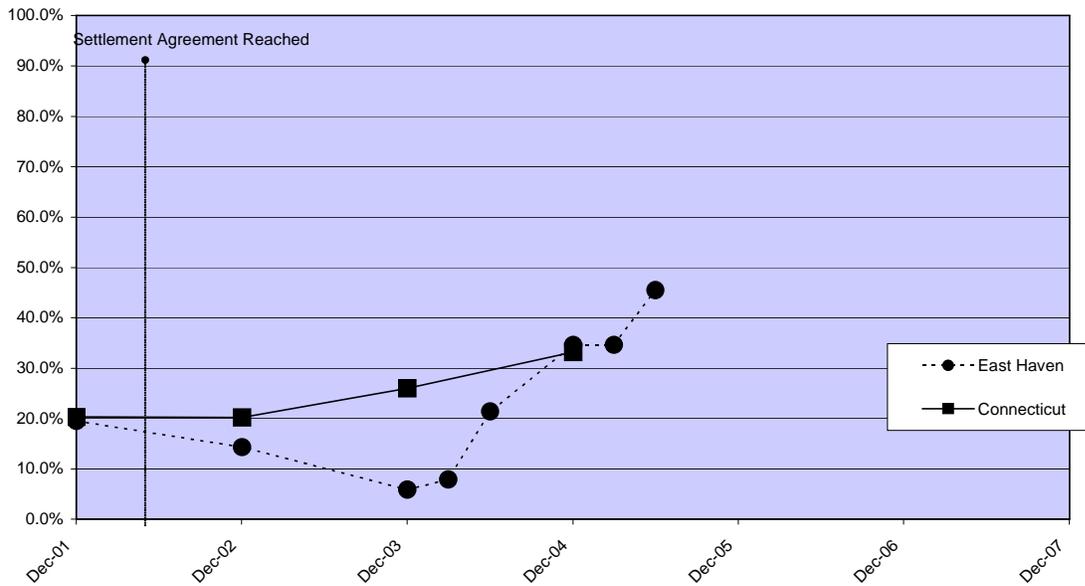
**EAST HAVEN
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	19.5%
Percent Participating in Extra Curricular Activities Dec. 2002	14.3%
Percent Participating in Extra Curricular Activities Dec. 2003	5.9%
Percent Participating in Extra Curricular Activities March 2004	7.9%
Percent Participating in Extra Curricular Activities June 2004	21.4%
Percent Participating in Extra Curricular Activities Dec. 2004	34.6%
Percent Participating in Extra Curricular Activities March 2005	34.6%
Percent Participating in Extra Curricular Activities June 2005	45.5%

East Haven

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



In June 2005, East Haven reported that 45.5% of its students participated in extracurricular activities. This is a 24.1% increase over the participation rate reported in June 2004 (21.4%). As of June 2005, East Haven's extracurricular participation rate for its students exceeds the statewide participation rate reported in December 2004.

EAST HAVEN

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district’s target for this goal?
<i>More schools have been trained in Step by Step</i>	Individuals are now seeing things from a general education perspective The classroom environment is now looked at differently
<i>Worked with SERC team onsite has impacted the time with non-disabled peers (TWNDP)</i>	SERC team has provided support to team to look at students individual plans
<i>Completion of School Based Practices Profile (SBPP) at all schools and resulting actions plans have been developed</i> <i>Beth Kurker Stewart was hired to facilitate the interpretation of the SBPP and development of resulting action plans</i>	The completion of the SBPP has effected the climate for inclusion in each building as students are leaving more self contained environments Students from East Haven Academy have moved back into middle school
<i>Data analysis took place at multiple administrative meetings</i>	Changes were made at building levels; information that was provided to staff resulted in reconvening some Planning and Placement Teams (PPTs)
<i>District initiative for Differentiated Instruction (DI) followed by building level professionals development and practice</i>	DI has been brought back to buildings marrying general education and special education; This resulted in increased opportunities for inclusion
<i>Superintendent mandated the addition of inclusion to individual school improvement plans</i> <i>Superintendent also provides direct support for this initiative</i>	Building principals are beginning to “own” the inclusion process in their school buildings The make up of building level teams is also more diverse

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<i>Director of Special Services has now been included on team to review these plans</i>	
<i>Building principals are using the evaluation and walk-through process to identify DI and inclusion practices in classrooms</i>	
<i>Conducted paraprofessional training</i>	Role of paraprofessionals is better defined

Goal area: Regular class placement

<i>Parent meeting was held and attended by parents of students with intellectual disabilities (ID) to review P.J. Settlement Agreement status and future</i>	Parents have a feel for how the P.J. Settlement Agreement directly effects their students education and the direction the district is moving in.
<i>Continued to strengthen to district-wide Least Restrictive Environment (LRE) team refining the team members, goals and structure</i>	There is a better understanding of inclusion at all levels; there is a more global perspective of inclusion within the district. A greater opportunity was presented to look at district data from early school years on to improve middle school and high school inclusion.
<i>Reconvened PPT for students with ID who were close to eighty percent to increase general education placement</i>	Thinking outside the box lead to a creative scheduling and disbursement of services
<i>Middle school LRE team meets regularly to look at current data for individual students</i>	A well defined plan was created and a system of accountability was put in place for inclusive practice
<i>High School team has been working on its own with SERC team to reconfigure services to ID students who are already attending the high school</i>	

Goal area: Attends home school

<i>Three students have moved from East Haven Academy to home school (middle school)</i>	Three students have moved from East Haven Academy to home school (middle school)
<i>Director of Special Services has visited West Haven Program at West Haven High School</i>	Director of Special Services has visited West Haven Program at West Haven High School
<i>Director and Case Manger have had multiple meetings with ACES Staff to plan for 2005-2006 school year</i>	Director and Case Manger have had multiple meetings with ACES Staff to plan for 2005-2006 school year

<i>Parent meeting were held for targeted ID students to return to home school</i>	Parent meeting were held for targeted ID students to return to home school
<i>A team from East Haven High School went to ACES to observe the students that were targeted to move</i>	A team from East Haven High School went to ACES to observe the students that were targeted to move

Goal area: Extra curricular participation

<i>Continued to expand Best Buddies program at High School Level</i>	The data for extracurricular activities has stayed the same (no downward movement)
<i>Club and intramural activities have begun at other levels</i>	See above

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Sustaining the membership of the building level teams; continuation of meetings by building level teams
- Continue paraprofessional training on a building basis based on particular students/setting/teacher needs

Regular class placement

- Redesigning the delivery of services at East Haven High School to increase number of students in regular class placement

Attending home school

- Bringing students with ID that were outplaced at ACES back into their home school/transition activities for students that will still be outplaced will continue

Extra curricular participation

- Adding some Best Buddies at the middle school level
- Investigating unified sports at the high school level
- Additional clubs may be added to middle school levels (try to find opportunities for elementary level as well)

What was your greatest challenge?

- Returning outplaced students with ID to their home school was the greatest challenge.

What was your greatest success?

- Students who were formerly at academy are now placed in home school (middle school) and in general education classes.

What action had the most significant impact? (and what was its impact?)

- The Superintendents directive that inclusion be a part of all school improvement plans. The direct impact reveals itself in the following way: ownership by general education; the types of professional development that is offered; direct review of student Individualized Education Plans (IEPs).

**ENFIELD
PUBLIC SCHOOLS**

Enfield Demographics

*2004-2005 Academic Year

Total Student Population	6,596
Total Special Education Population	779

Number of Schools:	
Preschool	1
Elementary	8
Middle	1
High School	2
Alternative	0

ERG:	F
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K-12 ID/MR Count by Year	
December 1998	54
December 1999	59
December 2000	60
December 2001	56
December 2002	53
March 2003	58
June 2003	60
December 2003	53
March 2004	52
June 2004	49
December 2004	51
March 2005	54
June 2005	47

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	25.0%
Mean TWNDP Dec. 1999	31.9%
Mean TWNDP Dec. 2000	21.3%
Mean TWNDP Dec. 2001	26.2%
Mean TWNDP Dec. 2002	32.1%
Mean TWNDP March 2003	33.6%
Mean TWNDP June 2003	38.4%
Mean TWNDP Dec. 2003	52.9%
Mean TWNDP March 2004	53.3%
Mean TWNDP June 2004	57.9%
Mean TWNDP Dec. 2004	58.0%
Mean TWNDP March 2005	60.6%
Mean TWNDP June 2005	62.7%

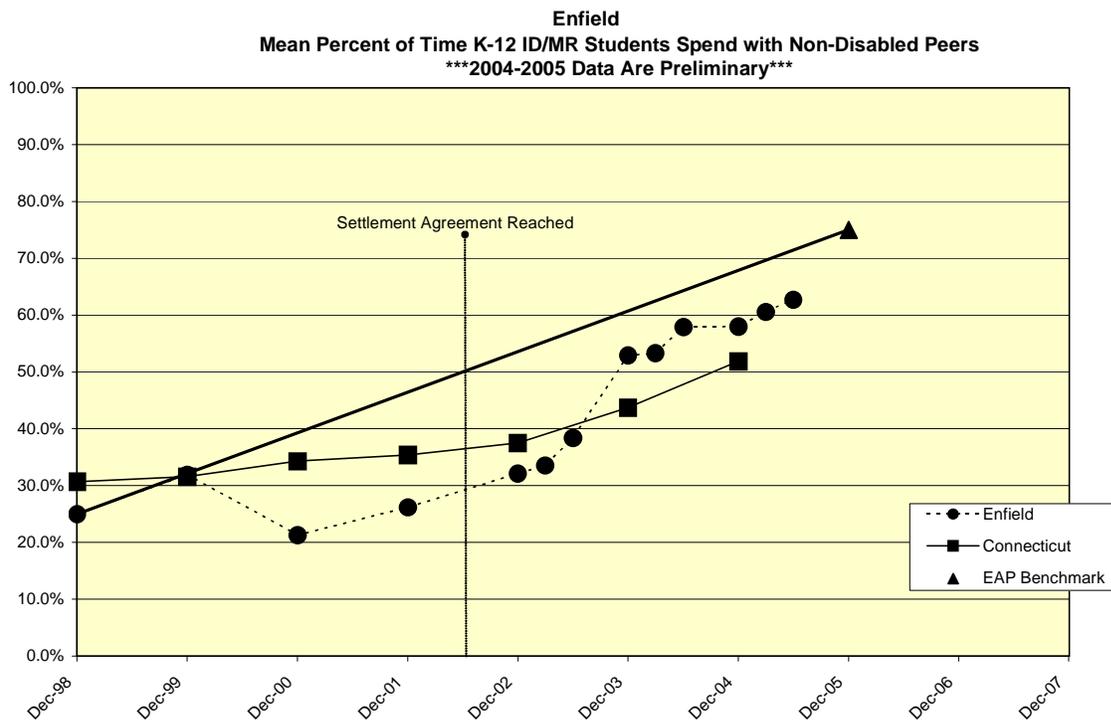
Median TWNDP Dec. 1998	20.7%
Median TWNDP Dec. 1999	29.6%
Median TWNDP Dec. 2000	15.9%
Median TWNDP Dec. 2001	27.5%
Median TWNDP Dec. 2002	31.8%
Median TWNDP March 2003	33.8%
Median TWNDP June 2003	40.6%
Median TWNDP Dec. 2003	53.8%
Median TWNDP March 2004	54.4%
Median TWNDP June 2004	64.3%
Median TWNDP Dec. 2004	64.5%
Median TWNDP March 2005	66.8%
Median TWNDP June 2005	67.1%

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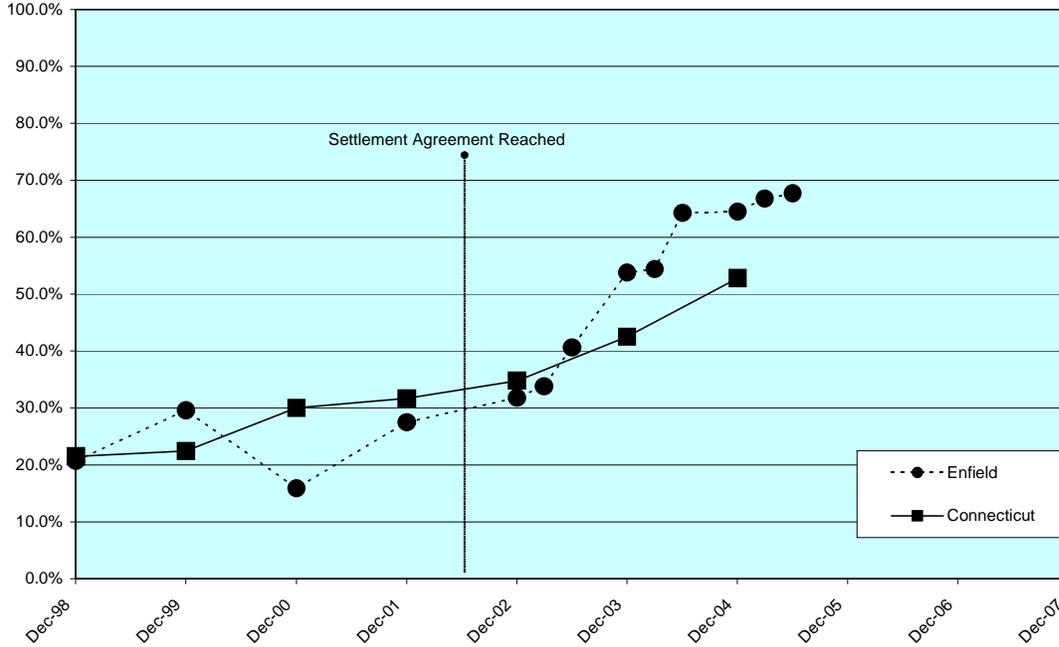
**ENFIELD
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	3.7%
Regular Class Placement Dec. 1999	6.8%
Regular Class Placement Dec. 2000	1.7%
Regular Class Placement Dec. 2001	3.6%
Regular Class Placement Dec. 2002	0.0%
Regular Class Placement March 2003	1.7%
Regular Class Placement June 2003	5.0%
Regular Class Placement Dec. 2003	11.3%
Regular Class Placement March 2004	11.5%
Regular Class Placement June 2004	18.4%
Regular Class Placement Dec. 2004	17.6%
Regular Class Placement March 2005	22.2%
Regular Class Placement June 2005	27.7%

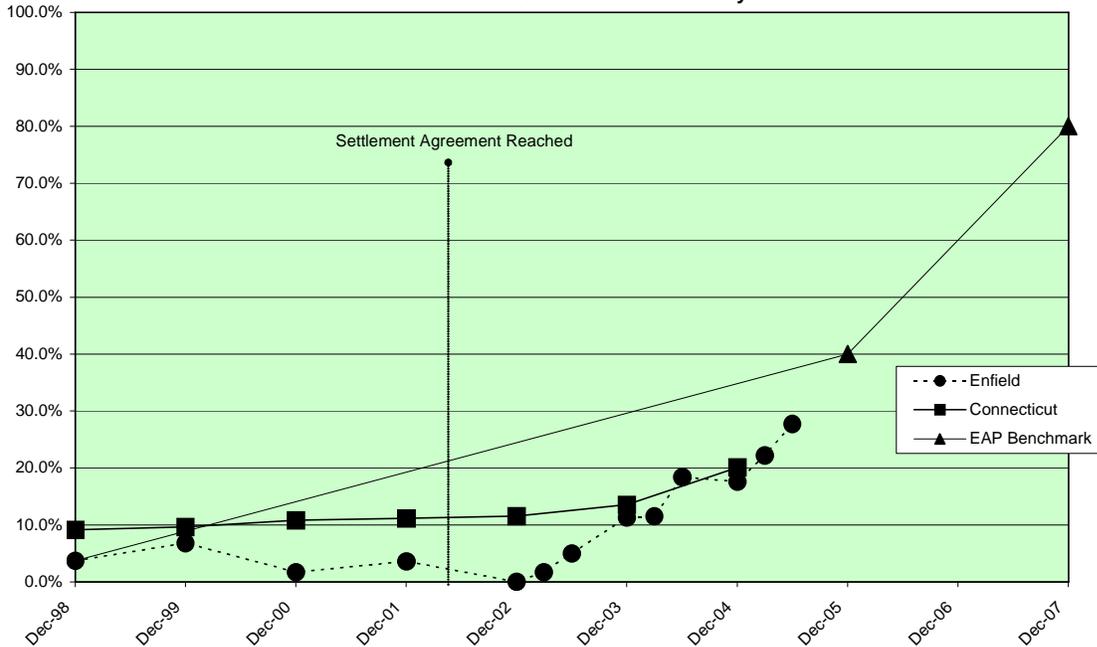


**ENFIELD
 PUBLIC SCHOOLS**

Enfield
 Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



Enfield
 Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



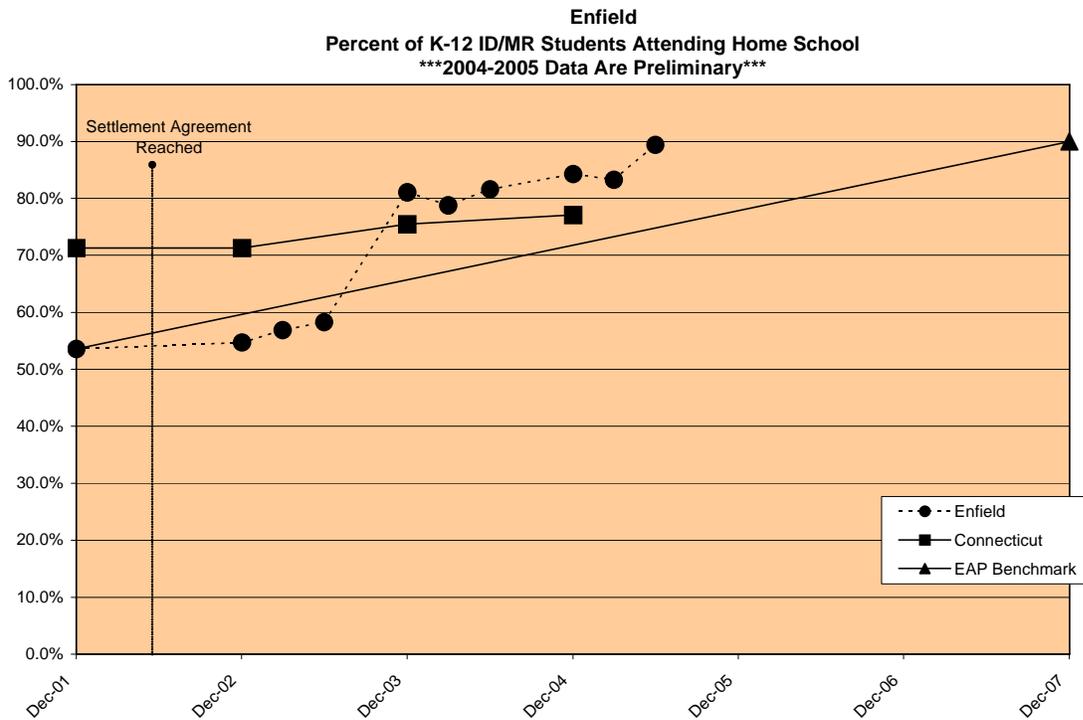
**ENFIELD
PUBLIC SCHOOLS**

Enfield reported a mean and median TWNDP for its students of 62.7% and 67.1%, respectively, in June 2005. Mean has increased 4.8% since June 2004; median has increased 2.8% over this same time period. As of June 2005, both of these measures are above the statewide percentages reported in December 2004. As of June 2005, 27.7% of the students in Enfield were reported as having been placed in a regular class setting. The percent of students placed in a regular class setting in Enfield as of June 2005 is above the statewide percent of students placed in a regular class setting reported in December 2004.

**ENFIELD
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	53.6%
Percent Attending Home School Dec. 2002	54.7%
Percent Attending Home School March 2003	56.9%
Percent Attending Home School June 2003	58.3%
Percent Attending Home School Dec. 2003	81.1%
Percent Attending Home School March 2004	78.8%
Percent Attending Home School June 2004	81.6%
Percent Attending Home School Dec. 2004	84.3%
Percent Attending Home School March 2005	83.3%
Percent Attending Home School June 2005	89.4%



As of June 2005, Enfield reported that 89.4% of its students are attending their home school. This is a 7.8% increase over the percent reported as attending their home school in June 2004. As of June 2005, Enfield's home school attendance rate exceeds the statewide rate as reported in December 2004.

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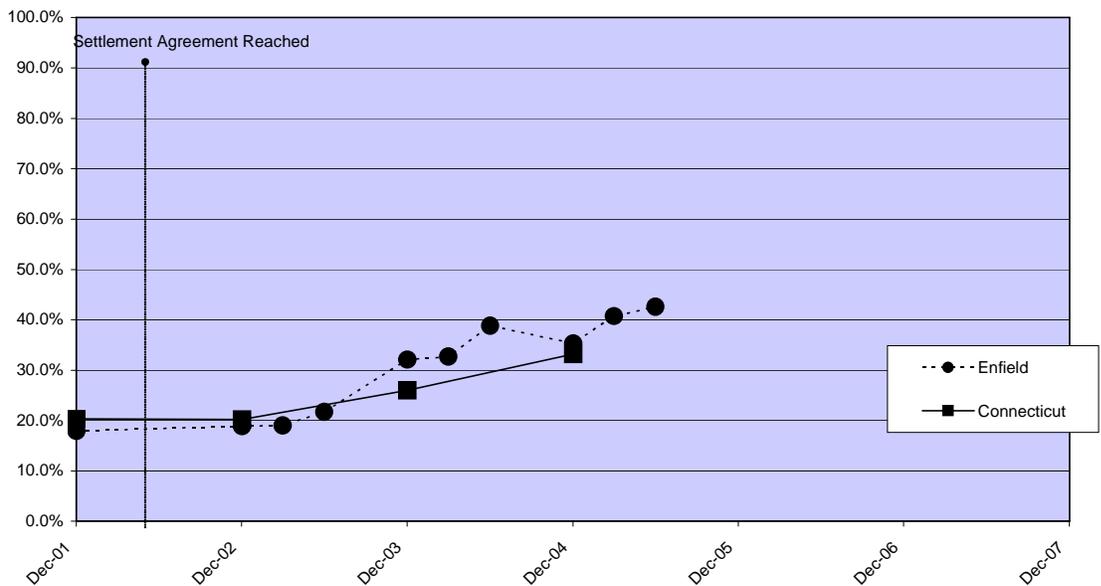
**ENFIELD
 PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	17.9%
Percent Participating in Extra Curricular Activities Dec. 2002	18.9%
Percent Participating in Extra Curricular Activities March 2003	19.0%
Percent Participating in Extra Curricular Activities June 2003	21.7%
Percent Participating in Extra Curricular Activities Dec. 2003	32.1%
Percent Participating in Extra Curricular Activities March 2004	32.7%
Percent Participating in Extra Curricular Activities June 2004	38.8%
Percent Participating in Extra Curricular Activities Dec. 2004	35.3%
Percent Participating in Extra Curricular Activities March 2005	40.7%
Percent Participating in Extra Curricular Activities June 2005	42.6%

Enfield

Percent K-12 ID/MR Students Participating in Extracurricular Activities
 2004-2005 Data Are Preliminary



42.6% of Enfield’s students were reported as participating in extracurricular activities as of June 2005. This is a 3.8% increase over the participation rate reported in June 2004. As of June 2005, Enfield’s extracurricular participation rate exceeds the statewide participation rate reported in December 2004.

ENFIELD

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Inclusive philosophy is now embedded into every day practice at most schools and has been refined at these locations</i>	Have met the goal
<i>Hired an independent educational consultant to assist with 2 elementary schools</i>	Provided district with additional information
<i>Have kept the inclusion facilitator position</i>	The facilitator provides support to teachers with how to provide appropriate instruction, accommodations and modifications, and supports to students with disabilities, increasing the time the students are able to spend with their non-disabled peers. In addition, she provides a classroom teachers perspective when providing assistance to teachers.
<i>Open team discussions at each school related to looking at individual cases</i>	Gives the opportunity to trouble shoot and have other ideas
<i>Training for paraprofessionals</i>	Increased paraprofessionals' knowledge and comfort with working with students with disabilities and has acknowledged the importance of paraprofessionals within the district for supporting students with disabilities in the general education classroom.
<i>Consistent message from the superintendent regarding responsible inclusive practice</i>	Staff recognize that inclusion is a priority for the district and is non-negotiable

Goal area: Regular class placement

<i>Parent training through the Connecticut Parent Advocacy Center (CPAC)</i>	Parents are prepared for IEP meetings and understanding the process
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<i>Utilized materials from Step By Step to train teachers in determining appropriate supports for students with disabilities in general education</i>	Increased students placed in regular classrooms with appropriate supports
<i>Special titles for special education teachers were removed and teachers were assigned to support grade levels instead of particular disabilities</i>	Increased support from the special education teachers for general educators in order to support students with disabilities in the regular class.
<i>Empowering teachers to be flexible when working with different co-teacher partners</i>	Teachers are more comfortable co-teaching which has improved instruction to all students, including students with disabilities
<i>Language of describing students as the “inclusion kids” has been removed from staff vocabulary</i>	Students are seen as being members of the general education classroom

Goal area: Attends home school

<i>It’s a district policy and practice that when a student moves into the district the students is automatically placed in their home school</i>	Decrease in the segregated classrooms and increased the percentage of students attending their home school to 89.4%
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Goal area: Extra curricular participation

Students are supported with paraprofessionals so that they can participate in extracurricular activities	More students are able to participate and are choosing to participate in extra curricular activities at the secondary level
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

Regular class placement

- Improve the natural proportions of students with disabilities in general education placement.
- Continue to use the independent consultant to work with specific buildings that will require more support in order to increase regular class placement.
- Improve on linking goals on IEP to general education curriculum.

Attending home school

Extra curricular participation

What was your greatest challenge?

- Moving the Middle School towards more responsible inclusive practices

What was your greatest success?

- Inclusive philosophy is now embedded into every day practice and there has been a change in mindset with the staff which has resulted in the district meeting four out of five goals.
- Support from the Superintendent in delivering a consistent message.
- Preschool program is now fully inclusive – “trickle up” effect on elementary schools

What action had the most significant impact? (and what was its impact?)

- The use of the independent consultant as an outsider delivering the message of inclusion has changed

**HAMDEN
PUBLIC SCHOOLS**

Hamden Demographics

*2004-2005 Academic Year

Total Student Population	7,065
Total Special Education Population	1,002

Number of Schools:	
Preschool	0
Elementary	9
Middle	1
High School	1
Alternative	0

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K-12 ID/MR Count by Year	
December 1998	57
December 1999	51
December 2000	46
December 2001	46
December 2002	53
December 2003	34
March 2004	35
June 2004	31
December 2004	34
March 2005	31
June 2005	27

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	22.6%
Mean TWNDP Dec. 1999	20.9%
Mean TWNDP Dec. 2000	28.9%
Mean TWNDP Dec. 2001	34.4%
Mean TWNDP Dec. 2002	33.6%
Mean TWNDP Dec. 2003	45.6%
Mean TWNDP March 2004	46.4%
Mean TWNDP June 2004	47.7%
Mean TWNDP Dec. 2004	45.4%
Mean TWNDP March 2005	47.1%
Mean TWNDP June 2005	46.8%

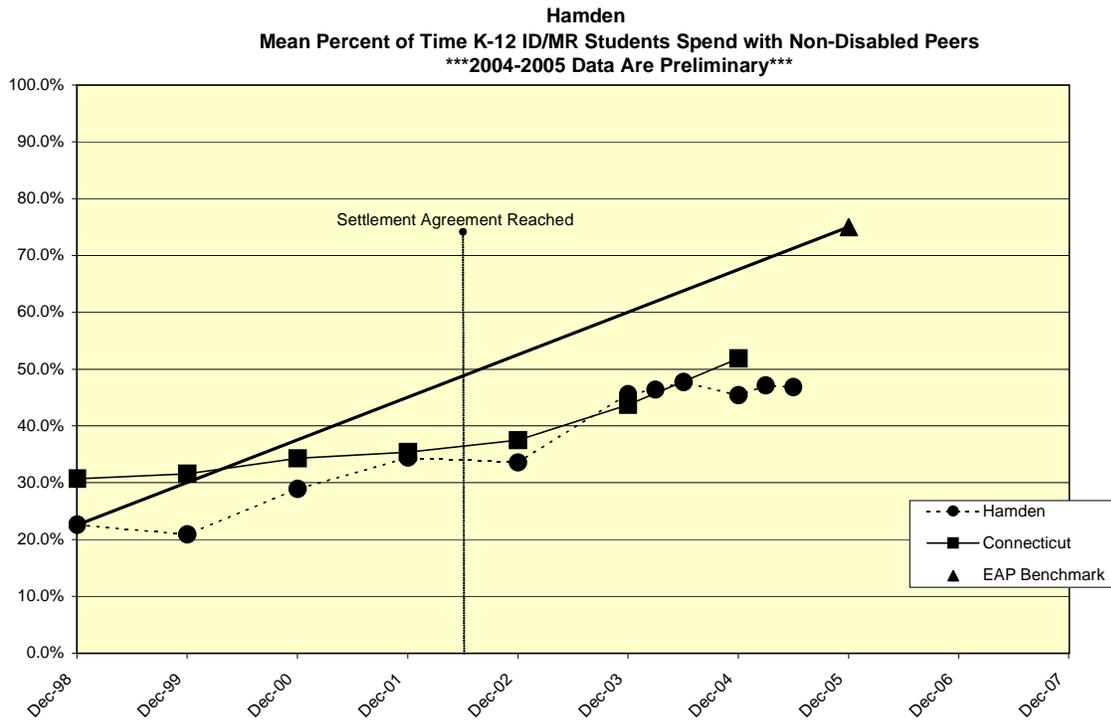
Median TWNDP Dec. 1998	20.4%
Median TWNDP Dec. 1999	20.4%
Median TWNDP Dec. 2000	34.5%
Median TWNDP Dec. 2001	32.4%
Median TWNDP Dec. 2002	38.4%
Median TWNDP Dec. 2003	46.3%
Median TWNDP March 2004	47.9%
Median TWNDP June 2004	45.8%
Median TWNDP Dec. 2004	44.5%
Median TWNDP March 2005	44.9%
Median TWNDP June 2005	43.7%

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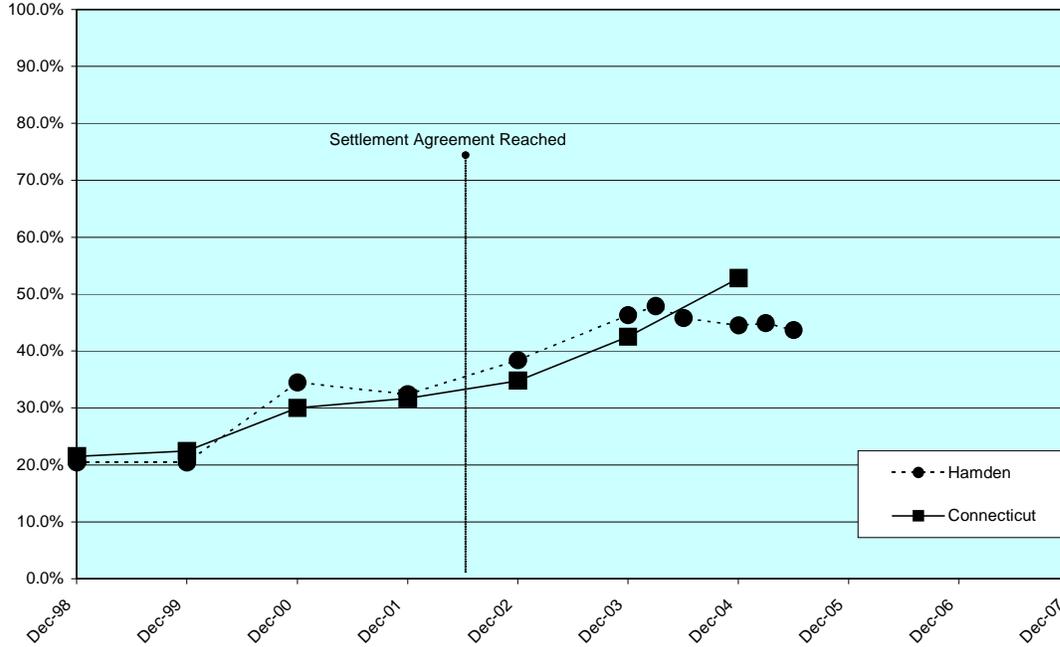
**HAMDEN
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	0.0%
Regular Class Placement Dec. 1999	2.0%
Regular Class Placement Dec. 2000	0.0%
Regular Class Placement Dec. 2001	8.7%
Regular Class Placement Dec. 2002	7.5%
Regular Class Placement Dec. 2003	17.6%
Regular Class Placement March 2004	17.1%
Regular Class Placement June 2004	16.1%
Regular Class Placement Dec. 2004	17.6%
Regular Class Placement March 2005	22.6%
Regular Class Placement June 2005	29.6%

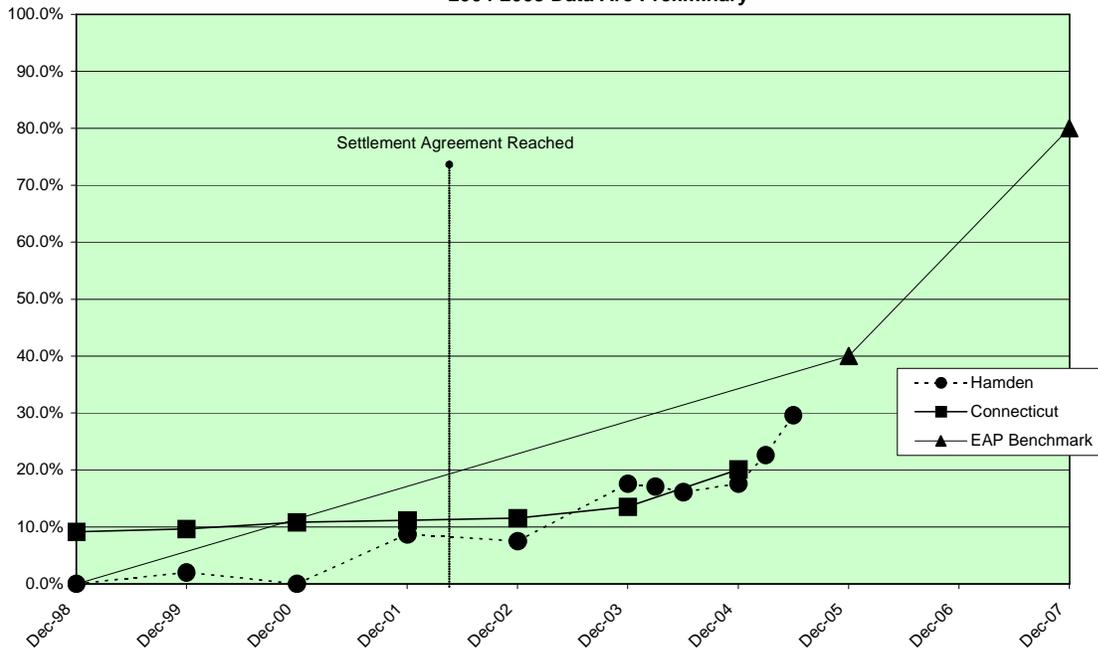


**HAMDEN
 PUBLIC SCHOOLS**

Hamden
 Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



Hamden
 Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



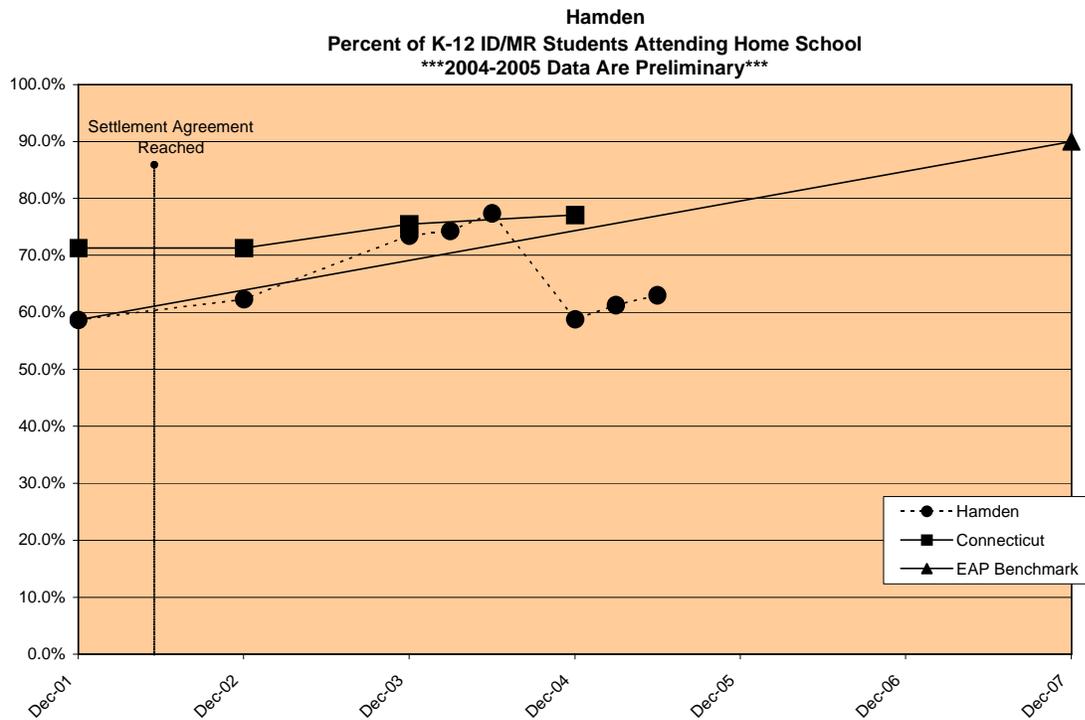
**HAMDEN
PUBLIC SCHOOLS**

As of June 2005, the mean TWNDP for Hamden's students was 46.8%; the median was 43.7%. The mean TWNDP has decreased 0.9% since June 2004; Hamden's median has decreased 2.1% over the same time period. As of June 2005, both measures are below the statewide mean and median reported in December 2004. In June 2005, 29.6% of Hamden's students were placed in a regular class setting. This is an increase of 13.5% over the percentage reported in June 2004 and is above the statewide percentage reported in December 2004.

**HAMDEN
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	58.7%
Percent Attending Home School Dec. 2002	62.3%
Percent Attending Home School Dec. 2003	73.5%
Percent Attending Home School March 2004	74.3%
Percent Attending Home School June 2004	77.4%
Percent Attending Home School Dec. 2004	58.8%
Percent Attending Home School March 2005	61.3%
Percent Attending Home Schoo June 2005	63.0%



63.0% of the students in Hamden were attending their home school as of June 2005. This is a 14.4% decrease compared the percent attending their home school in Hamden in June 2004 (77.4%). Hamden's June 2005 home school attendance rate is below that reported statewide in December 2004.

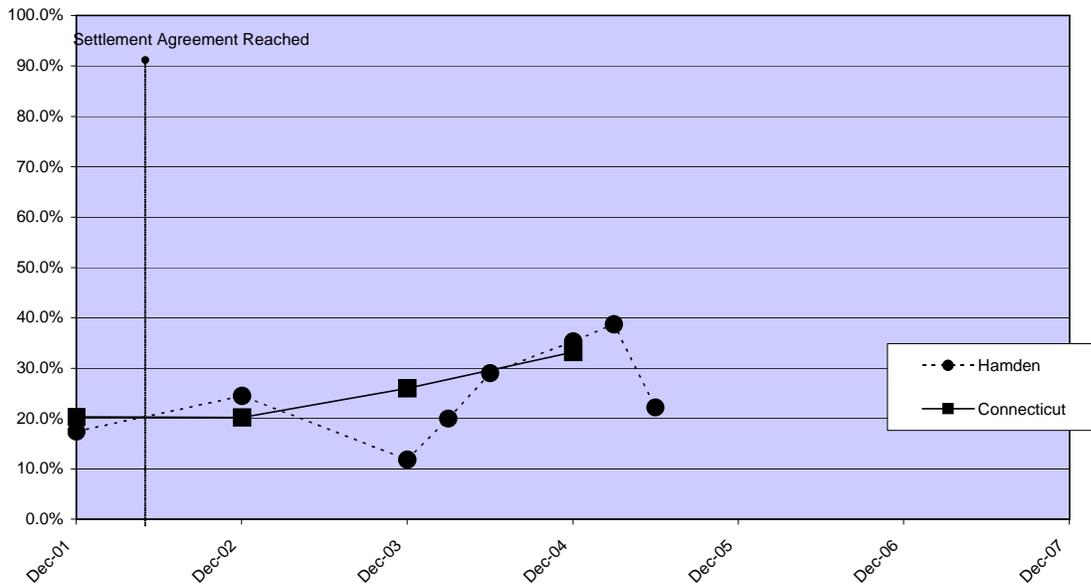
**HAMDEN
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	17.4%
Percent Participating in Extra Curricular Activities Dec. 2002	24.5%
Percent Participating in Extra Curricular Activities Dec. 2003	11.8%
Percent Participating in Extra Curricular Activities March 2004	20.0%
Percent Participating in Extra Curricular Activities June 2004	29.0%
Percent Participating in Extra Curricular Activities Dec. 2004	35.3%
Percent Participating in Extra Curricular Activities March 2005	38.7%
Percent Participating in Extra Curricular Activities June 2005	22.2%

Hamden

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



In June 2005, Hamden reported that 22.2% of its students participated in extracurricular activities. This is a 6.8% decrease as compared to the participation rate reported by Hamden in June 2004 (29.0%). As of June 2005, Hamden's extracurricular participation rate is below that reported for the state in December 2004.

HAMDEN

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Heightened awareness of the goal of the Settlement Agreement among teaching staff, Board of Education, and Central Office</i>	School psychologists, social workers, and speech pathologists are using alternate service delivery models such as whole class instruction rather than small group (35%-50% of school psychology services)
<i>Expanded efforts to include all special needs students in general education setting</i>	Includes more students when services are delivered to whole class (60%-70% of classrooms)
<i>Improvement in numbers</i>	From mean 45.4% in 12/04 to 47.1% in 3/05
<i>\$25,000 grant: part-time paraprofessionals hired; job coach for secondary level hired</i>	20 students have been placed in community based job sites; increased TWNDP
<i>Moved 9 students with Intellectual Disabilities (ID) into general education settings on secondary level</i>	Change has occurred for 5 weeks – an average of 17.25 hours per student
<i>Elementary – change to home room model effective Fall 2005. All students within the district will be assigned to a general ed homeroom rather than a self-contained classroom</i>	Positive excitement; Focused discussion on scheduling and planning for changes
<i>90%-95% of all in-district students will be in their home school beginning in 2006-07</i>	Positive attitude change
<i>Major change in how paraprofessionals will be used in the future. Less will be tied to individual students. They will be assigned to schools and/or resource teachers to work with more students with special needs in the general ed setting.</i>	Staff is prepared to implement the changes; participatory planning in the process has increased buy-in
<i>All special education teachers are being</i>	More services being provided in general

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<i>reclassified as “resource” teachers (in elementary schools) 2005-06</i>	education settings Language change reflects the system’s policy changes
<i>Accelerate intervention point for early intervention</i>	Positive attitude change and blurring of distinction between general education and special education
<i>Returning to home school from out of district placement 3 elementary and 2 pre-kindergarten students with various disabilities</i>	Positive attitude change, shared ownership and responsibility for students
<i>Central office Action team Least Restrictive Environment (LRE) created and met over summer to create plan</i>	Action team took ideas back to buildings and meetings
<i>Professional development on calculating Time with Non-Disabled Peers (TWNDP)</i>	March data reflects improvement
<i>Professional development for staff with grant funds</i>	Team sharing out with building staff
<i>Purchased resources for buildings on effective instruction and inclusive service delivery</i>	Used resources for professional development with all PPT coordinators and related service professionals. This altered some practice within buildings
<i>Step by Step Training will occur 2005-06</i>	Anticipate articulating a process to include more students in general education
<i>School Based Practices Profile (SBPP) all elementary schools this year, middle and high school 2005-06</i>	Identified common needs for professional development

Goal area: Regular class placement

<i>General education are accepting students in classroom and interested in including even more students, teachers are initiating change, flexible planning to meet student needs</i>	Huge attitudinal change, increased opportunities for other students and more opportunities for positive change
<i>Two-thirds of all in-district students with Intellectual Disabilities (ID) are in general education and/or resource room rather than self-contained.</i>	Students receiving instruction in general education curriculum Increased time with typical peers for academics and socialization
<i>Policy statement: we will be an inclusive district in 3 years</i>	Increased discussion on methods to reach that goal Focus on reflective practice and identify professional development needs for general and special education Increasing communication between

	general and special education Challenges to process arise when an individual student need is complicated
<i>Strong support from central office by both general education and special education</i>	Legitimizes the change process. Unifies goals of general and special education

Goal area: Attends home school

<i>Policy: We will not service students outside of home school</i>	<p>Focused conversations on services delivery for students with wide range of abilities</p> <p>Focused on professional development needs</p> <p>More students spending time in neighborhood school</p> <p>Increased student participation in decision-making; increased self-advocacy skills</p> <p>March data: 61%</p>
<i>Anticipate improvement this year and expect to meet goal in 2006</i>	Projecting only 8 sixth graders will not be in home school – remainder of students will return to home school

Goal area: Extra curricular participation

<i>Policy change: Eliminate fee for extra-curricular activities in 2005-06 for all activities other than varsity athletics</i>	<p>March 2005 data: 38.1% participation</p> <p>Anticipate increased participation without fee</p> <p>Anticipate reduced actual participation as compared to projected in June 2005 data</p>
<i>Emphasize during Planning and Placement Team (PPT) conversations</i>	See above

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Professional development – differentiated instruction through Area Cooperative Educational Services (ACES), co-teaching
- National Urban Alliance (NUA) for 4 schools not achieving Annual Yearly Progress (AYP); Trainer of Trainers (TOT) model district-wide on “Thinking Maps”
- Home Room Model for all elementary schools
- Dialogue with ACES, etc. – to increase TWNDP for students placed out of district

Regular class placement

- Reevaluate criteria for paraprofessionals allocation – to increase instructional support rather than one-to-one assignment
- Continue to use grant funds as seed money to increase resources for TWNDP
- District will use IDEA grant to replace LRE monies to continue the process
- Improve early intervention process and continue implementation of Positive Behavioral Supports (PBS) district-wide
- SBPP to additional schools, especially secondary
- “Fast ForWord” (a 6 month reading program) will be piloted with special education students at middle school and one elementary
- Address the goals and professional development needs identified in 4 school improvement plans that pertain to the Settlement Agreement goals
- Use tenets of Courageous Conversations on Race to advance Settlement Agreement goals
- Reflective Team Practice (RTI) training as an early intervention approach to be implemented in 2005-06.

Attending home school

- Monitor/evaluate which students are ready to return
- Developing procedures for exit criteria
- Sending schools will attend PPTs of students in out-of-district placements to plan appropriate programs and exit strategies

Extra curricular participation

- Collect data on general education participation

What was your greatest challenge?

- Using the P.J. settlement as a basis for moving the district to an inclusion model for students regardless of disability
- Curbing enthusiasm of planning team to select realistic goals for district
- Meet the academic needs of students in academic courses at the high school level (also elementary)
- Nexus students in Hamden
- New administrative staff learning their role and acting on the plan simultaneously

What was your greatest success?

- 5 students returning from out-of-district placements
- District-wide focus on inclusion and buy-in from staff

What action had the most significant impact? (and what was its impact?)

- Policy statement: we will become an inclusive district – let’s talk about how we will get there.

**HARTFORD
PUBLIC SCHOOLS**

Hartford Demographics

*2004-2005 Academic Year

Total Student Population	23,319
Total Special Education Population	3,906

Number of Schools:	
Preschool	28
Elementary	27
Middle	10
High School	6
Alternative	2

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K-12 ID/MR Count by Year	
December 1998	205
December 1999	165
December 2000	190
December 2001	207
December 2002	237
December 2003	240
March 2004	294
June 2004	235
December 2004	260
March 2005	265
June 2005	266

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	20.2%
Mean TWNDP Dec. 1999	19.4%
Mean TWNDP Dec. 2000	39.0%
Mean TWNDP Dec. 2001	31.6%
Mean TWNDP Dec. 2002	26.1%
Mean TWNDP Dec. 2003	26.6%
Mean TWNDP March 2004	27.6%
Mean TWNDP June 2004	27.1%
Mean TWNDP Dec. 2004	38.8%
Mean TWNDP March 2005	42.5%
Mean TWNDP June 2005	64.1%

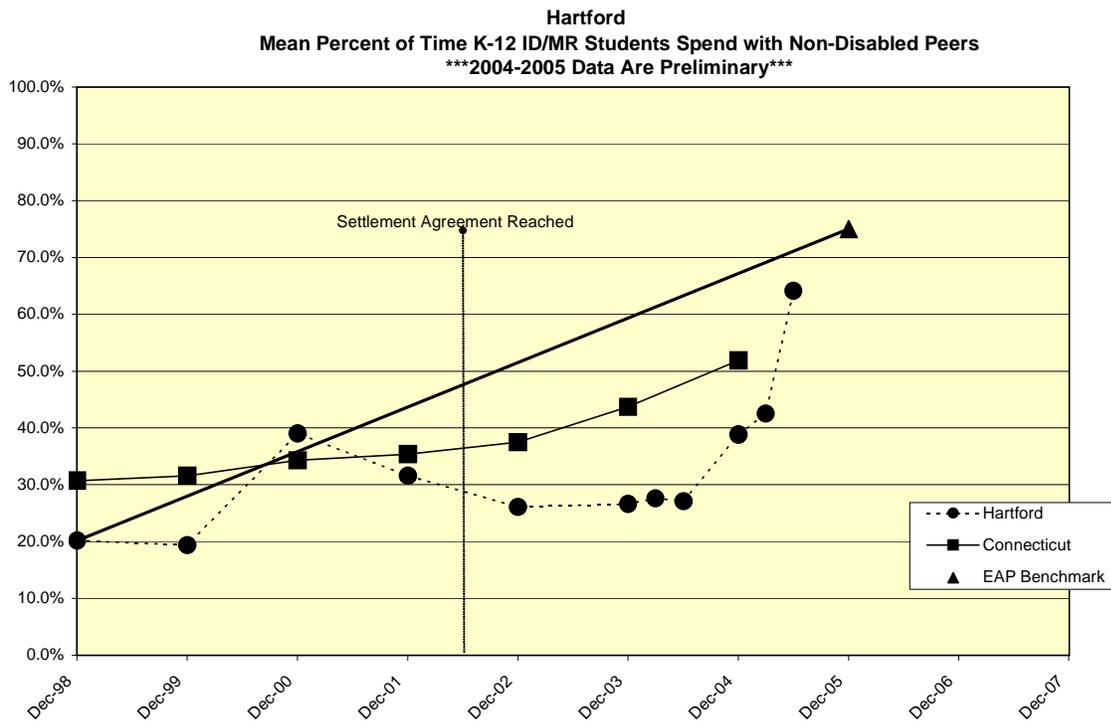
Median TWNDP Dec. 1998	13.3%
Median TWNDP Dec. 1999	13.3%
Median TWNDP Dec. 2000	23.3%
Median TWNDP Dec. 2001	21.8%
Median TWNDP Dec. 2002	21.5%
Median TWNDP Dec. 2003	19.8%
Median TWNDP March 2004	21.5%
Median TWNDP June 2004	20.0%
Median TWNDP Dec. 2004	38.8%
Median TWNDP March 2005	40.5%
Median TWNDP June 2005	76.8%

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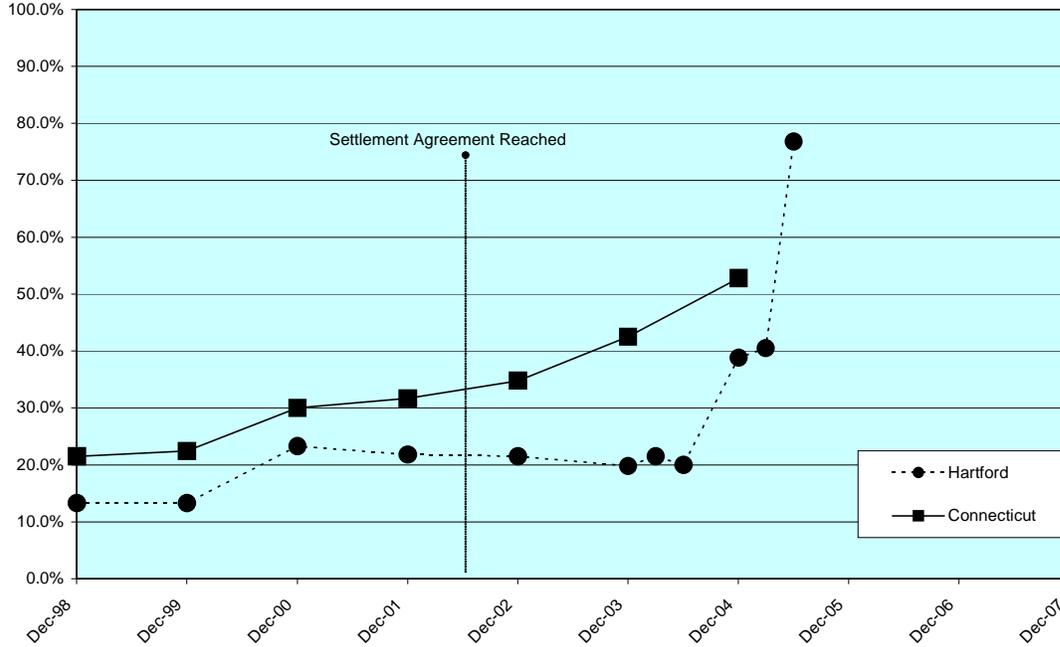
**HARTFORD
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	5.9%
Regular Class Placement Dec. 1999	7.3%
Regular Class Placement Dec. 2000	21.6%
Regular Class Placement Dec. 2001	12.6%
Regular Class Placement Dec. 2002	6.3%
Regular Class Placement Dec. 2003	4.6%
Regular Class Placement March 2004	5.4%
Regular Class Placement June 2004	5.1%
Regular Class Placement Dec. 2004	10.4%
Regular Class Placement March 2005	10.6%
Regular Class Placement June 2005	41.0%

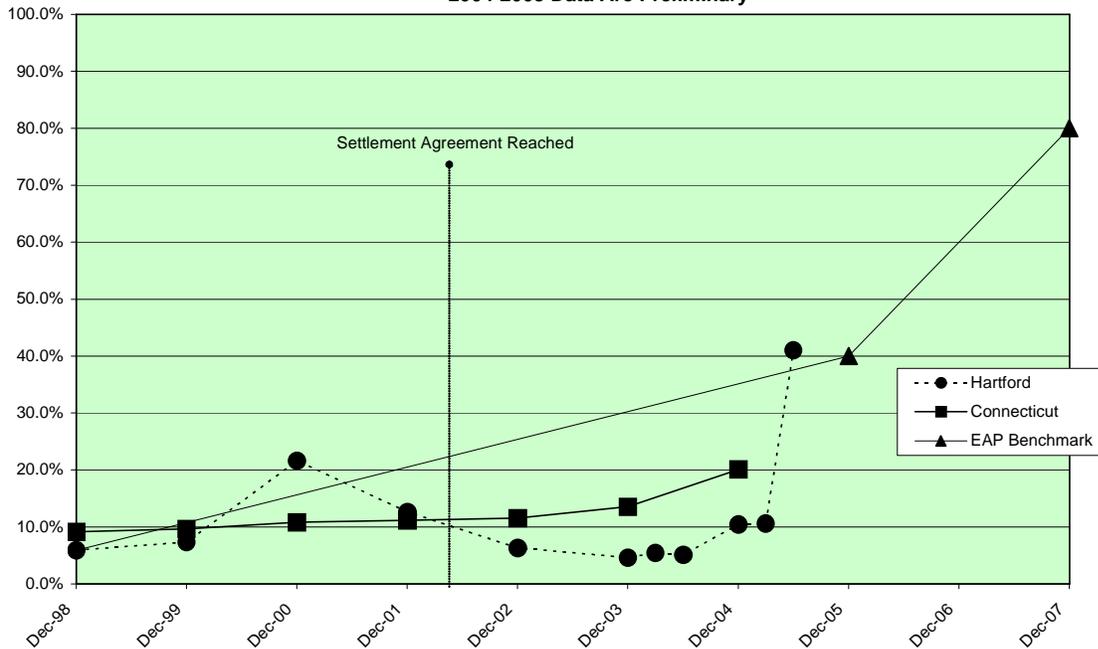


**HARTFORD
 PUBLIC SCHOOLS**

Hartford
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



Hartford
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



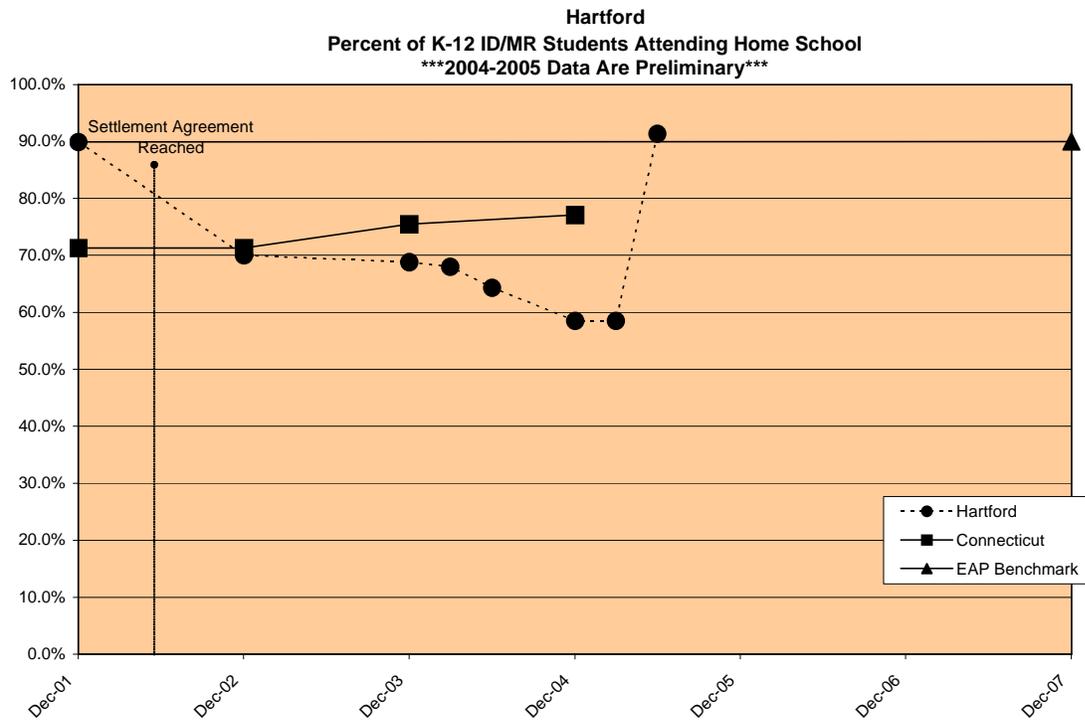
**HARTFORD
PUBLIC SCHOOLS**

Hartford's mean TWNDP increased 37.0% between June 2004 (27.1%) and June 2005 (64.1%); the median TWNDP has increased 56.8% over this same time period, from 20.0% to 76.8%. In June 2005, Hartford reported that 41.0% of its students were placed in a regular class setting. This is 35.9% greater than the percent reported in June 2004 (5.1%). As of June 2004, Hartford's mean and median TWNDP and percent in regular class exceed the statewide figures as reported in December 2004.

**HARTFORD
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	89.9%
Percent Attending Home School Dec. 2002	70.0%
Percent Attending Home School Dec. 2003	68.8%
Percent Attending Home School March 2004	68.0%
Percent Attending Home School June 2004	64.3%
Percent Attending Home School Dec. 2004	58.5%
Percent Attending Home School March 2005	58.5%
Percent Attending Home Schoo June 2005	91.4%



As of June 2005, 91.4% of Hartford’s students are attending their home school. This is a decrease of 27.1% increase since June 2004. Hartford’s home school attendance rate as of June 2004 exceeds the statewide home school attendance rate reported in December 2004.

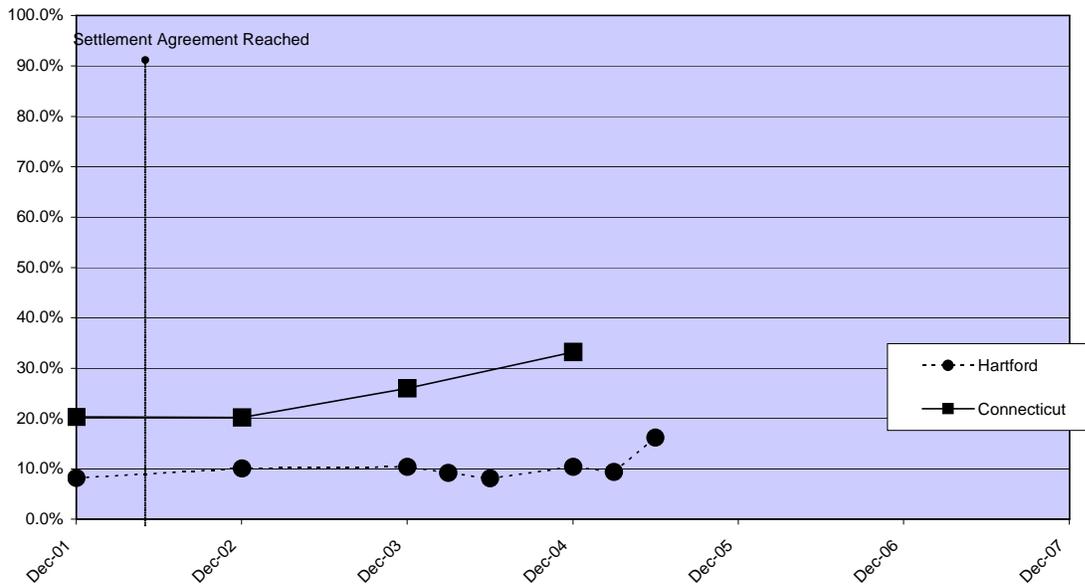
**HARTFORD
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Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	8.2%
Percent Participating in Extra Curricular Activities Dec. 2002	10.1%
Percent Participating in Extra Curricular Activities Dec. 2003	10.4%
Percent Participating in Extra Curricular Activities March 2004	9.2%
Percent Participating in Extra Curricular Activities June 2004	8.1%
Percent Participating in Extra Curricular Activities Dec. 2004	10.4%
Percent Participating in Extra Curricular Activities March 2005	9.4%
Percent Participating in Extra Curricular Activities June 2005	16.2%

Hartford

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



As of June 2005, 16.2% of Hartford’s students participated in extracurricular activities. This is double the participation rate reported in June 2004 (8.1%). As of June 2005, Hartford’s extracurricular participation rate remains below the statewide participation rate reported in December 2004.

HARTFORD

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district’s target for this goal?
<p><i>Hartford hired a consultant to work with teachers of targeted students(20% or less Time with Non-Disabled Peers, TWNDP) and administrators to</i></p> <ul style="list-style-type: none"> • <i>increase TWNDP</i> • <i>reallocate how paraprofessionals work with students,</i> • <i>introduce the “Home Room “ model,</i> • <i>accurately fill- out page 5 of Connecticut’s Individualized Education Plans (IEP) form,</i> • <i>utilize specific differentiation strategies.</i> 	<p>Saw definite increase in mean and median times to 39.2% and 40% respectively but not yet at the 70% target.</p>
<p><i>Every school participated in Step by Step Training.</i></p>	<p>Ah hah! Recognition by general education of the need for their participation in inclusive practices as evidenced by observations and conversations.</p>
<p><i>Reviewed and modified School Based Practices Profile (SBPP) and school improvement plans.</i></p>	<p>SBPP: teams are reviewing plans to align them with school improvement plans and their action steps (approximately 40% of schools;)</p>
<p><i>Every school receives technical assistance from Stetson and Associates, individualized by school; topics included scheduling, and the reallocation of staff.</i></p>	<p>Focus on individual student’s need rather than program development, more apparent at elementary rather than secondary level.</p>
<p><i>Provide a menu of staff development available for all schools addressing needs identified on SBPP.</i></p>	<p>Approximately 9 schools requested PD Monthly Cluster meetings for special education staff General meetings for all staff</p>

<i>Parent workshops</i>	Held one parent forum out of two that were planned. Attendance of approximately 100 parents African-Caribbean American Parents of Students with Disabilities (AFCAMP) has ongoing meetings with parents of high school students
<i>Planning and Placemen Teams (PPTs) reconvened for targeted students (less than 20% TWNDP)</i>	Individualized Education Plans (IEPs) revised with increased TWNDP
<i>Professional development for special education staff on writing IEP goals to align with standards</i>	All special education staff and paraprofessionals were trained (approximately 400 people attended)

Goal area: Regular class placement

<i>“Home Room” model</i>	Teacher contracts revised to increase flexibility in class size limits Special education students included in same “count” as general education students.
<i>Changing model from one-to-one paraprofessional to adult instructional support</i>	An increasing percentage of paraprofessionals are comfortable with instructional support role rather than one-to-one Better use of support staff
<i>Step by Step Training</i>	Increased awareness that TWNDP refers to instructional time not just socialization District is planning increase in professional development on effective instruction
<i>Special education has a seat on Curriculum Department bi-weekly meetings</i>	Increased awareness of the role of Special Education. Has not yet changed practice consistently across district.

Goal area: Attends home school

<i>Developed a process to return students to their home school</i>	All students with Intellectual Disability (ID) will attend home school in September 2005 provided the building is “accessible”
<i>14 students in satellite program returned to home school and program disbanded (action plan 03-04)</i>	Students are with age appropriate peers.
<i>Hired full-time job developer.</i>	Students with ID placed in community job programs (numbers to be provided by

	district)
<i>Correcting data points regarding definition of home school to include: magnet, parent choice, and special consideration.</i>	Reflected in plan for next year. Affecting new enrollees currently
<i>Changed practice to limit students leaving their home school unless alternate placement is Least Restrictive Environment (LRE)</i>	Schools making service delivery changes so as to better support students in general education.
<i>District-wide effort to correct current addresses of all students receiving special education.</i>	Data base more accurate. Change in procedure to update data base.
<i>Consultant did case reviews with targeted students (less than 20% TWNDP) in 75% of buildings</i>	Case review process identified supports necessary to facilitate return to home school.

Goal area: Extra curricular participation

<i>Changed practice of students leaving home school unless alternate placement is Least Restrictive Environment (LRE)</i>	Secondary students increasing participation in school social and extracurricular events
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Professional Development for all staff in effective instruction and models of support in the general education classroom and classroom management.
- Professional development and technical assistance on IEP development, especially procedure to calculate TWNDP.
- Principals will submit quarterly report that includes P.J. Settlement goals and other data points of interest (e.g., suspensions/expulsion).

Regular class placement

- Create a “culture of belonging” evidenced by increased enrollment and retention in home school, increased TWNDP, increased mean/median TWNDP.
- Monthly professional development for building administrators on meeting the goals of the P.J. Settlement Agreement.
- Rewriting district policies to emphasize responsible inclusive practices.
- Use Step by Step forms to change approach to special education to emphasize services to address student needs rather than developing programs in which students are categorically placed.
- Increase accountability for each action step (assessment practices culturally appropriateness)
- Review eligibility criteria

Attending home school

- Return all students to home school when school building is accessible

Extra curricular participation

- Procedure to monitor IEP development and implementation.
- Collect data on general education participation in extra-curricular activities

What was your greatest challenge?

- Lack of unified systems thinking about and ownership of all students

What was your greatest success?

- District-wide Step by Step training

What action had the most significant impact? (and what was its impact?)

- More responsible inclusive practice – move to home school

**MANCHESTER
PUBLIC SCHOOLS**

Manchester Demographics

*2004-2005 Academic Year

Total Student Population	7,634
Total Special Education Population	955

Number of Schools:	
Preschool	5
Elementary	10
Middle	2
High School	1
Alternative	1

ERG:	F
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K-12 ID/MR Count by Year	
December 1998	49
December 1999	44
December 2000	48
December 2001	53
December 2002	50
December 2003	51
March 2004	50
June 2004	44
December 2004	47
March 2005	46
June 2005	38

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	38.9%
Mean TWNDP Dec. 1999	38.1%
Mean TWNDP Dec. 2000	40.1%
Mean TWNDP Dec. 2001	38.1%
Mean TWNDP Dec. 2002	31.5%
Mean TWNDP Dec. 2003	38.1%
Mean TWNDP March 2004	38.2%
Mean TWNDP June 2004	37.7%
Mean TWNDP Dec. 2004	52.4%
Mean TWNDP March 2005	52.0%
Mean TWNDP June 2005	70.4%

Median TWNDP Dec. 1998	33.3%
Median TWNDP Dec. 1999	36.2%
Median TWNDP Dec. 2000	37.3%
Median TWNDP Dec. 2001	37.3%
Median TWNDP Dec. 2002	31.0%
Median TWNDP Dec. 2003	36.9%
Median TWNDP March 2004	36.9%
Median TWNDP June 2004	35.6%
Median TWNDP Dec. 2004	53.8%
Median TWNDP March 2005	53.8%
Median TWNDP June 2005	72.4%

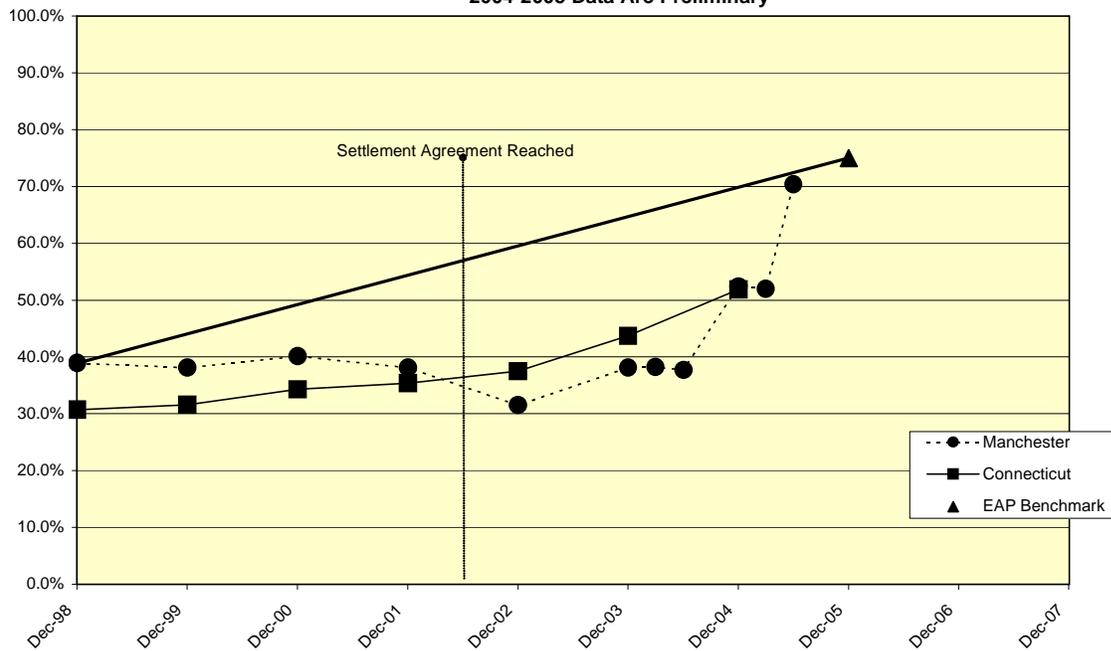
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**MANCHESTER
 PUBLIC SCHOOLS**

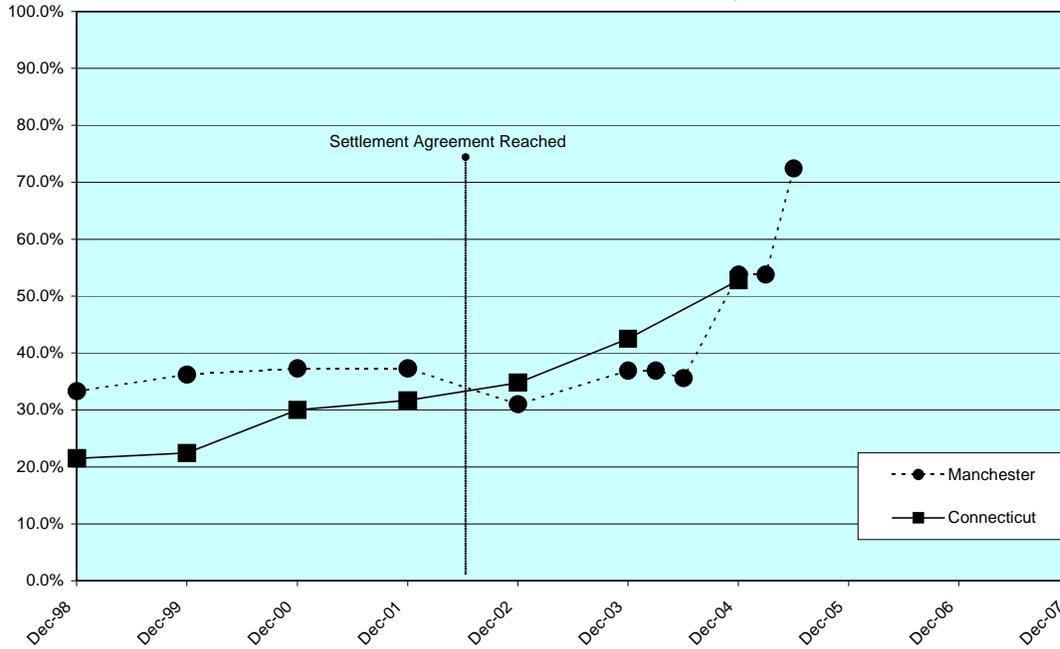
Regular Class Placement Dec. 1998	4.1%
Regular Class Placement Dec. 1999	2.3%
Regular Class Placement Dec. 2000	8.3%
Regular Class Placement Dec. 2001	7.5%
Regular Class Placement Dec. 2002	6.0%
Regular Class Placement Dec. 2003	4.6%
Regular Class Placement March 2004	10.0%
Regular Class Placement June 2004	9.1%
Regular Class Placement Dec. 2004	10.4%
Regular Class Placement March 2005	13.0%
Regular Class Placement June 2005	26.3%

Manchester
Mean Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary

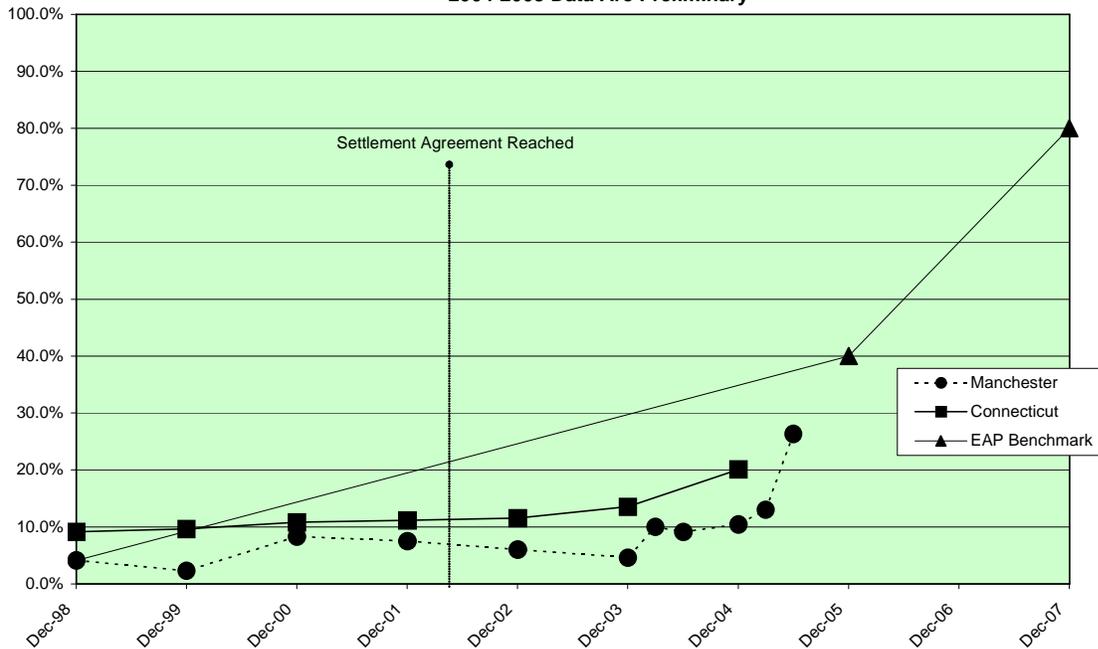


**MANCHESTER
PUBLIC SCHOOLS**

Manchester
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



Manchester
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



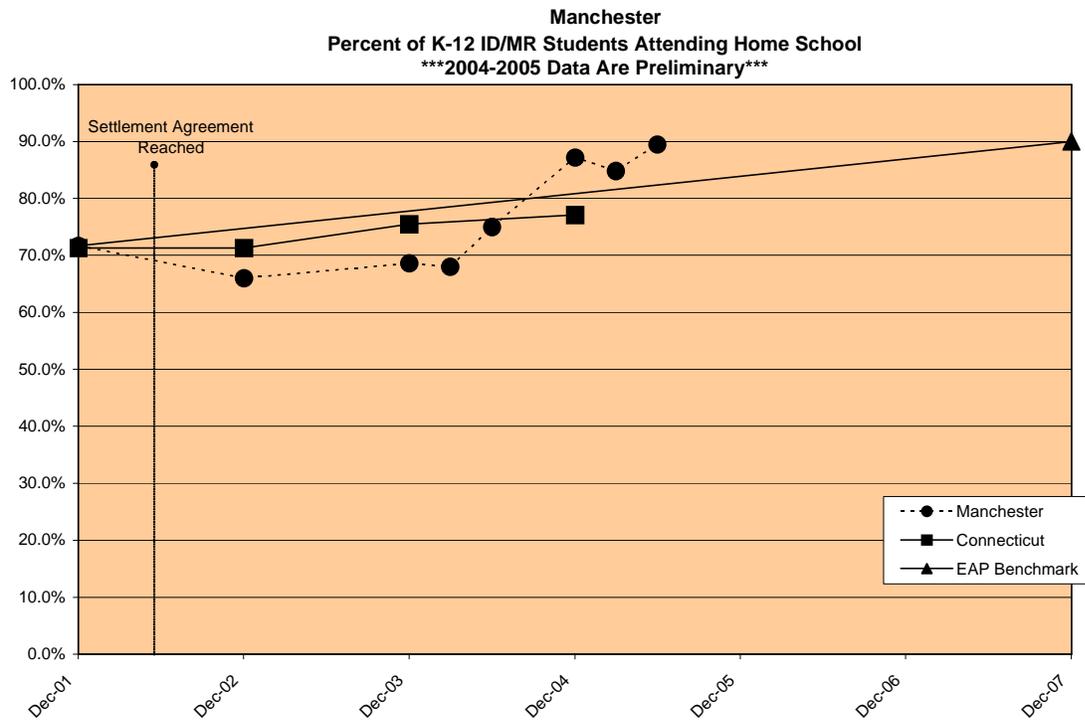
**MANCHESTER
PUBLIC SCHOOLS**

Manchester's mean TWNDP nearly doubled between June 2004 and June 2005, moving from 37.7% to 70.4%. Median TWNDP also increased 36.8% over this same time period (from 35.6% to 72.4%). The percent of Manchester students placed in a regular class setting was reported at 26.3% in June 2005, up 17.2% from June 2004 (9.1%). As of June 2005, Manchester's mean and median TWNDP exceed the statewide figure reported in December 2004, while the percent placed in a regular class remains below the statewide percentage.

**MANCHESTER
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	71.7%
Percent Attending Home School Dec. 2002	66.0%
Percent Attending Home School Dec. 2003	68.6%
Percent Attending Home School March 2004	68.0%
Percent Attending Home School June 2004	75.0%
Percent Attending Home School Dec. 2004	87.2%
Percent Attending Home School March 2005	84.8%
Percent Attending Home Schoo June 2005	89.5%



The percent of students in Manchester attending their home school has increased 14.5%, from 75.0% in June 2004 to 89.5% in June 2005. As of June 2005, the rate of home school attendance in Manchester remains exceeds the statewide home school attendance rate reported in December 2004.

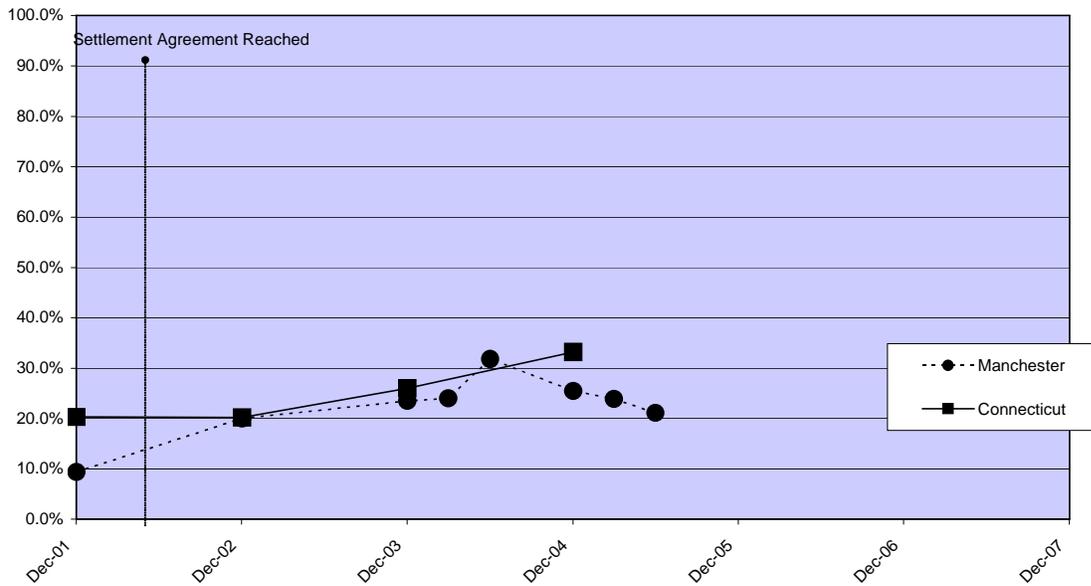
**MANCHESTER
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	9.4%
Percent Participating in Extra Curricular Activities Dec. 2002	20.0%
Percent Participating in Extra Curricular Activities Dec. 2003	23.5%
Percent Participating in Extra Curricular Activities March 2004	24.0%
Percent Participating in Extra Curricular Activities June 2004	31.8%
Percent Participating in Extra Curricular Activities Dec. 2004	25.5%
Percent Participating in Extra Curricular Activities March 2005	23.9%
Percent Participating in Extra Curricular Activities June 2005	21.1%

Manchester

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



The percent of students in Manchester participating in extracurricular activities has decreased 10.7%, from 31.8% in June 2004 to 21.1% in June 2005. As of June 2005, the rate of participation in extracurricular activities among Manchester's students remains below the statewide extracurricular participation rate reported in December 2004.

MANCHESTER

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement)?	What impact has this had on advancing toward your district's target for this goal?
<i>The district provided professional development to administrators, teaching staff, and paraprofessionals regarding LRE</i>	The district created shared meaning of the goals of LRE for administrators, teaching staff, and paraprofessionals
<i>Manchester created an LRE/inclusion steering committee at the high school</i>	The steering committee has initiated ownership of all students by general educators
<i>Manchester created an LRE district level team</i>	The team reviewed district data and planned district-wide professional development
<i>There was collaboration between the Director of Business Operations of Manchester Board of Education and the Town Director of Public Works regarding the needs of students with physical disabilities</i>	The collaboration ensures access for students with disabilities as school building are renovated
<i>The district disbanded and/or reconfigured self-contained programs for students with disabilities (at all levels)</i>	There are more opportunities for students with intellectual disabilities (ID) to be included in general education classes and interact with peers
<i>The high school expanded community opportunities for students ages 18-21</i>	The district has increased job placement options for older students
<i>The middle schools eliminated the practice of holding students with ID for an additional year</i>	The students with ID will transition through the grades with their typical peers
<i>A co-teaching infrastructure was instituted at the middle schools and special education staff were redeployed</i>	The self-contained programs were eliminated
<i>The district has planned for an infrastructure for co-teaching at the high school to be implemented in 2005-06</i>	Provide collaborative and differentiated instruction from general education and special education teachers based on the

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	general education curriculum and implementing assistive technology
<i>The special education teachers at the high school were assigned to core academic departments</i>	Co-teaching partnerships planned and implemented collaborative lessons in general education classes
<i>Each school completed the School Based Practices Profile (SBPP)</i>	General education and special education teachers collaborated to develop instruction
<i>The district received training in assistive technology and purchased assistive technology tools, materials, and equipment</i>	Access was created for students with disabilities across the curriculum and grade levels
<i>High school general education department heads and special education staff received training on accommodations and modifications</i>	The training generated joint accountability for students' goals and objectives in general education
<i>The district conducted parent training on the PPT process (CPAC)</i>	The training generated parent awareness of the special education process
<i>The district purchased materials for parents regarding various aspects of special education</i>	The materials were disseminated among parents of students with disabilities

Goal area: Regular class placement

<i>LRE/inclusion and Disproportionality were made a priority by central office administration</i>	All administrators were held accountable for LRE/inclusion
<i>The district has planned for an infrastructure for co-teaching at the high school to be implemented in 2005-06</i>	Provide collaborative and differentiated instruction from general education and special education teachers based on the general education curriculum and implementing assistive technology
<i>The district sent a team to Step By Step from Manchester High School in preparation for the co-teaching planned for 2005-06</i>	Provide collaborative and differentiated instruction from general education and special education teachers based on the general education curriculum and implementing assistive technology
<i>The special education teachers at the high school were assigned to core academic departments</i>	Co-teaching partnerships planned and implemented collaborative lessons in general education classes
<i>The district disbanded and/or reconfigured self-contained programs for students with disabilities (at all levels)</i>	There are more opportunities for students with intellectual disabilities (ID) to be included in general education classes and interact with peers
<i>A co-teaching infrastructure was instituted at the middle schools and special education</i>	The self-contained programs were eliminated

<i>staff were redeployed</i>	
<i>The district enlisted the support of Board of Education and building administrators</i>	There was accountability and provision of resources

Goal area: Attends home school

<i>The district disbanded and/or reconfigured self-contained programs for students with disabilities (at all levels)</i>	The students with ID were included into their home school community
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Goal area: Extra curricular participation

<i>The district created awareness of extra curricular opportunities in the district</i>	To be determined in 2005-06
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Continue professional development on DI, assistive technology, accommodations and modifications
- Enhance the transition programs for students ages 18-21
- Coordinate professional development activities across all district initiatives (Courageous Conversations about Institutional Racism, Early Intervention Process (EIP), DI, Data-driven Decision Making)

Regular class placement

- Implement co-teaching at the high school
- Continue and enhance the integration of student supports services within general education classrooms
- Expanding assessment options for students with disabilities
- Train general educators and special education partners in co-teaching
- Continue the LRE Steering Committee
- Establish an Assistive Technology team
- Provide professionals development on aligning IEP goals and objectives to the general education standards
- Participate in professional development on reducing bias in identifying students with disabilities

Attending home school

- Maintain current progress toward goal

Extra curricular participation

- Refocus the Best Buddies program

What was your greatest challenge?

- Assisting special educator's to overcome their resistance

What was your greatest success?

- Enlisting the support of Board of Education and building administrators

What action had the most significant impact? (and what was its impact?)

- The priority given to LRE/inclusion and disproportionality by central office administration

**MERIDEN
PUBLIC SCHOOLS**

Meriden Demographics

*2004-2005 Academic Year

Total Student Population	9,358
Total Special Education Population	1,340

Number of Schools:	
Preschool	5
Elementary	8
Middle	2
High School	2
Alternative	1

ERG:	H
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K-12 ID/MR Count by Year	
December 1998	126
December 1999	107
December 2000	96
December 2001	95
December 2002	94
December 2003	86
March 2004	88
June 2004	79
December 2004	76
March 2005	77
June 2005	76

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	38.2%
Mean TWNDP Dec. 1999	34.6%
Mean TWNDP Dec. 2000	35.2%
Mean TWNDP Dec. 2001	34.9%
Mean TWNDP Dec. 2002	35.2%
Mean TWNDP Dec. 2003	40.7%
Mean TWNDP March 2004	45.8%
Mean TWNDP June 2004	61.3%
Mean TWNDP Dec. 2004	65.6%
Mean TWNDP March 2005	69.6%
Mean TWNDP June 2005	72.7%

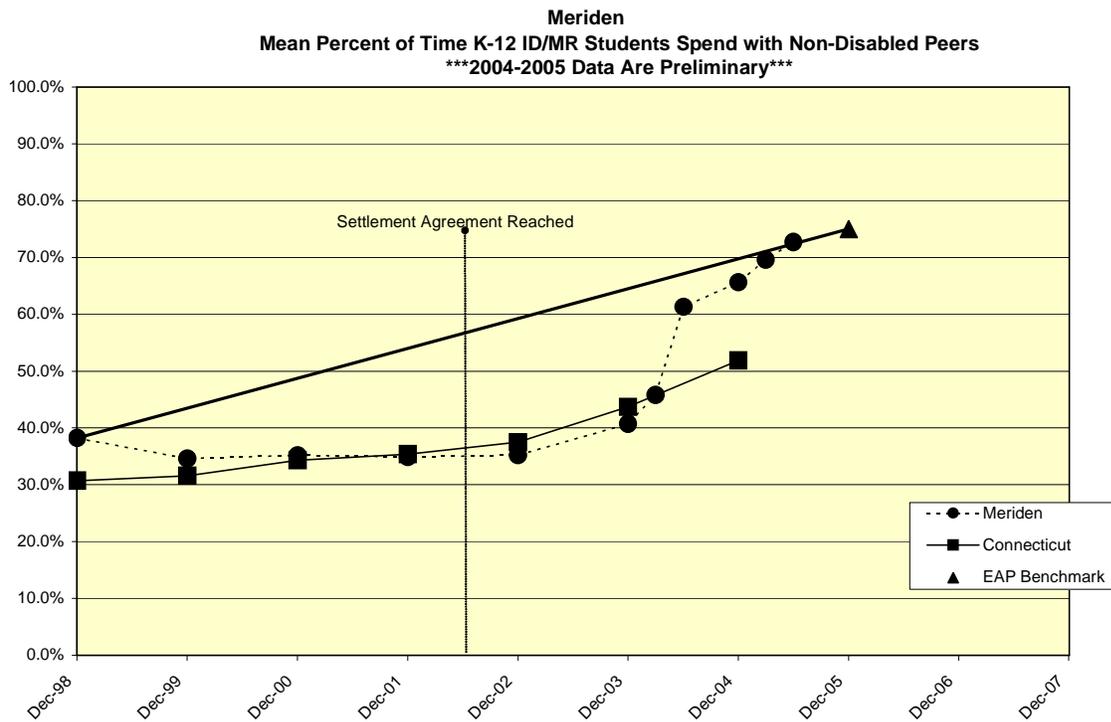
Median TWNDP Dec. 1998	37.3%
Median TWNDP Dec. 1999	37.3%
Median TWNDP Dec. 2000	37.3%
Median TWNDP Dec. 2001	33.3%
Median TWNDP Dec. 2002	32.2%
Median TWNDP Dec. 2003	38.3%
Median TWNDP March 2004	46.7%
Median TWNDP June 2004	64.2%
Median TWNDP Dec. 2004	66.7%
Median TWNDP March 2005	76.7%
Median TWNDP June 2005	80.0%

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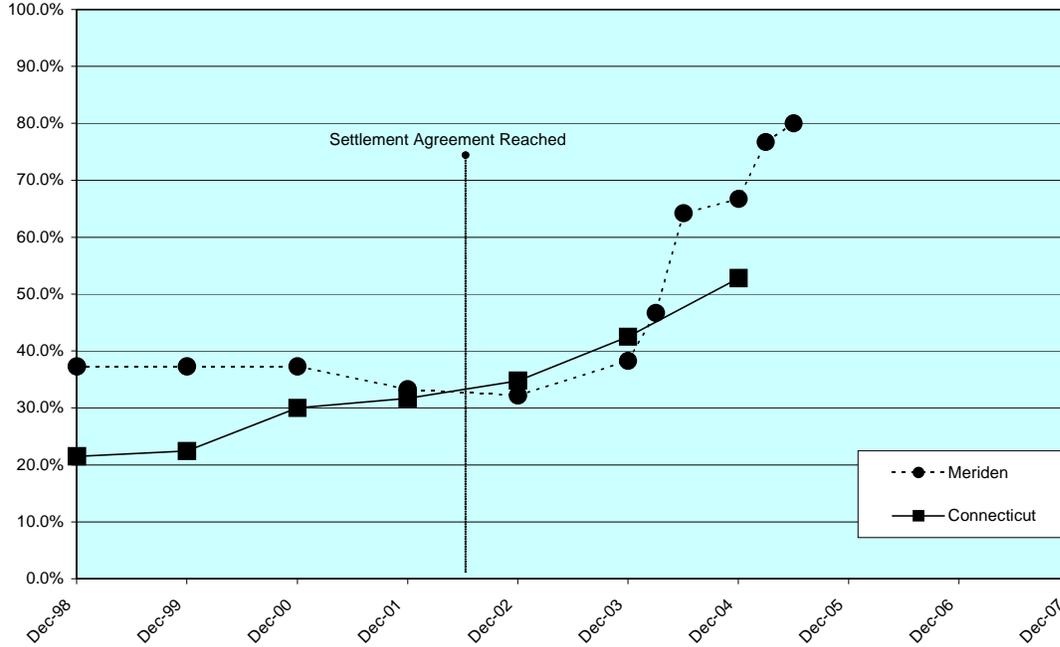
**MERIDEN
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	8.7%
Regular Class Placement Dec. 1999	3.7%
Regular Class Placement Dec. 2000	5.2%
Regular Class Placement Dec. 2001	6.3%
Regular Class Placement Dec. 2002	7.4%
Regular Class Placement Dec. 2003	5.8%
Regular Class Placement March 2004	10.2%
Regular Class Placement June 2004	24.1%
Regular Class Placement Dec. 2004	32.9%
Regular Class Placement March 2005	42.9%
Regular Class Placement June 2005	53.9%

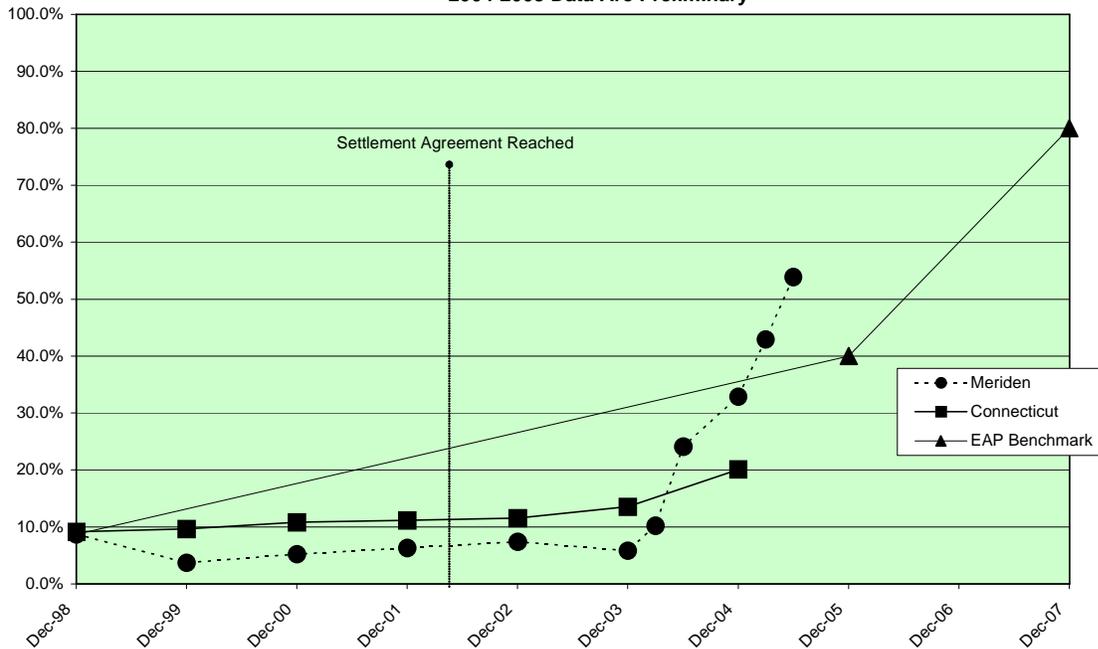


**MERIDEN
 PUBLIC SCHOOLS**

Meriden
 Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



Meriden
 Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



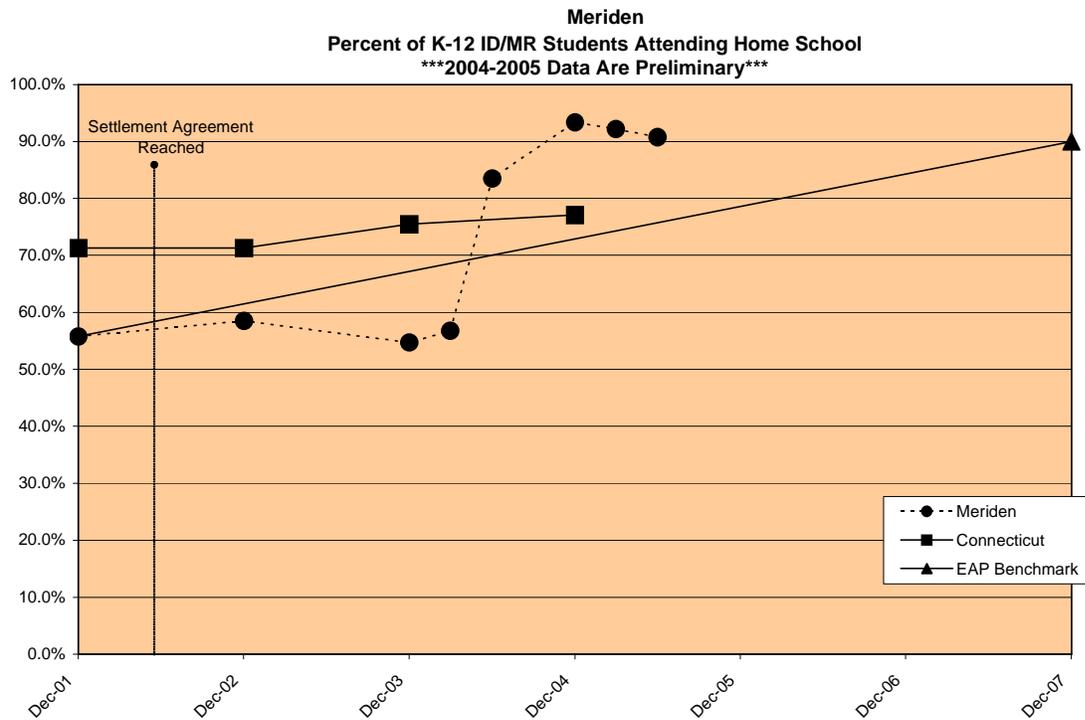
**MERIDEN
PUBLIC SCHOOLS**

As of June 2005, mean and median TWNDP in Meriden are 72.7% and 80.0%, respectively. Mean TWNDP increased 11.7% between June 2004 (61.3%) and June 2005, and median TWNDP increased 14.5% over this same time period. AS of June 2005, Meriden's mean and median exceed the statewide mean and median reported in December 2004. In June 2005, Meriden reported that 53.9% of its students were placed in a regular class setting. This is a 29.8% increase over June 2004 (24.1%). The percent of students placed in a regular class setting in Meriden as of June 2005 exceeds the statewide percent reported in December 2004.

**MERIDEN
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	55.8%
Percent Attending Home School Dec. 2002	58.5%
Percent Attending Home School Dec. 2003	54.7%
Percent Attending Home School March 2004	56.8%
Percent Attending Home School June 2004	83.5%
Percent Attending Home School Dec. 2004	93.4%
Percent Attending Home School March 2005	92.2%
Percent Attending Home School June 2005	90.8%

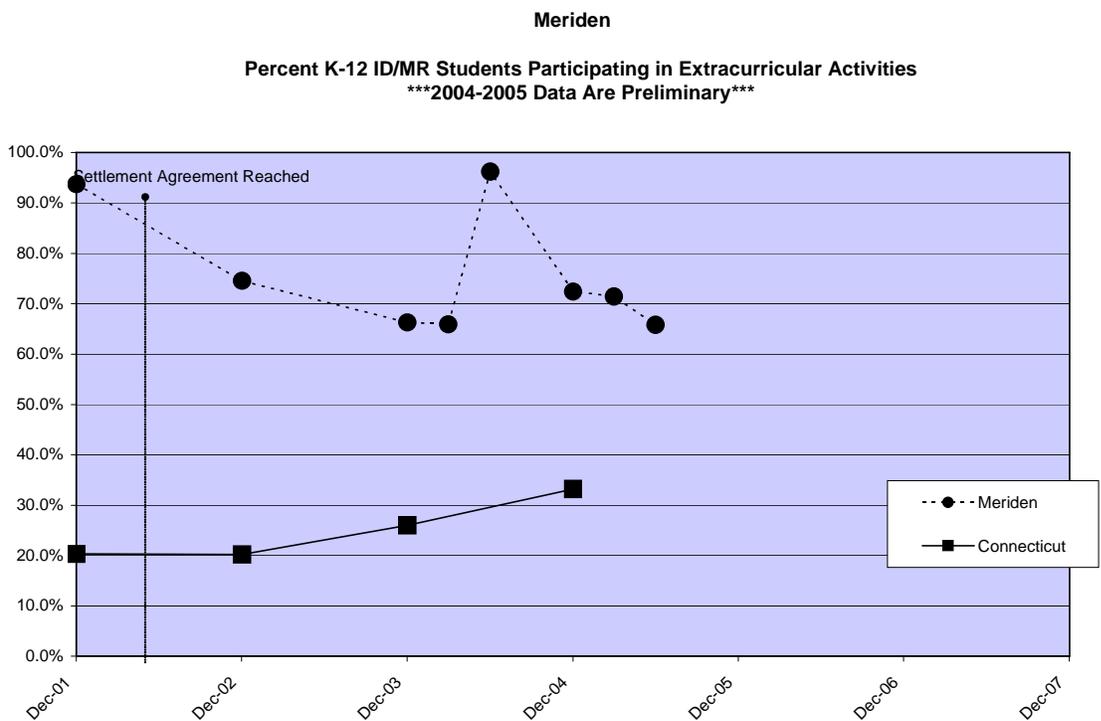


As of June 2005, 90.8% of Meriden’s students attended their home school. This is a 7.3% increase over the percent attending their home school reported in June 2004 (83.5%). As of June 2005, Meriden’s home school attendance rate exceeds the statewide home school attendance rate reported in December 2004.

**MERIDEN
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	93.7%
Percent Participating in Extra Curricular Activities Dec. 2002	74.5%
Percent Participating in Extra Curricular Activities Dec. 2003	66.3%
Percent Participating in Extra Curricular Activities March 2004	65.9%
Percent Participating in Extra Curricular Activities June 2004	96.2%
Percent Participating in Extra Curricular Activities Dec. 2004	72.4%
Percent Participating in Extra Curricular Activities March 2005	71.4%
Percent Participating in Extra Curricular Activities June 2005	65.8%



Meriden’s extracurricular participation rate decreased by 30.4%, from 96.2% in June 2004 to 65.8% in June 2005. As of June 2005, Meriden’s extracurricular participation rate is higher than the statewide extracurricular participation rate reported in December 2004.

MERIDEN

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<p><i>Central office representation at all PPT meetings for students with ID</i></p> <p><i>Periodic status checks on implementation of SBPP action plans</i></p> <p><i>Central office supervisors continue to review every IEP generated for compliance and for adherence to principles of LRE</i></p>	<p>Exceeded target of 68% (74.55%)</p> <p>Attention has kept SBPP action plans and department goals high priority for schools IEP review spots errors/omissions/outliers, but is enormously taxing of supervisory time and attention. New IEP software should help us with quality control and monitoring.</p>
<p><i>Continuing to refine data collection process</i></p>	<p>See above, in process of purchasing software</p>
<p><i>Identified (and followed through on) start of 04-05 year as fixed implementation date for inclusion initiative for all schools. No excuses. Full implementation from that date on. Schools and staff "immersed" in inclusive practices after a year's worth of planning, preparation and pilot (03-04).</i></p>	<p>Teachers immersed in new way of thinking simultaneous to district-wide increases in class size due to budget cuts</p> <p>Increased knowledge-base and practical application in how to differentiate instruction to provide greater access for all students</p> <p>Initiative sparked increased parent and staff concerns regarding classroom/school placement decisions in relation to development of functional life/self-management skills</p>
<p><i>Establishment of common planning time by making necessary schedule changes</i></p>	<p>Increased collaborative planning and incidental support for regular ed students</p> <p>Pointed out continued need for greater</p>

	clarification of roles and establishment of shared responsibility regular ed/special ed
<i>Provided targeted training to regular and special education teachers, Speech Language Pathologists and other personnel on writing goals and objectives related to the curriculum, data collection, grading and assessment</i>	Special education teachers more focused on students' access to general education curriculum; shared goals and objectives, better, more holistic plans for students

Goal area: Regular class placement

<i>Eliminated most self-contained and resource classrooms resulting in staff redeployment and student transfers</i>	Increase in regular class placement and students attending home school, achieved at natural transition (beginning of 04-05 school year)
<i>Special Ed administration taking lead role in district-wide continuous improvement planning efforts regarding curriculum mapping; implementation of Positive Behavior Supports and other pro-social activities; movement toward universal Pre-K</i>	Direct effect on organization and structure of the general education curriculum, students' being considered part of general ed environment Reduction in suspension/expulsion due to more focused attention on instruction and increase in classroom interventions Increased early care and education opportunities for Meriden's children, directly linked to district's pre-k curriculum
<i>Increased use of differentiated instruction at the elementary level as result of training</i>	Increased student access to general ed. curriculum; Exceeded target of 35% (42.9%)
<i>Co-teaching at middle and high school</i>	Increased participation in academic core areas
<i>Reflection on process has caused and increase in teacher expectations with regards to students' ability and capacity for growth</i>	Students and teachers advocating for increased time in academic classes

Goal area: Attends home school

<i>Began looking at placement and resource provisions for all students with disabilities from 02-04 so that by Fall of 04 infrastructure had been modified, allowing all students to attend neighborhood or choice school</i>	Exceeded target of 86.4% (92.9%) Decrease in need for special ed. Transportation Siblings attending same school
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	Increased family participation in neighborhood school activities
<i>Itinerant early childhood resource teacher able to provide direct observation and consultation, leading to better planning and transition from community pre-k programs to k</i>	Advanced early childhood initiatives and interventions, improved readiness to meet children’s needs in neighborhood school upon entry
<i>Clarified procedures with regard to school-choice</i>	Accurate data collection

Goal area: Extra curricular participation

<i>Started Best Buddies program at one high school and two middle schools</i>	Increased social access in school due to formalized relationships with peers
<i>Reinforced policy and practice that environmental modifications, paraprofessional support, nursing, or busing needs are met without reservation</i>	Full access for students with disabilities; no exclusions based on need
<i>Positive student experiences maintained</i>	Pride of students/parents because of common experience and belonging

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- In process of re-administering SBPP district-wide to refine action plans
- Initiating new student data collection process for real time data in all target areas (Tranquility Software)

Regular class placement

- Increase parent training and leadership opportunities
- Bringing Stetson and Associates back to refine instructional practices
- Continue to eliminate paraprofessional positions and reallocate funding for special ed. staff in order to increase in-class support
- Continue district-wide implementation of Positive Behavior Supports
- Collaborate with SERC to enhance early intervention practices district-wide

Attending home school

- Maintain current practices
- Build capacity to have behavior support specialists on-site in order to maintain home school placements and return of students that have been out-placed (focusing on all students with disabilities, not just students with ID)

Extra curricular participation

- Expand Best Buddies program

What was your greatest challenge?

- We expect % of home school attendance will decrease next year due to states directive regarding not being able to count community-based time
- Parents and teachers accepting regular ed placement; still believe that students are “getting less”
- Increase in due process hearings
- **Tracking and discipline practices at secondary level counterproductive to implementation process**
- Reduction in district funding for extra-curricular activities

What was your greatest success?

- Quality of district-wide implementation of responsible inclusive practices as result of ongoing monitoring of school-based decisions and implementation of SBPP action plans
- Positive benefits for general and special ed students
- Training for all teachers resulting in increased access to general ed. curriculum resulting and reduction in special ed. referrals

What action had the most significant impact? (and what was its impact?)

- By choosing to focus on all students, and by taking a year to plan, pilot and prepare, we were perfectly poised to introduce some very big systems change ideas **to the district as a whole**. In our district, our department (OPP) has been alone in being able to articulate the interconnections between PJ, NCLB, over-representation and Closing the Achievement Gap initiatives. This has provided us with more momentum and latitude because we have been able to demonstrate and communicate that effective implementation would result in improved outcomes for all students. This has resulted in our exceeding expectations and in accomplishing the introduction of real systems change beyond the typical scope of special education. We are somewhat anxious about being able to maintain gains and make new growth given our rapid movement, but overall, credit that coordinated action plan with our success and expect to continue to make progress with regard to PJ ideals, NCLB, over-representation and Closing the Gap.

**MILFORD
PUBLIC SCHOOLS**

Milford Demographics

*2004-2005 Academic Year

Total Student Population	7,431
Total Special Education Population	987

Number of Schools:	
Preschool	3
Elementary	9
Middle	3
High School	2
Alternative	1

ERG:	F
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K-12 ID/MR Count by Year	
December 1998	32
December 1999	41
December 2000	40
December 2001	40
December 2002	39
March 2003	38
June 2003	35
December 2003	34
March 2004	35
June 2004	32
December 2004	33
March 2005	30
June 2005	25

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	20.3%
Mean TWNDP Dec. 1999	20.5%
Mean TWNDP Dec. 2000	17.4%
Mean TWNDP Dec. 2001	23.4%
Mean TWNDP Dec. 2002	38.9%
Mean TWNDP March 2003	39.9%
Mean TWNDP June 2003	45.5%
Mean TWNDP Dec. 2003	47.2%
Mean TWNDP March 2004	49.0%
Mean TWNDP June 2004	54.1%
Mean TWNDP Dec. 2004	58.7%
Mean TWNDP March 2005	58.0%
Mean TWNDP June 2005	63.8%

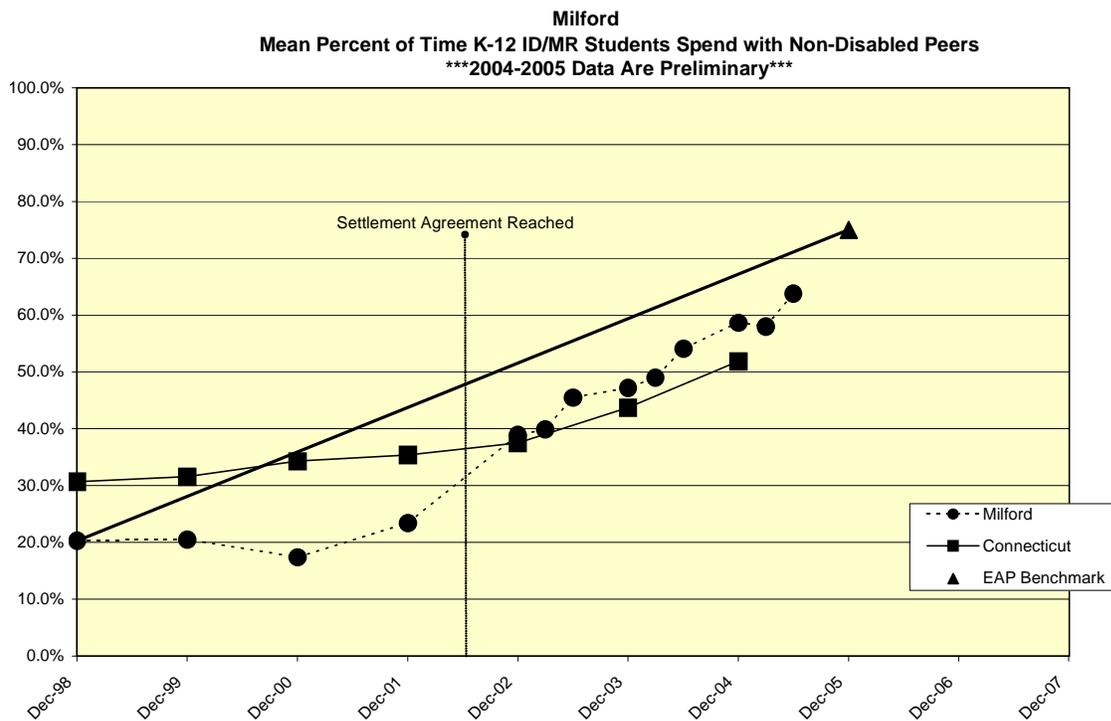
Median TWNDP Dec. 1998	16.2%
Median TWNDP Dec. 1999	15.1%
Median TWNDP Dec. 2000	7.1%
Median TWNDP Dec. 2001	20.2%
Median TWNDP Dec. 2002	30.8%
Median TWNDP March 2003	30.8%
Median TWNDP June 2003	43.7%
Median TWNDP Dec. 2003	45.2%
Median TWNDP March 2004	49.5%
Median TWNDP June 2004	50.7%
Median TWNDP Dec. 2004	53.8%
Median TWNDP March 2005	54.9%
Median TWNDP June 2005	60.0%

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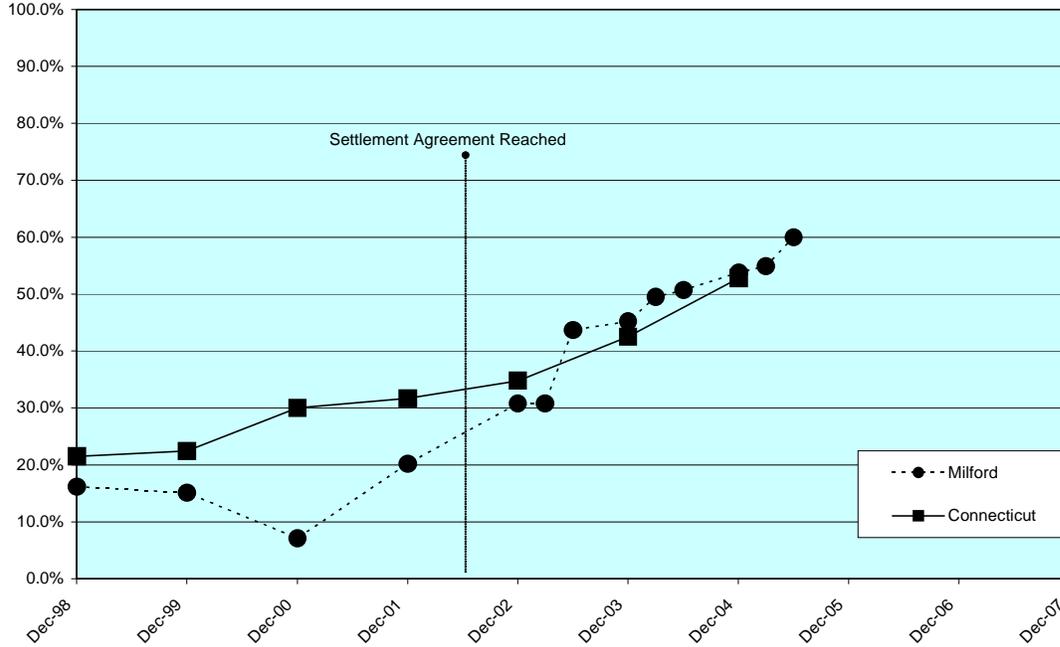
**MILFORD
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	3.1%
Regular Class Placement Dec. 1999	0.0%
Regular Class Placement Dec. 2000	0.0%
Regular Class Placement Dec. 2001	5.0%
Regular Class Placement Dec. 2002	5.1%
Regular Class Placement March 2003	5.3%
Regular Class Placement June 2003	5.7%
Regular Class Placement Dec. 2003	8.8%
Regular Class Placement March 2004	5.7%
Regular Class Placement June 2004	12.5%
Regular Class Placement Dec. 2004	18.2%
Regular Class Placement March 2005	16.7%
Regular Class Placement June 2005	36.0%

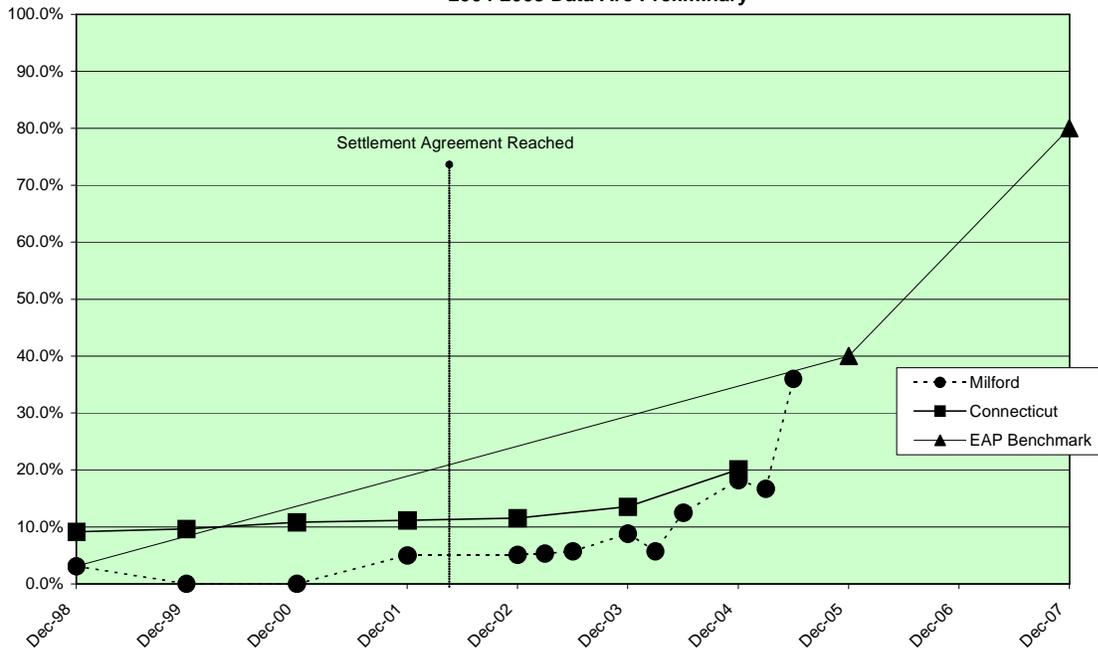


**MILFORD
PUBLIC SCHOOLS**

Milford
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



Milford
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



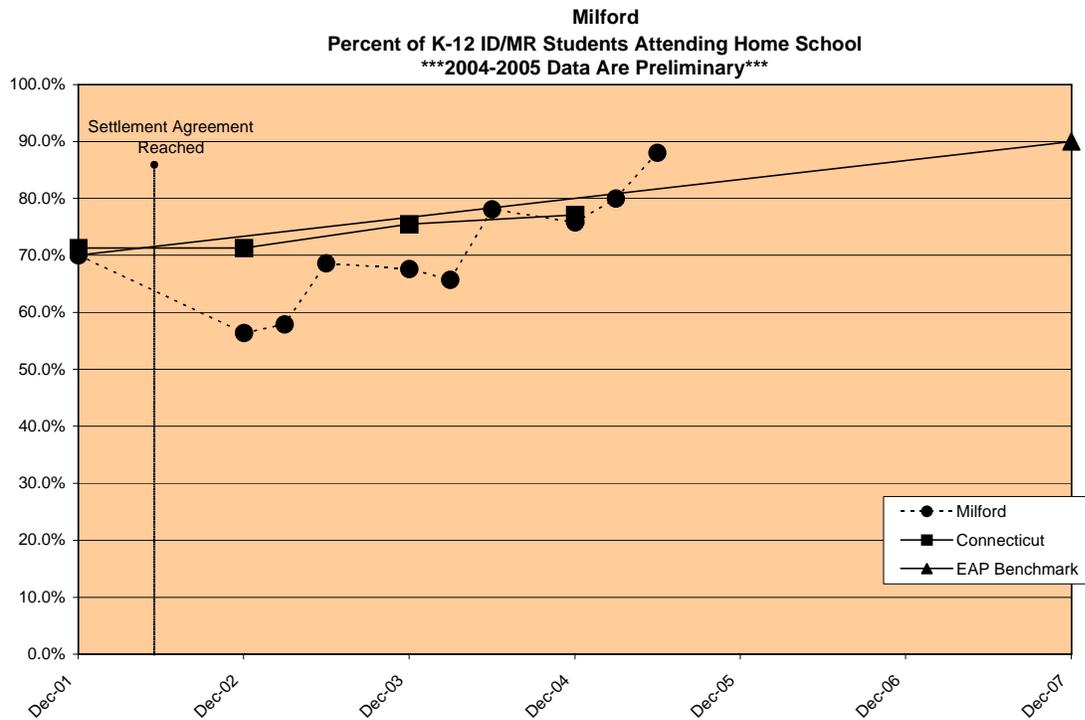
**MILFORD
PUBLIC SCHOOLS**

In June 2005, Milford reported a mean and median TWNDP of 63.8% and 60.0%, respectively. This is a 9.7% increase over the mean reported in June 2004 (54.1%) and an 9.3% increase over the median reported in June 2004 (50.7%). As of June 2005, 36.0% of the students in Milford are placed in a regular class setting. This is a 23.5% increase over the percent placed in a regular class in June 2004 (12.5%). Milford's mean and median TWNDP and percent in regular class all exceed the statewide percentages as of December 2004..

**MILFORD
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	70.0%
Percent Attending Home School Dec. 2002	56.4%
Percent Attending Home School March 2003	57.9%
Percent Attending Home School June 2003	68.6%
Percent Attending Home School Dec. 2003	67.6%
Percent Attending Home School March 2004	65.7%
Percent Attending Home School June 2004	78.1%
Percent Attending Home School Dec. 2004	75.8%
Percent Attending Home School March 2005	80.0%
Percent Attending Home School June 2005	88.0%



As of June 2005, 88.0% of Milford’s students attend their home school. This is a 9.9% increase over the home attendance rate reported in June 2004 (78.1%). As of June 2005, the home school attendance rate in Milford exceeds the statewide home school attendance rate as reported in December 2004.

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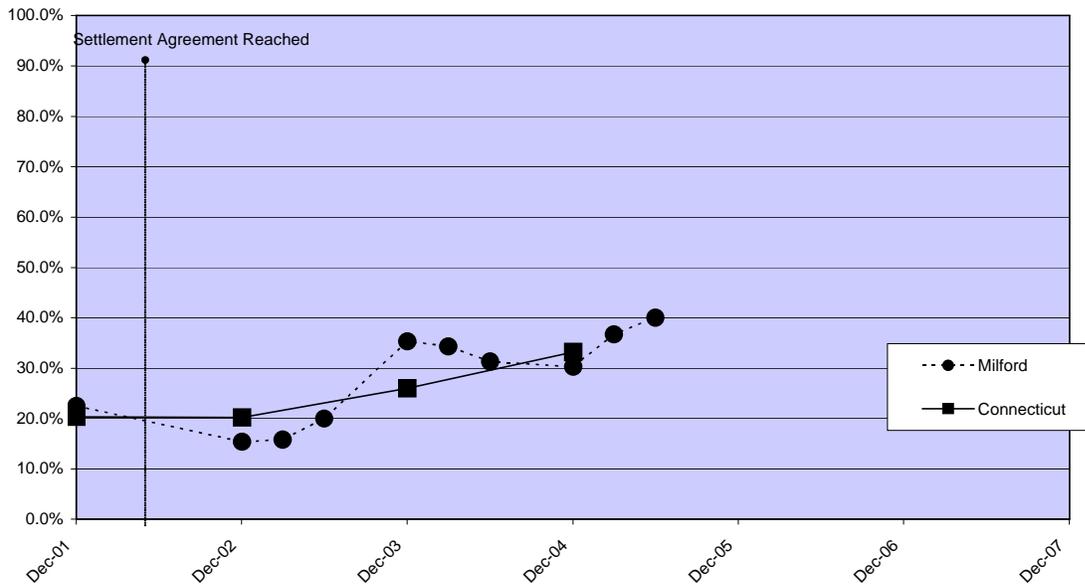
**MILFORD
 PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	22.5%
Percent Participating in Extra Curricular Activities Dec. 2002	15.4%
Percent Participating in Extra Curricular Activities March 2003	15.8%
Percent Participating in Extra Curricular Activities June 2003	20.0%
Percent Participating in Extra Curricular Activities Dec. 2003	35.3%
Percent Participating in Extra Curricular Activities March 2004	34.3%
Percent Participating in Extra Curricular Activities June 2004	31.3%
Percent Participating in Extra Curricular Activities Dec. 2004	30.3%
Percent Participating in Extra Curricular Activities March 2005	36.7%
Percent Participating in Extra Curricular Activities June 2005	40.0%

Milford

Percent K-12 ID/MR Students Participating in Extracurricular Activities
 2004-2005 Data Are Preliminary



As of June 2005, 40.0% of Milford’s students participated in extracurricular activities. This participation rate has increased 8.7% from the participation rate reported in June 2004 (31.3%). Milford’s June 2005 extracurricular participation rate exceeds the statewide extracurricular participation rate reported in December 2004.

MILFORD

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district’s target for this goal?
<p><i>Individual and small group training on writing IEP goals and objectives to access general education curriculum—Evidence SERC met with teams 4 days in 2004-2005; District least restrictive environment (LRE) facilitator has met with individual teams and or teachers as needed to address goal and or objective writing for any special education student</i></p>	<p>Interdisciplinary teams of regular and special educators as well as related service providers are teaming to develop collaborative effective goals. This happens prior to planning placement teams (PPT) to effectively plan and at least once every marking period to update and review, and after PPTs to implement program planned and discussed at PPTs.</p> <p>Educators and other service providers are able to make realistic links to the general curriculum aligned to standards.(As students become more involved in the general education setting IEPs have had to reflect the educational instruction within classrooms and the extent to which the student is accessing that information.)</p> <p>Assessments/data are more frequent students. (District assessments are more frequently addressing specific district goals and students are participating in these assessments to the fullest extent possible. If an alternative assessment is used it is implemented at the same time as the general assessments.)</p>
<p><i>Sustained the position of LRE facilitator</i></p>	<p>Educators and other service providers are able to access support for families, transitioning, and goal writing. (On call by</p>

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	<p>appointment, approximately 4-5 meetings a week, in addition to phone conferences and email.)</p> <p>Professional development and coaching for co-teaching.</p> <p>Twenty teams of co-teachers trained Co-teaching presented to principals at a principal’s meeting including how to evaluate it.</p> <p>Training and support to paraprofessionals to implement effective inclusive programming.</p> <p>Keeping teams current regarding Milford’s progress towards meeting the goals of the LRE settlement agreement.</p> <p>Individual student IEP goals and objectives are embedded within general education.</p> <p>Futures planning for individual students. District-wide unified plan to implement LRE for all students with disabilities.</p>
<p><i>Provided in-district professional development on co-teaching, differentiated instruction (DI) and new teacher training.</i></p>	<p>Teachers are becoming comfortable with working within teams and use of DI within classrooms to meet the needs of their diverse population. As a follow-up to the training, teachers collaborated to design units and implement them in their classrooms.</p> <p>Teachers new to positions in Milford are provided training regarding LRE and inclusive practices.</p>
<p><i>Provided in-district professional development on co-teaching, differentiated instruction (DI) and new teacher training.</i></p>	<p>Teachers are becoming comfortable with working within teams and use of DI within classrooms to meet the needs of their diverse population. Teachers were required to design units and implement them in their classroom as par of the 4 day training.</p>

	Teachers new to positions in Milford are provided training regarding LRE and inclusive practices.
<i>Increasing parent involvement through Mosaic (Parent Support Group), a viable partnership that is based in collaboration between parent, school administration, staff and invited community members to ensure lifelong involvement in the Milford community dedicated to providing support for inclusion in all aspects of life.</i>	Stronger school community partnership Provide training, support, and resources to families.
<i>Increased community involvement through a community mapping</i>	Bringing key community based stakeholders together to create shared ownership of inclusion in the community.
<i>Sustained LRE district team.</i>	Share successes and spotlight best inclusive practices and developed an action plan for 2005-2006.
<i>Created a more comprehensive system of transition planning.</i>	More inclusive opportunities as students transitioned from school to school and school to the workplace.
<i>Created a Preschool/Primary development manual introducing special education services in Milford.</i>	Parents can access special education process including disability awareness information. It offers parent support resources which will lay the foundation for inclusive practices for newly identified students in the district.

Goal area: Regular class placement

<i>District-wide staff training on the benefits of inclusive practices including initiation of School-Based Practices Profile (SBPP).</i>	Change of philosophical belief system of general and special educators as well as leadership. Leadership at the building level to facilitate ownership of all students by general education. School-based data available relevant to inclusive practices and used for strategic planning.
<i>Provided in-district professional development on co-teaching, differentiated instruction (DI) and new teacher training.</i>	Teachers are becoming comfortable with working within teams and use of DI within classrooms to meet the needs of their diverse population. As a follow-up to the training, teachers collaborated to

	design units and implement them in their classrooms. Teachers new to positions in Milford are provided training regarding LRE and inclusive practices.
<i>Expansion of supported services in general education classrooms (e.g., co-teaching, paraprofessionals, and supported kindergarten).</i>	Schools are offering more diversified opportunities within buildings for support in general education settings.
<i>Approved transition coordinator position for 18-21 year olds in the 2005-2006 school year.</i>	Greater community involvement and work experiences for 18-21 year olds.

Goal area: Attends home school

<i>Continued implementation of home school transition plan.</i>	84.6% of students with intellectual disability (ID) attend their home school.
<i>Newly identified special education students receive programming and services in their home school.</i>	Continuity of educational placement from elementary to middle to high school and on to post secondary.
<i>Continuing to reconfigure staff to meet the individual education plans for each student.</i>	Opportunities of collaborative planning and program implementation increased.

Goal area: Extra curricular participation

<i>Sustained Best Buddies at Foran High School and initiated it at East Shore Middle School as well as initiated Unified Sports at West Shore Middle School.</i>	Increased opportunities for social relationships with typical peers.
<i>Continued to provide transportation and personnel support.</i>	Continued access to a variety of extracurricular events.

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Work with 3 more buildings using the SBPP to improve LRE practices.
- Link schools with Community based plans and activities.
- Increase number of classrooms that utilize co-teaching.
- Co-teaching and DI workshops will be continued and expanded and a link to our Board of Education website is in production.

Regular class placement

- Continue to work with key personnel on aligning goals and objectives with the academic standards to increase educational benefit.

- Work with Mosaic (Parent Support Group) and educate families and public regarding inclusive practices. Develop building-based teams that will ensure successful transition from elementary to middle and middle to high school.
- Refining matrices for individual students delineating how their IEP goals and objectives, supports and services are embedded throughout the day.
- Work with building principals to design a co-supported General Education Student Learning Center for students as a resource in the building.
- Hiring a transition coordinator to expand transition options for 18-21 year olds into work settings with typical populations.

Attending home school

- Continue to implement successful home school plan.

Extra curricular participation

- Implement and expand Best Buddies program to include Jonathan Law High School.

What was your greatest challenge?

- Parent resistance to inclusive programs—Many parents had experienced great success with their children’s education provided in a separate setting. This comfort with separate classroom and fear of the general education setting with regards to lack of functional skill instruction and possible teasing or bullying by peers in the general education environment impacted the parent’s decision regarding regular class placement.
- Staff resistance—Special educators were concerned with lack of instruction specific to student needs in the general education setting and did not believe in the philosophy of inclusion. Special educators were not comfortable with “consulting and collaboration” rather than direct instruction. General educators were concerned with how to address the individual student’s needs and still meet curriculum standards.

What was your greatest success?

- Paradigm shift—A paradigm shift and philosophical shift towards more inclusive practices has occurred. Some of the components to success have been leadership of building principals to guide the change process, teacher training, standards based individual education plans, and collaborative planning time for educators to work together.

What action had the most significant impact? (and what was its impact?)

- Establishing the foundation and following through on a carefully developed plan for incremental change supported by educational leaders and LRE facilitator.

**NEW BRITAIN
PUBLIC SCHOOLS**

New Britain Demographics

*2004-2005 Academic Year

Total Student Population	10,844
Total Special Education Population	1,919

Number of Schools:	
Preschool	3
Elementary	10
Middle	3
High School	1
Alternative	0

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K-12 ID/MR Count by Year	
December 1998	128
December 1999	134
December 2000	138
December 2001	156
December 2002	162
December 2003	155
March 2004	160
June 2004	137
December 2004	145
March 2005	148
June 2005	136

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	17.5%
Mean TWNDP Dec. 1999	15.5%
Mean TWNDP Dec. 2000	19.0%
Mean TWNDP Dec. 2001	39.3%
Mean TWNDP Dec. 2002	40.7%
Mean TWNDP Dec. 2003	43.0%
Mean TWNDP March 2004	42.6%
Mean TWNDP June 2004	51.1%
Mean TWNDP Dec. 2004	57.4%
Mean TWNDP March 2005	59.5%
Mean TWNDP June 2005	59.5%

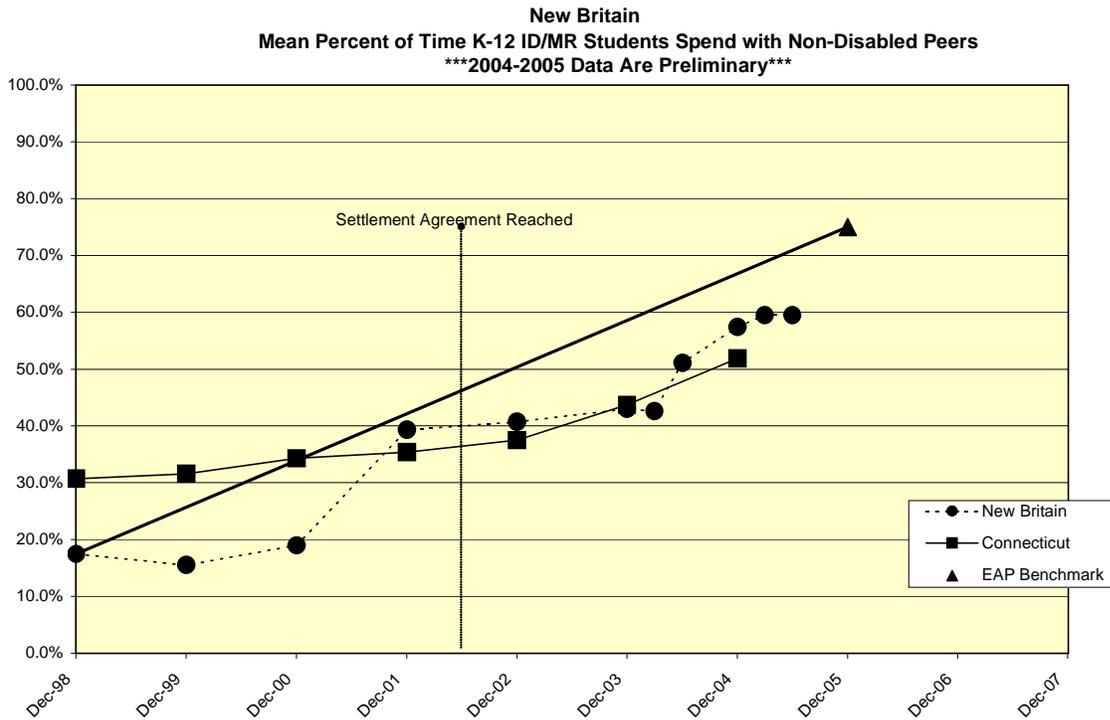
Median TWNDP Dec. 1998	8.3%
Median TWNDP Dec. 1999	8.3%
Median TWNDP Dec. 2000	8.3%
Median TWNDP Dec. 2001	40.0%
Median TWNDP Dec. 2002	41.7%
Median TWNDP Dec. 2003	46.8%
Median TWNDP March 2004	43.9%
Median TWNDP June 2004	56.5%
Median TWNDP Dec. 2004	59.0%
Median TWNDP March 2005	54.9%
Median TWNDP June 2005	63.4%

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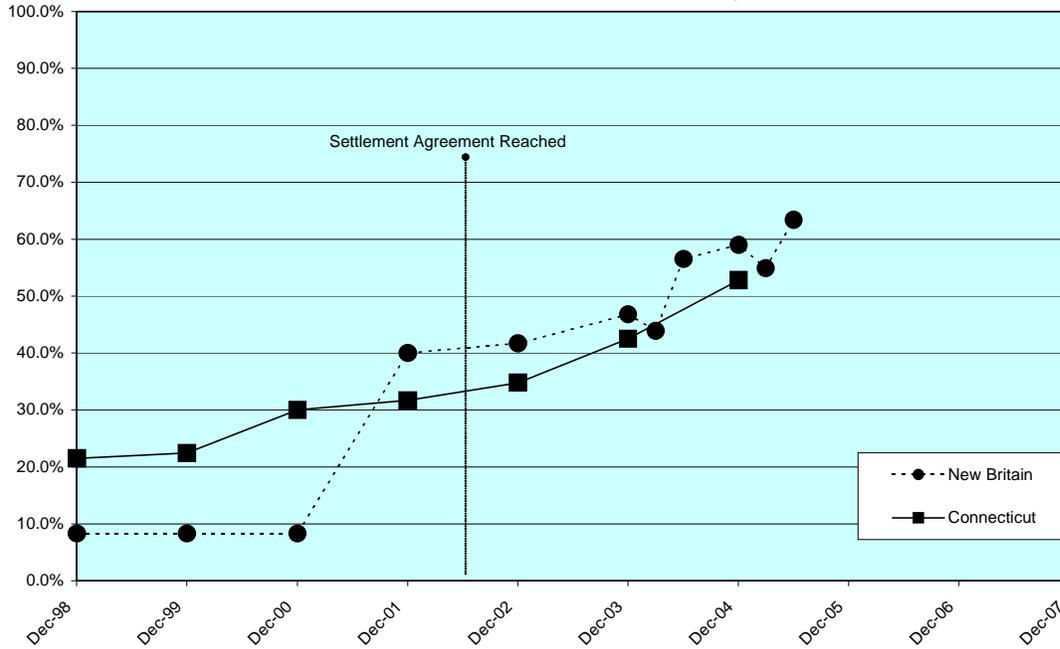
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Regular Class Placement Dec. 1998	3.1%
Regular Class Placement Dec. 1999	2.2%
Regular Class Placement Dec. 2000	5.8%
Regular Class Placement Dec. 2001	7.1%
Regular Class Placement Dec. 2002	6.8%
Regular Class Placement Dec. 2003	3.2%
Regular Class Placement March 2004	3.1%
Regular Class Placement June 2004	2.9%
Regular Class Placement Dec. 2004	18.6%
Regular Class Placement March 2005	20.9%
Regular Class Placement June 2005	20.6%

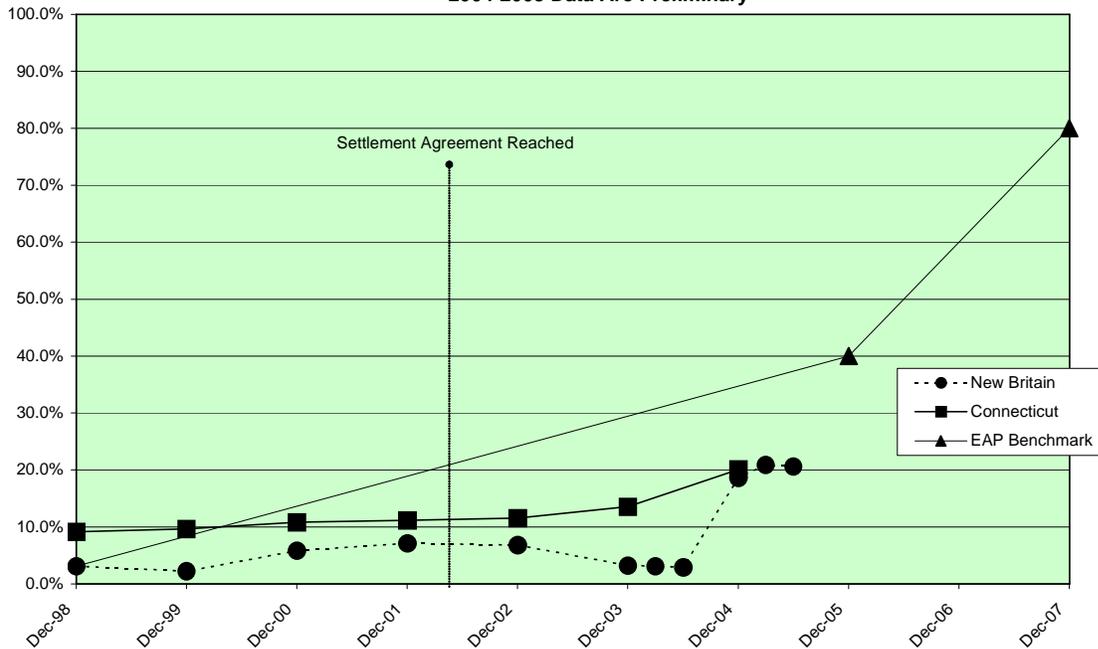


**NEW BRITAIN
PUBLIC SCHOOLS**

New Britain
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



New Britain
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



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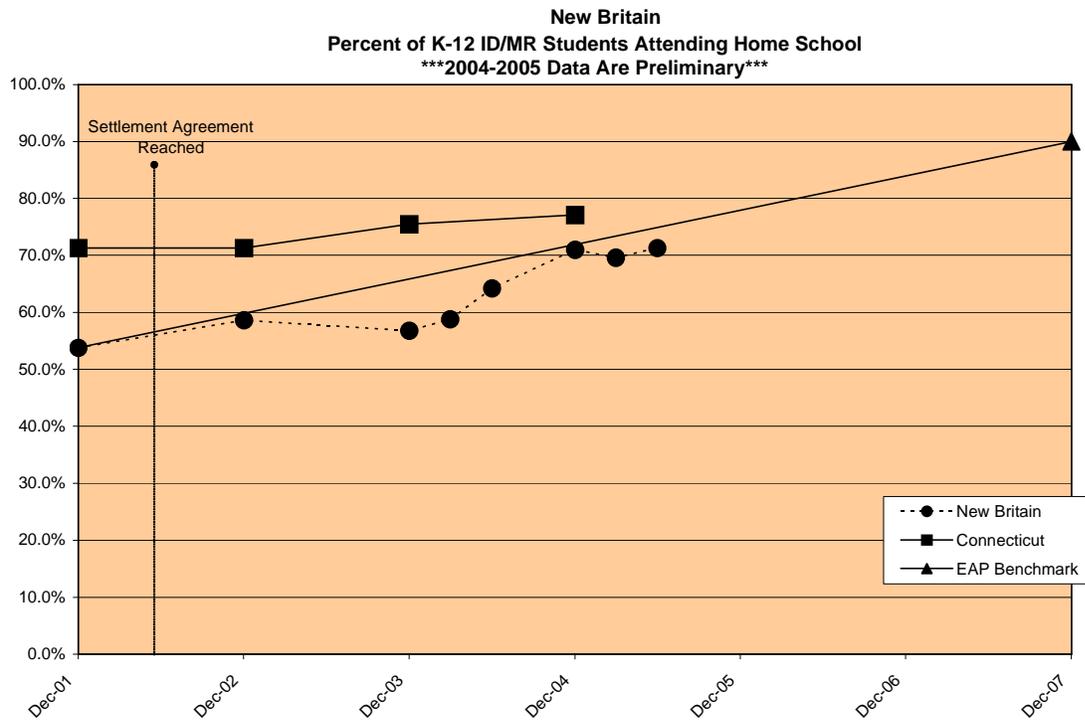
**NEW BRITAIN
PUBLIC SCHOOLS**

New Britain's mean and median TWNDP were 59.5% and 63.4%, respectively, as of June 2005. The district's mean increased by 8.4% since June 2004 (51.1%) and median has increased by 6.9% over the same time period. As of June 2005, both New Britain's mean and median TWNDP exceed the statewide mean and median reported in December 2004. As of June 2005, 20.6% of New Britain's students were placed in a regular class. This is an increase of 17.7% since June 2004(2.9%). The percent of students placed in a regular class setting in New Britain as of June 2005 exceeds the percent of students placed in a regular class statewide as reported in December 2004.

**NEW BRITAIN
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	53.8%
Percent Attending Home School Dec. 2002	58.6%
Percent Attending Home School Dec. 2003	56.8%
Percent Attending Home School March 2004	58.8%
Percent Attending Home School June 2004	64.2%
Percent Attending Home School Dec. 2004	71.0%
Percent Attending Home School March 2005	69.6%
Percent Attending Home Schoo June 2005	71.3%



As of June 2005, 71.3% of the students in New Britain attended their home school. This is a 7.1% increase over the percent reported by New Britain in June 2004 (64.2%). The percent of students attending their home school in New Britain as of June 2005 is below the statewide home school attendance rate reported in December 2004.

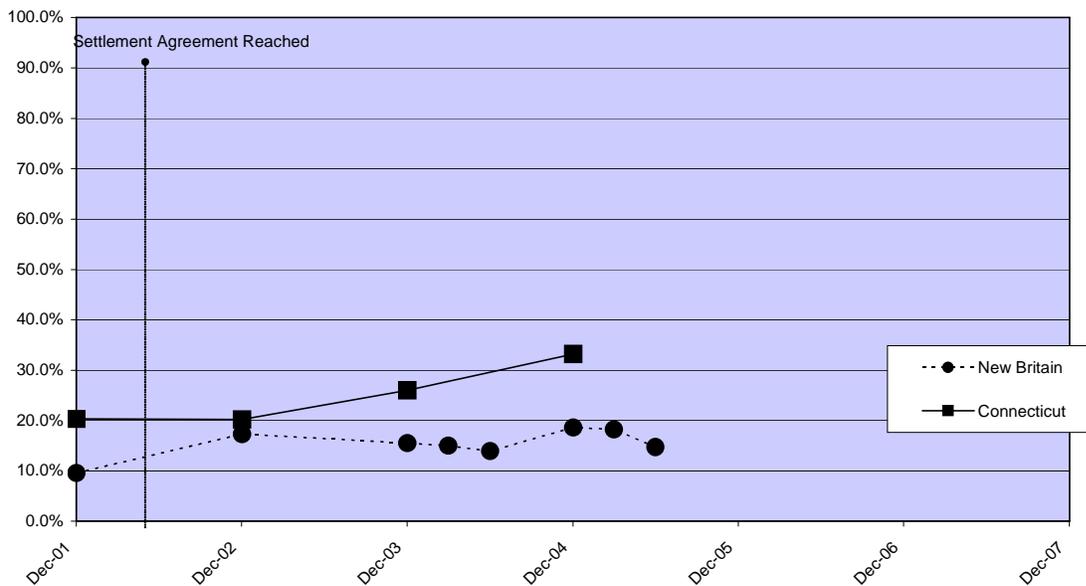
**NEW BRITAIN
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Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	9.6%
Percent Participating in Extra Curricular Activities Dec. 2002	17.3%
Percent Participating in Extra Curricular Activities Dec. 2003	15.5%
Percent Participating in Extra Curricular Activities March 2004	15.0%
Percent Participating in Extra Curricular Activities June 2004	13.9%
Percent Participating in Extra Curricular Activities Dec. 2004	18.6%
Percent Participating in Extra Curricular Activities March 2005	18.2%
Percent Participating in Extra Curricular Activities June 2005	14.7%

New Britain

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



In March 2004, New Britain reported that 14.7% of its students participated in extracurricular activities. This is a 0.8% increase over the participation rate reported by New Britain in June 2004 (13.9%). As of June 2005, the rate of participation in extracurricular activities reported by New Britain is lower than the statewide participation rate reported in December 2004.

NEW BRITAIN

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Training of 10 out of 14 schools in Step-By-Step</i>	<p>Resulted in increased time with non-disabled peers</p> <p>Improved capacity for professional staff to meet the instructional needs of students. Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students. Incorporated increased capacity for instruction by peer partners for instruction in the general ed. setting</p>
<i>Creation of District-level Least Restrictive Environment (LRE) teams Creation of Building-level LRE teams</i>	<p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students. Increased parent awareness & participation</p> <p>Paradigm shift as students with special needs are recognized as inclusive</p>

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	members of the school community.
<i>Presentation of LRE overview, objectives and activities to administration, central office</i>	<p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p> <p>Paradigm shift as students with special needs are recognized as inclusive members of the school community.</p>
<i>IEP Development Reflective Process in 4 elementary schools and two middle schools</i>	<p>Improved capacity of Planning and Placement Teams (PPT) to develop more effective plans for student outcomes in the General Educational Curriculum at an age appropriate grade level.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<i>Attended State-wide sessions on Individual Educational Plan (IEP) Development</i>	<p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Improved capacity of Planning and Placement Teams (PPT) to develop more effective plans for student outcomes in the General Educational Curriculum at an age appropriate grade level.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<i>Co-Teaching training day for teams</i>	Resulted in increased time with non-

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<p><i>representing all elementary schools</i> <i>Co-Teaching training day for teams</i> <i>representing middle and high schools</i></p>	<p>disabled peers</p> <p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p> <p>Paradigm shift as students with special needs are recognized as inclusive members of the school community.</p>
<p><i>Revision of Service Delivery Model at elementary level – restructured service delivery</i> <i>Revision of Service Delivery Model at Middle School Level – elimination of SC for students with Intellectual Disability (ID) and students with Learning Disabilities (LD).</i> <i>Revision of Service Delivery Model at High School – Increased number and range of class placements for students with ID</i></p>	<p>Resulted in increased time with non-disabled peers</p> <p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Improved capacity of Planning and Placement Teams (PPT) to develop more effective plans for student outcomes in the</p> <p>General Educational Curriculum at an age appropriate grade level.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p> <p>Paradigm shift as students with special needs are recognized as inclusive members of the school community.</p>
<p><i>Elementary Administration meeting to promote creative scheduling</i></p>	<p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Increased capacity in the general ed classrooms to support instruction, by</p>

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	<p>examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<i>Training of Paraprofessionals regarding Roles and Responsibilities</i>	<p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<i>District Mandate to increase Time with Non-Disabled Peers (TWNDP), revisiting of individual cases</i>	<p>Resulted in increased time with non-disabled peers</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<i>Special Ed teachers' participation in General Ed. Staff Development regarding General Ed. Curriculum</i>	<p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Improved capacity of Planning and Placement Teams (PPT) to develop more effective plans for student outcomes in the General Educational Curriculum at an age appropriate grade level.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<i>District-Wide Professional Development in Differentiated Instruction</i>	<p>Resulted in increased time with non-disabled peers</p>

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	<p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Paradigm shift as students with special needs are recognized as inclusive members of the school community.</p>
<i>Training in Accommodations and Modifications</i>	<p>Resulted in increased time with non-disabled peers</p> <p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Incorporated increased capacity for instruction by peer partners for instruction in the general ed. setting</p>
<i>Individual Buildings' analysis of LRE Data</i>	<p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<i>Identified particular students in upper (70-80%) band for increase in General Ed curriculum participation</i>	<p>Resulted in increased time with non-disabled peers</p>
<i>Identified need and planned for district-wide leadership training to occur in August 2005</i>	<p>Paradigm shift as staff look at <u>all</u> students.</p>
<i>Planning for homeroom placement for September 2005 at elementary level Middle schools have already increased placement of students with ID in homeroom</i>	<p>Resulted in increased time with non-disabled peers</p> <p>Paradigm shift as staff look at <u>all</u> students.</p> <p>Paradigm shift as students with special needs are recognized as inclusive members of the school community.</p>
<i>All Students with ID at middle and elementary levels are included in age-appropriate academic arts (art, music, phys ed) with normally-developing peers</i>	<p>Resulted in increased time with non-disabled peers</p> <p>Improved capacity of Planning and</p>

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	<p>Placement Teams (PPT) to develop more effective plans for student outcomes in the General Educational Curriculum at an age appropriate grade level.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<p><i>All Students with ID at Middle School Level are included in age-appropriate Science and Social Studies</i></p>	<p>Resulted in increased time with non-disabled peers</p> <p>Improved capacity of Planning and Placement Teams (PPT) to develop more effective plans for student outcomes in the General Educational Curriculum at an age appropriate grade level.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p> <p>Paradigm shift as staff look at <u>all</u> students.</p>
<p><i>Shifted roles of existing paraprofessionals and added teaching assistants to all elementary and middle schools to support students in the general ed classroom</i></p>	<p>Resulted in increased time with non-disabled peers</p> <p>Improved capacity for professional staff to meet the instructional needs of students.</p> <p>Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.</p>
<p><i>At Slade Middle School, a READ 180 Lab was added, targeting Regular Ed., Special Ed., and Bilingual students.</i></p>	<p>Resulted in increased time with non-disabled peers</p> <p>Increased capacity in the general ed</p>

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	classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.
<i>Non-violent crisis intervention training was offered to all schools</i>	Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery.
<i>Some buildings surveyed staff regarding their needs for improving LRE outcomes</i>	Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery. Paradigm shift as staff look at <u>all</u> students.
<i>Transition Planning from Pre K to K Grade 5 to 6 Grade 8 to 9</i>	Improved capacity of Planning and Placement Teams (PPT) to develop more effective plans for student outcomes in the General Educational Curriculum at an age appropriate grade level. Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery

Goal area: Regular class placement

<i>Identified particular students in upper (70-80%) band for increase in General Ed curriculum participation</i>	Resulted in increased time with non-disabled peers
<i>New Britain High School expanded regular class placement into science, social studies, and math departments</i>	Improved capacity of Planning and Placement Teams (PPT) to develop more effective plans for student outcomes in the General Educational Curriculum at an age appropriate grade level.
<i>Presentation of LRE overview, objectives and activities to administration, central office</i>	Increased capacity in the general ed classrooms to support instruction, by examining existing resources in the buildings, and restructuring service delivery

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	Paradigm shift as staff look at <u>all</u> students.
<i>District-Wide Professional Development in Differentiated Instruction</i>	Paradigm shift as staff look at <u>all</u> students.
<i>Training of Paraprofessionals regarding Roles and Responsibilities</i>	Paradigm shift as students with special needs are recognized as inclusive members of the school community.
<i>Creation of District-level Least Restrictive Environment (LRE) teams</i> <i>Creation of Building-level LRE teams</i> <i>Co-Teaching training day for teams representing all elementary schools</i> <i>Co-Teaching training day for teams representing middle and high schools</i>	New Britain High School Teachers are providing positive feedback to each other regarding inclusive practice.
<i>Special Ed teachers' participation in General Ed. Staff Development regarding General Ed. Curriculum</i> <i>Training in Accommodations and Modifications</i>	Improved capacity of Planning and Placement Teams (PPT) to develop more effective plans for student outcomes in the General Educational Curriculum at an age appropriate grade level.
<i>Individual Buildings' analysis of LRE Data At Slade Middle School, a READ 180 Lab was added, targeting Regular Ed., Special Ed., and Bilingual students.</i> <i>Non-violent crisis intervention training was offered to all schools.</i> <i>IEP Development Reflective Process in 4 elementary schools and two middle schools</i> <i>Middle Schools expanded regular class placement into all core and academic arts</i>	Academic and Social Success of students included in general education classrooms Accommodations (assistive technology) applied in general educational settings

Goal area: Attends home school

<i>Approximately 90% of kindergarten and grade 1 students placed in home school</i>	Fewer requests to move grade 2-5 students out of home school for academic needs.
<i>Approximately 90% of district students with ID attended home school at middle school level (Roosevelt and Slade Middle School)</i>	Increased capacity for special education teachers at elementary and middle school levels to appropriately evaluate and plan

<i>for the first time.</i>	for students with ID.
<i>30% increase of age-appropriate placement of students with ID at High School Level.</i>	More students attend neighborhood schools with siblings.

Goal area: Extra curricular participation

<p><i>For the first time, Slade and Pulaski Middle Schools joined New Britain High School in unified sports programs</i></p> <p><i>District supported Slade, Pulaski, and New Britain High School with funds from LRE Sliver grant for Phys Ed department and transportation.</i></p> <p><i>Slade Middle School joined New Britain High School and Pulaski Middle school in a Best Buddies-type program</i></p> <p><i>Elementary principals have engaged in dialogue with after-school program coordinators (New Britain Parks and Recreation, YMCA/YWCA, 21st Century) to ensure equal access to activities for students with disabilities, by increasing advertising to students with disabilities, reservation of slots for students with disabilities, and improving orientation for partner agency staff.</i></p> <p><i>Examination of number of students with disabilities who participate in after-school activities, developing baseline data of percentages of students without disabilities who participate.</i></p>	<p>Paradigm shift as students with special needs are recognized as inclusive members of their whole community, including school and neighborhood.</p> <p>Increased number of students with ID participating in activities, and larger range of activities available to students with disabilities</p> <p>Improved ability to design and provide a variety of activities that are appropriate for a broader range of students, including those with disabilities</p>
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Continue Professional Development on differentiated instruction/assessments
- Continue Professional Development on Co-Teaching
- Expand inclusive practices for high school students with ID

- All school improvement plans will include activities for expanding and improving responsible inclusive practice
- Professional development activities are cognizant of all students' needs (including Special Ed, Ells, SES, bilingual, regular ed, gifted and talented).
- Encourage participation of all levels of administration and board members with the Connecticut State Department of Education in PJ settlement discourse and activities.
- Integrate PJ initiative into all other district initiatives.

Regular class placement

- IEP reflection activity with all building and central administrators as a follow-up to Step-By-Step
- Continue Professional Development on differentiated instruction/assessments
- Continue Professional Development on Co-Teaching
- Expand inclusive practices for high school students with ID
- All school improvement plans will include activities for expanding and improving responsible inclusive practice
- Professional development activities are cognizant of all students' needs (including Special Ed, Ells, SES, bilingual, regular ed, gifted and talented).
- Encourage participation of all levels of administration and board members with the Connecticut State Department of Education in PJ settlement discourse and activities.
- Integrate PJ initiative into all other district initiatives.

Attending home school

- Increase parent participation in the process of expanding and improving inclusive practice.
- Integrate PJ initiative into all other district initiatives.

Extra curricular participation

- Continue to explore extra-curricular participation at elementary level.

What was your greatest challenge?

- A challenge to effective inclusion exists in the need for identification of power standards and essential curriculum for students with ID who are included in regular education classrooms. Teachers need development in methodology, appropriate standards and assessment methods for students. Another challenge is in the area of special education staff's acceptance and pursuit of changing educational settings, expectations, and instruction for students with ID. Effective support for inclusive classrooms is further complicated by seriously diminished resources.

What was your greatest success?

- The greatest success of the past 12 months was in gains made toward achieving a paradigm shift towards realization of an inclusive environment for all students, in the areas of planning, instruction, professional development, instructional strategies, differentiation, etc.

What action had the most significant impact? (and what was its impact?)

- The single action that had the most significant impact in moving the improvement agenda forward was the New Britain Central Office mandate that ordered the schools to move towards more inclusive environments. It caused individual schools to make immediate and certain movement toward more inclusive environments.

**NEW HAVEN
PUBLIC SCHOOLS**

New Haven Demographics

*2004-2005 Academic Year

Total Student Population	19,158
Total Special Education Population	1,848

Number of Schools:	
Preschool	10
Elementary	31
Middle	19
High School	11
Alternative	0

ERG:	I
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K-12 ID/MR Count by Year	
December 1998	543
December 1999	520
December 2000	508
December 2001	442
December 2002	342
March 2003	344
June 2003	317
December 2003	258
March 2004	332
June 2004	201
December 2004	180
March 2005	176
June 2005	170

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	22.4%
Mean TWNDP Dec. 1999	27.1%
Mean TWNDP Dec. 2000	33.4%
Mean TWNDP Dec. 2001	36.7%
Mean TWNDP Dec. 2002	39.0%
Mean TWNDP March 2003	39.6%
Mean TWNDP June 2003	43.3%
Mean TWNDP Dec. 2003	45.8%
Mean TWNDP March 2004	45.7%
Mean TWNDP June 2004	51.2%
Mean TWNDP Dec. 2004	50.7%
Mean TWNDP March 2005	50.9%
Mean TWNDP June 2005	66.7%

Median TWNDP Dec. 1998	13.3%
Median TWNDP Dec. 1999	16.7%
Median TWNDP Dec. 2000	16.7%
Median TWNDP Dec. 2001	20.0%
Median TWNDP Dec. 2002	28.6%
Median TWNDP March 2003	28.6%
Median TWNDP June 2003	42.9%
Median TWNDP Dec. 2003	45.0%
Median TWNDP March 2004	45.0%
Median TWNDP June 2004	51.2%
Median TWNDP Dec. 2004	46.7%
Median TWNDP March 2005	60.5%
Median TWNDP June 2005	75.0%

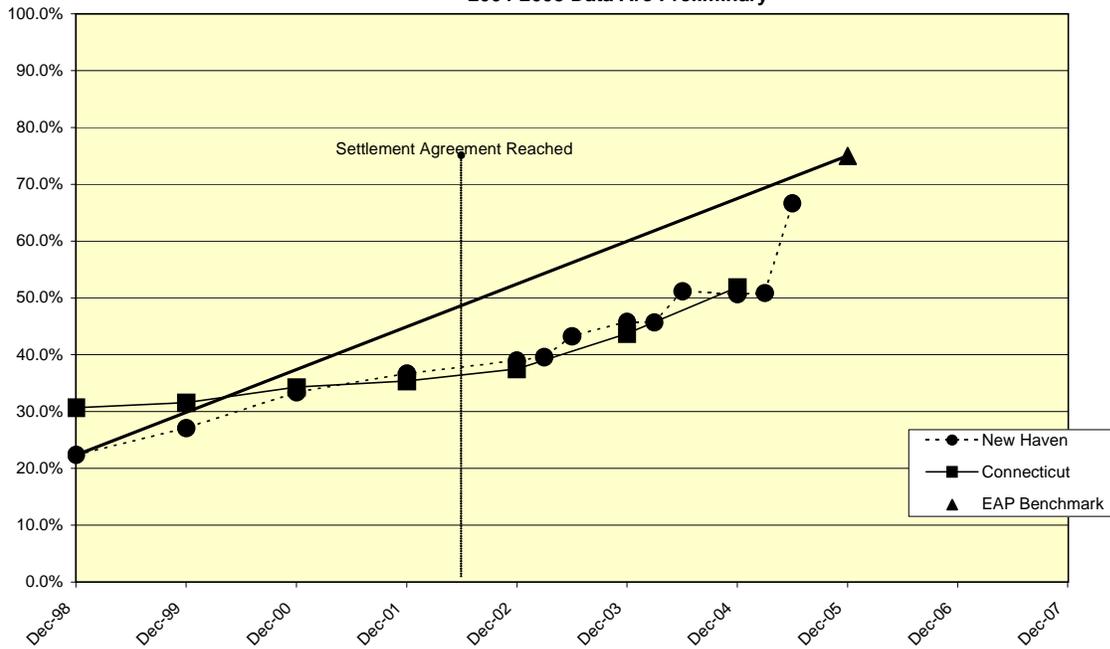
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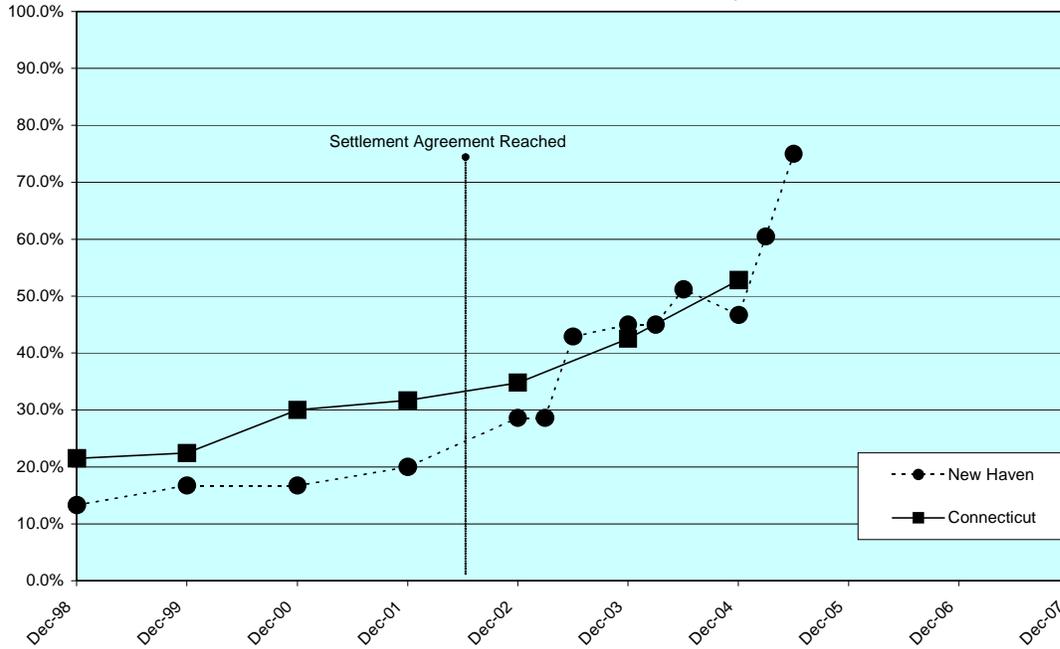
Regular Class Placement Dec. 1998	7.2%
Regular Class Placement Dec. 1999	11.0%
Regular Class Placement Dec. 2000	16.7%
Regular Class Placement Dec. 2001	18.8%
Regular Class Placement Dec. 2002	18.4%
Regular Class Placement March 2003	19.5%
Regular Class Placement June 2003	17.4%
Regular Class Placement Dec. 2003	20.5%
Regular Class Placement March 2004	22.3%
Regular Class Placement June 2004	18.4%
Regular Class Placement Dec. 2004	20.0%
Regular Class Placement March 2005	20.5%
Regular Class Placement June 2005	45.3%

New Haven
Mean Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary

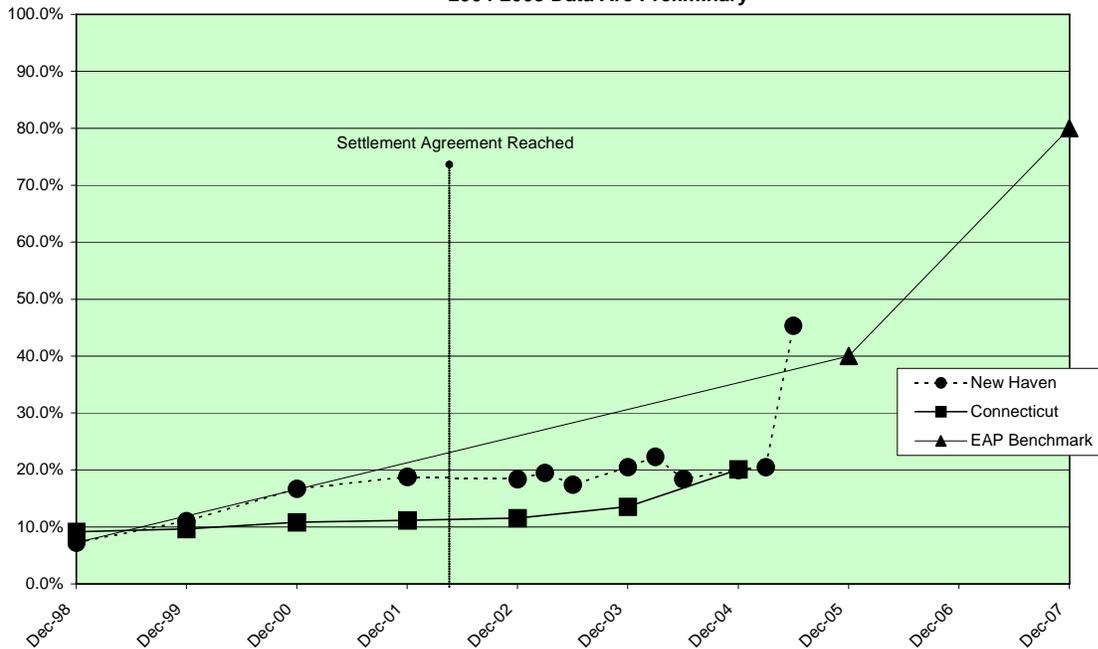


**NEW HAVEN
PUBLIC SCHOOLS**

New Haven
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



New Haven
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



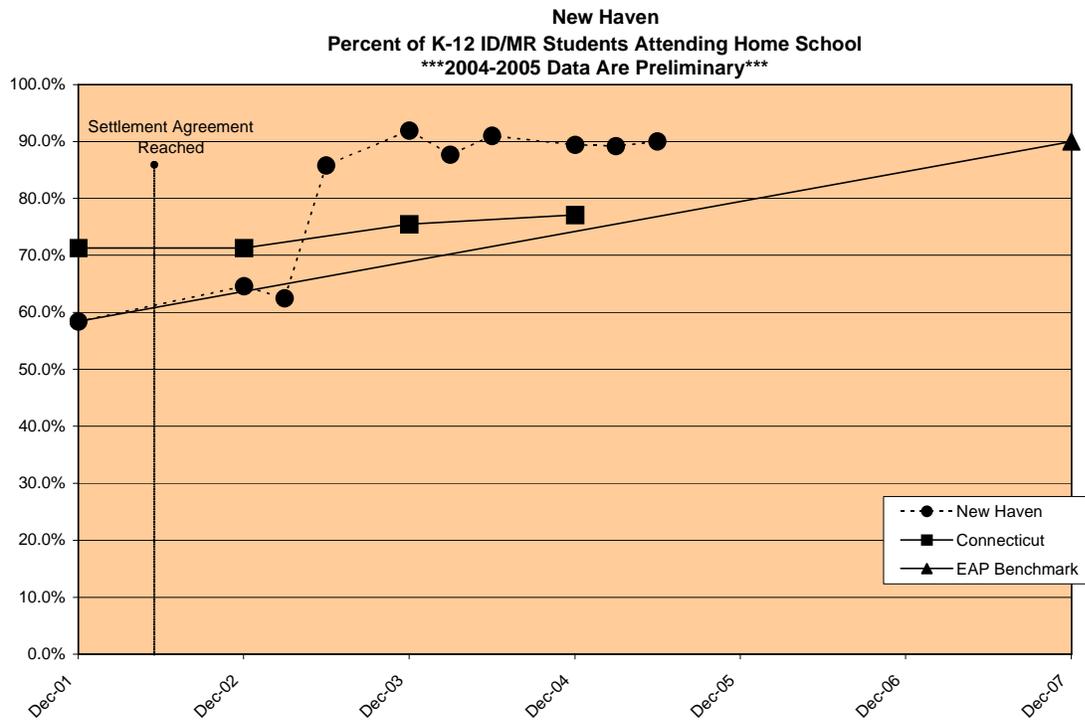
**NEW HAVEN
PUBLIC SCHOOLS**

As of June 2005, New Haven reported a mean TWNDP of 66.7%. This is a 15.5% increase over the mean TWNDP New Haven reported in June 2004 (51.2%). New Haven reported a median TWNDP of 75.0% in June 2005, which is a 28.3% increase over the median TWNDP reported in June 2004 (46.7%). The percent of students placed in a regular class setting was reported at 45.3% in June 2005, a 26.9% increase over the percent reported in June 2004 (18.4%). New Haven's mean and median TWNDP and percent of students placed in a regular class setting as of June 2005 all exceed the statewide measures reported in December 2004.

**NEW HAVEN
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	58.4%
Percent Attending Home School Dec. 2002	64.6%
Percent Attending Home School March 2003	62.5%
Percent Attending Home School June 2003	85.8%
Percent Attending Home School Dec. 2003	91.9%
Percent Attending Home School March 2004	87.7%
Percent Attending Home School June 2004	91.0%
Percent Attending Home School Dec. 2004	89.4%
Percent Attending Home School March 2005	89.2%
Percent Attending Home School June 2005	90.0%



90.0% of the students in New Haven attended their home school as of June 2005. This is a 1.0% decrease over the home school attendance rate reported by New Haven in June 2004 (91.0%). The home school attendance rate in New Haven as of June 2005 exceeds that reported for the state in December 2004.

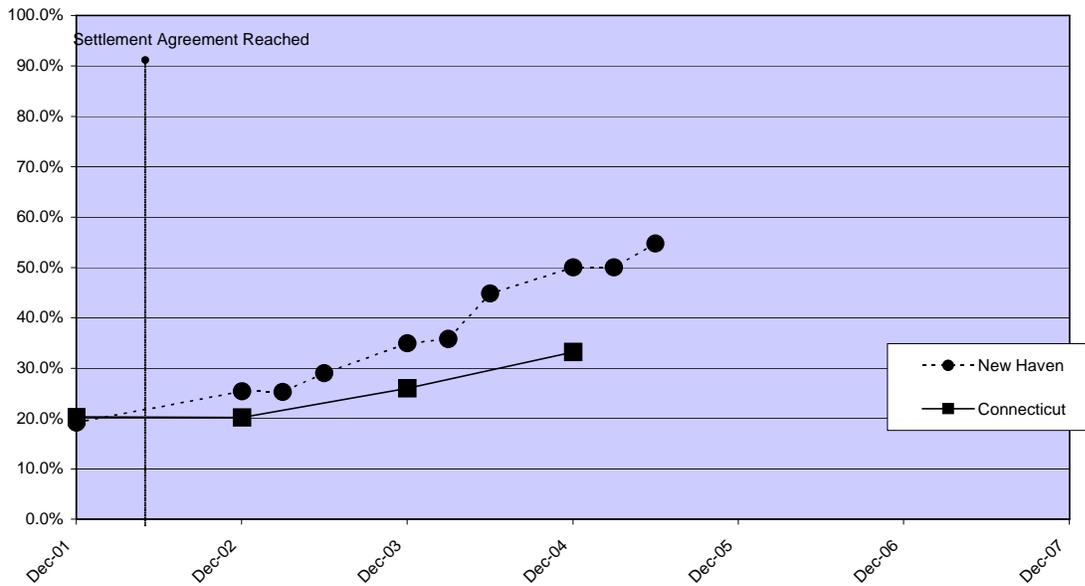
**NEW HAVEN
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	19.2%
Percent Participating in Extra Curricular Activities Dec. 2002	25.4%
Percent Participating in Extra Curricular Activities March 2003	25.3%
Percent Participating in Extra Curricular Activities June 2003	29.0%
Percent Participating in Extra Curricular Activities Dec. 2003	34.9%
Percent Participating in Extra Curricular Activities March 2004	35.8%
Percent Participating in Extra Curricular Activities June 2004	44.8%
Percent Participating in Extra Curricular Activities Dec. 2004	50.0%
Percent Participating in Extra Curricular Activities March 2005	50.0%
Percent Participating in Extra Curricular Activities June 2005	54.7%

New Haven

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



As of June 2005, 54.7% of New Haven’s students participated in extracurricular activities. This is a 9.9% increase over the participation rate reported by New Haven in June 2004 (44.8%). New Haven’s extracurricular participation rate reported in June 2005 is greater than that reported for the state in December 2004.

NEW HAVEN

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Planning and Placement Team (PPT) Chairs participated in three staff development workshops given by each of the disciplines involved in determining eligibility, particularly Intellectually Disabled (ID).</i>	There is an increased understanding by PPT Chairs of eligibility process and procedural issues leading to a reduction of identification of students as ID.
<i>The Special Education Resource Guide was revised to include assessment information relative to each disability and the PPT process.</i>	This clarifies and reinforces eligibility procedures, PJ district goals, and time with non-disabled peers (TWNDP).
<i>The data gathering system was reviewed with an emphasis on recording TWNDP correctly.</i>	Greater accountability for PPT teams; another method of job-embedded professional development.
<i>Assigned a Supervisor of Special Education to review Individual IEPs and check for accuracy of TWNDP.</i>	Improved accuracy of reporting TWNDP and greater accountability of PPT was evident as changes were made.
<i>Special Education Supervisors had professional development sessions with school-based staff on increasing TWNDP and staff re-organization using a variety of staffing and scheduling formats from Step by Step.</i>	There was an increase in co-teaching options.
<i>The actual time of class period was recalculated to more accurately reflect TWNDP.</i>	Improved accuracy of data collection which reflected time students were spending with their non-disabled peers.
<i>Off-campus classroom options were increased in the community and at Institutes of Higher Education.</i>	Increase in TWNDP for students in the 18-21 age range (e.g., Adult Education, St. Raphael's).
<i>The Director of Special Education communicated with building principals to</i>	LRE goals were embedded in district goals which created ownership of

<i>keep them informed of district data regarding the least restrictive environment (LRE) settlement, district targets and progress towards goals as well as selected strategies.</i>	individual student data by principals.
<i>All professional staff in Psychology, Speech-Language, and Social Work Departments participated in professional development regarding eligibility and reducing assessment bias relative to race and ethnicity.</i>	Assessment protocols that are aligned with eligibility worksheets were more consistently used throughout the district.
<i>The District implemented a new Student Support Model as part of early intervention.</i>	Reduction of number of inappropriate referral of students to special education.
<i>Professional development from SERC on aligning IEPs to the General Education Curricular Standards and district and state assessments for all students with disabilities.</i>	There is a greater understanding of general educators' involvement in programs/instruction for students with disabilities leading to increased TWNDP.
<i>The focus of Central Office Review Team (CORT) was expanded to address eligibility issues of students with all disabilities, including early childhood and non-public schools.</i>	Creates opportunities for increased TWNDP by exploring instructional options which would be appropriate for the classroom.
<i>School-based Steering Committees were continued at the high schools.</i>	There is an increase in participation for students with ID in core subject area..

Goal area: Regular class placement

<i>The number of self-contained programs was decreased.</i>	<p>An increase in regular class placement, integration of students with ID and increased LRE resulted.</p> <p>Teachers collaborate more and develop programs for the individual needs of all students.</p> <p>A greater understanding of parent needs and opportunities for parent support was created.</p>
<i>The Director of Special Education communicated with building principals to keep them informed of district data regarding the least restrictive environment (LRE) settlement, district targets and progress towards goals as well as selected strategies.</i>	LRE goals were embedded in district goals which created ownership of individual student data by principals.

<i>Assigned a Supervisor of Special Education to review data (minimum of bi-weekly).</i>	More students met the federal definition of regular class placement.
<i>District-wide procedures for enrolling students with disabilities were revamped.</i>	All students with disabilities entering the district (PreK-12) are ensured a regular education “seat.”
<i>Off-campus classroom options were increased in the community and at Institutes of Higher Education.</i>	Increase in regular class placement for students in the 18-21 age range (e.g., Adult Education, St. Raphael’s).
<i>Staff was reassigned across the district.</i>	More staff (e.g., certified, paraprofessionals) supported general education which increased access to general education.
<i>District instituted grade-level/data team meetings in all buildings including creation of data walls.</i>	Analysis of all students’ work and improved instruction and groupings for students in general education resulted.
<i>Three parent workshops in collaboration with Connecticut Parent Advocacy Center (CPAC) were conducted.</i>	There was a greater understanding by parents that special education is a service and not a place.
<i>An additional in-house Assistive Technology (AT) professional and ordered more AT devices/software for use in general education content area classrooms.</i>	Students with ID have greater access to general education.

Goal area: Attends home school

<i>District-wide procedures for enrolling students with disabilities were revamped.</i>	All students with disabilities entering the district (PreK-12) are ensured a regular education “seat” in their home school.
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Goal area: Extra curricular participation

<i>Three extra-curricular clubs were developed at the high schools and provided transportation and materials.</i>	There was a high level of interest and success of students attending and awareness by district staff that more programs such as these are needed for all students.
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Staff development during 2005-2006 to increase participation in general education utilizing the “Guide to Linking IEPs to the General Curriculum”
- Monitoring the recording on IEP/30 to ensure accuracy of the calculation of period/hour time to more accurately reflect TWNDP at Cross and Hillhouse.

- Implementation of the calculation of period/hour time to more accurately reflects TWNDP at the elementary and middle school levels.
- Monitoring the accuracy of the reporting of TWNDP when services are provided in two sites.

Regular class placement

- IEP reflection activity with all building and central administrators as a follow-up to Step-By-Step
- Continue Professional Development on differentiated instruction/assessments
- Continue Professional Development on Co-Teaching
- Expand inclusive practices for high school students with ID
- All school improvement plans will include activities for expanding and improving responsible inclusive practice
- Professional development activities are cognizant of all students' needs (including Special Ed, Ells, SES, bilingual, regular ed, gifted and talented).
- Encourage participation of all levels of administration and board members with the Connecticut State Department of Education in PJ settlement discourse and activities.
- Integrate PJ initiative into all other district initiatives.

Attending home school

- Maintain average-above state

Extra curricular participation

- Steering Committee will be developed to discuss

What was your greatest challenge?

- The willingness of building principals and staff to include students with ID into grade appropriate academics was the greatest challenge.

What was your greatest success?

- The greatest success the district experienced this year was increasing general education options for all students with disabilities, especially students with ID.

What action had the most significant impact? (and what was its impact?)

- Examining, analyzing, correcting and monitoring data created a ripple effect by promoting district-wide dialogue relative to professional development needs, programming options, eligibility issues, staffing and scheduling. It increased awareness of all LRE settlement goals and New Haven's progress towards them.

**NEW LONDON
PUBLIC SCHOOLS**

New London Demographics

*2004-2005 Academic Year

Total Student Population	3,436
Total Special Education Population	503

Number of Schools:	
Preschool	3
Elementary	5
Middle	2
High School	1
Alternative	0

ERG:	I
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K-12 ID/MR Count by Year	
December 1998	79
December 1999	65
December 2000	58
December 2001	52
December 2002	43
December 2003	41
March 2004	39
June 2004	30
December 2004	35
March 2005	37
June 2005	30

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	34.6%
Mean TWNDP Dec. 1999	40.6%
Mean TWNDP Dec. 2000	34.9%
Mean TWNDP Dec. 2001	32.0%
Mean TWNDP Dec. 2002	35.3%
Mean TWNDP Dec. 2003	51.3%
Mean TWNDP March 2004	56.4%
Mean TWNDP June 2004	54.8%
Mean TWNDP Dec. 2004	55.8%
Mean TWNDP March 2005	55.8%
Mean TWNDP June 2005	64.3%

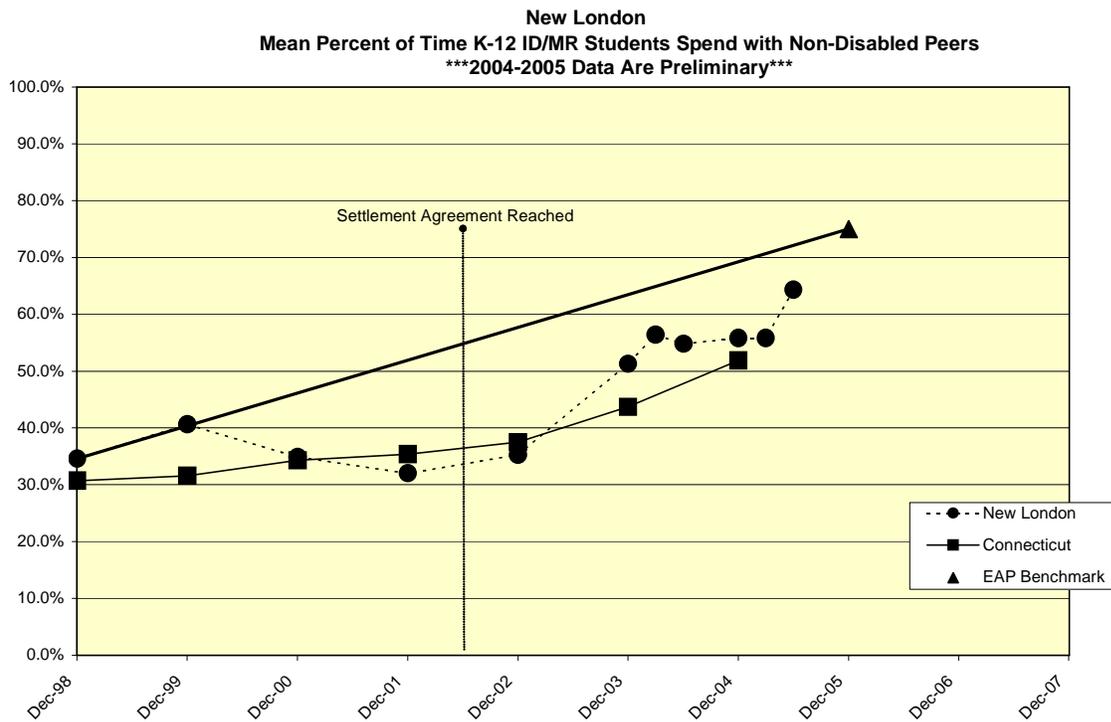
Median TWNDP Dec. 1998	37.7%
Median TWNDP Dec. 1999	39.9%
Median TWNDP Dec. 2000	33.3%
Median TWNDP Dec. 2001	38.5%
Median TWNDP Dec. 2002	37.7%
Median TWNDP Dec. 2003	54.3%
Median TWNDP March 2004	54.3%
Median TWNDP June 2004	52.3%
Median TWNDP Dec. 2004	53.7%
Median TWNDP March 2005	46.7%
Median TWNDP June 2005	73.8%

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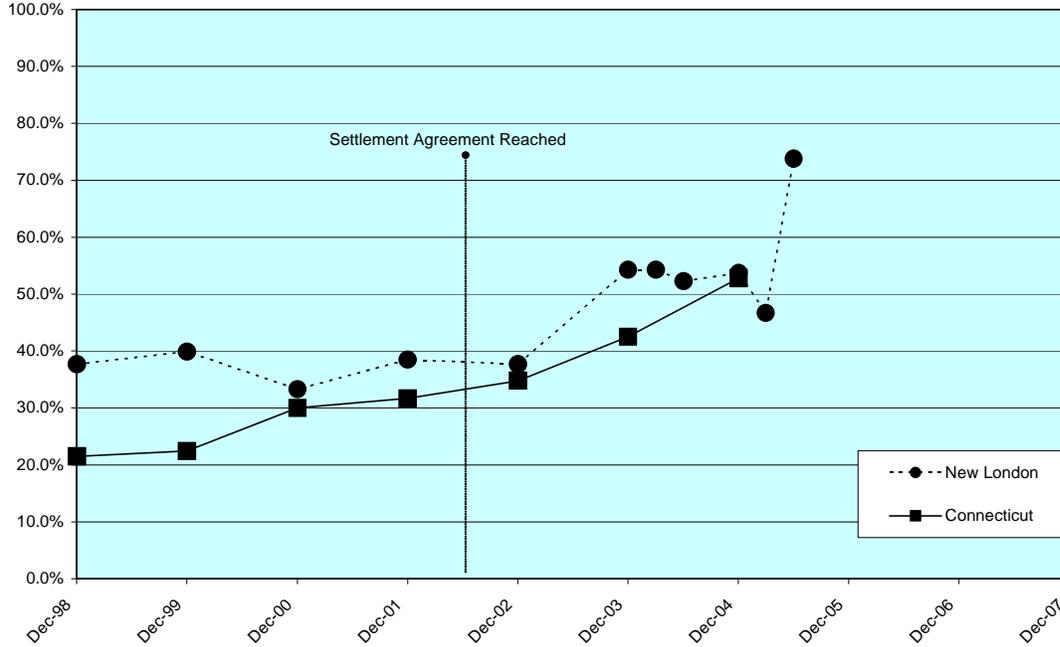
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Regular Class Placement Dec. 1998	2.5%
Regular Class Placement Dec. 1999	10.8%
Regular Class Placement Dec. 2000	3.4%
Regular Class Placement Dec. 2001	0.0%
Regular Class Placement Dec. 2002	2.3%
Regular Class Placement Dec. 2003	19.5%
Regular Class Placement March 2004	20.5%
Regular Class Placement June 2004	10.0%
Regular Class Placement Dec. 2004	17.1%
Regular Class Placement March 2005	21.6%
Regular Class Placement June 2005	26.7%

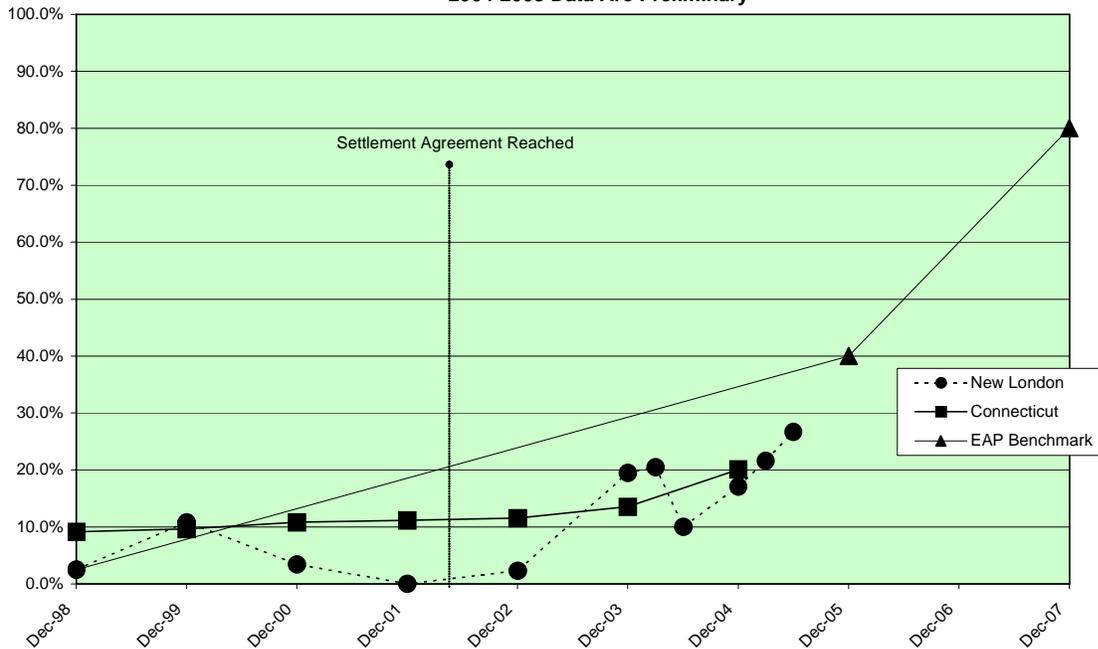


**NEW LONDON
PUBLIC SCHOOLS**

New London
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



New London
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



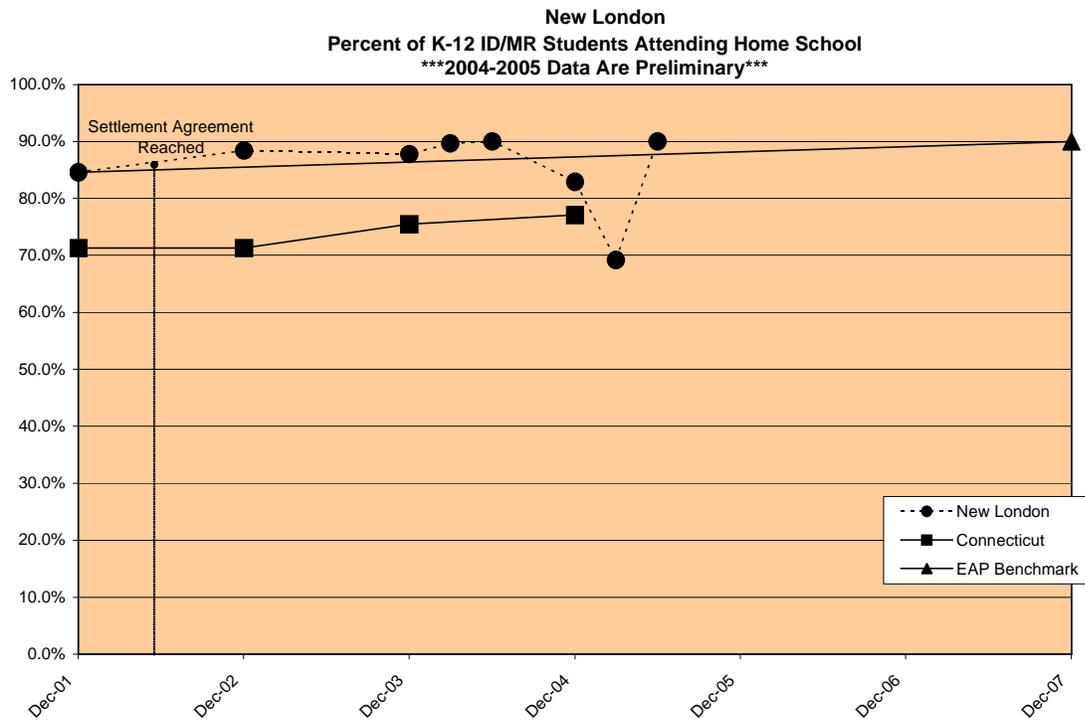
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PUBLIC SCHOOLS**

New London reported a mean TWNDP of 64.3% and a median TWNDP of 73.8% as of June 2005. This is a 9.5% increase in mean and a 21.5% increase in median since June 2004. Both the mean and median TWNDP reported by New London in June 2005 are above the statewide mean and median reported in December 2004. As of June 2005, 26.7% of the students in New London were placed in a regular class. This is an 16.7% increase over the percent reported by New London in June 2004 (10.0%). New London's mean and median TWNDP and percent of students placed in a regular class setting as of June 2005 are all above the statewide figures reported in December 2004.

**NEW LONDON
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	84.6%
Percent Attending Home School Dec. 2002	88.4%
Percent Attending Home School Dec. 2003	87.8%
Percent Attending Home School March 2004	89.7%
Percent Attending Home School June 2004	90.0%
Percent Attending Home School Dec. 2004	82.9%
Percent Attending Home School March 2005	69.2%
Percent Attending Home Schoo June 2005	90.0%



90.0% of the students in New London attended their home school as of June 2005. This is the same as the home school attendance rate reported by New London in June 2004. New London's home school attendance rate as of June 2005 exceeds the statewide home school attendance rate as reported in December 2004.

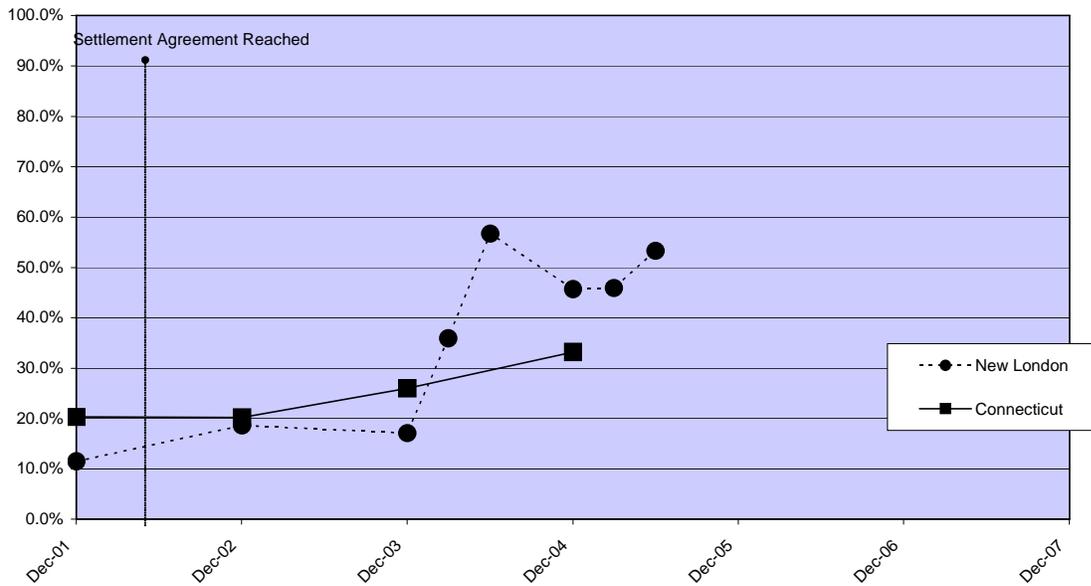
**NEW LONDON
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	11.5%
Percent Participating in Extra Curricular Activities Dec. 2002	18.6%
Percent Participating in Extra Curricular Activities Dec. 2003	17.1%
Percent Participating in Extra Curricular Activities March 2004	35.9%
Percent Participating in Extra Curricular Activities June 2004	56.7%
Percent Participating in Extra Curricular Activities Dec. 2004	45.7%
Percent Participating in Extra Curricular Activities March 2005	45.9%
Percent Participating in Extra Curricular Activities June 2005	53.3%

New London

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



As of June 2005, 53.3% of New London’s students participated in extracurricular activities. This is a 3.4% decrease compared to the extracurricular participation rate New London reported in June 2004 (56.7). As of June 2004, New London’s extracurricular participation rate exceeds the statewide participation rate reported in December 2004.

NEW LONDON

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Professional development opportunities for staff</i>	<p>Change in teacher & administrative attitude towards implementing responsible inclusive practices</p> <p>Expanded knowledge base related to effective practices</p> <p>Student's are feeling more included (behavior has improved, anxiety has decreased)</p> <p>Teacher's expectations match student performance</p> <p>Teacher collaboration has improved General education teachers have improved perceptions of the strengths of students with disabilities</p> <p>Improved general education teaching methods</p>
<i>Staff meeting agenda items related to inclusive practice</i>	
<i>Data discussions with staff including ongoing communication about targets</i>	Inclusive practices for all students has become a district priority
<i>Held parent forums discussing time with non-disabled peers (TWNDP)</i>	<p>Improved parent/family relationships</p> <p>Improved parent knowledge</p>
<i>Planning and placement teams discuss student's TWNDP</i>	Inclusive practices for all students has become a district priority

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	<p>Change in teacher & administrative attitude towards implementing responsible inclusive practices</p> <p>Greater emphasis on student accommodations and modifications</p>
<i>Changed student placements</i>	<p>Greater acceptance from general education peers</p> <p>Friendships and relationships have formed Students spend increased amount of time in general education settings</p>
<i>Instituted reversed mainstreaming</i>	<p>Provided general education students with additional support</p> <p>Provided students with ID access to non-disabled peers</p>
<i>Instructional assistants have received training on inclusive practices and their role in supporting students general education settings</i>	<p>Instructional Assistants are providing support to all students</p> <p>General education teachers are feeling supported</p>
<i>Expanded vocational programs (community-based and within the school) at the high school</i>	<p>Students are getting more realistic life experiences</p> <p>Reallocation of resources has promoted more fiscally responsible vocational programs</p> <p>Student interpersonal and social skills have improved</p> <p>Increased opportunities for post-graduate employment</p>
<p><i>Worked with administrative council to look at data and implement mandated initiative.</i></p> <p><i>Provided networking sessions with representatives from other districts.</i></p>	<p>Increased administrator support</p> <p>Changed scheduling practices (increased number of co-taught classes)</p> <p>Administrators saw benefit to all children</p> <p>Administrators use staff in different ways</p>

Goal area: Regular class placement

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<i>Increased number of co-taught classes</i>	All students have benefited from two certified staff in classrooms Improved data for all disability categories Students are provided supports and services in class
<i>Social Skills training for students with intellectual disabilities (ID) that are in general education settings</i>	Students have successful interactions with peers and teachers
<i>Central office mandate to include students with ID in regular class placements for 80 percent of the time Examined individual student data and targets to determine increasing students time in regular class</i>	Data aligned with targets
<i>Instructional assistants are working in general education settings</i>	Instructional Assistants are providing support to all students General education teachers are feeling supported

Goal area: Attends home school

<i>Student from RESC program returned to home school</i>	Home school target was exceeded
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Goal area: Extra curricular participation

<i>Students with ID participate in unified and regular sports teams</i>	Student to student interactions have improved
<i>Students with ID participate in choral and music activities</i>	Students have increased levels of physical fitness
<i>Staff is provided for extracurricular activities</i>	Students with ID participate in school sponsored events (dances, homecoming)
<i>Parents are informed during PPTs, phone calls, and school flyers regarding potential extracurricular activities.</i>	Students attend field trips and curricular extension activities
<i>Transportation is provided to students participating in extracurricular activities</i>	General education students have benefited from assisting students with ID

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Provide ongoing professional development
- Enforce mandates regarding inclusion initiative
- Provide additional supports in general education classrooms
- Ongoing LRE committee meetings
- Creative use of limited resources
- Connect LRE initiative to other district initiatives/programs

Regular class placement

- Provide ongoing professional development
- Enforce mandates regarding inclusion initiative
- Provide additional supports in general education classrooms
- Ongoing LRE committee meetings
- Creative use of limited resources
- Connect LRE initiative to other district initiatives/programs

Attending home school

- Maintain current practices

Extra curricular participation

- Maintain current practices

What was your greatest challenge?

- Providing necessary support with limited fiscal resources
- Change in leadership and administration

What was your greatest success?

- Increased parent participation at parent forums
- Staff paradigm shift with respect to responsible inclusive practices
- Met targets set by SDE

What action had the most significant impact? (and what was its impact?)

- Mandated actions with respect to inclusive practices which impacted our ability to meet our targets and improved practices for ALL children

**NORWALK
PUBLIC SCHOOLS**

Norwalk Demographics

*2004-2005 Academic Year

Total Student Population	10,992
Total Special Education Population	1,251

Number of Schools:	
Preschool	5
Elementary	12
Middle	4
High School	3
Alternative	0

ERG:	H
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K-12 ID/MR Count by Year	
December 1998	113
December 1999	98
December 2000	97
December 2001	100
December 2002	99
December 2003	84
March 2004	91
June 2004	79
December 2004	82
March 2005	81
June 2005	56

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	33.4%
Mean TWNDP Dec. 1999	30.5%
Mean TWNDP Dec. 2000	30.6%
Mean TWNDP Dec. 2001	28.7%
Mean TWNDP Dec. 2002	27.1%
Mean TWNDP Dec. 2003	37.6%
Mean TWNDP March 2004	33.2%
Mean TWNDP June 2004	48.1%
Mean TWNDP Dec. 2004	47.8%
Mean TWNDP March 2005	48.5%
Mean TWNDP June 2005	64.1%

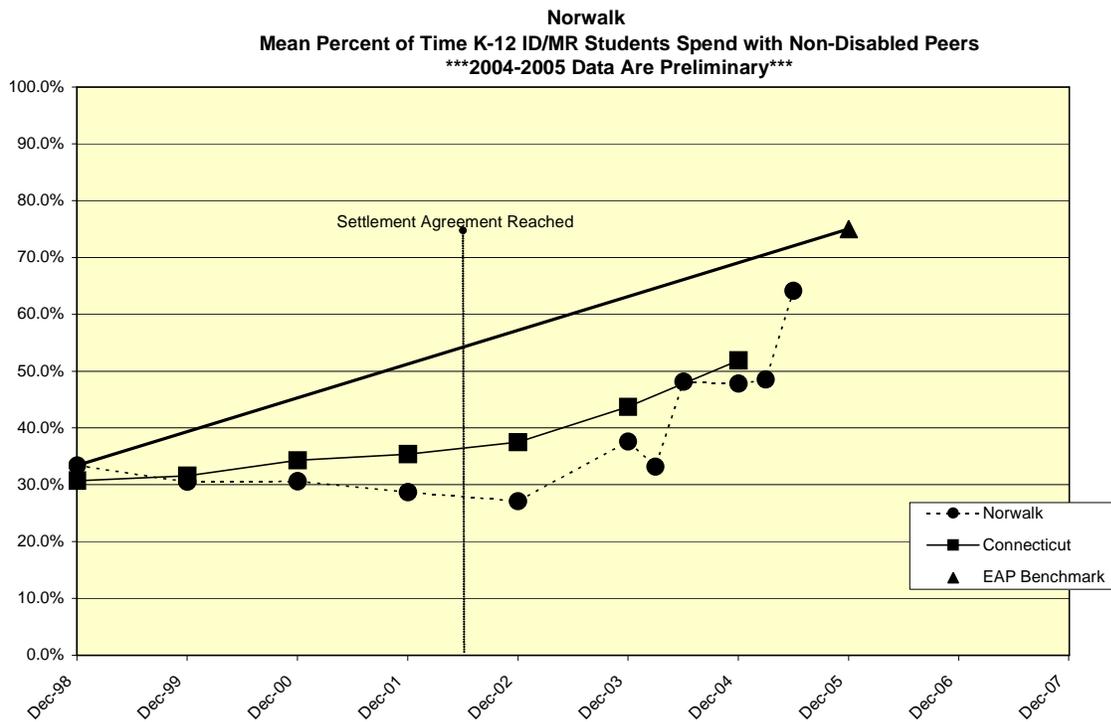
Median TWNDP Dec. 1998	25.0%
Median TWNDP Dec. 1999	25.0%
Median TWNDP Dec. 2000	30.0%
Median TWNDP Dec. 2001	21.7%
Median TWNDP Dec. 2002	21.7%
Median TWNDP Dec. 2003	34.2%
Median TWNDP March 2004	33.5%
Median TWNDP June 2004	47.1%
Median TWNDP Dec. 2004	47.4%
Median TWNDP March 2005	47.7%
Median TWNDP June 2005	67.6%

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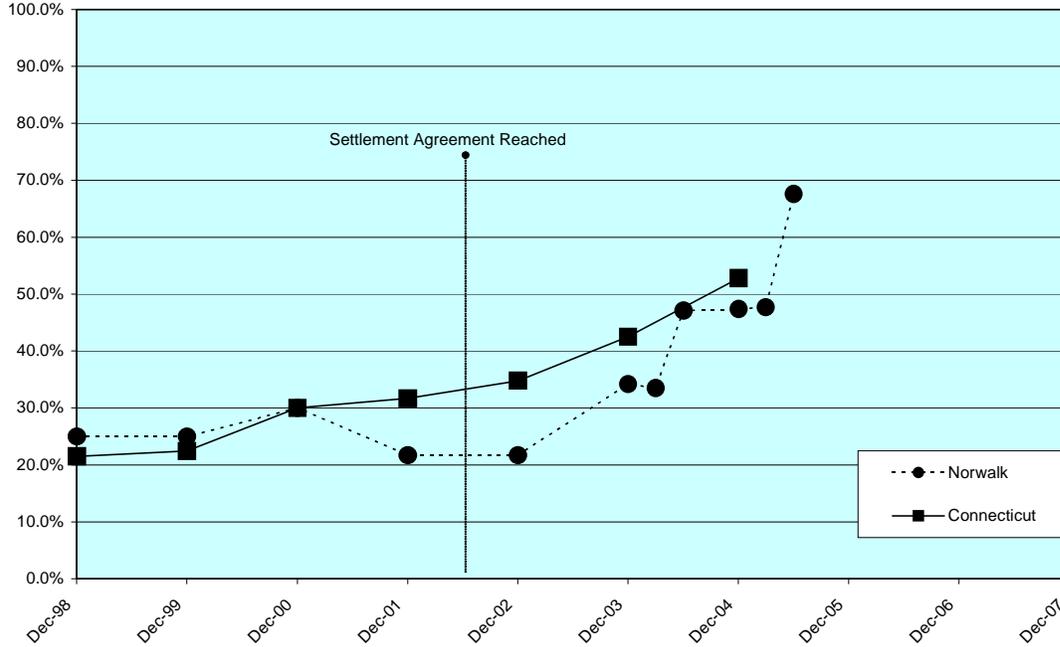
**NORWALK
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	15.0%
Regular Class Placement Dec. 1999	7.1%
Regular Class Placement Dec. 2000	8.2%
Regular Class Placement Dec. 2001	11.0%
Regular Class Placement Dec. 2002	9.1%
Regular Class Placement Dec. 2003	15.5%
Regular Class Placement March 2004	12.0%
Regular Class Placement June 2004	12.7%
Regular Class Placement Dec. 2004	12.2%
Regular Class Placement March 2005	13.6%
Regular Class Placement June 2005	23.2%

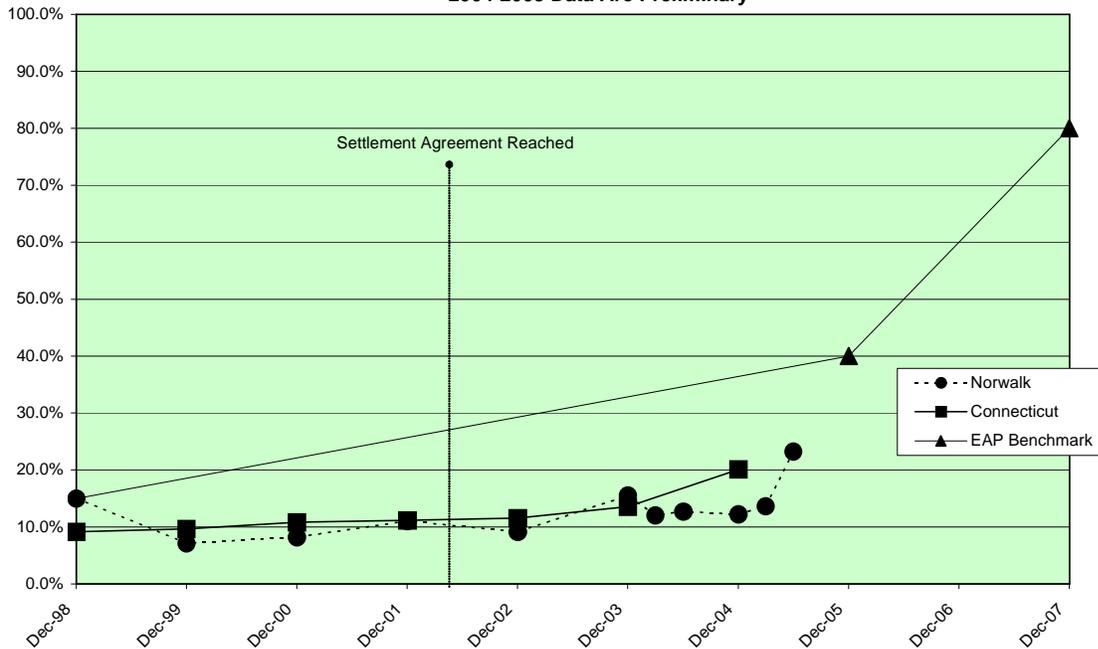


**NORWALK
PUBLIC SCHOOLS**

Norwalk
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



Norwalk
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



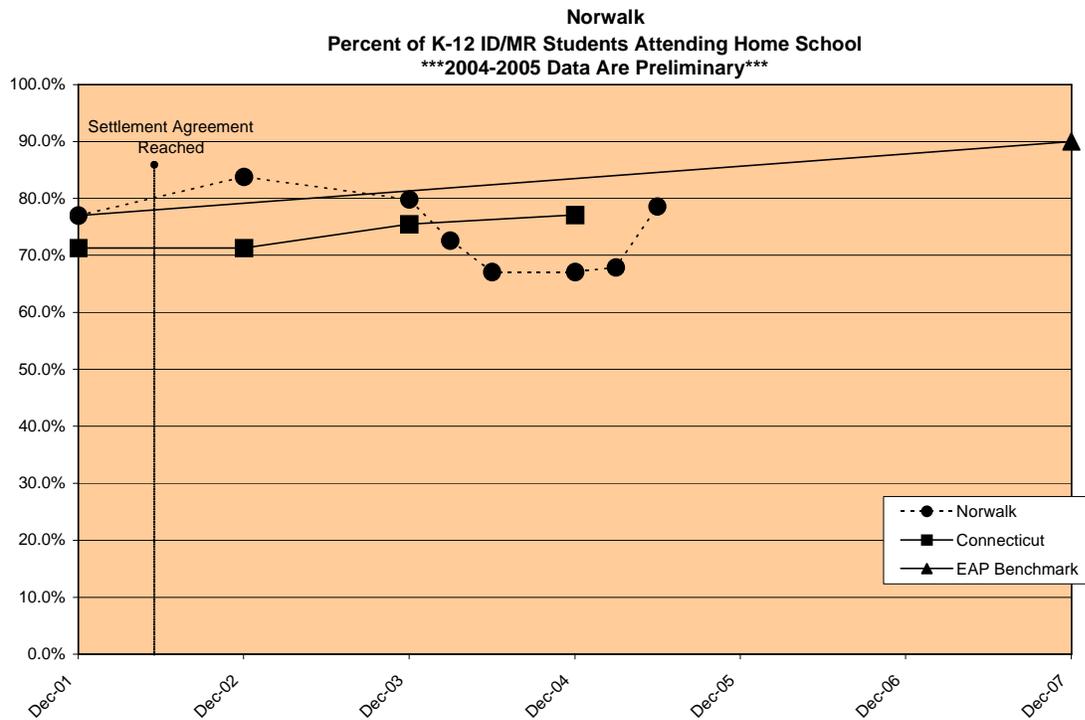
**NORWALK
PUBLIC SCHOOLS**

Norwalk's June 2005 mean and median TWNDP were 64.1% and 67.6%, respectively. Norwalk's mean TWNDP has increased by 16.3% over the mean TWNDP reported in June 2004 (47.8%); median has increased by 20.5% over the median reported in June 2004 (47.1%). As of June 2005, 23.2% of Norwalk's students were placed in a regular class setting. Norwalk's mean, median and percent of students placed in a regular class setting reported in June 2005 all exceed the statewide figures reported in December 2004.

**NORWALK
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	77.0%
Percent Attending Home School Dec. 2002	83.8%
Percent Attending Home School Dec. 2003	79.8%
Percent Attending Home School March 2004	72.6%
Percent Attending Home School June 2004	67.1%
Percent Attending Home School Dec. 2004	67.1%
Percent Attending Home School March 2005	67.9%
Percent Attending Home Schoo June 2005	78.6%



As of June 2005, 78.6% of Norwalk’s students attended their home school. This is an 11.5% increase in the percent of students attending their home school as compared to the percent reported in June 2004 (67.1%). As of June 2005, Norwalk’s home school attendance rate exceeds the statewide rate reported in December 2004.

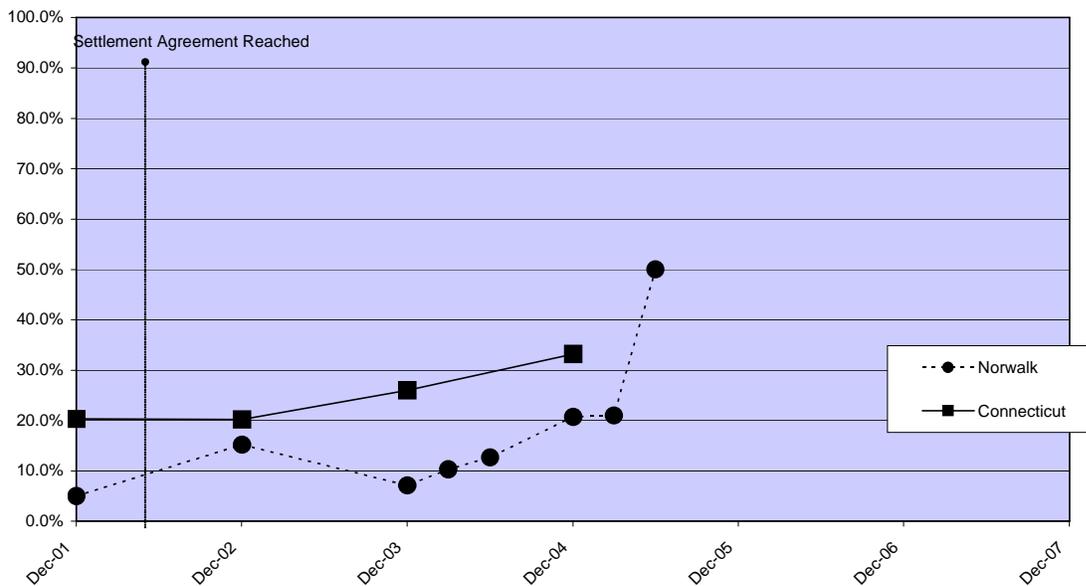
**NORWALK
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	5.0%
Percent Participating in Extra Curricular Activities Dec. 2002	15.2%
Percent Participating in Extra Curricular Activities Dec. 2003	7.1%
Percent Participating in Extra Curricular Activities March 2004	10.3%
Percent Participating in Extra Curricular Activities June 2004	12.7%
Percent Participating in Extra Curricular Activities Dec. 2004	20.7%
Percent Participating in Extra Curricular Activities March 2005	21.0%
Percent Participating in Extra Curricular Activities June 2005	50.0%

Norwalk

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



50.0% of the students in Norwalk participated in extracurricular activities as of June 2005. This is a 37.3% increase over the participation rate reported by Norwalk in June 2004 (12.7%). As of June 2005, Norwalk's extracurricular participation rate exceeds the statewide participation rate reported in December 2004.

NORWALK

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Data has been reviewed with principals, district administrators and special education staff at all levels. Training has taken place with staff to ensure more accurate reporting of critical information. Additional meetings have taken place with the district's technology director to improve data reporting sources and methods.</i>	<p>Corrections have been made in the calculations on the Time With Non-Disabled Peers (TWNDP) reporting area which will result in improved standing with relationship to our June 2005 goal.</p> <p>System changes in data monitoring will have great impact on accuracy of data reporting</p>
<i>Several general and specific in-service sessions have been given to educate general and special education staff, including administrators, at all levels as to the district's obligation under the PJ settlement. These sessions were held in both large group meetings and small work sessions in individual schools. Regular Education participation was greatly improved over previous years. The superintendent articulated expectation of attendance at these sessions.</i>	A greater understanding of the legal mandate to change practices exists in the district as a result of these trainings. Inclusion of regular ed administration is beginning but needs to be strengthened
<i>Training took place with middle and high school staff to identify appropriate TWNDP opportunities within the school schedule. Individual plans were made to increase participation in activities regularly scheduled in the school to increase TWNDP.</i>	Students are scheduled into more TWNDP activities. This will be reflected in the June 2005 report
<i>Better reporting of TWNDP data, particularly at Middle School/High School all now go to Human Resources.</i>	

<i>Regular monitoring of accuracy of data reporting- cross checks with page 5 of the IEP</i>	
<i>“Head counts” in classrooms to verify accuracy- PCI forms sent to central office with every change in IEP, began with students with Intellectual Disability only</i>	
<i>Folder reviews- check identification</i>	
<i>Extensive training and planning took place in the areas of co-teaching with Capitol Region Education Council (CREC) consultants. This training took place with administrators and teachers from three middle schools and two high schools. Plans were developed to eliminate most self-contained programs for the 2005-2006 school year at the high school level and increase regular education time at the middle school level. Programs were established in one high school and one middle school to create home school capacity. This will allow for the return of 5 middle school and 4 high school students with intellectual disabilities (ID) to their home school.</i>	<p>Specific implementation plans were developed, staff was reallocated and schedules were developed to initiate these wide spread programmatic changes for the 2005-06 school year. Improvements will be noted in the June 2005 data.</p> <p>Individual school teams wrote their own school based plan for inclusive practice at the middle schools and high schools Accurate reporting of community placement/job sites as TWNDP</p>

Goal area: Regular class placement

<i>Extensive training and planning took place in the areas of co-teaching with CREC consultants. This training took place with administrators and teachers from three middle schools and two high schools. Plans were developed to eliminate most self-contained programs for the 2005-2006 school year at the high school level and increase regular education time at the middle school level. Programs were established in one high school and one middle school to create home school capacity. This will allow for the return of 5 middle school and 4 high school ID students to their home school.</i>	<p>Specific implementation plans were developed, staff was reallocated and schedules were developed to initiate these wide spread programmatic changes for the 2005-06 school year. Improvements will be noted in the June 2005 data.</p>
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Goal area: Attends home school

<p><i>Data monitoring- accurate reporting</i></p> <p><i>Through the previously mentioned activities, plans were developed to include all ID students in their home high schools for 2005-2006. Staff has been allocated accordingly to accommodate this initiative.</i></p> <p><i>Additionally, middle school students will be returned to their neighborhood schools for 2005-06 or to middle schools which will allow them to transition to their neighborhood high school by 2006-07. The only exceptions will be for students who are in their last year in a school as per board of education policy.</i></p>	<p>June 2005 data will reflect a substantial increase in home school placement of students with intellectual disabilities.</p> <p>A large number of 5th and 6th graders will be in home school in 2005-2006.</p> <p>The system created for accurate data reporting and on-going monitoring of data will increase the accuracy of data reporting for students with ID. (Eventually will broaden out for all students with disabilities)</p> <p>The physical movement of some “programs” with existing teachers will increase the capacity district wide to have students with ID in their home school</p>
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Goal area: Extra curricular participation

<p><i>Best buddies programs have been established at both high schools and at 2 middle schools.</i></p> <p><i>Increase in number of students included in extra curricular activities at 1 high school and 1 middle school.</i></p> <p><i>Students with ID participated for the first time in the high school play.</i></p> <p><i>Norwalk has provided transportation to support after school activities.</i></p> <p><i>Middle school students have been included in school dances and other extracurricular activities such as activity clubs.</i></p>	<p>Capacity has been increased to include ID students in school sponsored activities.</p> <p>Increase in the number of students with ID who participate in extracurricular activities</p> <p>Positive response from parents whose child is provided the opportunity to participate in the extra curricular activities</p>
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Implement co-teaching/inclusion plans as developed at the middle and high school level. Support and sustain programs through regular training, consultation and evaluation. Contract with CREC consultants to develop similar plans at the elementary school level.
- Continue to monitor and share data with district and school administrators as well as regular and special education teachers.
- District will hire 2 “Instructional Support Facilitator”

Regular class placement

- Implement co-teaching/inclusion plans as developed at the secondary level. Support and sustain programs through regular training, consultation and evaluation. Contract with CREC consultants to develop similar plans at the elementary school level. Continue to monitor and share data.
- Work with UCONN to train 3 parent trainers
- District Administrators/leadership develop a plan to educate/inform parents regarding Norwalk’s plan to implement responsible inclusive practice

Attending home school

- Implement plans developed in 2004-2005 to return high school and middle school students to their home schools.
- Monitor the delivery systems for “special ed” and related services in home schools carefully to ensure those students’ needs are being addressed in a uniformed way across the district.

Extra curricular participation

- Make a list of all school sponsored activities and review what actions could be taken to increase capacity and participation in these programs with all stake holders including parents.
- Greater expectation that the school “extracurricular coordinator” will take the lead in establishing a meeting format of general and special ed staff to plan for participation in extra curricular activities

What was your greatest challenge?

- Expanding the responsibility of general ed/administration-This has been a special education “initiative” and needs to become a general education initiative with general education leadership sharing ownership.

What was your greatest success?

- Developing individual school-based plans to address LRE (Build capacity at individual building level)- Done at middle school and high school levels.

What action had the most significant impact? (and what was its impact?)

- System for data collection; reporting; accuracy; on-going monitoring –The impact has been more accuracy in data reporting and development of a monitoring system will continue to improve accuracy.

**NORWICH
PUBLIC SCHOOLS**

Norwich Demographics

*2004-2005 Academic Year

Total Student Population	5,790
Total Special Education Population	867

Number of Schools:	
Preschool	6
Elementary	9
Middle	2
High School	1
Alternative	2

ERG:	H
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K-12 ID/MR Count by Year	
December 1998	72
December 1999	66
December 2000	66
December 2001	68
December 2002	63
December 2003	56
March 2004	60
June 2004	58
December 2004	61
March 2005	61
June 2005	61

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	28.6%
Mean TWNDP Dec. 1999	31.9%
Mean TWNDP Dec. 2000	32.3%
Mean TWNDP Dec. 2001	28.4%
Mean TWNDP Dec. 2002	33.3%
Mean TWNDP Dec. 2003	55.9%
Mean TWNDP March 2004	58.4%
Mean TWNDP June 2004	64.8%
Mean TWNDP Dec. 2004	61.8%
Mean TWNDP March 2005	59.8%
Mean TWNDP June 2005	63.2%

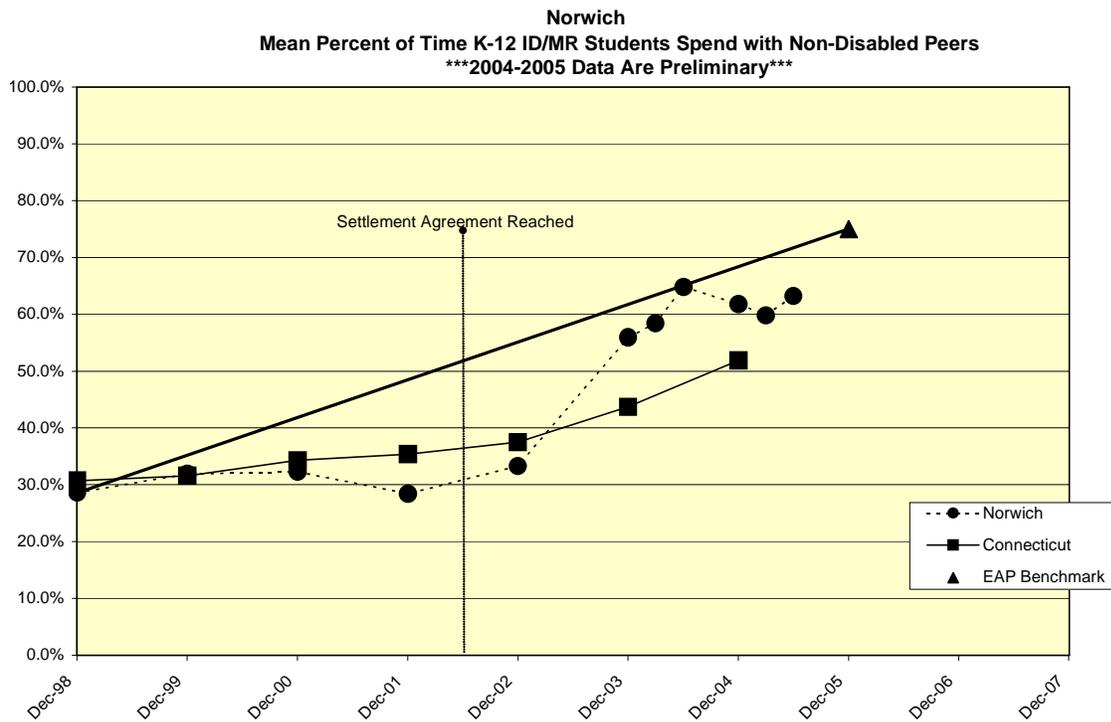
Median TWNDP Dec. 1998	35.4%
Median TWNDP Dec. 1999	38.3%
Median TWNDP Dec. 2000	36.2%
Median TWNDP Dec. 2001	25.8%
Median TWNDP Dec. 2002	37.5%
Median TWNDP Dec. 2003	59.0%
Median TWNDP March 2004	59.7%
Median TWNDP June 2004	66.9%
Median TWNDP Dec. 2004	63.1%
Median TWNDP March 2005	63.1%
Median TWNDP June 2005	63.1%

FOURTH ANNUAL REPORT- JUNE 30, 2005

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 CIVIL ACTION NO.: 291CV00180 (RNC)

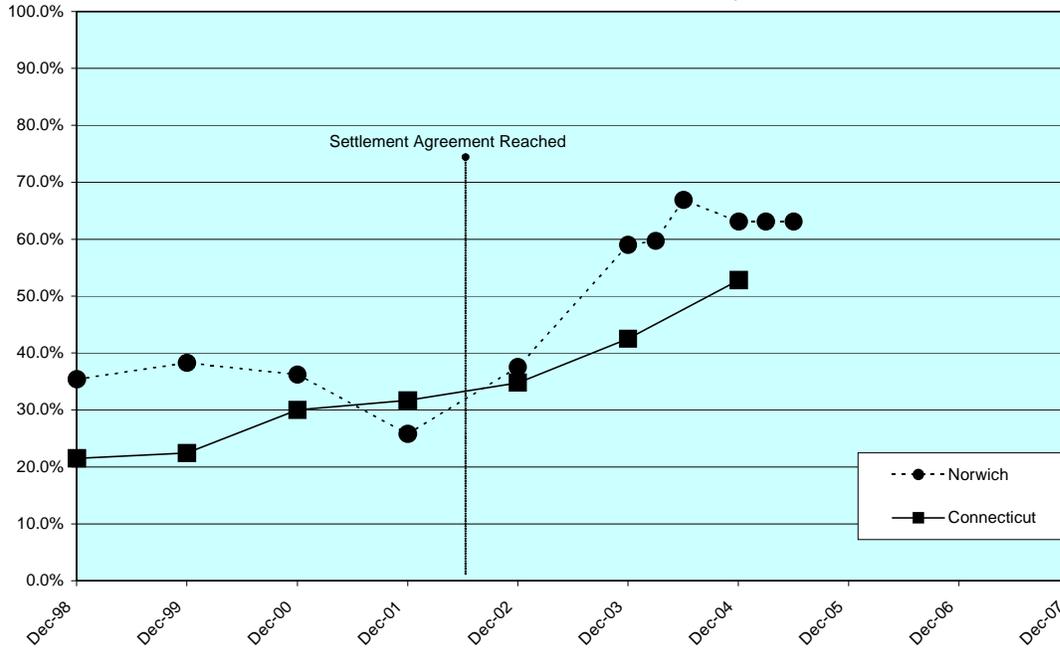
**NORWICH
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	2.8%
Regular Class Placement Dec. 1999	0.0%
Regular Class Placement Dec. 2000	3.0%
Regular Class Placement Dec. 2001	4.4%
Regular Class Placement Dec. 2002	3.2%
Regular Class Placement Dec. 2003	30.4%
Regular Class Placement March 2004	33.3%
Regular Class Placement June 2004	39.7%
Regular Class Placement Dec. 2004	37.7%
Regular Class Placement March 2005	37.7%
Regular Class Placement June 2005	39.3%

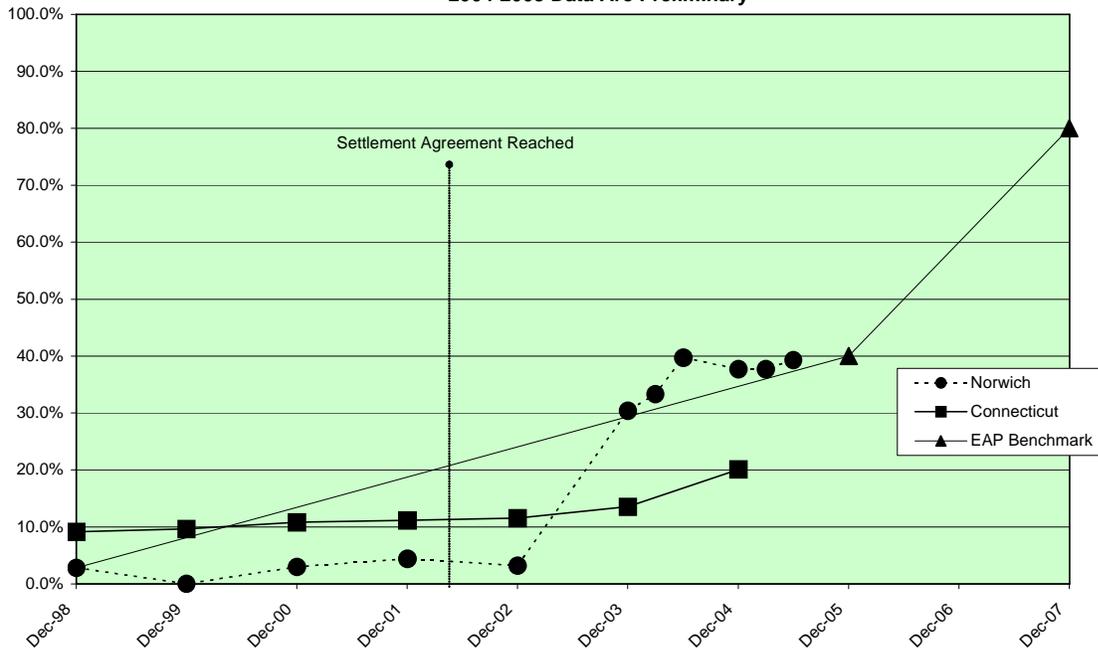


**NORWICH
PUBLIC SCHOOLS**

Norwich
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
2004-2005 Data Are Preliminary



Norwich
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
2004-2005 Data Are Preliminary



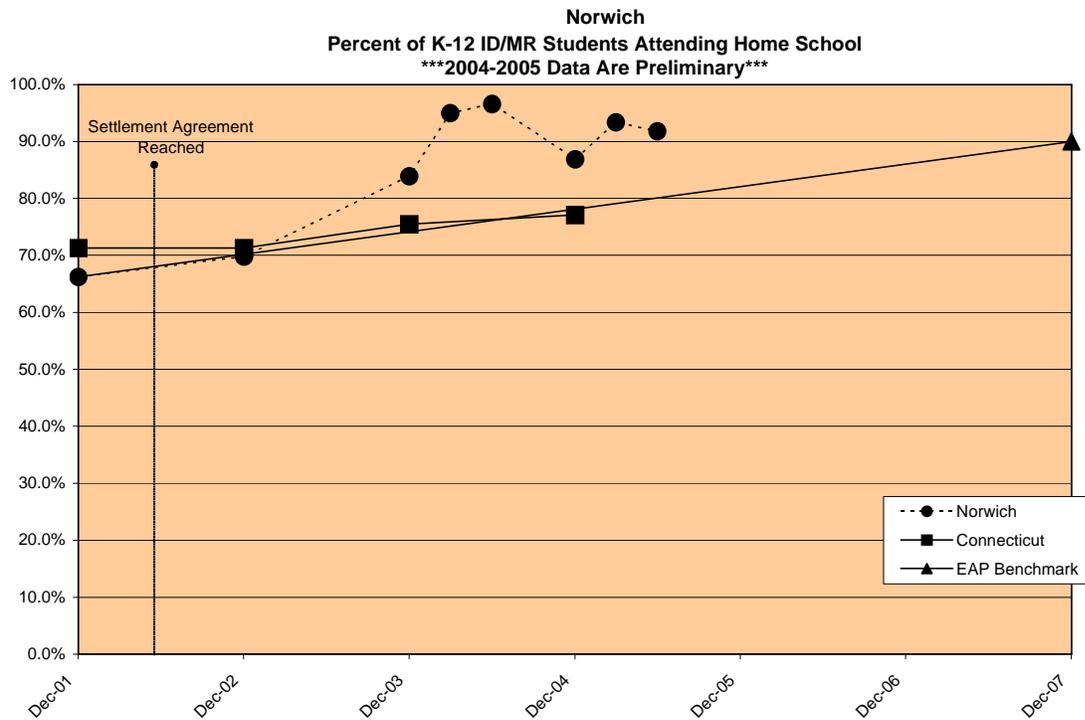
**NORWICH
PUBLIC SCHOOLS**

Norwich reported a mean TWNDP of 63.2% and a median TWNDP of 63.1% in June of 2005. Mean has decreased 1.6% over that reported in June 2004 (64.8%) and median has decreased 3.8% over that reported in June 2004 (66.9%). As of June 2005, 39.3% of Norwich's students were placed in a regular class setting. This is a 0.4% decrease compared to the percent of students placed in a regular class setting in June 2004 (39.7%). Norwich's mean, median and percent placed in a regular class setting as of June 2005 all exceed the statewide mean, median and percent placed in a regular class setting reported in December 2004.

**NORWICH
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	66.2%
Percent Attending Home School Dec. 2002	69.8%
Percent Attending Home School Dec. 2003	83.9%
Percent Attending Home School March 2004	95.0%
Percent Attending Home School June 2004	96.6%
Percent Attending Home School Dec. 2004	86.9%
Percent Attending Home School March 2005	93.4%
Percent Attending Home Schoo June 2005	91.8%



91.8% of the students in Norwich attended their home school as of June 2005. This is a 4.8% decrease over the home school attendance rate reported in June 2004 (96.6%). As of June 2005, Norwich's home school attendance rate exceeds the statewide rate as reported in December 2004.

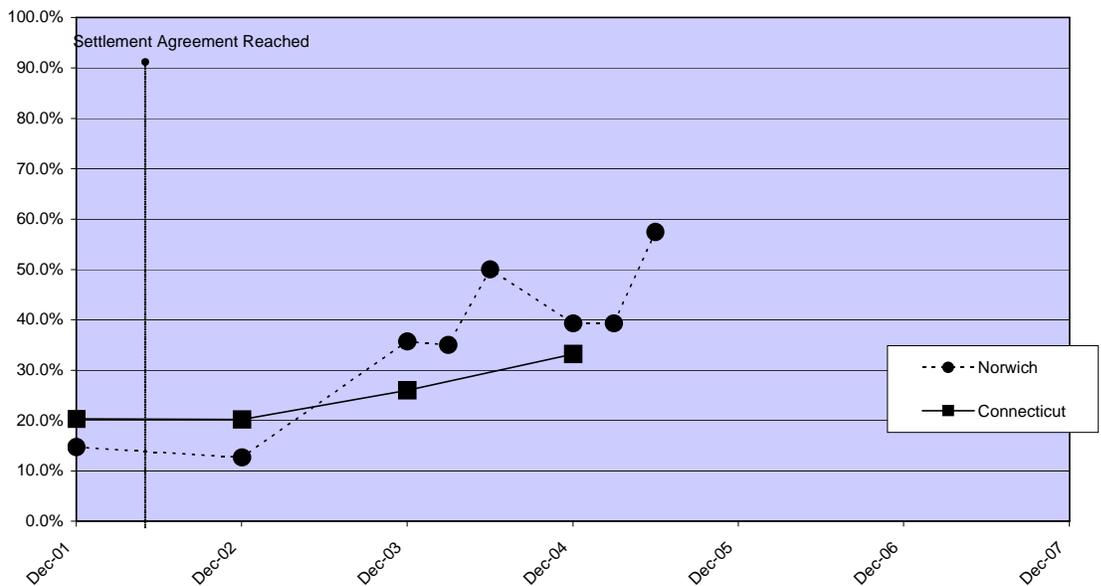
**NORWICH
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	14.7%
Percent Participating in Extra Curricular Activities Dec. 2002	12.7%
Percent Participating in Extra Curricular Activities Dec. 2003	35.7%
Percent Participating in Extra Curricular Activities March 2004	35.0%
Percent Participating in Extra Curricular Activities June 2004	50.0%
Percent Participating in Extra Curricular Activities Dec. 2004	39.3%
Percent Participating in Extra Curricular Activities March 2005	39.3%
Percent Participating in Extra Curricular Activities June 2005	57.4%

Norwich

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



As of June 2005, 50.0% of the students in Norwich participated in extracurricular activities, a figure which is exactly the same as that reported in June 2004. Norwich's June 2005 extracurricular activities participation rate exceeds the statewide participation rate as reported in December 2004.

NORWICH

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Added two paraprofessionals to staff (one for elementary and one for middle)</i>	Para's facilitated Home school placement and time with non-disabled peers (TWNDP) Increased benefits for more students not just students with IEP (individualized education plan) Para's have allowed more responsible grouping practices
<i>Began collaborative teaching partnerships (elementary and middle)</i>	Professional development for other teachers (seeing benefit of collaborative teaching)
<i>Mean went from to 61.4, Median 59 to 63.1</i>	
<i>Attended collaborative professional development workshop sponsored by SERC (10/20/04) (participation by one special educator and general educator attended)</i>	Professional development for other teachers (seeing benefit of collaborative teaching)
<i>Attended Step by Step Training Program (attended by two special education teachers and principal)</i>	Principal who attended Step by Step Training Program implementing the program in elementary school including all students with IEP's
<i>Inservice for paraprofessionals who support students with ID (Intellectual disabilities) (elementary and middle levels)</i>	Staff scheduling of support for all students
<i>Included teachers and paraprofessionals from the middle school in plans and professional development</i>	Paraprofessional's inservice helped them gain a better understanding of their implementation of accommodations and modifications

	<p>Paraprofessionals feel more part of team, ask more questions, give feedback (elementary and middle)</p> <p>The inclusion of teachers and paraprofessionals from the middle school in planning and professional development helped maintain or increased TWNDP at the middle school level</p>
<i>Had increased parent meeting time and gotten feedback</i>	Outcome of parents meetings will impact future professional development around students with ID

Goal area: Regular class placement

<i>Students had an increase of self esteem and academic progress</i>	Increase in assessments scores and data
<i>More general education teachers aware of process</i>	Students are blossoming, harder to pick out ID students from rest of the crowd
<i>Increased ownership</i>	<p>General educators doing modifications and accommodations on their own.</p> <p>General educators initiating problem solving in academics and with parents</p>
<i>General education students more involved with students with ID accepting and participating social interactions and peer tutoring</i>	<p>Acceptance carried out to community. Students with ID are now involved in a variety of community activities, e.g. Boy Scouts, etc.</p> <p>See genuine friendships between both students with ID and general education population</p>

Goal area: Attends home school

<i>Went from 83.9 in December 2003 to 96.7 in December 2004</i>	<p>Now both middle school have supports for students with ID</p> <p>Opportunities for friendships and continuity has increased moving from elementary level to middle level</p> <p>Increased opportunities for some to ride in general education bus</p>
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Goal area: Extra curricular participation

<i>Participation in extracurricular activities has increased from 35.7 in December 2003 to 41.0 in December 2004</i>	Students with ID feel part of total school community
<i>Teachers support with transportation and chaperoning</i>	Students with ID participating in school dances

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Continue and expand collaborative partnerships in other schools and among more grade levels
- Explore full implementation of Step by Step Program in elementary school to serve as a model (Includes additional professional development by Stetson and Associates or other outside agency)
- Allocate time to plan with receiving teachers
- Mechanism for including the new leadership and staff

Regular class placement

- Include High School representative on inclusion committee
- Have special and general educators collaborate to plan professional development
- Encourage parent and paraprofessional attendance at appropriate workshops
- Colleagues support at schools where trying to increase regular education placement
- Continue every other monthly meetings of inclusion committee
- Re-evaluate membership of inclusion committee for changes if needed

Attends home school

- Continue focus on Home school placement

Extra curricular participation

- Compare the general education and special education participation on a school by school basis

What was your greatest challenge?

- Finding time to plan and collaborate with general education staff
- Finding funding for staffing

What was your greatest success?

- Staff making the program happen successfully
- Student reporting success and acceptance in general education classes
- Increased involvement of parents

What action had the most significant impact? (and what was its impact?)

- Professional development opportunities
- Those who participated came back with new ideas to explore, renewed interest in the program, affirmations of current practices

**SHELTON
PUBLIC SCHOOLS**

Shelton Demographics

*2004-2005 Academic Year

Total Student Population	5,738
Total Special Education Population	365

Number of Schools:	
Preschool	0
Elementary	6
Middle	1
High School	1
Alternative	1

ERG:	D
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K-12 ID/MR Count by Year	
December 1998	21
December 1999	25
December 2000	25
December 2001	24
December 2002	19
March 2003	18
June 2003	17
December 2003	18
March 2004	18
June 2004	16
December 2004	17
March 2005	16
June 2005	14

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	25.6%
Mean TWNDP Dec. 1999	28.0%
Mean TWNDP Dec. 2000	28.5%
Mean TWNDP Dec. 2001	29.0%
Mean TWNDP Dec. 2002	28.2%
Mean TWNDP March 2003	45.1%
Mean TWNDP June 2003	62.9%
Mean TWNDP Dec. 2003	65.1%
Mean TWNDP March 2004	65.7%
Mean TWNDP June 2004	70.8%
Mean TWNDP Dec. 2004	68.1%
Mean TWNDP March 2005	72.3%
Mean TWNDP June 2005	70.0%

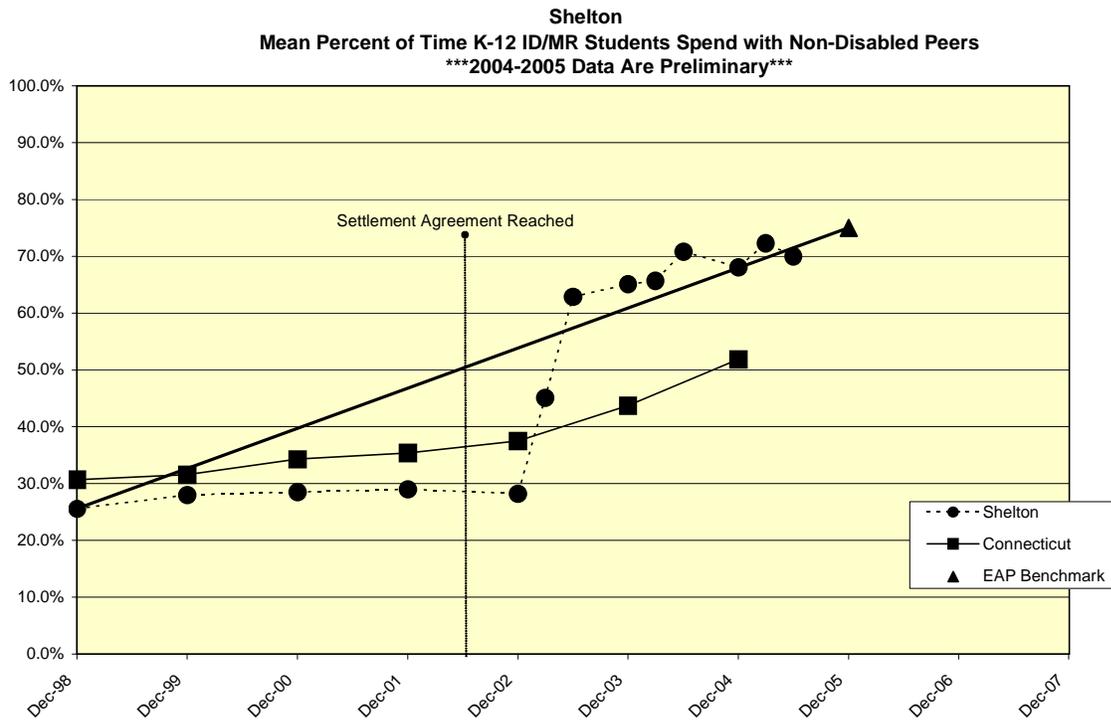
Median TWNDP Dec. 1998	12.7%
Median TWNDP Dec. 1999	27.0%
Median TWNDP Dec. 2000	27.7%
Median TWNDP Dec. 2001	31.8%
Median TWNDP Dec. 2002	19.1%
Median TWNDP March 2003	51.7%
Median TWNDP June 2003	81.3%
Median TWNDP Dec. 2003	78.7%
Median TWNDP March 2004	78.7%
Median TWNDP June 2004	81.8%
Median TWNDP Dec. 2004	80.3%
Median TWNDP March 2005	80.8%
Median TWNDP June 2005	81.4%

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 CIVIL ACTION NO.: 291CV00180 (RNC)

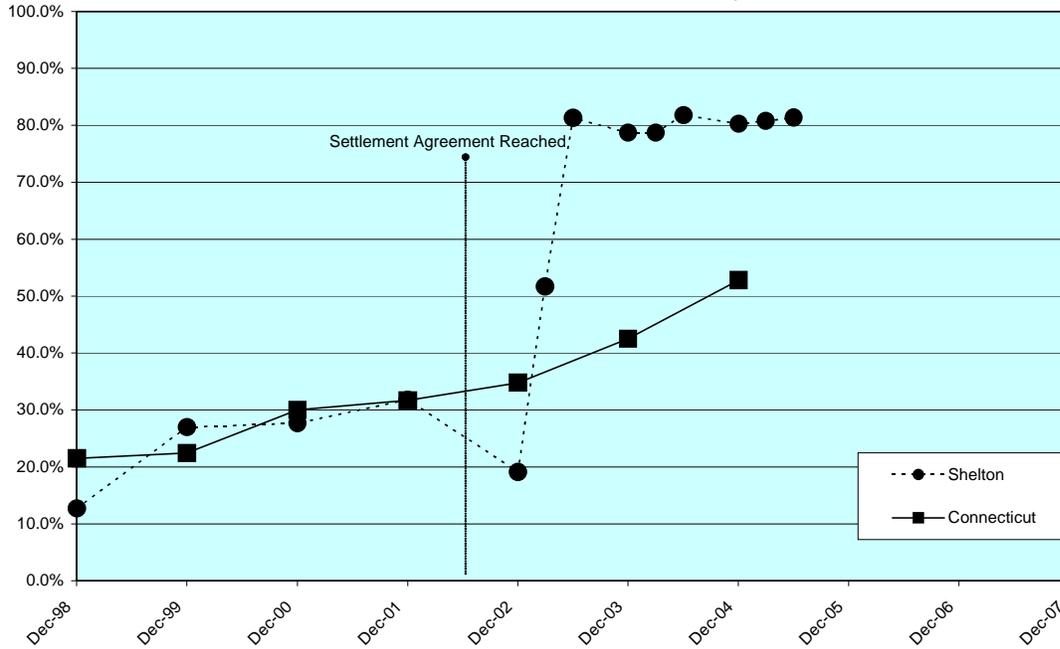
**SHELTON
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	4.8%
Regular Class Placement Dec. 1999	8.0%
Regular Class Placement Dec. 2000	8.0%
Regular Class Placement Dec. 2001	8.3%
Regular Class Placement Dec. 2002	5.3%
Regular Class Placement March 2003	33.3%
Regular Class Placement June 2003	52.9%
Regular Class Placement Dec. 2003	50.0%
Regular Class Placement March 2004	50.0%
Regular Class Placement June 2004	56.3%
Regular Class Placement Dec. 2004	52.9%
Regular Class Placement March 2005	56.3%
Regular Class Placement June 2005	57.1%

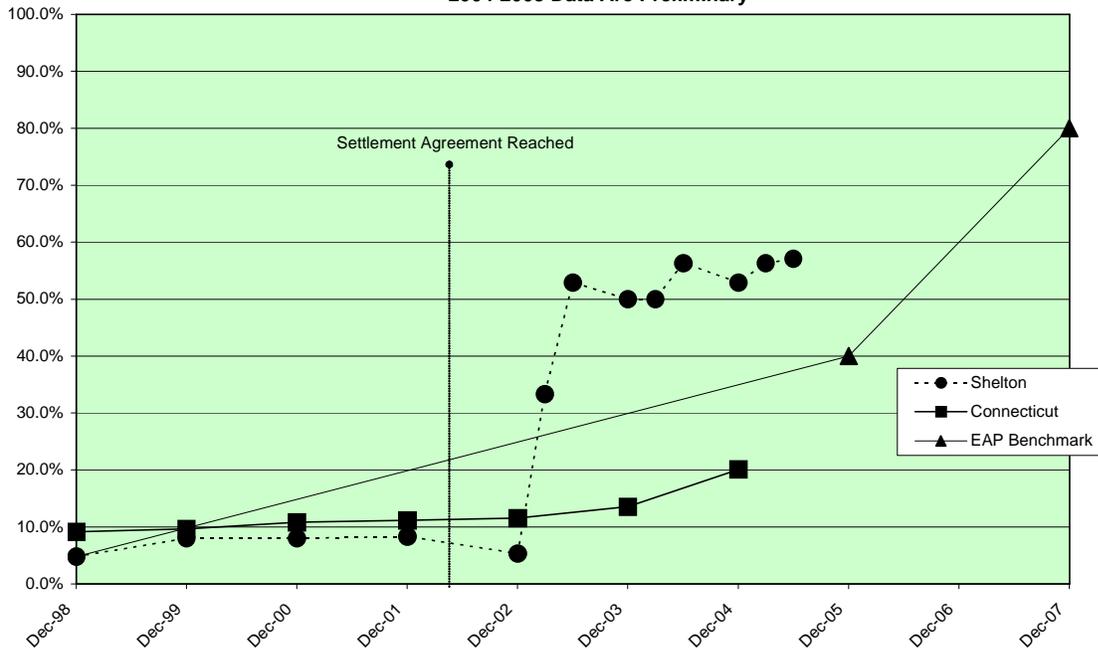


**SHELTON
 PUBLIC SCHOOLS**

Shelton
 Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



Shelton
 Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



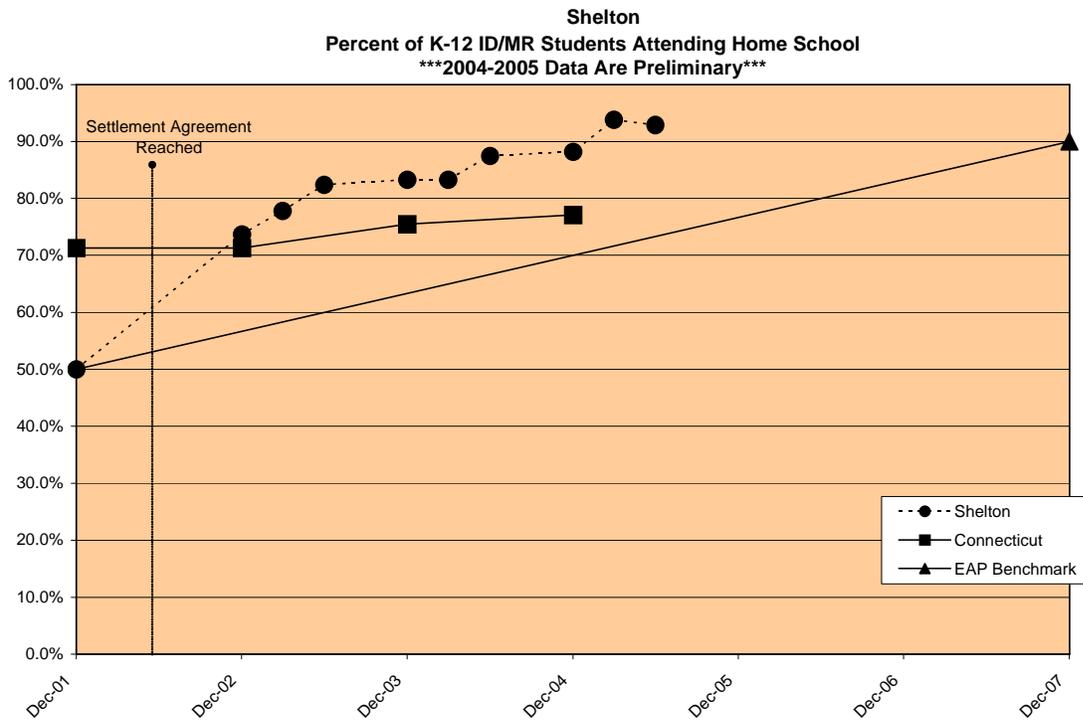
**SHELTON
PUBLIC SCHOOLS**

As of June 2005, Shelton's mean and median TWNDP are 70.0% and 81.4%, respectively. These figures are roughly the same as the mean and median reported in June 2004 (70.8% and 81.4%, respectively). Shelton reported 57.1% of its students as placed in a regular class setting as of June 2005. This is a 0.8% increase over the percent reported in June 2004 (56.3%). Shelton's mean, median and percent placed in a regular class setting as of June 2005 all exceed the statewide mean, median and percent placed in a regular class setting reported in December 2004.

**SHELTON
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	50.0%
Percent Attending Home School Dec. 2002	73.7%
Percent Attending Home School March 2003	77.8%
Percent Attending Home School June 2003	82.4%
Percent Attending Home School Dec. 2003	83.3%
Percent Attending Home School March 2004	83.3%
Percent Attending Home School June 2004	87.5%
Percent Attending Home School Dec. 2004	88.2%
Percent Attending Home School March 2005	93.8%
Percent Attending Home School June 2005	92.9%



92.9% of the students in Shelton attended their home school as of June 2005. This is a 5.4% increase over the home school attendance rate reported by Shelton in June 2004 (87.5%). As of June 2004, Shelton's home school attendance rate exceeds the statewide home school attendance rate reported in December 2004.

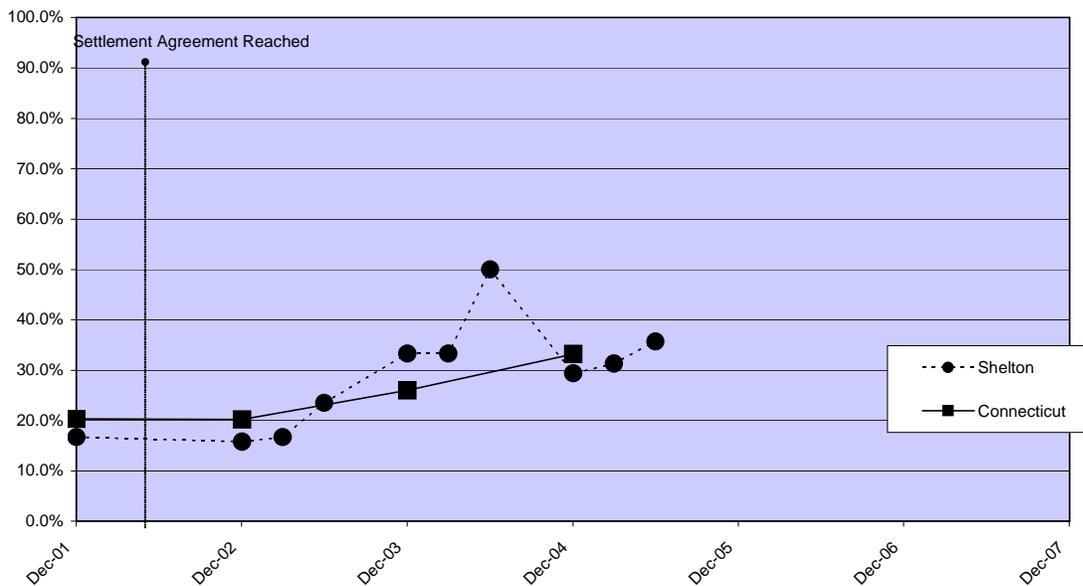
**SHELTON
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	16.7%
Percent Participating in Extra Curricular Activities Dec. 2002	15.8%
Percent Participating in Extra Curricular Activities March 2003	16.7%
Percent Participating in Extra Curricular Activities June 2003	23.5%
Percent Participating in Extra Curricular Activities Dec. 2003	33.3%
Percent Participating in Extra Curricular Activities March 2004	33.3%
Percent Participating in Extra Curricular Activities June 2004	50.0%
Percent Participating in Extra Curricular Activities Dec. 2004	29.4%
Percent Participating in Extra Curricular Activities March 2005	31.3%
Percent Participating in Extra Curricular Activities June 2005	35.7%

Shelton

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



As of June 2005, 35.7% of the students in Shelton participated in extracurricular activities. This is a 14.3% decrease compared to the participation rate Shelton reported in June 2004 (50.0%). Norwich's June 2005 participation rate exceeds the statewide participation rate as reported in December 2004.

SHELTON

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<p><i>Shelton created the elementary inclusion facilitator position</i></p> <p><i>Inclusion facilitator expertise was supported through professional development</i></p> <p><i>There has been an overall increase in special education/general education collaboration planning time</i></p>	<p>The facilitator has presented workshops on DI in two elementary schools</p> <p>The facilitator has developed transition plans with PPT teams to move students from Ripton back to home school</p> <p>The receiving teachers are more positive and accepting of students with disabilities</p> <p>The special education and general education teachers are understanding specialized instruction</p>
<p><i>Shelton has initiated the process of infusing the LRE Settlement Agreement goals into individual professional development plans and teacher evaluation process</i></p>	<p>Impact to be determined 2005-06</p>
<p><i>Shelton has begun dialogue about school improvement plans to infuse LRE goals into them</i></p>	<p>Impact to be determined in 2005-06/2006-07</p>
<p><i>General education and special education staff collaborated to develop new high school, general education courses to meet diverse learner needs</i></p>	<p>To be implemented in 2005-06; impact to be determined</p>
<p><i>Shelton implemented general education/speech language pathologist (SLP) co-teaching partnerships across the district</i></p>	<p>Individual SLP objectives have been embedded into general education classroom instruction</p>

Goal area: Regular class placement

<i>Shelton created the elementary inclusion facilitator position</i>	The facilitator has presented workshops on DI in two elementary schools
<i>Inclusion facilitator expertise was supported through professional development</i>	The facilitator has developed transition plans with PPT teams to move students from Ripton back to home school
<i>There has been an overall increase in special education/general education collaboration planning time</i>	The receiving teachers are more positive and accepting of students with disabilities The special education and general education teachers are understanding specialized instruction
<i>Shelton has made a refinement in the PPT process to emphasize the LRE/general education for the starting point</i>	The staff is collaborating to develop IEP goals that align more closely with general education curricular standards
<i>Professional development was provided to school teams on differentiated instruction (DI) and IEP goal development</i>	Teachers have developed other strategies for quality instruction in general education classes
<i>The district conducted parent meetings to increase parents understanding of the special education process</i>	The meetings generated good family participation and interest on continuing in 2005-06
<i>The district level LRE team was maintained</i>	It highlighted practices and accomplishments of the district

Goal area: Attends home school

<i>The district maintained home school placements for students with ID</i>	The students with ID and their families are truly included in the school
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Goal area: Extra curricular participation

<i>The district expanded the Best Buddies program at both the middle school and the high school</i>	The Best Buddies program increased social opportunities and participation in extra-curricular activities for students with ID
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Create a secondary inclusion facilitator position
- Establish regular meetings for parent group and responding to the identified needs of families

- Identify a teacher evaluation outcome regarding the increase in time with non-disabled peers for teacher and pupil services personnel
- Continue to provide professional development in DI for all staff at the elementary level
- Focus on IEP development linked to general education standards and knowledge of inclusive strategies at the high school
- Continue the LRE/inclusion team and expand membership to include representation from all schools

Regular class placement

- Create a secondary inclusion facilitator position
- Establish regular meetings for parent group and responding to the identified needs of families
- Identify a teacher evaluation outcome regarding the increase in time with non-disabled peers for teacher and pupil services personnel
- Continue to provide professional development in DI for all staff at the elementary level
- Focus on IEP development linked to general education standards and knowledge of inclusive strategies at the high school
- Continue the LRE/inclusion team and expand membership to include representation from all schools

Attending home school

- Create a secondary inclusion facilitator position

Extra curricular participation

- Create a secondary inclusion facilitator position
- Continue with Best Buddies program at the middle and high school

What was your greatest challenge?

- The frequency of resistance has decreased, but the intensity of resistance against the philosophy of LRE/inclusion, more strongly at the high school level
- There is an inconsistency in the philosophical perspective regarding LRE/inclusion from outside agencies (Department of Mental Retardation, Birth to Three, private consultants and service providers, private agencies)

What was your greatest success?

- The successful inclusion and outcomes (academic and social) of students with intellectual disabilities

What action had the most significant impact? (and what was its impact?)

- Direction and support from central office administration and ongoing professional development and increased collaboration between general educators and special educators

**STAMFORD
PUBLIC SCHOOLS**

Stamford Demographics

*2004-2005 Academic Year

Total Student Population	15,291
Total Special Education Population	1,781

Number of Schools:	
Preschool	0
Elementary	12
Middle	6
High School	3
Alternative	0

ERG:	H
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K-12 ID/MR Count by Year	
December 1998	111
December 1999	96
December 2000	80
December 2001	68
December 2002	72
December 2003	72
March 2004	70
June 2004	66
December 2004	66
March 2005	66
June 2005	64

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	20.5%
Mean TWNDP Dec. 1999	19.3%
Mean TWNDP Dec. 2000	28.8%
Mean TWNDP Dec. 2001	32.3%
Mean TWNDP Dec. 2002	32.1%
Mean TWNDP Dec. 2003	30.8%
Mean TWNDP March 2004	39.7%
Mean TWNDP June 2004	39.1%
Mean TWNDP Dec. 2004	49.3%
Mean TWNDP March 2005	61.8%
Mean TWNDP June 2005	63.2%

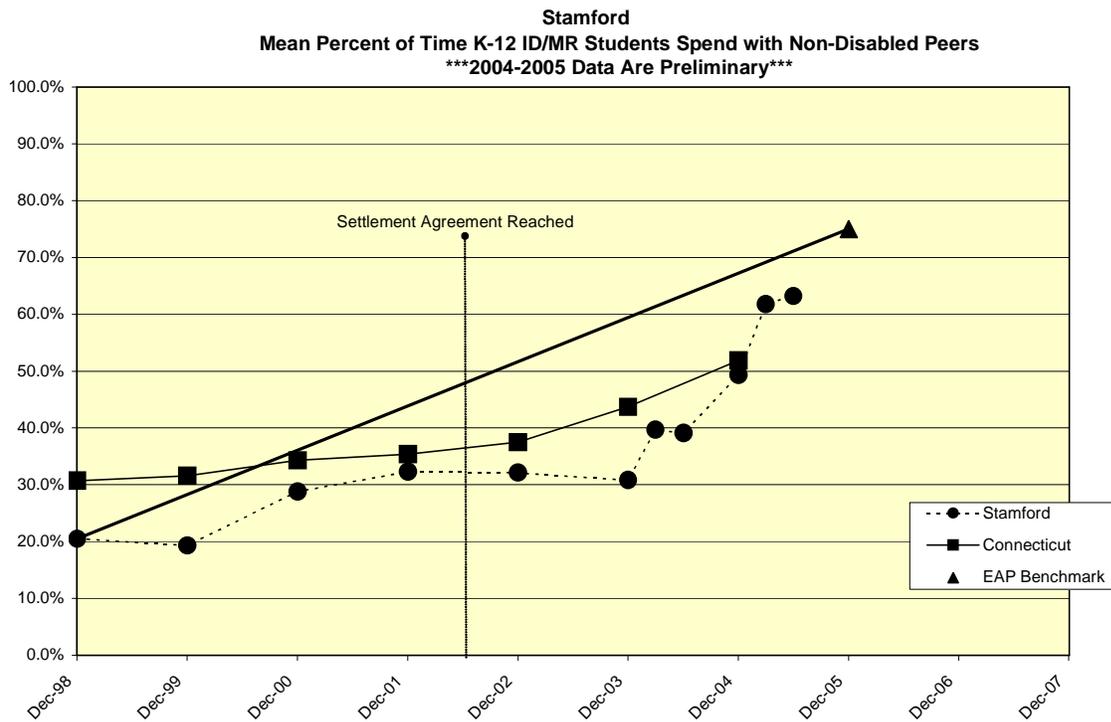
Median TWNDP Dec. 1998	8.3%
Median TWNDP Dec. 1999	3.3%
Median TWNDP Dec. 2000	20.0%
Median TWNDP Dec. 2001	26.8%
Median TWNDP Dec. 2002	24.8%
Median TWNDP Dec. 2003	24.8%
Median TWNDP March 2004	29.7%
Median TWNDP June 2004	34.2%
Median TWNDP Dec. 2004	44.1%
Median TWNDP March 2005	59.0%
Median TWNDP June 2005	59.4%

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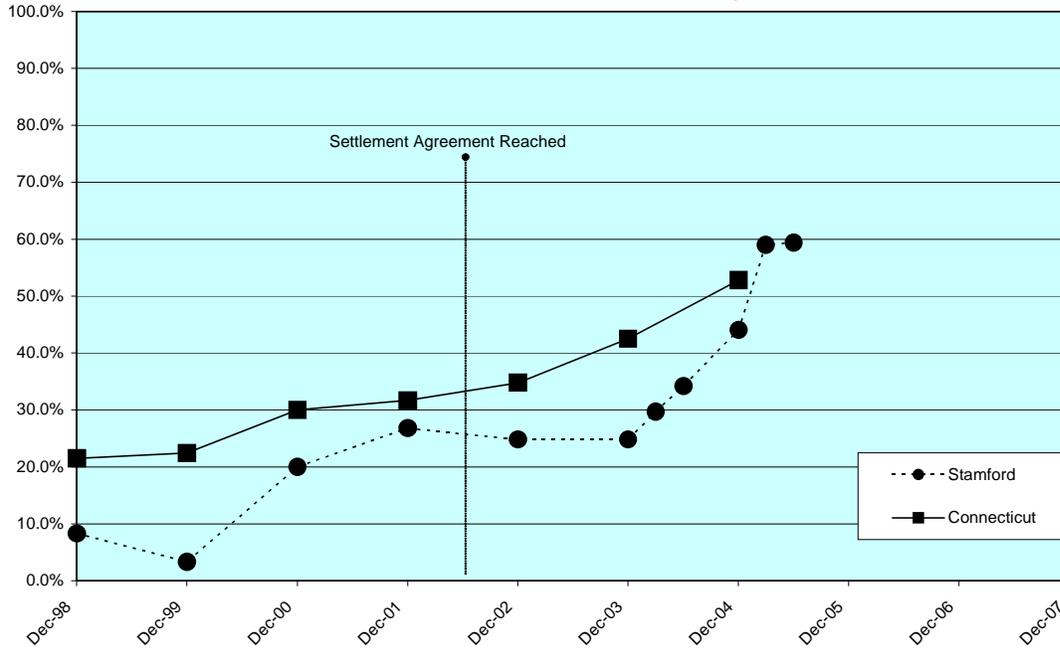
**STAMFORD
 PUBLIC SCHOOLS**

Regular Class Placement Dec. 1998	11.7%
Regular Class Placement Dec. 1999	12.5%
Regular Class Placement Dec. 2000	8.8%
Regular Class Placement Dec. 2001	5.9%
Regular Class Placement Dec. 2002	5.6%
Regular Class Placement Dec. 2003	5.6%
Regular Class Placement March 2004	17.1%
Regular Class Placement June 2004	12.1%
Regular Class Placement Dec. 2004	15.2%
Regular Class Placement March 2005	15.2%
Regular Class Placement June 2005	25.0%

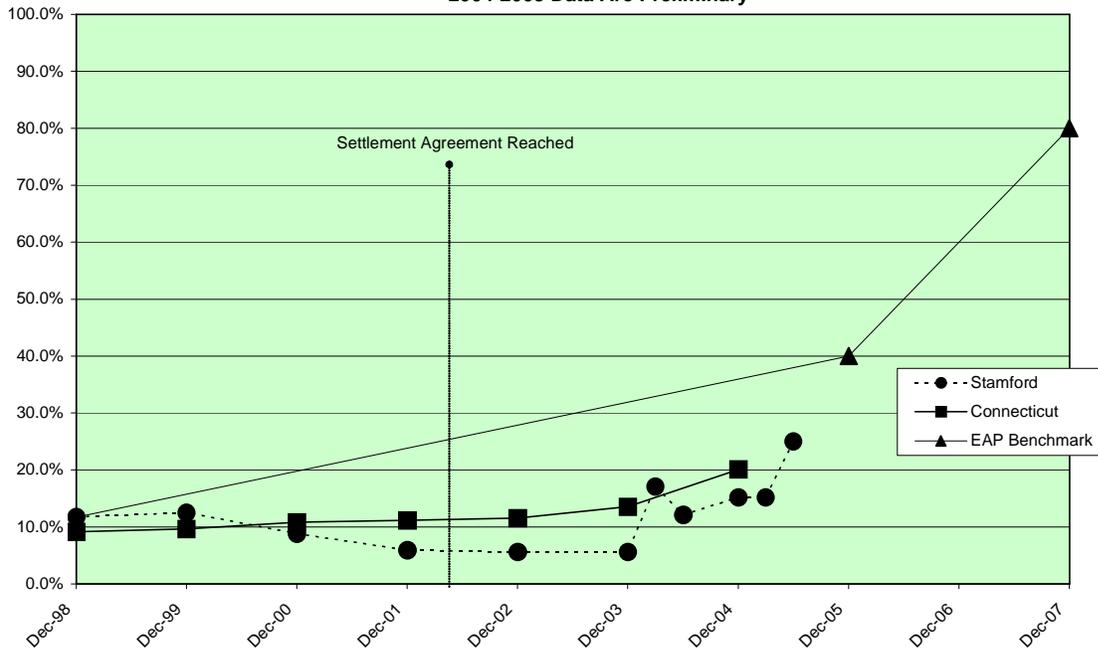


**STAMFORD
 PUBLIC SCHOOLS**

Stamford
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



Stamford
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



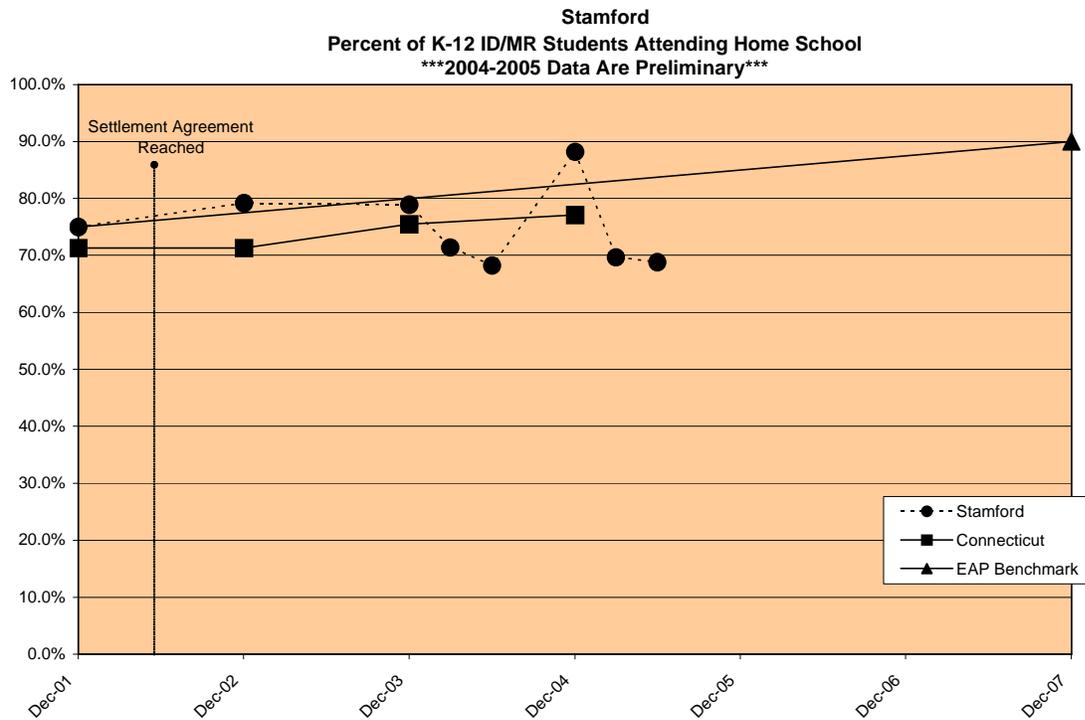
**STAMFORD
PUBLIC SCHOOLS**

The mean TWNDP in Stamford as of June 2005 was 63.2%; the median was 59.4%. Mean has increased 24.1% and median has increased 25.2% over the mean and median reported in June 2004 (39.1% and 34.2%, respectively). As of June 2005, 25.0% of Stamford's students were placed in a regular class setting. This is an 12.9% increase over the percent placed in a regular class setting in Stamford in June 2004 (12.1%). As of June 2005, Stamford's mean and median TWNDP and percent of students placed in a regular class setting exceed the statewide measures as of December 2004.

**STAMFORD
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	75.0%
Percent Attending Home School Dec. 2002	79.2%
Percent Attending Home School Dec. 2003	78.9%
Percent Attending Home School March 2004	71.4%
Percent Attending Home School June 2004	68.2%
Percent Attending Home School Dec. 2004	88.2%
Percent Attending Home School March 2005	69.7%
Percent Attending Home Schoo June 2005	68.8%



68.8% of the students in Stamford attended their home school as of June 2005.

This is a 0.6% increase from the percent reported in June 2004 (68.2%). Stamford's June 2005 home school attendance rate falls below the statewide rate as reported in December 2004.

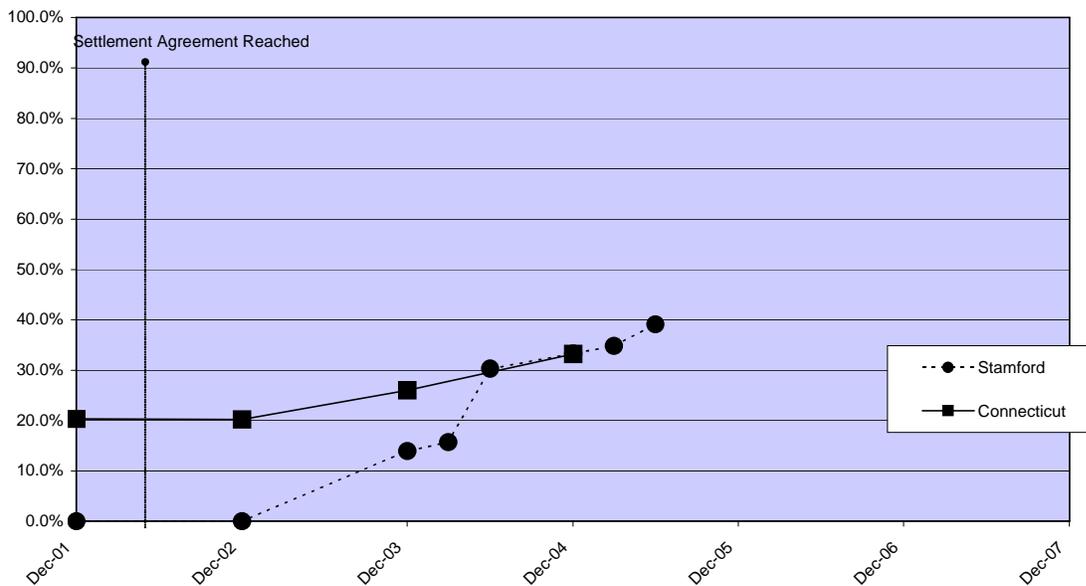
**STAMFORD
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	0.0%
Percent Participating in Extra Curricular Activities Dec. 2002	0.0%
Percent Participating in Extra Curricular Activities Dec. 2003	13.9%
Percent Participating in Extra Curricular Activities March 2004	15.7%
Percent Participating in Extra Curricular Activities June 2004	30.3%
Percent Participating in Extra Curricular Activities Dec. 2004	33.3%
Percent Participating in Extra Curricular Activities March 2005	34.8%
Percent Participating in Extra Curricular Activities June 2005	39.1%

Stamford

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



In June 2005, Stamford reported that 39.1% of its students participated in extracurricular activities. This is an 8.8% increase from the participation rate reported in June 2005 (30.3%). As of June 2005, Stamford's extracurricular participation rate is below the statewide participation rate reported in December 2004.

STAMFORD

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>The involvement of General Education at the Central Office level, Assistant Superintendent, to move the District forward with responsible inclusive practices.</i>	Administrative buy-in at the building level and moved the agenda from special education to general education. A shift from thinking from what program the student should be placed in to considering general education placement first.
<i>Assistant Superintendent and Central Office personnel visited with each school to discuss scheduling in order to increase time with non-disabled peers for students with intellectual disability.</i>	Greater understanding of general education of how to plan and schedule for students with intellectual disabilities.
<i>Hired an external consultant to move the district forward with responsible inclusive practices.</i>	Increased teachers' ability to write goals and objectives that are aligned to the general education curriculum.
<i>Established a district level team to address the district's movement towards meeting the goals of Settlement Agreement.</i>	Team was able to look at the issue of including students with intellectual disabilities (ID) with non-disabled peers and be more strategic in the decision-making process.
<i>Step by Step professional development for teachers.</i>	Staff is more aware of ways to look at things differently including scheduling and it opened the door for conversation and communication.
<i>Changed hiring practices for special education teachers to focus on hiring dually certified professionals.</i>	Builds the district's capacity to provide more inclusive education for all students with disabilities.
<i>Hired an internal inclusion facilitator for the district to give specific support and</i>	Buildings recognized the value of an inclusion facilitator and hired school-

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<i>technical assistance to teachers around student specific issues related to inclusive practice.</i>	based inclusion specialists. Because of the support provided to teachers, more students with disabilities were able to be included with non-disabled peers. Increased communication with the parents and the school.
<i>A person was hired to collect and analyze the data was collected to ensure consistency and accuracy in data reporting.</i>	The district had a more accurate picture of time with non-disabled peers, home school, extended school year, services and placement of specific students with disabilities.
<i>The faculty survey of the School-Based Practices Profile (SBPP) was conducted in all of the buildings and dimensions A-D analyzed and completed.</i>	The district and individual buildings are aware of their specific needs around responsible inclusive practices and the district can focus resources based on that information.

Goal area: Regular class placement

<i>Assistant Superintendent and Central Office personnel visited with each school to discuss scheduling in order to plan for students moving to regular class placement..</i>	More students in regular class placement
<i>Change in service delivery model to more co-teaching and in-class supports.</i>	Students have been moved from self contained classrooms into regular class placement. Increased effective instruction for all students and fostered a positive partnership.
<i>Hired an internal inclusion facilitator for the district to give specific support and technical assistance to teachers around student specific issues related to inclusive practice.</i>	Buildings recognized the value of an inclusion facilitator and hired school-based inclusion specialists. Because of the support provided to teachers, more students with disabilities were able to be placed in regular class placement. Increased communication with the parents and the school and fostered a positive partnership.
<i>Developed a long range plan for moving students to regular class placement over the</i>	Buildings are aware of what students will be returning to their home school and are

<i>next few years.</i>	able to plan appropriately for services.
<i>A person was hired to collect and analyze the data was collected to ensure consistency and accuracy in data reporting.</i>	The district had a more accurate picture of time with non-disabled peers, home school, extended school year, services and placement of specific students with disabilities.
<i>The faculty survey of the School-Based Practices Profile (SBPP) was conducted in all of the buildings and dimensions A-D analyzed and completed.</i>	The district and individual buildings are aware of their specific needs around responsible inclusive practices and the district can focus resources based on that information.

Goal area: Attends home school

<i>Moved Pre-K-grade 2 students back to their home school.</i>	Increase in the number of students attending their home school which requires teachers to change special education service delivery and what their role should be.
<i>Planning and placement team meetings for the spring are maintaining students in their home school.</i>	Philosophy of home school program is being embedded into practice.
<i>A person was hired to collect and analyze the data was collected to ensure consistency and accuracy in data reporting.</i>	The district had a more accurate picture of time with non-disabled peers, home school, extended school year, services and placement of specific students with disabilities.

Goal area: Extra curricular participation

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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Professional development focused on curriculum and instruction in order to integrate special and general education.
- External consultants will return and continue their work.
- Using results of SBPP in order to develop the School Improvement Plan
- Continue use of data to drive progress towards goals of Settlement Agreement

Regular class placement

- Professional development focused on curriculum and instruction in order to integrate special and general education.
- External consultants will return and continue their work.

- Using results of SBPP in order to develop the School Improvement Plan
- Continue use of data to drive progress towards goals of Settlement Agreement

Attending home school

- Implement phase two of the plan for returning students to home school.

Extra curricular participation

What was your greatest challenge?

- Changing the mindset of staff and administration that inclusion is not an option and that it is what is best for kids and that staff have the skills to do it. Getting the support from the Superintendent and Board of Education.

What was your greatest success?

- Having the Assistant Superintendent to move the agenda forward.
- Self reflection of the district regarding inclusive practices and opening the minds of staff and administration to be more flexible and open to welcoming students with significant disabilities into their schools and classrooms.
- Individual student success stories.

What action had the most significant impact? (and what was its impact?)

- Moving from broad-based technical assistance to all building administrators to more focused technical assistance based on individual building needs changed administrators' attitudes and made responsible inclusive practice more real.
- Taking the time problem-solving with each building regarding how to plan for individual students with intellectual disabilities.

**WALLINGFORD
PUBLIC SCHOOLS**

Wallingford Demographics

*2004-2005 Academic Year

Total Student Population	6,955
Total Special Education Population	754

Number of Schools:	
Preschool	3
Elementary	8
Middle	2
High School	2
Alternative	1

ERG:	F
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K-12 ID/MR Count by Year	
December 1998	39
December 1999	36
December 2000	34
December 2001	52
December 2002	44
December 2003	36
March 2004	34
June 2004	32
December 2004	30
March 2005	31
June 2005	27

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	29.2%
Mean TWNDP Dec. 1999	22.5%
Mean TWNDP Dec. 2000	21.8%
Mean TWNDP Dec. 2001	38.8%
Mean TWNDP Dec. 2002	35.0%
Mean TWNDP Dec. 2003	31.5%
Mean TWNDP March 2004	33.4%
Mean TWNDP June 2004	31.8%
Mean TWNDP Dec. 2004	54.9%
Mean TWNDP March 2005	55.5%
Mean TWNDP June 2005	68.1%

Median TWNDP Dec. 1998	28.1%
Median TWNDP Dec. 1999	14.8%
Median TWNDP Dec. 2000	21.1%
Median TWNDP Dec. 2001	37.5%
Median TWNDP Dec. 2002	31.3%
Median TWNDP Dec. 2003	35.2%
Median TWNDP March 2004	41.5%
Median TWNDP June 2004	35.9%
Median TWNDP Dec. 2004	62.5%
Median TWNDP March 2005	62.5%
Median TWNDP June 2005	81.3%

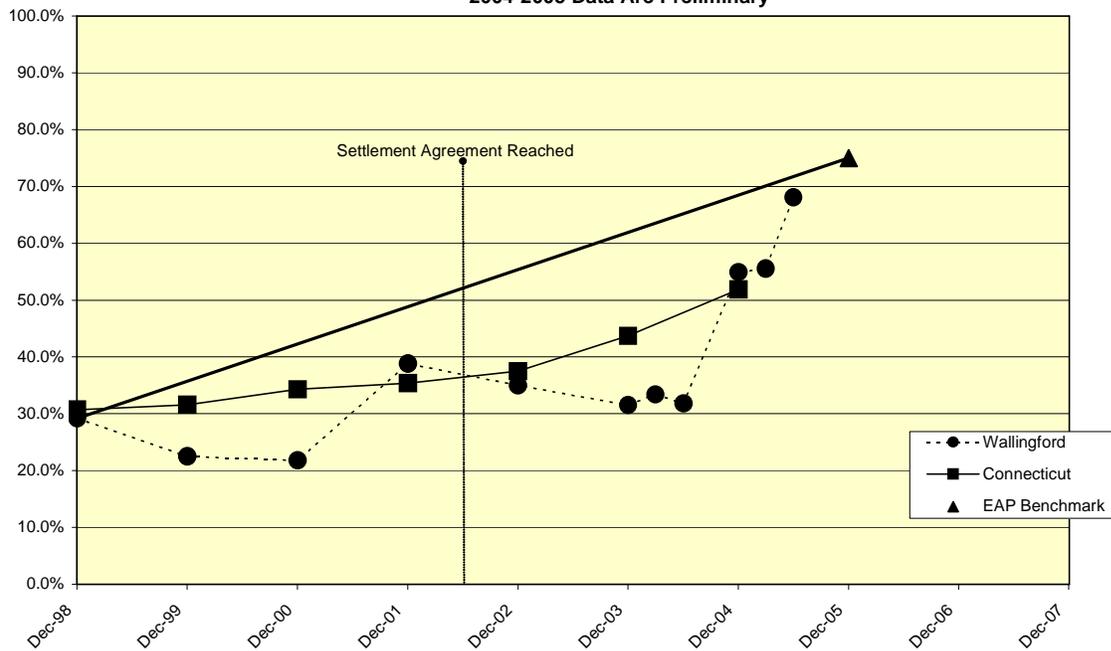
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P.J. ET AL v. STATE OF CONNECTICUT, BOARD OF EDUCATION, ET AL
 CIVIL ACTION NO.: 291CV00180 (RNC)

**WALLINGFORD
 PUBLIC SCHOOLS**

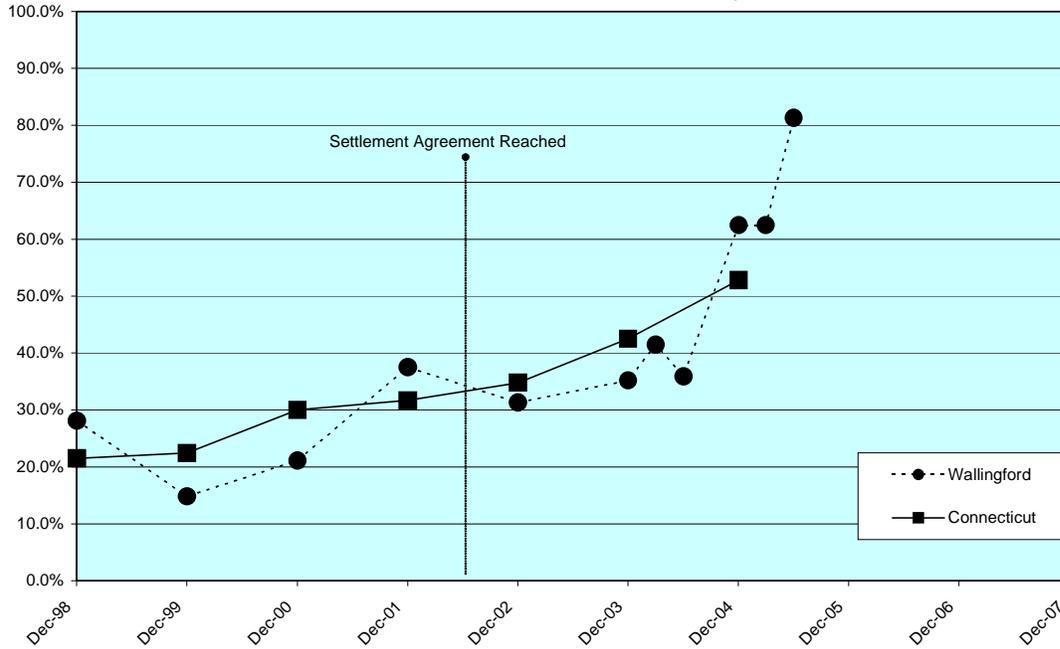
Regular Class Placement Dec. 1998	5.1%
Regular Class Placement Dec. 1999	5.6%
Regular Class Placement Dec. 2000	0.0%
Regular Class Placement Dec. 2001	21.2%
Regular Class Placement Dec. 2002	15.9%
Regular Class Placement Dec. 2003	5.6%
Regular Class Placement March 2004	5.9%
Regular Class Placement June 2004	3.1%
Regular Class Placement Dec. 2004	10.0%
Regular Class Placement March 2005	9.7%
Regular Class Placement June 2005	63.0%

Wallingford
Mean Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary

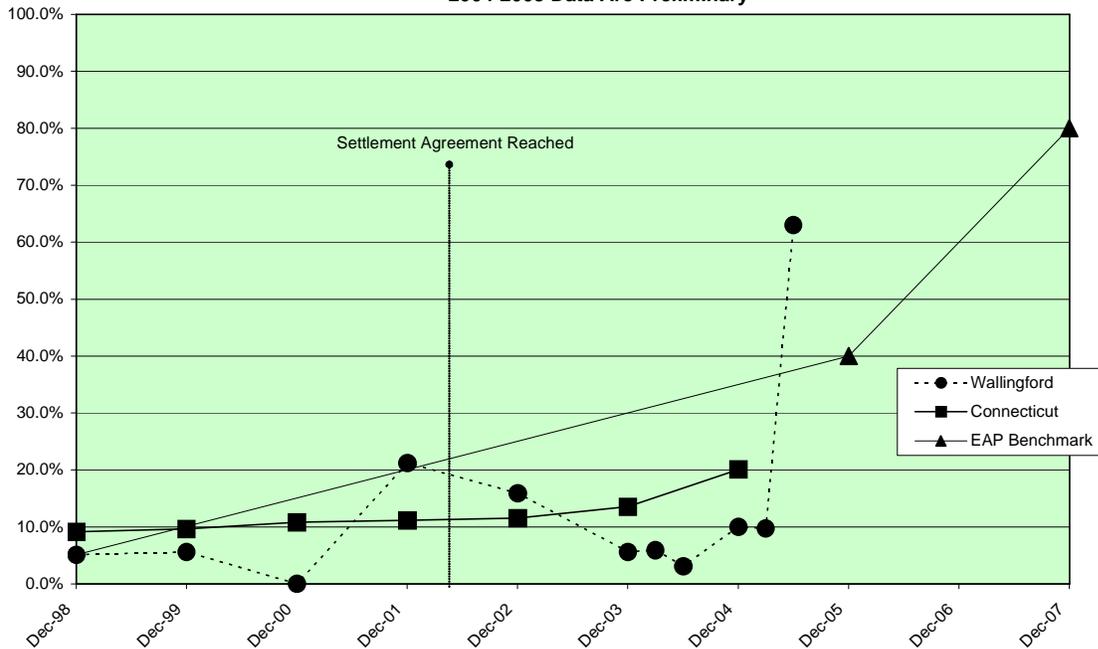


**WALLINGFORD
PUBLIC SCHOOLS**

Wallingford
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



Wallingford
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



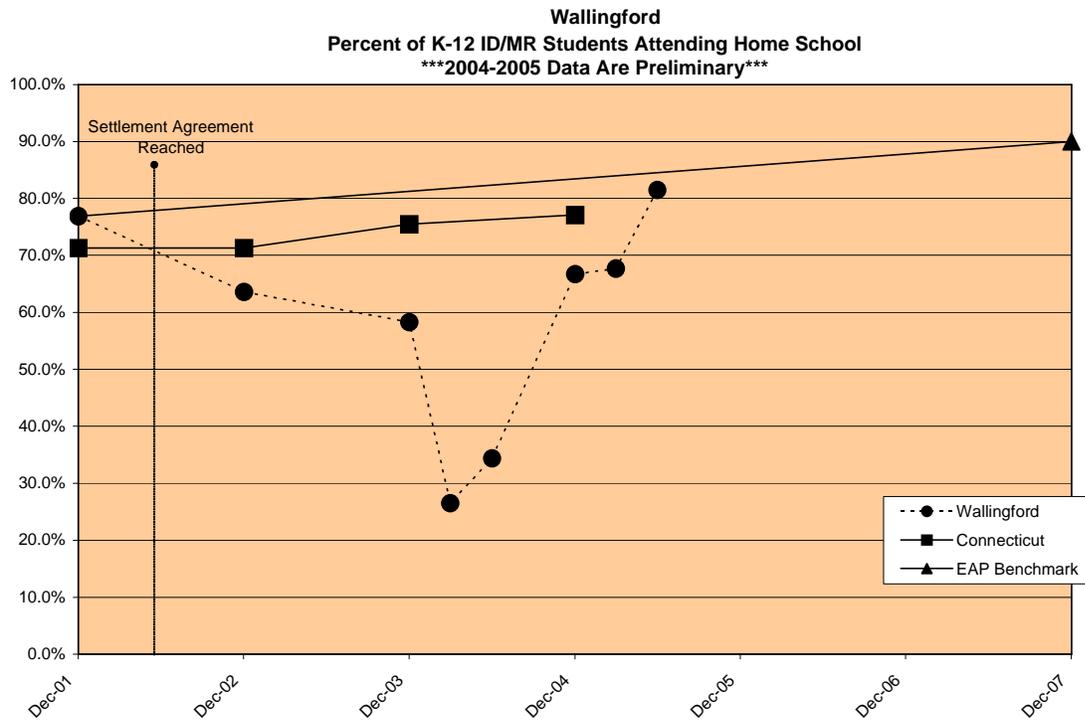
**WALLINGFORD
PUBLIC SCHOOLS**

As of June 2005, Wallingford's mean and median TWNDP were 68.5% and 81.3%, respectively. Mean TWNDP has increased by 36.7% in Wallingford since June 2004 (31.8%); Median TWNDP for Wallingford has increased 45.4% over this same time period. 63.0% of the students in Wallingford were placed in a regular class setting as of June 2005, a 60.0% increase in the percent of students placed in a regular class setting as reported in June 2004 (3.1%). As of June 2005, Wallingford's mean and median TWNDP and percent of students place in a regular class setting all exceed the statewide figures reported in December 2004.

**WALLINGFORD
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	76.9%
Percent Attending Home School Dec. 2002	63.6%
Percent Attending Home School Dec. 2003	58.3%
Percent Attending Home School March 2004	26.5%
Percent Attending Home School June 2004	34.4%
Percent Attending Home School Dec. 2004	66.7%
Percent Attending Home School March 2005	67.7%
Percent Attending Home School June 2005	81.5%



As of June 2005, 81.5% of Wallingford’s students attended their home school. This is a 47.1% increase from the home school attendance rate reported in June 2004 (34.4%). As of June 2005, Wallingford’s home school attendance rate exceeds the statewide home school attendance rate reported in December 2004.

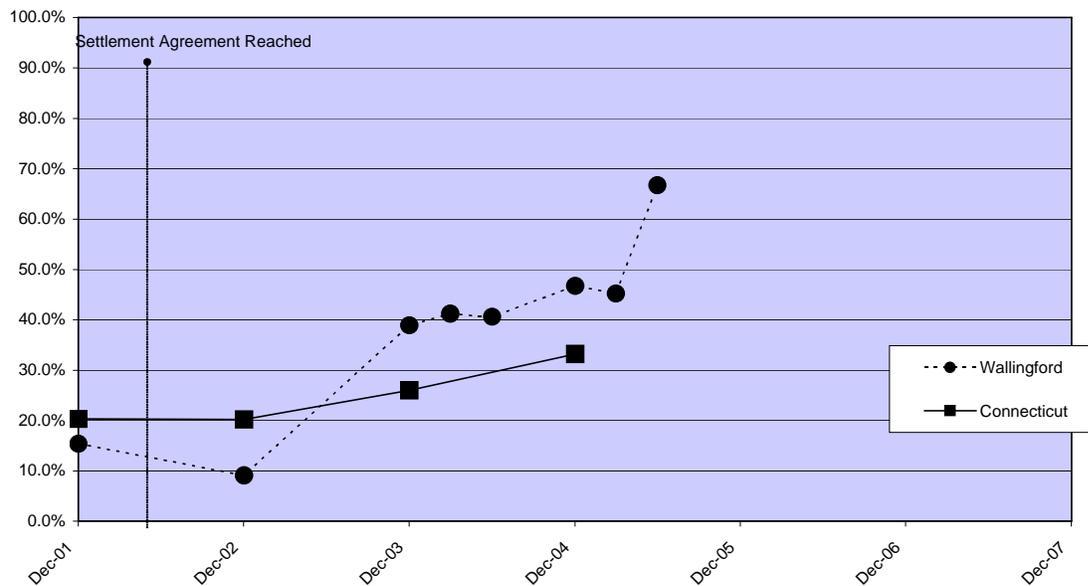
**WALLINGFORD
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	15.4%
Percent Participating in Extra Curricular Activities Dec. 2002	9.1%
Percent Participating in Extra Curricular Activities Dec. 2003	38.9%
Percent Participating in Extra Curricular Activities March 2004	41.2%
Percent Participating in Extra Curricular Activities June 2004	40.6%
Percent Participating in Extra Curricular Activities Dec. 2004	46.7%
Percent Participating in Extra Curricular Activities March 2005	45.2%
Percent Participating in Extra Curricular Activities June 2005	66.7%

Wallingford

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



As of June 2005, 66.7% of Wallingford’s students participated in extracurricular activities. This is a 26.1% increase from the participation rate reported in June 2004 (40.6%). As of June 2005, Wallingford’s extracurricular participation rate exceeds the statewide participation rate reported in December 2004.

WALLINGFORD

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district’s target for this goal?
<i>Updated data from June 04 – presented to CSDE on 9/27/2004</i>	<p>Provided District with current status and focus areas in regards to the PJ Settlement Agreement</p> <p>Mean increase from 31.8% to 58.5%</p> <p>Median Increase from 35.9 to 62.8%</p>
<i>Step By Step training 3 elementary schools</i>	Principals and staff of these schools increased their knowledge of responsible Inclusive Practice.
<i>Inclusive Teams developed in all 12 schools</i>	These teams developed SBPP with independent consultant. Schools used site based decision making to address LRE
<i>Technical Assistance and professional development Services continued with independent consultant. :</i>	Selected Staff were trained in the following topics: Differentiation of Curriculum and Instruction, grading and homework issues, worked with each school to develop School Based Practice Profile (SBPP) action plan, Essentials of Collaborative Teaching. Selected schools sent paraprofessionals to trainings, a guide for Paras, non-confrontational strategies, effective communication and conflict resolution, Understanding the Needs of students with disabilities.
<i>Technical Assistance/PD services through SERC:</i>	Training in facilitation and presentation, co teaching, building capacity for staff to present and facilitate Professional Development on the August Professional days, entitled “Meeting the Needs of All

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	Learners.”
<i>CSDE representatives, district staff & parents met to clarify P.J. Settlement Agreement implications and continuum of services</i>	Board of Education saw bigger picture of state and federal regulations and the direction of educating all students with diverse needs/responsible inclusive practice.
<i>SBPP Survey and Action plan completed in each school.</i>	Connected Schools to professional development plans to address needs in responsible inclusive practice.
<i>Director of Pupil Personnel met with all school staff to discuss the PJ Settlement Agreement and the direction of inclusive programming</i>	Increased awareness of district expectations
<i>Unified effort between General and Special Education Central Office and building administrators to make effort to provide a seamless education for all students.</i>	Provided a systematic systemic approach to professional development that is building capacity of staff and the beginnings of a professional learning community.
<i>Collaborative planning of professional development for February through May 2005 and June – August 2005.</i>	
<i>Set district goal for placement of Students with Intellectual Disability (ID) to increase students’ Time With Non Disabled Peers (TWNDP) by a decile (i.e. 72% to 82%,)</i>	Increase in Mean and Median Time with Non Disabled Peers (TWNDP) data reflected in June 2005 data.

Goal area: Regular class placement

<i>Step By Step training 3 elementary schools</i>	Principals and staff of these schools increased their knowledge o responsible Inclusive Practice.
<i>Inclusive Teams developed in all 12 schools</i>	These teams developed SBPP with independent consultant. Schools used site based decision making to address LRE
<i>Technical Assistance and professional development Services continued with independent consultant. :</i>	Selected Staff were trained in the following topics: Differentiation of Curriculum and Instruction, grading and homework issues, worked with each school to develop School Based Practice Profile (SBPP) action plan, Essentials of Collaborative Teaching. Selected schools sent paraprofessionals to trainings, a guide for Paras, non-confrontation al strategies, effective communication and conflict

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	resolution, Understanding the Needs of students with disabilities.
<i>Director of Pupil Personnel met with all school staff to discuss the PJ Settlement Agreement and the direction of inclusive programming</i>	Increased awareness of district expectations
<i>Unified effort between General and Special Education Central Office and building administrators to make effort to provide a seamless education for all students.</i> <i>Collaborative planning of professional development for February through May 2005 and June – August 2005.</i>	Provided a systematic systemic approach to professional development that is building capacity of staff and the beginnings of a professional learning community.
<i>Set district goal for placement of Students with Intellectual Disability (ID) to increase students' Time With Non Disabled Peers by a decile (i.e. 72% to 82%,)</i>	Increase in Regular Class Placement data reflected in June 2005 data.

Goal area: Attends home school

<i>Step By Step training 3 elementary schools</i>	Principals and staff of these schools increased their knowledge o responsible Inclusive Practice.
<i>Technical Assistance and professional development Services continued with independent consultant. :</i>	Selected Staff were trained in the following topics: Differentiation of Curriculum and Instruction, grading and homework issues, worked with each school to develop School Based Practice Profile (SBPP) action plan, Essentials of Collaborative Teaching. Selected schools sent paraprofessionals to trainings, a guide for Paras, non-confrontational strategies, effective communication and conflict resolution, Understanding the Needs of students with disabilities.
<i>SBPP Survey and Action plan completed in each school.</i>	Connected Schools to professional development plans to address needs in responsible inclusive practice.
<i>Unified effort between General and Special Education Central Office and building administrators to make effort to provide a seamless education for all students.</i>	Provided a systematic systemic approach to professional development that is building capacity of staff and the beginnings of a professional learning community.

Goal area: Extra curricular participation

<i>Staff efforts to include students with ID in Extra Curricular Activities.</i>	Increase from 40.6% to 46.8% for 06/05
<i>Inclusive Teams developed in all 12 schools</i>	These teams developed SBPP with independent consultant. Schools used site based decision making to address LRE
<i>SBPP Survey and Action plan completed in each school.</i>	Connected Schools to professional development plans to address needs in responsible inclusive practice.
<i>Director of Pupil Personnel met with all school staff to discuss the PJ Settlement Agreement and the direction of inclusive programming</i>	Increased awareness of district expectations
<i>Unified effort between General and Special Education Central Office and building administrators to make effort to provide a seamless education for all students.</i>	Provided a systematic systemic approach to professional development that is building capacity of staff and the beginnings of a professional learning community.

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Providing system wide 2 day August Professional Development Days with SERC RE: Meeting the Diverse Needs of All Learners
- Additional Step By Step Training for Selecting Schools
- Continued Consultative Services
- Provide continued SERC TA on responsible inclusive practice- building staff capacity to develop professional learning communities
- Continue to educate Board of Education Members

Regular class placement

- Providing system wide 2 day August Professional Development Days with SERC RE: Meeting the Diverse Needs of All Learners
- Additional Step By Step Training for Selecting Schools
- Continued Consultative Services
- Provide continued SERC TA on responsible inclusive practice- building staff capacity to develop professional learning communities
- Continue to educate Board of Education Members

Attending home school

- Providing system wide 2 day August Professional Development Days with SERC RE: Meeting the Diverse Needs of All Learners
- Additional Step By Step Training for Selecting Schools
- Continued Consultative Services
- Provide continued SERC TA on responsible inclusive practice- building staff capacity to develop professional learning communities
- Continue to educate Board of Education Members

Extra curricular participation

- Providing system wide 2 day August Professional Development Days with SERC RE: Meeting the Diverse Needs of All Learners
- Additional Step By Step Training for Selecting Schools
- Continued Consultative Services
- Provide continued SERC TA on responsible inclusive practice- building staff capacity to develop professional learning communities
- Continue to educate Board of Education Members

What was your greatest challenge?

- Trying to get principals and staff to act consistently with the philosophy of responsible inclusive practice

What was your greatest success?

- For the most part meeting the greatest challenge with most staff members.

What action had the most significant impact? (and what was its impact?)

- Not one alone, Director of Pupil Personnel meetings with principals and department heads follow up
- Independent consultant activities
- Step by Step training of 3 schools & their principals talking to peers

**WATERBURY
PUBLIC SCHOOLS**

Waterbury Demographics

*2004-2005 Academic Year

Total Student Population	16,942
Total Special Education Population	2,673

Number of Schools:	
Preschool	9
Elementary	20
Middle	3
High School	3
Alternative	3

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K-12 ID/MR Count by Year	
December 1998	222
December 1999	204
December 2000	201
December 2001	205
December 2002	203
March 2003	190
June 2003	186
December 2003	181
March 2004	187
June 2004	180
December 2004	160
March 2005	163
June 2005	165

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	27.4%
Mean TWNDP Dec. 1999	24.3%
Mean TWNDP Dec. 2000	19.9%
Mean TWNDP Dec. 2001	20.0%
Mean TWNDP Dec. 2002	23.5%
Mean TWNDP March 2003	24.2%
Mean TWNDP June 2003	28.7%
Mean TWNDP Dec. 2003	28.4%
Mean TWNDP March 2004	29.4%
Mean TWNDP June 2004	34.7%
Mean TWNDP Dec. 2004	46.2%
Mean TWNDP March 2005	46.1%
Mean TWNDP June 2005	54.0%

Median TWNDP Dec. 1998	22.8%
Median TWNDP Dec. 1999	13.3%
Median TWNDP Dec. 2000	11.0%
Median TWNDP Dec. 2001	13.8%
Median TWNDP Dec. 2002	15.0%
Median TWNDP March 2003	16.0%
Median TWNDP June 2003	24.5%
Median TWNDP Dec. 2003	23.1%
Median TWNDP March 2004	22.4%
Median TWNDP June 2004	32.4%
Median TWNDP Dec. 2004	42.5%
Median TWNDP March 2005	42.5%
Median TWNDP June 2005	55.9%

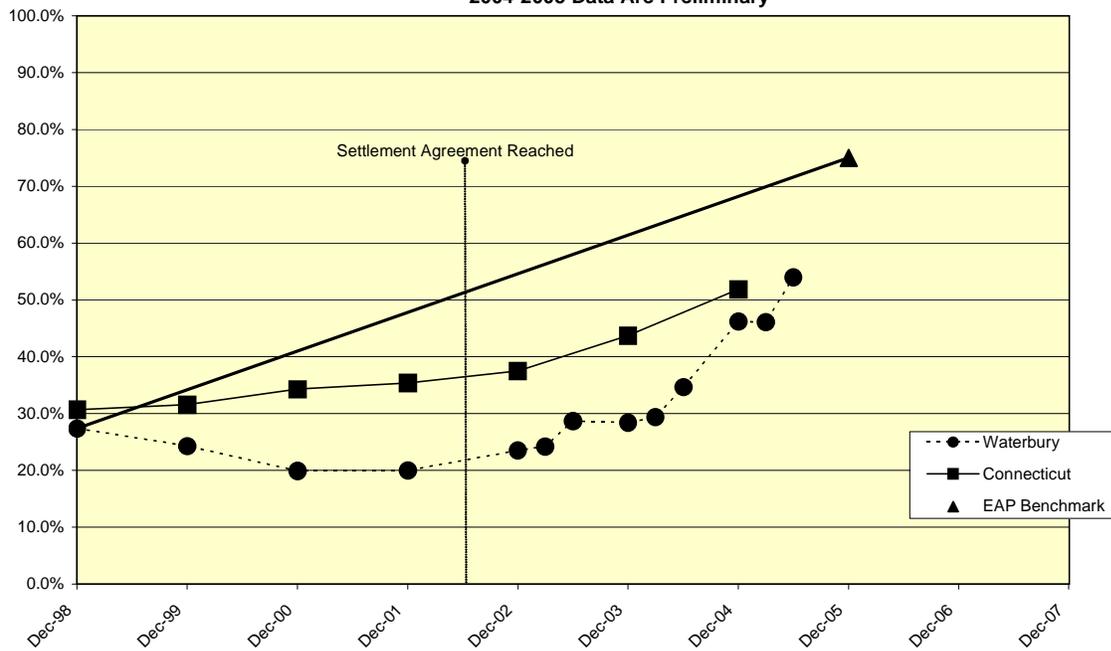
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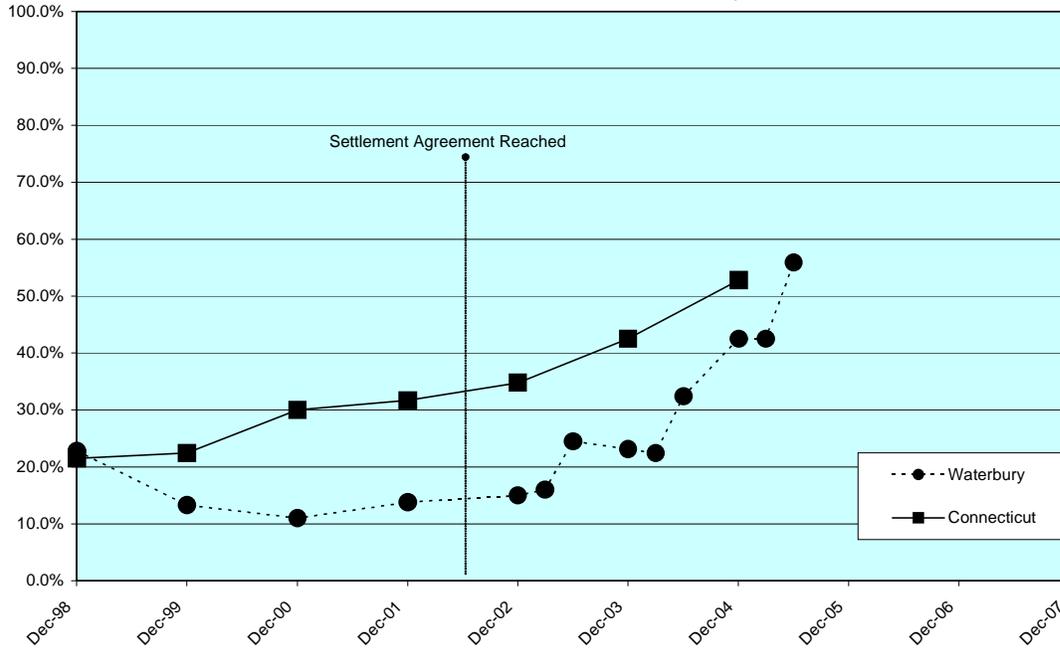
Regular Class Placement Dec. 1998	7.7%
Regular Class Placement Dec. 1999	7.8%
Regular Class Placement Dec. 2000	5.5%
Regular Class Placement Dec. 2001	2.0%
Regular Class Placement Dec. 2002	4.4%
Regular Class Placement March 2003	4.7%
Regular Class Placement June 2003	5.9%
Regular Class Placement Dec. 2003	5.5%
Regular Class Placement March 2004	5.9%
Regular Class Placement June 2004	8.2%
Regular Class Placement Dec. 2004	15.0%
Regular Class Placement March 2005	14.7%
Regular Class Placement June 2005	21.2%

Waterbury
Mean Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary

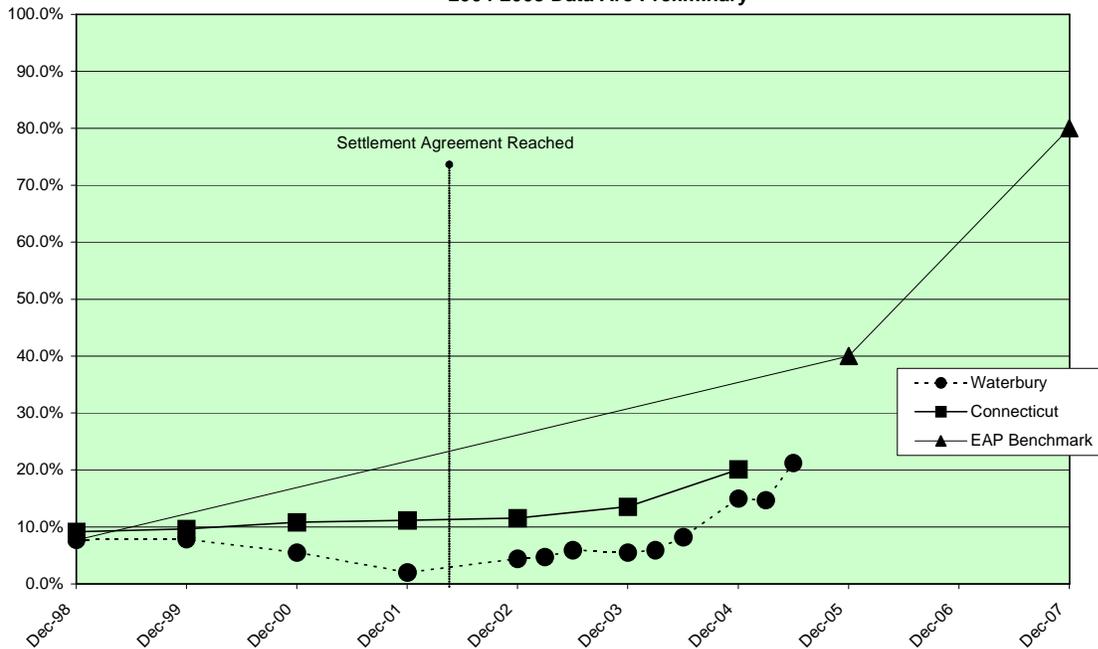


**WATERBURY
PUBLIC SCHOOLS**

Waterbur
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



Waterbury
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



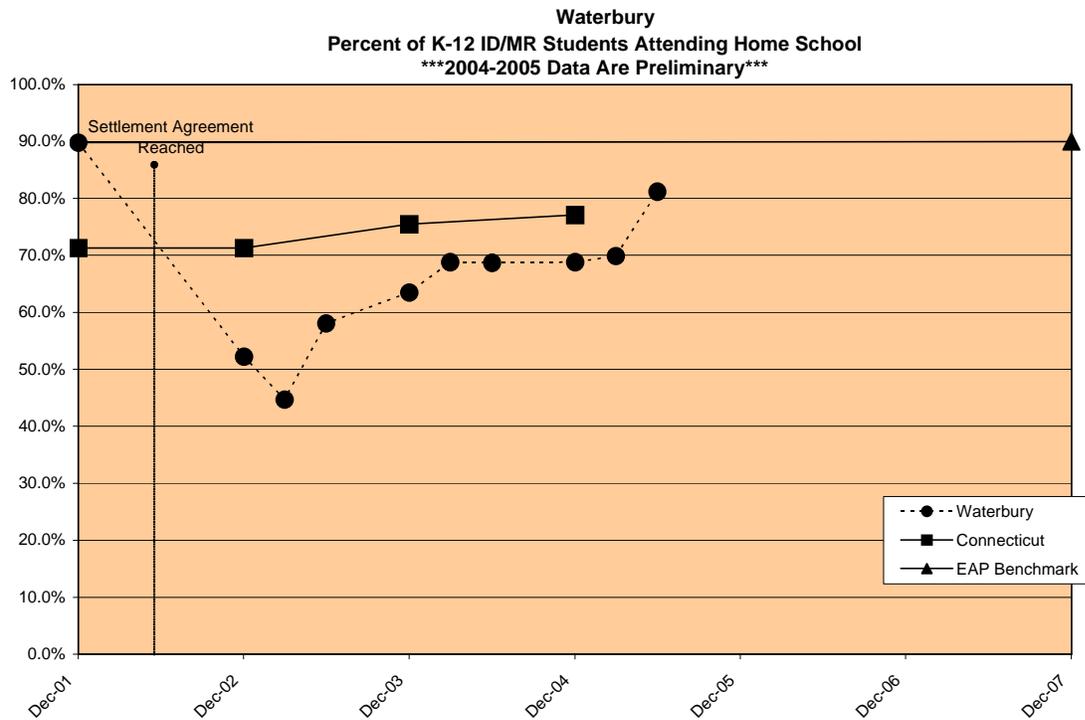
**WATERBURY
PUBLIC SCHOOLS**

Waterbury's mean and median TWNDP were 54.0% and 55.9%, respectively, as of June 2005. Waterbury's mean has increased by 19.3% since June 2004 (34.7%) and median has increased by 23.5% over the same time period. As of June 2005, Waterbury's mean and median TWNDP exceed the statewide mean and median reported in December 2004. As of June 2005, 21.2% of Waterbury's students were placed in a regular class. This is an increase of 13.0% since June 2004. The percent of students placed in a regular class setting in Waterbury as of June 2005 exceeds the percent of students placed in a regular class statewide as reported in December 2004.

**WATERBURY
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	89.8%
Percent Attending Home School Dec. 2002	52.2%
Percent Attending Home School March 2003	44.7%
Percent Attending Home School June 2003	58.1%
Percent Attending Home School Dec. 2003	63.5%
Percent Attending Home School March 2004	68.8%
Percent Attending Home School June 2004	68.7%
Percent Attending Home School Dec. 2004	68.8%
Percent Attending Home School March 2005	69.9%
Percent Attending Home School June 2005	81.2%



The percent of students reported by Waterbury as attending their home school in June 2005 was 81.2%. This is an 12.5% increase over the percent reported in June 2004 (68.7%). The home school attendance rate Waterbury reported in June 2005 exceeds the statewide home school attendance rate as of December 2004.

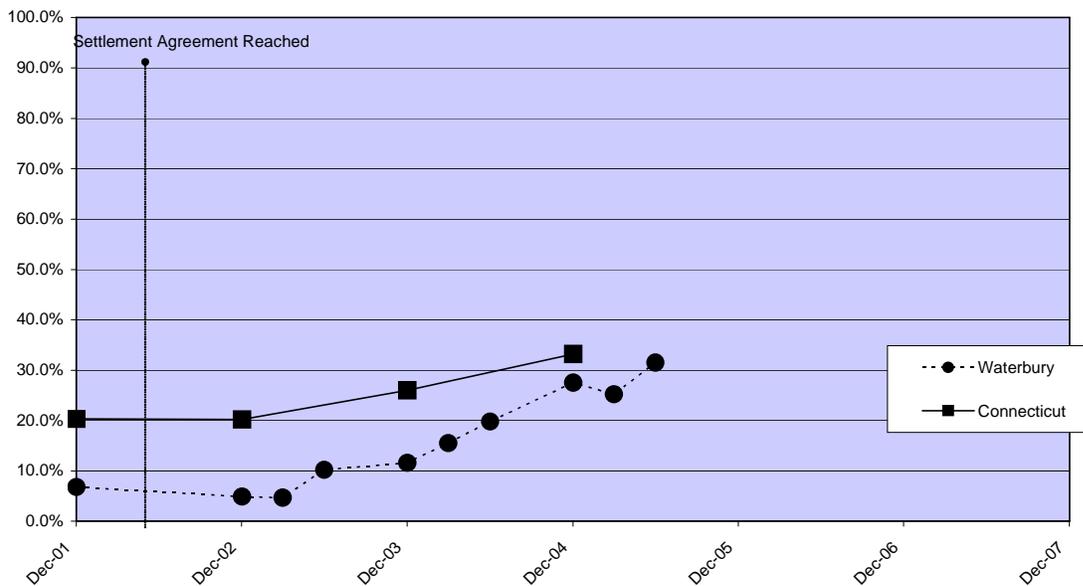
**WATERBURY
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	6.8%
Percent Participating in Extra Curricular Activities Dec. 2002	4.9%
Percent Participating in Extra Curricular Activities March 2003	4.7%
Percent Participating in Extra Curricular Activities June 2003	10.2%
Percent Participating in Extra Curricular Activities Dec. 2003	11.6%
Percent Participating in Extra Curricular Activities March 2004	15.5%
Percent Participating in Extra Curricular Activities June 2004	19.8%
Percent Participating in Extra Curricular Activities Dec. 2004	27.5%
Percent Participating in Extra Curricular Activities March 2005	25.2%
Percent Participating in Extra Curricular Activities June 2005	31.5%

Waterbury

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



Waterbury reported a 11.7% increase in the percentage of students participating in extracurricular activities between June 2004 (19.8%) and June 2005 (31.5%). As of June 2005, Waterbury's extracurricular participation rate is below the December 2004 statewide extracurricular participation rate.

WATERBURY

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>June 04 mean 35%, median 32.4% to May 05 mean 51.3%, median 52.3%. Target 05-mean 45%. median 44% '06 mean 50%, median 49%</i>	Target met
<i>Training for staff on (Page five of the IEP) the accurate reporting of ID students data reflecting time spent with non-disabled peers</i>	Each Supervisor is in each building on a weekly basis to reinforce continuous monitoring of correct paperwork. Data is reported monthly to the Assistant Superintendent and in turn is discussed at weekly Supervisors meetings. This increased accuracy of reported data and increased accountability at the school level.
<i>Begin the initiative by increasing the enrollment of all students with disabilities into Regular Education homerooms and all unified arts areas. (Unified Arts teachers trained)</i>	A target group of students with ID started middle school for the 2002-2003 school year in a self-contained program. The students were included in general education classes and lunch for a total of 6.0 hours per week. Many of the unified arts classes were taught by regular education staff, however the students in the SCOPE program were provided life management and technology education as a separate group. The integration of students with ID in the unified arts areas occurred shortly thereafter increasing the time with nondisabled peers to 13.5 hours weekly. As we look back a the school year 2004-2005, most students in the target group have spent their last year in

	<p>middle school included in the general education setting for lunch, homeroom, unified arts and at least two academic classes for a total of 21.3 hours with nondisabled peers. The Step-by-Step team has carefully planned for our target group of students to begin an inclusive program in the Fall 2005 at the high school level. The students will be spending approximately 68% of their day in the general curriculum.</p>
<p><i>Step by Step Teams to review cases of all students in their building to explore appropriate inclusion opportunities that will increase time with non-disabled peers. SERC technical assistance was provided to all the buildings who were trained previous to the 2004 - 2005 school year. All buildings were given two full days of training to discuss all the student profiles of students returning to them and the scheduling of all their staff in anticipation of including students responsibly.</i></p>	<p>Building administrators and teams from each building were provided with a grid to fill out regarding the deployment of staff in their building to cover the inclusionary needs of all students within the building. This training has allowed teams to look at service delivery in a different way than before.</p>
<p><i>Quarterly review of data by Special Education Supervisors to monitor the students who were at 35% or above time with non-disabled peers to identify those students who could be placed in regular education settings using step by step strategies</i></p>	<p>Supervisors meet with their teams weekly in order to discuss student profiles with Step by Step teams. Step by Step teams devised inclusionary opportunities for these students thereby increasing time with non-disabled peers.</p>
<p><i>Have all schools in District with trained in Step by Step teams.</i></p>	<p>All schools can now be held accountable for maintaining their own students appropriately as they are all trained as of the end of the school year 2004-2005.</p>

Goal area: Regular class placement

<p><i>District Wide Team (Inclusive Education Resource Team) This team focused on District Wide inclusion initiatives and worked to create a shared understanding within the school community. Also, the team focused on gradual systemic change to foster the highest degree of sustainability. Team met monthly for 1st 2 years and bi-monthly for 3rd year. Subcommittees formed</i></p>	<p>This provided a platform for discussion and dissemination of data regarding progress towards each goal. This system was put into place to allow us to monitor, update and deliver data in order to make decisions as a district. This delivery system has also provided as a accountability mechanism in that information that is delivered at the IERT</p>
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<p><i>for 3rd year met bi-monthly.</i></p>	<p>meetings is delivered at Superintendents Meeting and then gets delivered by Principals at their staff meetings. The incorporation of parent, community agencies (hospitals, physicians, judges, etc) into our plan of action has had far reaching effects.</p>
<p><i>Extensive Professional Development For Teachers, Administrators, & Related Service Personnel (Staff) Early Intervention Process</i></p>	<p>The impact thus far has been a reduction of referrals to the Special Education process due to the comprehensive intervention process that is being utilized in the regular education classroom before a referral is made out of the regular education venue. Early intervention strategies in community based preschool programs have eliminated 30% of referrals to the Special Education Preschool program.</p>
<p><i>Extensive Professional Development For Teachers Co- Teaching</i></p>	<p>From preschool to high school, SERC has provided intensive training on-site with technical assistance for co-teaching. At this point, every school building has a co-teaching facilitator that can assist within the buildings. Co teaching exists in 6 early childhood classes and in the Headstart program affording children the opportunity to participate in the general curriculum at an earlier age than before. SE more aware of General Ed. Curriculum and general education student needs. Teachers are improving instruction for all students. Sometimes the plan for identified students was beneficial for other students as well.</p>
<p><i>Extensive Professional Development For Staff Step-by-Step</i></p>	<p>Technical Assistance Days for Schools who had previously been trained. At the end of this year, all of Waterbury's schools will be trained in the Step-by-Step process for responsible inclusion. Schools now have the tools necessary not only to return students to their home schools but to appropriately plan for student participation in the general curriculum with appropriate supports in place. Deployment of SE staff and paras was</p>

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	<p>analyzed & planned for next year. Change in climate in district. Administrators and staff accepting increased level of accountability. Administrators taking ownership of all students, not just general education (not just ID, all students with disabilities and at risk. Administrators also taking ownership of special education staff.</p>
<p><i>Extensive Professional Development For Para-Professionals</i></p>	<p>One third of the paraprofessional staff has been given the opportunity to attend paraprofessional training given by SERC to be better prepared for the general education classrooms. (75 seats in 2003, 25 seats in 2004) All paraprofessionals, by contract, participate in one full day professional development and four 1/2 day trainings with their building staff. Topics have included: Changing Roles of Paraprofessionals, Increasing Awareness, Learning, & Professionalism in the Classroom, and Being better prepared for the role in the general curriculum classroom.</p>
<p><i>Extensive Professional Development For Administrators</i></p>	<p>Administrators were updated during monthly Superintendent's Meetings where all data and information was delivered. This allowed for dissemination of information to building administrators who are the lead agents for change in their buildings. This dissemination of data lends itself to individual accountability for each administrator. Assistant Superintendent developed an assessment questionnaire to be completed by all school Principals. These forms were used as an assessment component of the Principal's formal evaluations.</p>
<p><i>Extensive Professional Development For Parents/Community</i></p>	<p>We have worked collaboratively with CPAC. Parents & Community Members were afforded the opportunity to learn information and ask questions at a time other than regular school hours. Moderators (CPAC personnel) that were not school officials allowed for candid</p>

	<p>discussions. Meetings with medical, legal, and mental health personnel, as well as foster parents and DCF have fostered a climate of collaboration.</p>
<p><i>The Restructuring of Self- Contained classrooms to incorporate more Inclusionary Models in every building through out the district.</i></p>	<p>Nine Early Childhood classes within district schools reserve 2 seats for special education students. Staff within these buildings are being trained to assume responsibility for these students that were formerly monitored by the Special Education Preschool staff. Speech Pathologists and Special Education Teachers provide services in inclusive settings such as Headstart, School Readiness, and private Nursery Schools. Developmental Kindergartens will now be co-taught kindergartens which exists in each of the three divisions of the city. At the elementary level, Learning Centers have been reduced from 22 in 2002- 2003 to 12 in 2003 - 2004 and 7 in 2004 - 2005 and next year there will be none. There has been an elimination of self-contained classes at the middle school and high school levels. There has been a meaningful increase in TWNDP at all educational levels. Special Education has become a service not a place. Collaborative teaching and behavior management techniques have been used within the regular education environment thusly decreasing the need for self-contained settings.</p>
<p><i>Extensive Professional Development For Para-Professionals</i></p>	<p>One third of the paraprofessional staff has been given the opportunity to attend paraprofessional training given by SERC to be better prepared for the general education classrooms. (75 seats in 2003, 25 seats in 2004) All paraprofessionals, by contract, participate in one full day professional development and four 1/2 day trainings with their building staff. Topics have included: Changing Roles of Paraprofessionals, Increasing Awareness, Learning, & Professionalism in the Classroom, and Being better prepared for</p>

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	the role in the general curriculum classroom.
<i>Extensive Professional Development For Administrators</i>	Administrators were updated during monthly Superintendent's Meetings where all data and information was delivered. This allowed for dissemination of information to building administrators who are the lead agents for change in their buildings. This dissemination of data lends itself to individual accountability for each administrator. Assistant Superintendent developed an assessment questionnaire to be completed by all school Principals. These forms were used as an assessment component of the Principal's formal evaluations.
<i>Extensive Professional Development For Parents/Community</i>	We have worked collaboratively with CPAC. Parents & Community Members were afforded the opportunity to learn information and ask questions at a time other than regular school hours. Moderators (CPAC personnel) that were not school officials allowed for candid discussions. Meetings with medical, legal, and mental health personnel, as well as foster parents and DCF have fostered a climate of collaboration.
<i>The Restructuring of Self- Contained classrooms to incorporate more Inclusionary Models in every building through out the district.</i>	Nine Early Childhood classes within district schools reserve 2 seats for special education students. Staff within these buildings is being trained to assume responsibility for these students that were formerly monitored by the Special Education Preschool staff. Speech Pathologists and Special Education Teachers provide services in inclusive settings such as Headstart, School Readiness, and private Nursery Schools. Developmental Kindergartens will now be co-taught kindergartens which exists in each of the three divisions of the city. At the elementary level, Learning Centers have been reduced from 22 in 2002- 2003 to 12 in 2003 - 2004 and 7 in 2004 - 2005 and next year there will be none. There

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	has been an elimination of self-contained classes at the middle school and high school levels. There has been a meaningful increase in TWNDP at all educational levels. Special Education has become a service not a place. Collaborative teaching and behavior management techniques have been used within the regular education environment thusly decreasing the need for self-contained settings. Able to provide continuum of services in each building.
<i>June 04 – 8% to May 05 19.9% exceeded target (15%) 06 target-20%</i>	Target met
<i>Collaborative Instructional Coach focused on middle school to support inclusive practices</i>	Increase in collaborative planning in grade level teams & co-teaching partners to design lessons.
<i>Common Planning time-put in all schedules. (if not during day, can use staff meeting time)</i>	Increase in collaborative planning in grade level teams & co-teaching partners to design lessons.

Goal area: Attends home school

<i>June 04 70% to May '05 82.5% target 05 78%, 06 83%</i>	
<i>Data was presented at multiple meetings to a variety of participants. 2 main databases that need tto be cross referenced. Utilized a SE supervisor with tech dept to formulate a monthly report.</i>	accurate data
<i>Invite team member from home school to attend all PPTs for students who are in other than their home schools</i>	Home schools meet students & families & were able to collaborate
<i>Waterbury's Department of Special Education has moved all ID students on the middle and high school level back to their home school. The department will focus on Gilmartin School to return our elementary ID students to their home schools. The team at Gilmartin has planned for each ID student. Those currently attending Gilmartin have had IEPs created for implementation in their home schools. For the year of 2005 - 2006 and 2006 - 2007,</i>	The continuum of services and programs are in all of the high schools and middle school. Work continues in the elementary schools. Receiving schools are prepared to provide the service designated as appropriate for each individual student and can analyze the deployment of staff to meet those needs. When all Gilmartin students (through 2007) are returned, all students with ID will be in their home school.

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<p><i>forth and fifth grade ID students at Gilmartin School were given a choice to remain at Gilmartin until they transition to their home Middle School. Preschool has 2 seats in 9 elementary schools</i></p>	<p>Gilmartin has a mean of 60% TWNDP. 0% in separate a class setting</p>
<p><i>The district has two main databases that need to be cross-referenced. The district is utilizing a Special Education Supervisor in conjunction with the Computer Technology Department to formulate a monthly report to give to each special education supervisor to cross-reference with building administrators for accuracy. Inaccuracies will be rectified with both systems on a monthly basis. Supervisors have been informed on a quarterly basis, of ID students and their school placements, the database system is updated by the school staff and/or supervisors and is monitored by a supervisor. The manual cross referencing of data collection systems is being studied by special education office and computer technology office. b</i></p>	<p>Accurate data has been supplied to administrators, supervisors, and the Board of Education on a quarterly basis to ensure accuracy of data and to analyze data to set new goals for improvement.</p>
<p><i>Invite a team member from the home school to attend all PPTs for students who are in other than their home schools. PPT teams are inviting representative from home schools to meetings regarding the development of IEPs for ID students.</i></p>	<p>Home schools have had the opportunity to meet students and families and were able to collaborate with families and sending schools to develop an appropriate IEP and plan for the 2005-2006 school year. This has assisted in the ease of transition back to home schools.</p>

Goal area: Extra curricular participation

<p><i>June '04 20% to May '06 30% target '05 28% '06 33%</i></p>	
<p><i>To increase the accuracy of documentation of students' participation in extracurricular activities, the district will monitor the schools' use of the new IEP forms (which include a new item on extracurricular activities). PPT forms have been in use since 2002.</i></p>	<p>Due to the page 5 trainings done throughout the district and the weekly monitoring of data by the Supervisors, the data for extracurricular activities has increased in accuracy.</p>
<p><i>The district will compare the ratio of extracurricular participation of regular and special education students and then target</i></p>	<p>The district has maintained an ongoing relationship with the Assistant Superintendent of Curriculum and the</p>

<i>those schools with the most unequal ratios. Consultation with Dr. Sequeira.</i>	Technology Department to gather activities offered and the participation rates of regular and special education students.
<i>Waterbury's Department of Special Education will promote an increase in the participation of high school students with ID in clubs that meet weekly during school hours using staff and peers to support and mentor. Clubs that meet during school hours have included ID students.</i>	Students and parents have been introduced to the variety of extracurricular activities that are offered in each individual school.

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Continuation of supports (SERC, Collaboration Instruction Coaches) to assist Step by Step teams at the building level
- analysis of School-based practices profiles at building level
- continuation of quarterly data review with supervision
- assessment of student progress in the curriculum through data driven decision making activities and evaluations of student achievement and the quality of the inclusive opportunities
- CPA- Data Driven Decision Making (DDDM) for all administration staff
- Add another Collaborative Instructional Coach
- SE Supervisor will meet with co-teaching facilitators to go over p. 5 of IEP. Co-teaching facilitators will continue to work with SERC
- Contract with SERC for TA support to Step by Step teams trained in cohort 3&4 in 2004-05
- Summer Training offered for co-teaching teams to plan for coming year
- Assess students progress in core curriculum areas
- Obtain tools to evaluate quality of instruction
- Assessment of student progress through DDDM activities & building plan
- Utilize SBPP at building level- have them analyze where they are. Survey sent to district was analyzed and will be returned to the principals. Schools that score low will be offered support and resources.
- Administrators & teachers & transition community work on 18-21 year olds to connect them to school, community or higher education environment.
- Continue to work with Middle Schools to create structures that allow for full continuum in all Houses.

Regular class placement

- Continue TA with Gilmartin to keep them moving in the right direction
- Maintain district with IERT

- District team will train High School and Magnet and Middle School and continue work with SERC
- Look at basic (functional) curriculum as identified on IEPs to find time & how to fit it in. (Parent requests)
- Continuation of PD opportunities (SERC, Collaborative Instruction Coaches, and Co-teaching facilitators)
- EIP and Step by Step Teams maintained in each school, including preschool
- Continue monitoring data with Supervisor, principals and staff
- Administrators' end of year reviews to include evaluation of progress made on the goals.
- Preschool team needs to communicate Step by Step information to other community sites
- Professional Development on differentiated instruction, and grading

Attending home school

- Monitor/evaluate which students are ready to return
- Continue monitoring of home school placement through internal supervision reviews and data analysis on a quarterly basis.

Extra curricular participation

- Continue the informational process for students and families regarding the extracurricular opportunities in each school, data collection on percentages of special education and regular education student participation, disseminate guidelines for accurate reporting of extracurricular participation.
- Continue the use of Best Buddies at the Middle Schools.

What was your greatest challenge?

- Size of district has made for a larger amount of time to get everyone on board. (80 administration, 1200 teachers, 300 paras and parents, too), need a mind set to change.

What was your greatest success?

- Surpassed all 2005 targeted goals

What action had the most significant impact? (and what was its impact?)

- Ability to turn around clean data (via technology) which allows for use of data to make decisions. The reality of the data pushed the change forward. Building administrators took ownership of their data. Good connection to SDE push for DDDM & MSW.
- Students are now in general education classrooms happy and successful. They are learning to accept diversity

**WEST HAVEN
PUBLIC SCHOOLS**

West Haven Demographics

*2004-2005 Academic Year

Total Student Population	7,571
Total Special Education Population	748

Number of Schools:	
Preschool	1
Elementary	8
Middle	2
High School	2
Alternative	1

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K-12 ID/MR Count by Year	
December 1998	108
December 1999	99
December 2000	77
December 2001	74
December 2002	76
March 2003	76
June 2003	52
December 2003	54
March 2004	52
June 2004	38
December 2004	45
March 2005	40
June 2005	38

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	25.3%
Mean TWNDP Dec. 1999	26.3%
Mean TWNDP Dec. 2000	21.1%
Mean TWNDP Dec. 2001	18.0%
Mean TWNDP Dec. 2002	30.3%
Mean TWNDP March 2003	30.6%
Mean TWNDP June 2003	51.8%
Mean TWNDP Dec. 2003	38.5%
Mean TWNDP March 2004	36.6%
Mean TWNDP June 2004	39.4%
Mean TWNDP Dec. 2004	48.8%
Mean TWNDP March 2005	52.8%
Mean TWNDP June 2005	57.7%

Median TWNDP Dec. 1998	11.6%
Median TWNDP Dec. 1999	10.1%
Median TWNDP Dec. 2000	0.0%
Median TWNDP Dec. 2001	8.7%
Median TWNDP Dec. 2002	23.4%
Median TWNDP March 2003	23.4%
Median TWNDP June 2003	38.7%
Median TWNDP Dec. 2003	29.7%
Median TWNDP March 2004	29.1%
Median TWNDP June 2004	36.7%
Median TWNDP Dec. 2004	43.1%
Median TWNDP March 2005	55.6%
Median TWNDP June 2005	65.5%

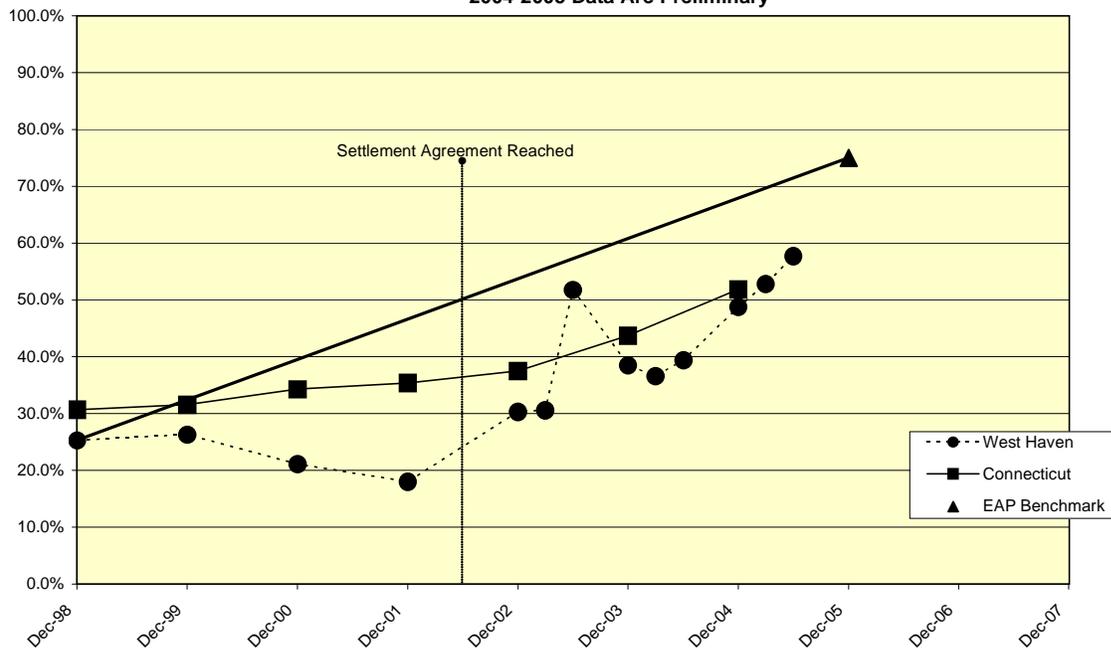
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**WEST HAVEN
 PUBLIC SCHOOLS**

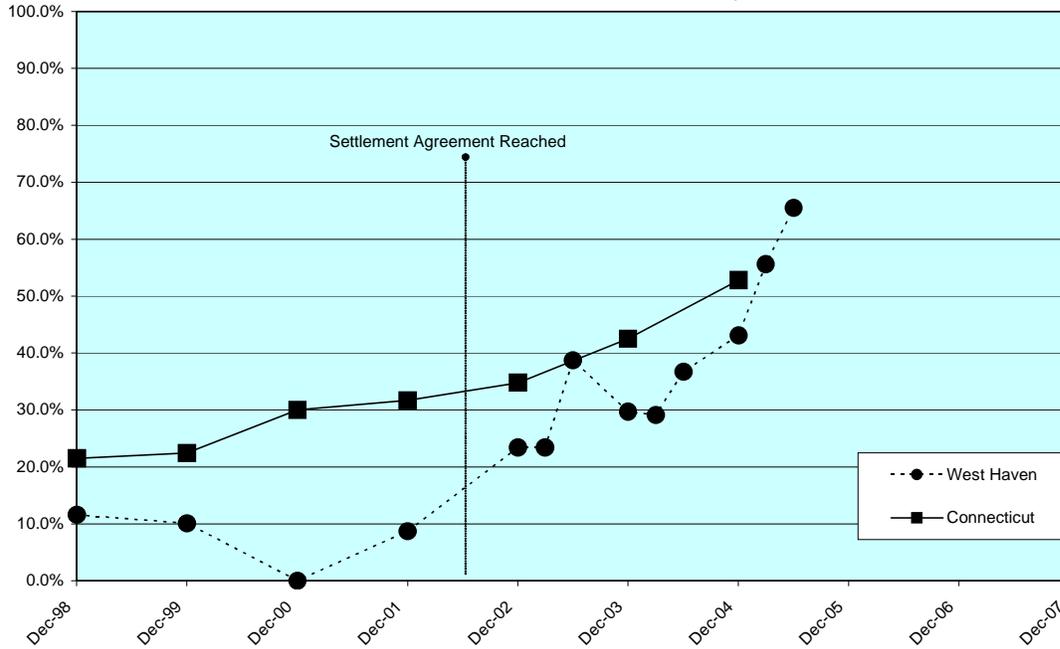
Regular Class Placement Dec. 1998	13.0%
Regular Class Placement Dec. 1999	16.2%
Regular Class Placement Dec. 2000	9.1%
Regular Class Placement Dec. 2001	6.8%
Regular Class Placement Dec. 2002	10.5%
Regular Class Placement March 2003	10.5%
Regular Class Placement June 2003	15.4%
Regular Class Placement Dec. 2003	20.4%
Regular Class Placement March 2004	17.3%
Regular Class Placement June 2004	15.8%
Regular Class Placement Dec. 2004	22.2%
Regular Class Placement March 2005	27.5%
Regular Class Placement June 2005	31.6%

West Haven
Mean Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary

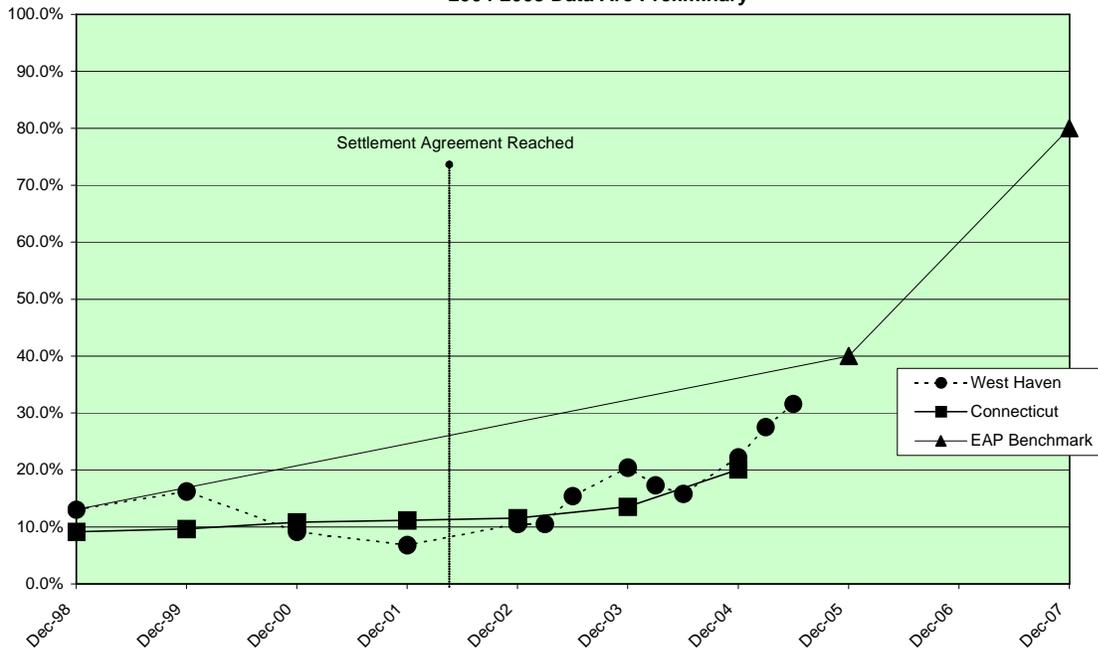


**WEST HAVEN
 PUBLIC SCHOOLS**

West Haven
 Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



West Haven
 Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



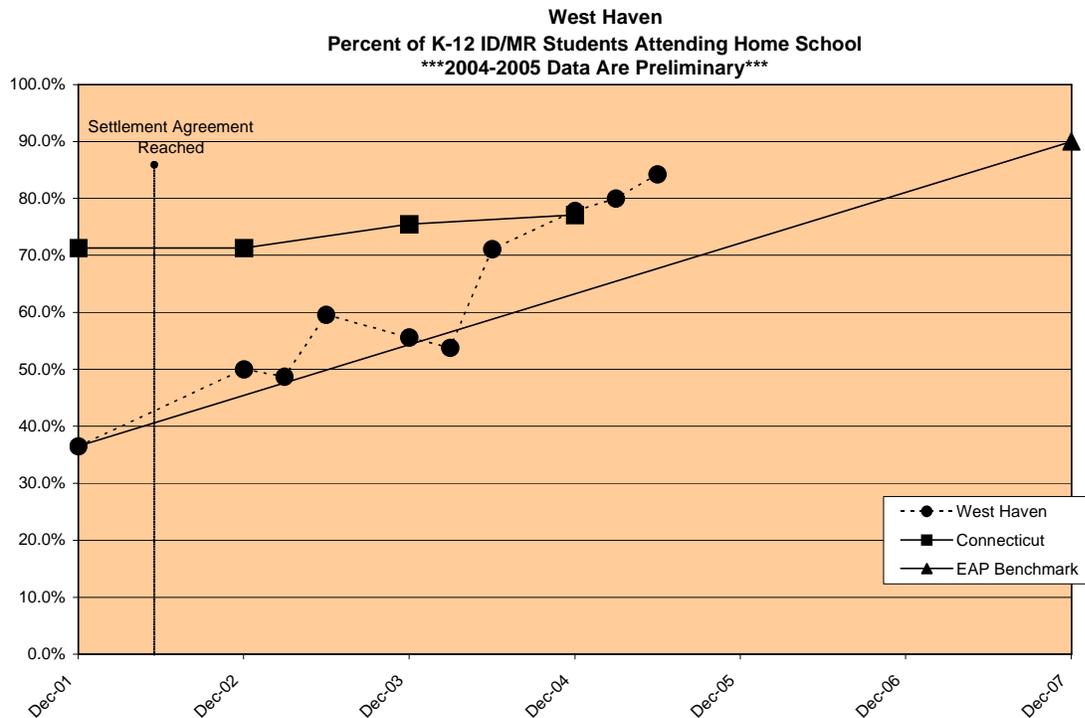
**WEST HAVEN
PUBLIC SCHOOLS**

The mean TWNDP West Haven reported in June 2005 (57.7%) has increased (18.3% over the mean TWNDP reported in June 2004 (39.4%). Median TWNDP has increased 22.4% over this same time period (from 43.1% in June 2004 to 65.5% in June 2005). West Haven's mean and median TWNDP as of June 2005 exceed the December 2004 statewide mean and median. The percent of students in West Haven placed in a regular class setting has increased from 15.8% in June 2004 to 31.6 in June 2005, and increase of 15.5%. As of June 2005, West Haven's percent of students placed in a regular class exceeds the December 2004 statewide percentage.

**WEST HAVEN
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	36.5%
Percent Attending Home School Dec. 2002	50.0%
Percent Attending Home School March 2003	48.7%
Percent Attending Home School June 2003	59.6%
Percent Attending Home School Dec. 2003	55.6%
Percent Attending Home School March 2004	53.8%
Percent Attending Home School June 2004	71.1%
Percent Attending Home School Dec. 2004	77.8%
Percent Attending Home School March 2005	80.0%
Percent Attending Home School June 2005	84.2%



84.2% of the students in West Haven attended their home school as of June 2005. This is a 13.1% increase over the home school attendance rate reported by West Haven in June 2004 (71.1%). West Haven's home school attendance rate as of June 2005 exceeds the statewide home school attendance rate as reported in December 2004.

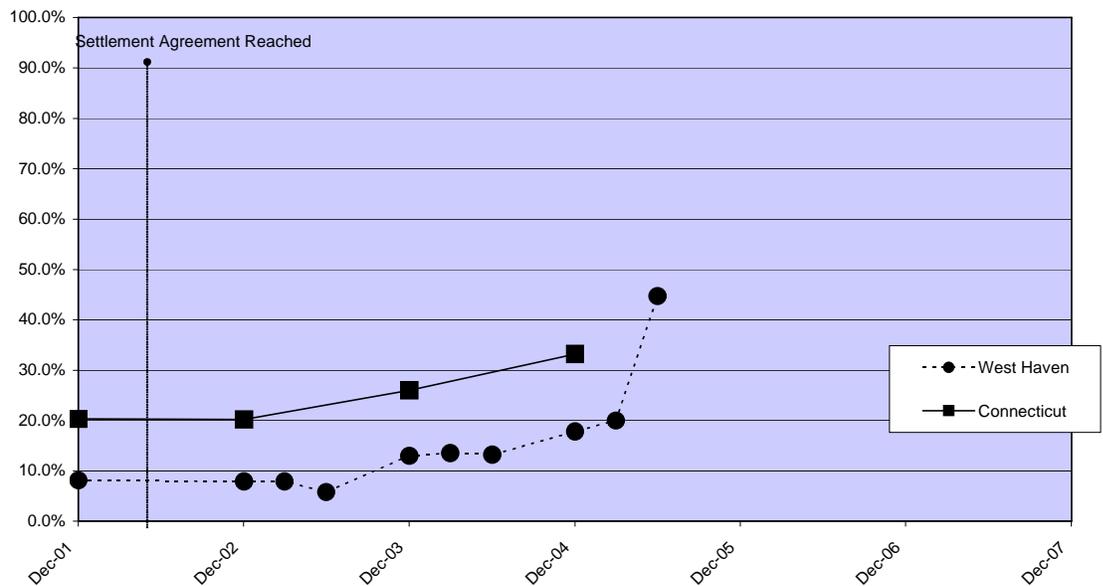
**WEST HAVEN
PUBLIC SCHOOLS**

Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	8.1%
Percent Participating in Extra Curricular Activities Dec. 2002	7.9%
Percent Participating in Extra Curricular Activities March 2003	7.9%
Percent Participating in Extra Curricular Activities June 2003	5.8%
Percent Participating in Extra Curricular Activities Dec. 2003	13.0%
Percent Participating in Extra Curricular Activities March 2004	13.5%
Percent Participating in Extra Curricular Activities June 2004	13.2%
Percent Participating in Extra Curricular Activities Dec. 2004	17.8%
Percent Participating in Extra Curricular Activities March 2005	20.0%
Percent Participating in Extra Curricular Activities June 2005	44.7%

West Haven

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



As of June 2005, 44.7% of the students in West Haven participated in extracurricular activities. This is a 31.5% increase over the participation rate West Haven reported in June 2004 (13.2%). West Haven's June 2005 extracurricular activities participation rate exceeds the statewide participation rate as reported in December 2004.

WEST HAVEN

Self-Assessment

May 31, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Development of in-house collaborative program at West Haven High School for students with intellectual disabilities (former ACES students)</i>	<p>Allowed for inclusion in regular classes and activities with in-house setting (e.g. Gym class and lunchroom)</p> <p>Greater access to activities (e.g. swimming, ice skating)</p> <p>Students with intellectual disabilities (former ACES students) feel like West Haven High School students. Sense of belonging sensed by staff.</p>
<i>Best Buddies Program instituted –bowling & other monthly after school activities</i>	Benefited all students with intellectual disabilities including ACES
<i>Unified Sports for Students with Intellectual Disabilities (ID)</i>	<p>Sports Activities (after-school) with non-disabled peers</p> <p>Participants honored at Board of Education meeting</p> <p>Winning/beginning to win confidence of parents for inclusion</p> <p>Reaching individual students in “little” ways</p> <p>Changing mindset of educators</p>
<i>Reminding ancillary staff of ID criteria</i>	Triennial evaluations at times resulted in a change in category (more appropriate classification)
<i>Review data regarding progress per Settlement Agreement for our special</i>	Slow, positive movement in time with non- disabled peers (TWNDP) across the

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<i>education student with Brian Cunnane on a monthly basis. Students “earmarked (as on the cusp or very low) for movement</i>	board, held another planning and placement team (PPT) for some students Gradual change in parent attitudes toward inclusion
<i>Increase inclusion teams for collaborative program at West Haven High School with ACES students</i>	
Fewer students being placed out of district	Increase TWNDP with decrease in out of district placements and decrease in annual reviews for out of district students.
<i>Recognized the need to hire an instructional (inclusionary) specialist who will provide consultation with regular education staff to support the goals of the settlement agreement</i>	None at this time
<i>Three parent workshops held. Two of these focused on conflict resolution.</i>	
<i>Recognized the need to re-establish district team</i>	Not re-established to date

Goal area: Regular class placement

<i>Goal for regular class placement reached 20-27%</i>	
<i>Eliminated 80% of self contained classes at the high school -only remaining English, Reading and Math???</i>	Freed up special education teachers to become resource teachers. Moving from 4 periods of resource to 8 periods of resource which will build more flexibility into the schedule
<i>Greater awareness among ancillary staff regarding ID classification</i>	
<i>Increase inclusion teams for collaborative program at West Haven High School with ACES students</i>	
<i>Three parent workshops held. Two of these focused on conflict resolution.</i>	

Goal area: Attends home school

<i>Development of in-house collaborative program at West Haven High School for students with intellectual disabilities (former ACES students)</i>	Home School increase in data from 56% to 80% as of March 2005
<i>Continued movement into ACES collaborative program</i>	

<i>Clarification of ID category impacted at elementary level</i>	Higher home school percentage at elementary and overall
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Goal area: Extra curricular participation

<i>Best Buddies Program instituted –bowling & other monthly after school activities</i>	<p>Benefited all students with intellectual disabilities including ACES</p> <p>Data changes, social acceptance and breakdown of stereotypes</p> <p>Parent and staff acceptance/approval of inclusion</p> <p>Parent satisfaction</p>
<i>Unified Sports for Students with Intellectual Disabilities (ID)</i>	<p>Sports Activities (after-school) with non-disabled peers</p> <p>Participants honored at Board of Education meeting</p> <p>Winning/beginning to win confidence of parents for inclusion</p> <p>Reaching individual students in “little” ways</p> <p>Changing mindset of educators</p> <p>Data changes, social acceptance and breakdown of stereotypes</p> <p>Parent and staff acceptance/approval of inclusion</p> <p>Parent satisfaction</p>

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Increase TWNDP for students with intellectual disabilities at West Haven High School (starting with home economics and science classes)
- Utilization of differentiated instruction techniques across district

Regular class placement

- Enhance/strengthen co-teaching arrangements at all schools
- Utilization of differentiated instruction techniques across district
- Re-establish district level team

Attending home school

- Increase home school attendance for all special education students by adhering to state guidelines for home school placement decisions

Extra curricular participation

- Continue to increase number of Best Buddies activities and Unified Sports options

What was your greatest challenge?

- Convincing the school community and the parents that moving the ACES program to the high school was the right thing to do. Solid foundation laid and gradually accepted by most parents wanting to get students who were not part of original group to move to the high school. Summer program targeted for these students.

What was your greatest success?

- The movement of the ACES program to West Haven High School far exceeded expectations. Many parents questioned the move initially, students sense of belonging at West Haven High School very positive (with Unified Sports participation, Best Buddies-20 students involved, involvement in monthly community activities, etc.)

What action had the most significant impact? (and what was its impact?)

- The action with the most significant impact was the movement of the ACES program to West Haven High School. The impact was an increase in home school, TWNDP and extracurricular activities. Gives district more flexibility and options. Highlight what is working in West Haven for use in informing and changing mindsets. Positive practices in West Haven that other districts are viewing (e.g. East Haven High School).

**WINDHAM
PUBLIC SCHOOLS**

Windham Demographics

*2004-2005 Academic Year

Total Student Population	3,279
Total Special Education Population	574

Number of Schools:	
Preschool	2
Elementary	4
Middle	1
High School	1
Alternative	1

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K-12 ID/MR Count by Year	
December 1998	32
December 1999	40
December 2000	38
December 2001	40
December 2002	35
March 2003	34
June 2003	25
December 2003	33
March 2004	31
June 2004	29
December 2004	32
March 2005	34
June 2005	31

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	39.7%
Mean TWNDP Dec. 1999	33.1%
Mean TWNDP Dec. 2000	29.6%
Mean TWNDP Dec. 2001	25.8%
Mean TWNDP Dec. 2002	30.7%
Mean TWNDP March 2003	30.9%
Mean TWNDP June 2003	42.5%
Mean TWNDP Dec. 2003	40.4%
Mean TWNDP March 2004	43.5%
Mean TWNDP June 2004	46.3%
Mean TWNDP Dec. 2004	49.5%
Mean TWNDP March 2005	50.4%
Mean TWNDP June 2005	77.1%

Median TWNDP Dec. 1998	30.0%
Median TWNDP Dec. 1999	27.6%
Median TWNDP Dec. 2000	23.1%
Median TWNDP Dec. 2001	23.1%
Median TWNDP Dec. 2002	26.2%
Median TWNDP March 2003	30.0%
Median TWNDP June 2003	44.8%
Median TWNDP Dec. 2003	38.5%
Median TWNDP March 2004	44.8%
Median TWNDP June 2004	52.2%
Median TWNDP Dec. 2004	53.4%
Median TWNDP March 2005	53.4%
Median TWNDP June 2005	83.6%

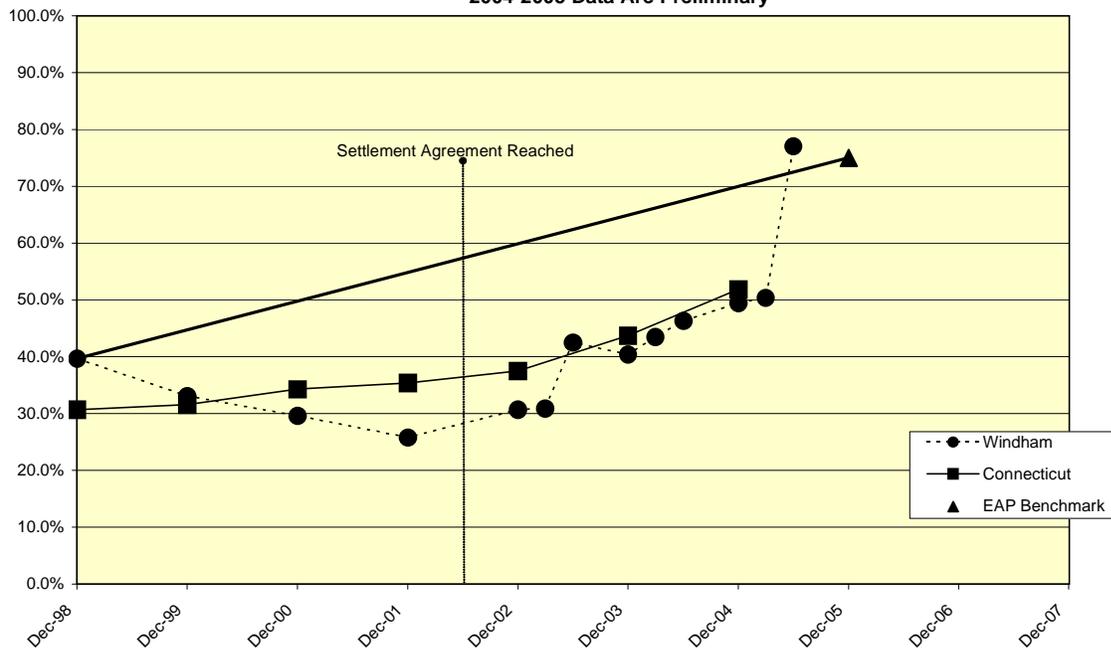
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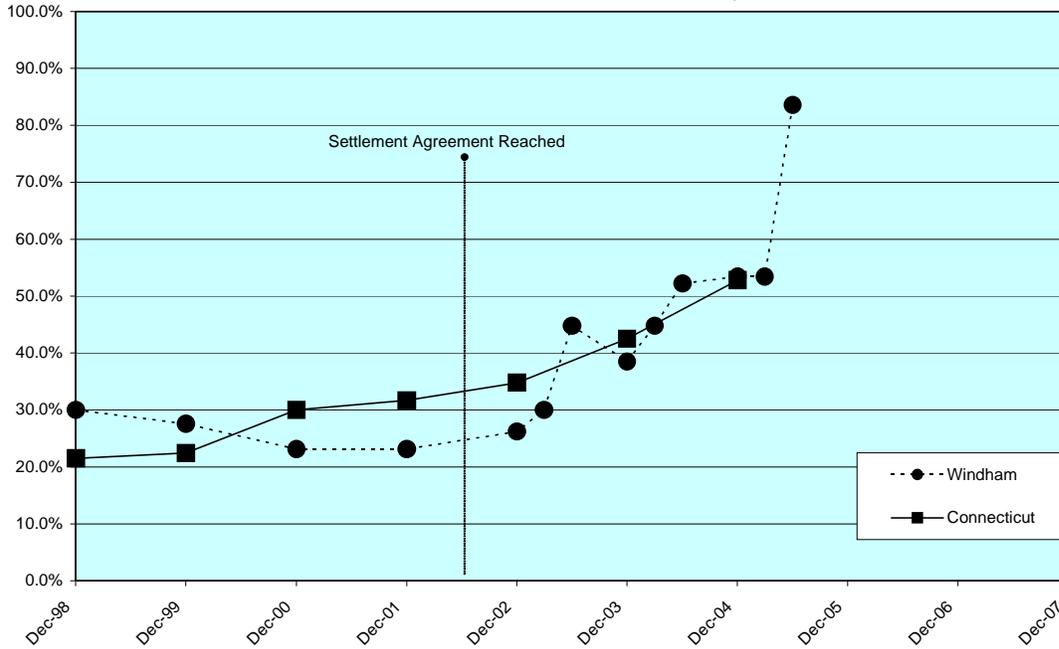
Regular Class Placement Dec. 1998	18.8%
Regular Class Placement Dec. 1999	10.0%
Regular Class Placement Dec. 2000	5.3%
Regular Class Placement Dec. 2001	0.0%
Regular Class Placement Dec. 2002	2.9%
Regular Class Placement March 2003	0.0%
Regular Class Placement June 2003	4.0%
Regular Class Placement Dec. 2003	12.1%
Regular Class Placement March 2004	12.9%
Regular Class Placement June 2004	13.8%
Regular Class Placement Dec. 2004	21.9%
Regular Class Placement March 2005	23.5%
Regular Class Placement June 2005	

Windham
Mean Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary

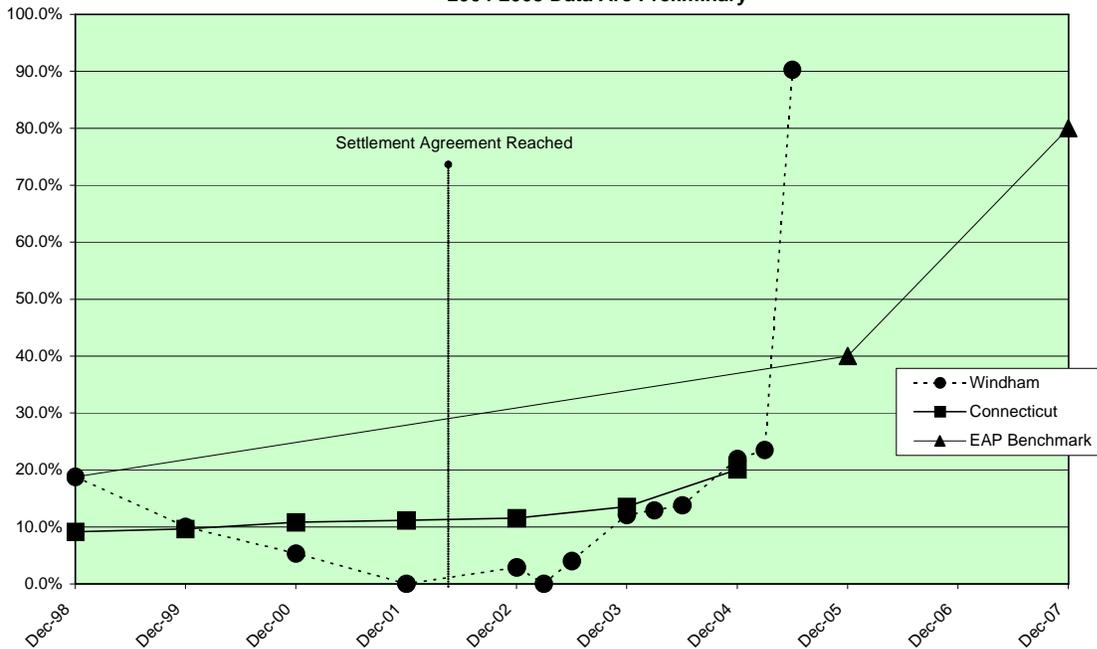


**WINDHAM
 PUBLIC SCHOOLS**

Windham
 Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
 2004-2005 Data Are Preliminary



Windham
 Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
 2004-2005 Data Are Preliminary



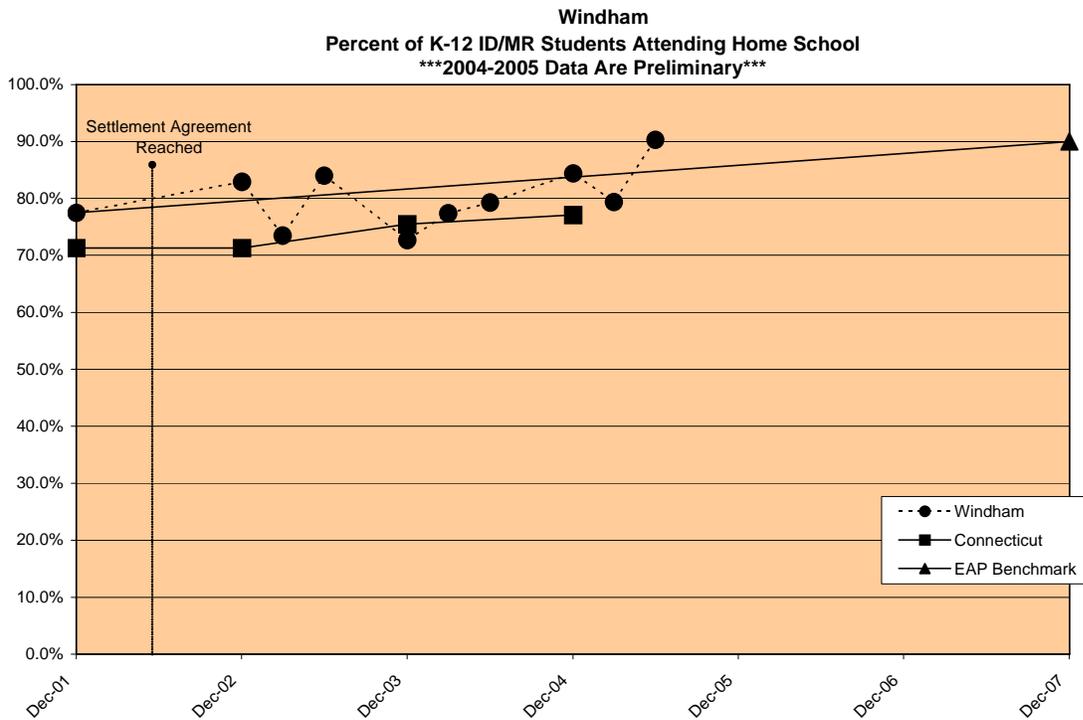
**WINDHAM
PUBLIC SCHOOLS**

Windham's mean TWNDP increased by 30.8% between June 2004 and June 2005 (from 46.3% to 77.1%). Median TWNDP in Windham increased 31.4% over this same time period (from 52.2% to 83.6%). The percent of students in Windham placed in a regular class setting was reported at 90.3% in June 2005, up 76.5% from June 2004 (13.8%). As of June 2005, Windham's mean and median TWNDP and percent of students placed in a regular class setting all exceed the statewide figures reported in December 2004.

**WINDHAM
PUBLIC SCHOOLS**

Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	77.5%
Percent Attending Home School Dec. 2002	82.9%
Percent Attending Home School March 2003	73.5%
Percent Attending Home School June 2003	84.0%
Percent Attending Home School Dec. 2003	72.7%
Percent Attending Home School March 2004	77.4%
Percent Attending Home School June 2004	79.3%
Percent Attending Home School Dec. 2004	84.4%
Percent Attending Home School March 2005	79.4%
Percent Attending Home School June 2005	90.3%



As of June 2005, Windham reports that 90.3% of its students are attending their home school. This is a 11.0% decrease over the percent reported as attending their home school in June 2004 (79.3%). As of June 2005, Windham's home school attendance rate exceeds the statewide rate as reported in December 2004.

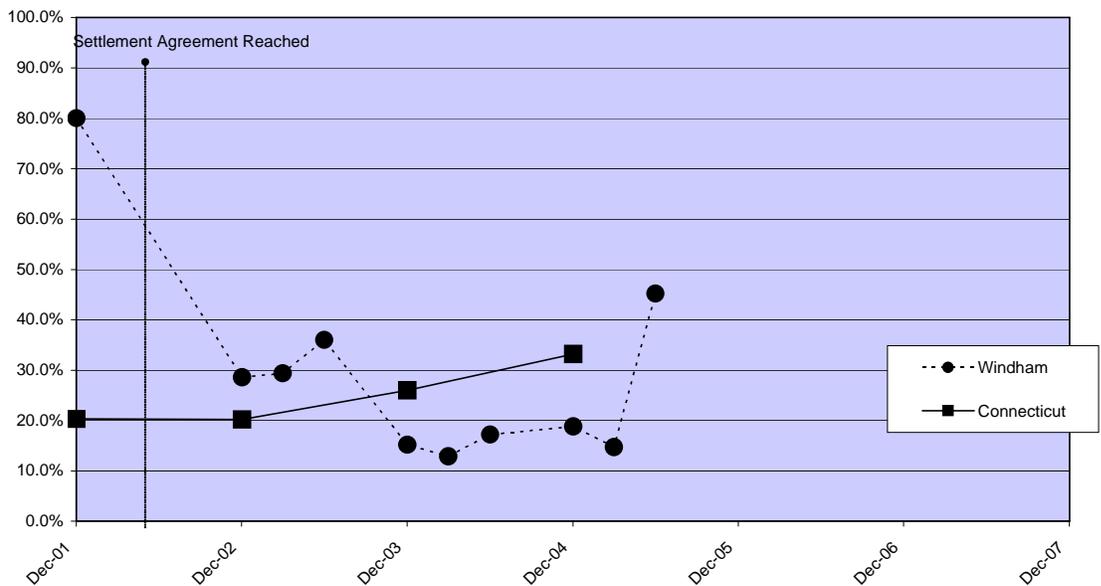
**WINDHAM
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Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	80.0%
Percent Participating in Extra Curricular Activities Dec. 2002	28.6%
Percent Participating in Extra Curricular Activities March 2003	29.4%
Percent Participating in Extra Curricular Activities June 2003	36.0%
Percent Participating in Extra Curricular Activities Dec. 2003	15.2%
Percent Participating in Extra Curricular Activities March 2004	12.9%
Percent Participating in Extra Curricular Activities June 2004	17.2%
Percent Participating in Extra Curricular Activities Dec. 2004	18.8%
Percent Participating in Extra Curricular Activities March 2005	14.7%
Percent Participating in Extra Curricular Activities June 2005	45.2%

Windham

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



In June 2005, Windham reported that 45.2% of its students participated in extracurricular activities. This is a 28.0% decrease from the participation rate reported in June 2004 (17.2%). As of June 2005, Windham's extracurricular participation rate exceeds the statewide participation rate reported in December 2004.

WINDHAM

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>Examined district data and targeted specific students for increasing time with non-disabled peers (TWNDP)</i>	Middle and High school staff were able to focus on and target specific students to increase TWNDP
<i>Developed a reverse inclusion program for implementation next year at the middle and high school levels</i>	TBD next year TWNDP noted on student IEPs has changed effective September 1, 2005
<i>Provided professional development on inclusion for every school in the district</i>	Improved the quality of instruction and improved teacher attitudes around inclusion
<i>Devoted time during administrative council meetings to provide formalized training and discussion on inclusion</i>	Increased administrator support in the buildings to implement strategies related to responsible inclusive practices A new course for typical peers was developed to support students working with peers with disabilities
<i>Devoted time during weekly meetings with middle and high school administrative staff to informally discuss operational issues related to inclusion</i>	Increased administrator support in the buildings to implement strategies related to responsible inclusive practices Encouraged making mid-course corrections to classroom instruction and strategies to support students appropriately
<i>Realigned paraprofessional assignment</i>	Students were supported in in-class placements
<i>Developed and enforced policies on inclusive practices (central office directives)</i>	Anticipated improvement in mean and median TWNDP (6/15/05) Rational for inclusion is increasingly

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	supported by teachers
<i>District level team was convened to review data and discuss district-wide strategies</i>	Strategies were fine tuned Generated increased district-wide support
<i>District use of computerized IEP to have improved communication and access to data</i>	Central office staff were able to monitor IEPs and problem-solve issues Data summaries are readily available and reporting is easier
<i>Reclassified one job coach to focus work with students with intellectual disabilities (ID)</i> <i>Increased the amount of time students ages 18-21 are placed in vocational setting</i>	More and better vocational experiences for students with ID

Goal area: Regular class placement

<i>Purchased classroom materials to support instruction (Edmark: Reading Milestones)</i>	Improved quality of classroom-based instruction
<i>Provided training for parents</i>	Parents are more informed with regard to responsible inclusive practices
<i>Spotlight visitation to another CT school district</i>	Staff were provided opportunities to learn from other district personnel Adopted two practices from spotlight district
<i>Increased number of co-taught classes at the middle and high school</i>	Increased opportunities for regular class placement
<i>Met with board of education (BOE) and community members</i>	Gained policy level support for the inclusion initiative

Goal area: Attends home school

<i>Examined district data on home school placement</i>	Students placed by Windham exceed target of 83.9%
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Goal area: Extra curricular participation

<i>Provided unified sports</i>	Increase amount of quality time in extra-curricular activities Incidental gain in social interaction for all students Students received health related benefit
<i>Provided circle of friends after school recreation program</i>	Increase amount of quality time in extra-curricular activities

	Incidental gain in social interaction for all students
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Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Continue with professional development efforts
- Embedded case studies in the Early Intervention Process
- Incorporate responsible inclusive practice in teacher orientation
- Implement reversed inclusion strategies
- Increase number of co-taught classes
- Ongoing examination of quality of programming
- Continue current data collection and monitoring

Regular class placement

- Continue with professional development efforts
- Embedded case studies in the Early Intervention Process
- Incorporate responsible inclusive practice in teacher orientation
- Implement reversed inclusion strategies
- Increase number of co-taught classes
- Ongoing examination of quality of programming
- Continue current data collection and monitoring

Attending home school

- Monitor/evaluate which students are ready to return
- Developing procedures for exit criteria
- Sending schools will attend PPTs of students in out-of-district placements to plan appropriate programs and exit strategies

Extra curricular participation

- Continue existing programs through alternative funding sources

What was your greatest challenge?

- Staffing and scheduling to support responsible inclusive practices
- Teacher instructional practices (Differentiated instruction, Accommodations, other instructional practices)

What was your greatest success?

- Improved data and increased number of students in inclusive settings
- Changes in attitude and philosophy (Middle & High School)

What action had the most significant impact? (and what was its impact?)

- Central office and school-based directives and mandates for implementing responsible inclusive practices

**WINDSOR
PUBLIC SCHOOLS**

Windsor Demographics

*2004-2005 Academic Year

Total Student Population	4,606
Total Special Education Population	587

Number of Schools:	
Preschool	1
Elementary	5
Middle	1
High School	1
Alternative	0

ERG:	D
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K-12 ID/MR Count by Year	
December 1998	29
December 1999	25
December 2000	37
December 2001	38
December 2002	40
December 2003	35
March 2004	37
June 2004	28
December 2004	28
March 2005	24
June 2005	21

Goals 1 and 3: Mean and Median TWNDP and Regular Classroom Placement

Mean TWNDP Dec. 1998	38.0%
Mean TWNDP Dec. 1999	34.3%
Mean TWNDP Dec. 2000	39.2%
Mean TWNDP Dec. 2001	29.2%
Mean TWNDP Dec. 2002	28.1%
Mean TWNDP Dec. 2003	50.1%
Mean TWNDP March 2004	46.8%
Mean TWNDP June 2004	52.8%
Mean TWNDP Dec. 2004	58.3%
Mean TWNDP March 2005	56.9%
Mean TWNDP June 2005	78.9%

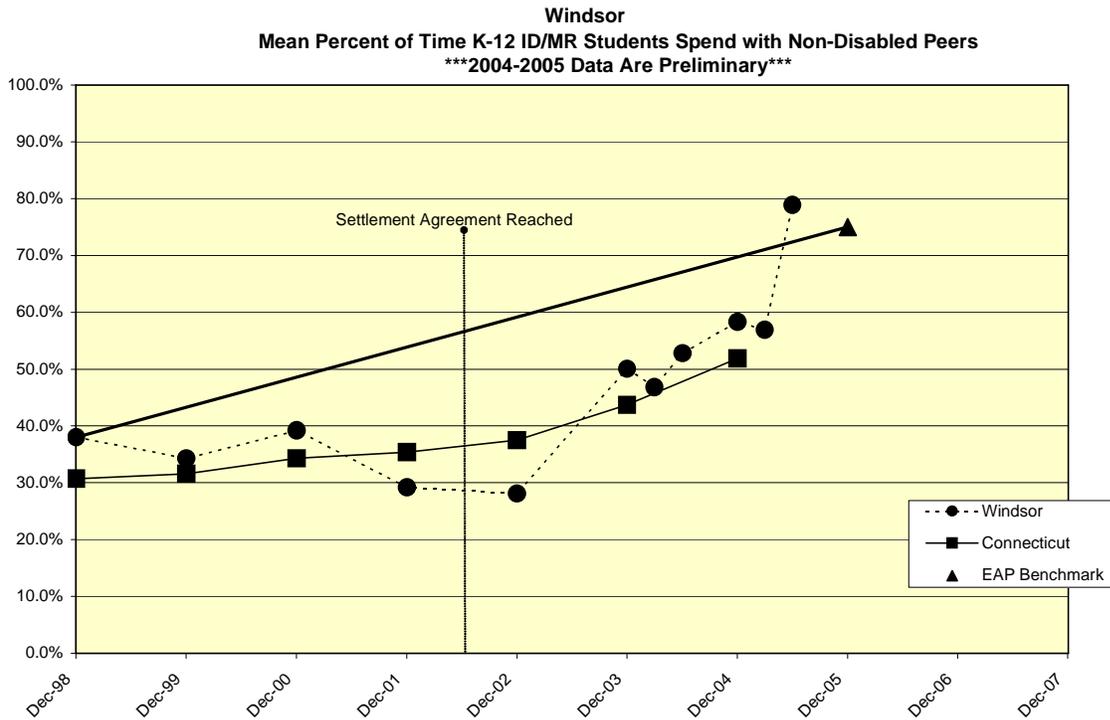
Median TWNDP Dec. 1998	44.6%
Median TWNDP Dec. 1999	41.5%
Median TWNDP Dec. 2000	43.1%
Median TWNDP Dec. 2001	28.8%
Median TWNDP Dec. 2002	26.2%
Median TWNDP Dec. 2003	49.8%
Median TWNDP March 2004	46.2%
Median TWNDP June 2004	46.5%
Median TWNDP Dec. 2004	53.8%
Median TWNDP March 2005	53.8%
Median TWNDP June 2005	81.0%

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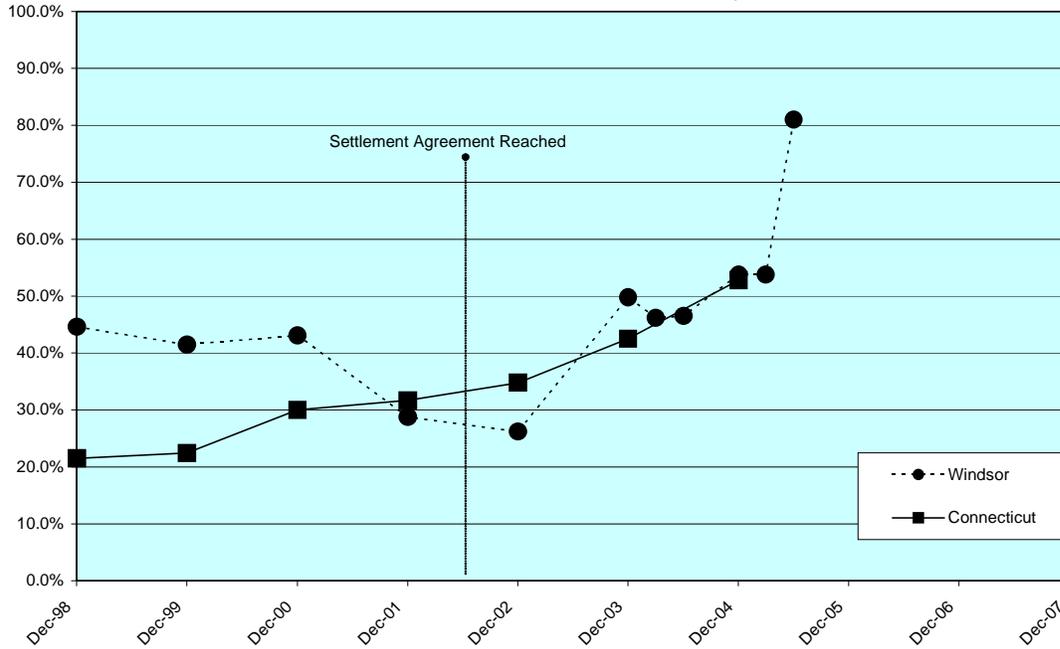
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Regular Class Placement Dec. 1998	3.4%
Regular Class Placement Dec. 1999	0.0%
Regular Class Placement Dec. 2000	0.0%
Regular Class Placement Dec. 2001	0.0%
Regular Class Placement Dec. 2002	2.5%
Regular Class Placement Dec. 2003	11.4%
Regular Class Placement March 2004	10.8%
Regular Class Placement June 2004	21.4%
Regular Class Placement Dec. 2004	25.0%
Regular Class Placement March 2005	20.8%
Regular Class Placement June 2005	76.2%

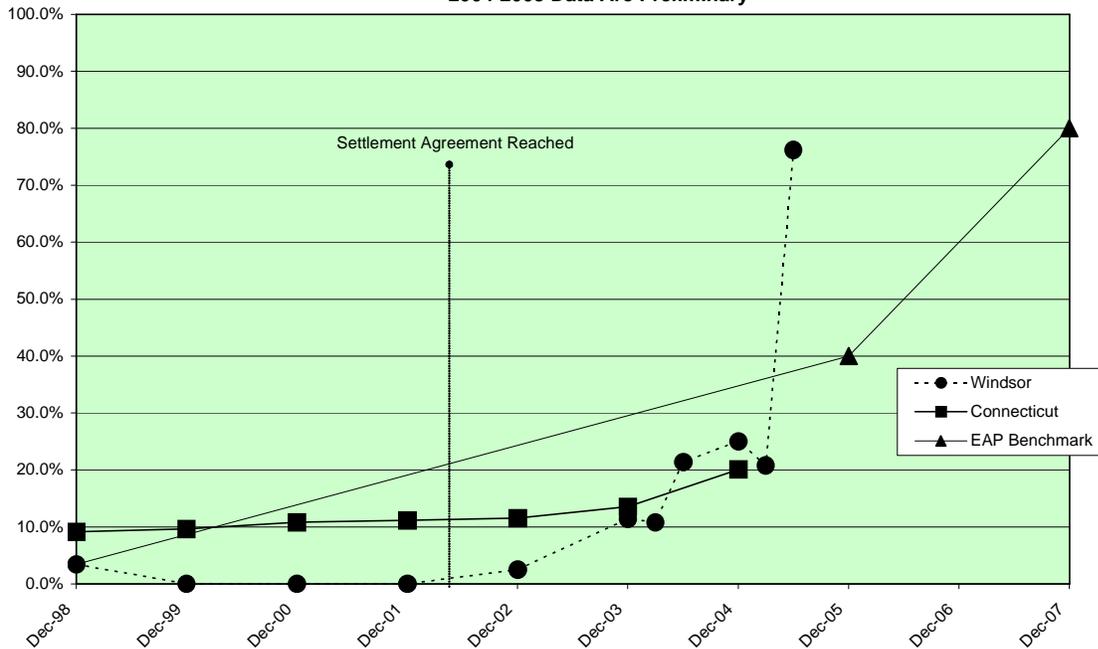


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Windsor
Median Percent of Time K-12 ID/MR Students Spend with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



Windsor
Percent of K-12 ID/MR Students Spending >79% of Time with Non-Disabled Peers
*****2004-2005 Data Are Preliminary*****



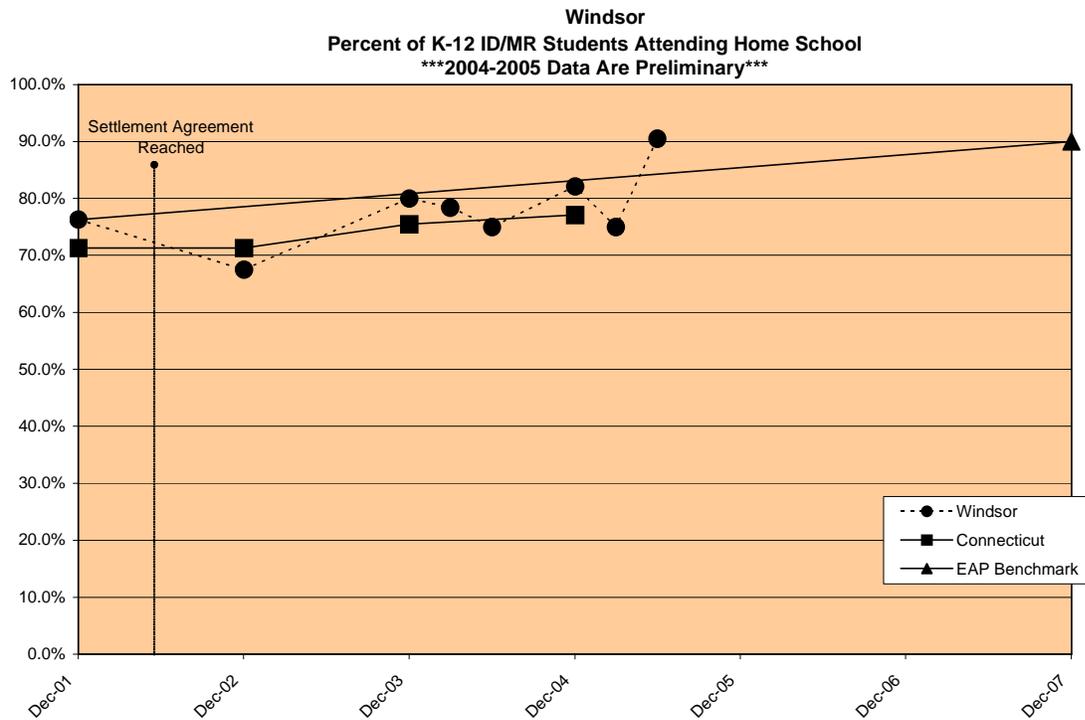
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As of June 2005, Windsor reported a mean TWNDP of 78.9%. This is a 26.1% increase over the mean TWNDP Windsor reported in June 2004 (52.8%). Windsor reported a median TWNDP of 81.0% in June 2005, a 34.5% increase over the median TWNDP reported in June 2004 (46.5%). The percent of students placed in a regular class setting was reported at 76.2% in June 2005, an 54.8% increase over the percent reported in June 2004 (21.4%). As of June 2005, Windsor's mean, median and percent of students placed in regular class are all above the statewide figures as of December 2004.

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Goal 4: Attendance at Home School

Percent Attending Home School Dec. 2001	76.3%
Percent Attending Home School Dec. 2002	67.5%
Percent Attending Home School Dec. 2003	80.0%
Percent Attending Home School March 2004	78.4%
Percent Attending Home School June 2004	75.0%
Percent Attending Home School Dec. 2004	82.1%
Percent Attending Home School March 2005	75.0%
Percent Attending Home Schoo June 2005	80.5%



As of June 2005, 90.5% of Windsor’s students are attending their home school. This is an increase of 15.5% since June 2004 (75.0%). Windsor’s home school attendance rate as of June 2005 is exceeds the statewide home school attendance rate reported in December 2004.

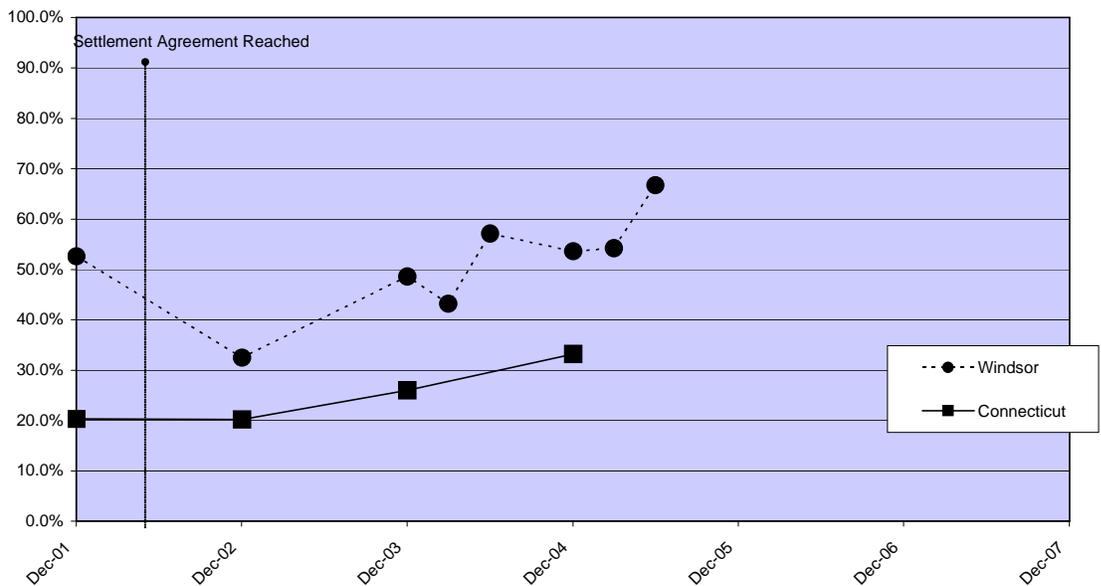
**WINDSOR
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Goal 5: Participation in Extracurricular Activities

Percent Participating in Extra Curricular Activities Dec. 2001	52.6%
Percent Participating in Extra Curricular Activities Dec. 2002	32.5%
Percent Participating in Extra Curricular Activities Dec. 2003	48.6%
Percent Participating in Extra Curricular Activities March 2004	43.2%
Percent Participating in Extra Curricular Activities June 2004	57.1%
Percent Participating in Extra Curricular Activities Dec. 2004	53.6%
Percent Participating in Extra Curricular Activities March 2005	54.2%
Percent Participating in Extra Curricular Activities June 2005	66.7%

Windsor

Percent K-12 ID/MR Students Participating in Extracurricular Activities
2004-2005 Data Are Preliminary



As of June 2005, 66.7% of the students in Windsor participated in extracurricular activities. This is a 9.6% increase over the participation rate Windsor reported in June 2005 (57.1%). Windsor's June 2005 extracurricular activities participation rate exceeds the statewide participation rate as reported in December 2004.

WINDSOR

Self-Assessment

June 7, 2005

Question #1: What have you accomplished over the past 12 months (May 2004-May 2005 to address the goals of the Settlement Agreement)?

Goal area: Mean/Median time with non-disabled peers

What have you accomplished over the past 12 months (May 2004- May 2005 to address this goal of the Settlement Agreement?)	What impact has this had on advancing toward your district's target for this goal?
<i>It is not possible to separate the activities of the district into five distinct goals when each of the accomplishments addresses in some way each of the goals. The accomplishments below therefore are listed without intention of any specific correlation to the goal.</i>	AS OF JUNE 3, 2005
<i>Heightened awareness of the goal of the Settlement Agreement among teaching staff, Board of Education, and Central Office</i>	School psychologists, social workers, and speech pathologists are using alternate service delivery models such as whole class instruction rather than small group (35%-50% of school psychology services)
<i>35 days of consultant time were provided to each of the four elementary schools and the middle and high schools to assist teams in operationalizing the theoretical constructs designed last year.</i>	Mean Time – 68.96% - above goal Median Time – 80% - above goal External consultant technical assistance moved staff from theory to practice; has begun to expand staff capacity to meet the needs of diverse learners in general education
<i>Each student's IEP was individually reviewed for accuracy of both eligibility determination and technical data accuracy. Also, IEPs for students for SLP, ED, OHI were reviewed.</i>	File reviews ensured/verified accuracy of student identified categories De-classified several students, improved data on disproportionality, no longer disproportionate in 3 categories and overall in 2004-2005
<i>Each student's IEP was individually reviewed on an ongoing basis to determine appropriate goals to move students to more</i>	IEP review/file review process has resulted in an ongoing systemic process of accountability/accuracy

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<i>inclusive settings. Every IEP in the district was reviewed</i>	IEP review process has improved the quality of IEP goals/objectives linked to both general education curriculum and present level of performance; increased staff accountability/ownership
<i>Training to the Board of Education and District leadership was completed through a two hour presentation made in a Board Workshop and televised to all of the citizens of Windsor. Presentation focused on overview of Settlement Agreement including disproportionate identification</i>	Teachers/Parents and Board members were able to understand “why” the goals of the Settlement Agreement need to be met.
<i>All out of district placements were reviewed. Of the 4 students still out of district, time with non disabled peers was increased for ¾</i>	Return of out of district students, increase TWNDP
<i>Regular education and special education staff met for portions of 4 staff development days to create collaborative curriculum and strategies</i>	Increase TWNDP across district The start of PD with general and special education staff together will enhance continued unification efforts.

Goal area: Regular class placement

<i>35 days of consultant time were provided to each of the four elementary schools and the middle and high schools to assist teams in operationalizing the theoretical constructs designed last year.</i>	
<i>Each student’s IEP was individually reviewed on an ongoing basis to determine appropriate goals to move students to more inclusive settings</i>	
<i>Regular education and special education staff met for portions of 4 staff development days to create collaborative curriculum and strategies</i>	Goal was 50.7%-Regular Class Placement = 56.52% - above goal Continued PD in Co-teaching, Differentiated Instruction, etc. has continued to build capacity/ <u>quality</u> of general and special education teachers to provide instruction in regular education class.
<i>LRE committee was reconstituted and met to review data, design rfp’s for teacher grants to promote inclusion and to review mid year</i>	

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<i>report, and roles and functions were clarified for members</i>	
<i>The district participated in required meetings offered by the State Department of Education such as the Commissioner's meeting and ID guidelines with Alan Coulter</i>	
<i>Training to the Board of Education and District leadership was completed through a two hour presentation made in a Board Workshop and televised to all of the citizens of Windsor. Presentation focused on overview of Settlement Agreement including disproportionate identification</i>	Teachers/Parents and Board members were able to understand "why" the goals of the Settlement Agreement need to be met.
<i>Six Teams from elementary, middle, and high school regular education and special education teachers attended training on co-teaching models</i>	Ensures better access to the general education curriculum for students with disabilities

Goal area: Attends home school

<i>All out of district placements were reviewed. Of the 4 students still out of district, time with non disabled peers was increased for ¾</i>	2 of 6 students were returned to the district
<i>The SEPTA offered and awarded mini grants to individual teachers who had applied to foster inclusion efforts</i>	79%-Home School - 78.26 – at goal 5 grants were awarded
<i>Six Teams from elementary, middle, and high school regular education and special education teachers attended training on co-teaching models</i>	Built capacity of staff to provide for and better meet the needs of students with disabilities
<i>Training to the Board of Education and District leadership was completed through a two hour presentation made in a Board Workshop and televised to all of the citizens of Windsor. Presentation focused on overview of Settlement Agreement including disproportionate identification</i>	Teachers/Parents and Board members were able to understand "why" the goals of the Settlement Agreement need to be met.
<i>De-constructed district-wide all 5 self-contained classes and returned students to home school</i>	Increased number of students with ID in home school

Goal area: Extra curricular participation

<ul style="list-style-type: none"> • <i>See above</i> 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • <i>The case managers completed surveys of extracurricular activities for students identified as having ID. Of the 23 surveys returned, 16 students had been involved in extracurricular activities. These activities included: after school karate (elementary), Unified sports (middle school/high school), Suburban Youth Employment Program (high school), Bowling League (high school), Best Buddies (middle school/high school), Windsor Summer Camp, Integrated summer school (elementary), Summer Reading Program (elementary), Strings Instruction (elementary), Weight Training (high school)</i> 	<ul style="list-style-type: none"> • Target was 68.6%, actual is 52.17% - below goal – above state average of 26.0%

Question #2: What do you plan to do in the next 12 months to continue to address the goals of the PJ Settlement Agreement?

Mean/Median time with non-disabled peers

- Each of the strategies articulated below is designed to address more than one of the targeted goals and should be read as such:
- 80%
- On-going verification of accuracy of student eligibility (Goal number 2)
- Glenn Singleton will work with district central office administration and principals- “Courageous Conversations”
- Site based review of discipline by race/ethnicity
- Contracted for consultant work at elementary levels to look at systemic behavioral practices

Regular class placement

- 80%
- For all elementary/middle/high school students with ID, Co-teaching arrangements in place for 2005-2006, all in co-taught classes
- Focus will be on differentiated instruction
- External consultants to provide training and TA
- Design

Attending home school

- 80%
- A conference for parents is scheduled through the SEPTA for October 2005.

Extra curricular participation

- 80%

What was your greatest challenge?

- The integration of general and special educators (classroom based differentiation)(Access of students with disabilities to general education curriculum

What was your greatest success?

- Marked increase in the number of students with ID with quality participation in general education settings and access to quality instruction in the general education curriculum

What action had the most significant impact? (and what was its impact?)

- increased accountability
- increased quality
- increased access to general education settings and curriculum
- increased ed benefit
- ongoing systematic process for continuous monitoring and feedback (positive and corrective)
- Director of Special Education reviewing “got the attention of the staff”