

## Our Approach



### PHASE I: PROGRAM ASSESSMENT AND REVIEW

*Our team of consultants experienced in all aspects of special education administration and programming will conduct a thorough review of district practices including:*

■ Organization of central office special education and related services staff including:

- Roles and responsibilities
- Inter-district communication practices
- Collaboration between special and regular education personnel
- Engagement of local, regional and/or national stakeholders to contribute to policies and political support for excellence and equity in education

■ Procedures and protocols for delivery of special education services including:

- Child-find procedures
- Generation and Maintenance of Records
- Development of the Individualized Education Plan (IEP)
- Programs, services and delivery models
- Criteria for exiting students from special education
- Dispute resolution process

■ Financial needs necessary to administer special education services:

- Budget development and availability of current resources
- Capacity to project future special education expenditures
- Utilization of state and federal funds for special education
- Purchasing process for material goods and services necessary for delivering special education services
- Staff assignments and utilization
- Professional development
- Parent and/or agency involvement in the educational program

### PHASE II: REPORT OF FINDINGS

Upon completion of the review, the team will meet with district leadership to discuss the initial findings and will assist in establishing district goals. A final written report with recommendations will be presented to the Board of Education.

### PHASE III: IMPLEMENTATION OF FOLLOW-UP

A team of consultants from C.E.S. is available to assess district progress toward meeting established goals at 90 days, six months and/or one year post-implementation.

## Contact information



### C.E.S. Special Education Program Assessment & Review

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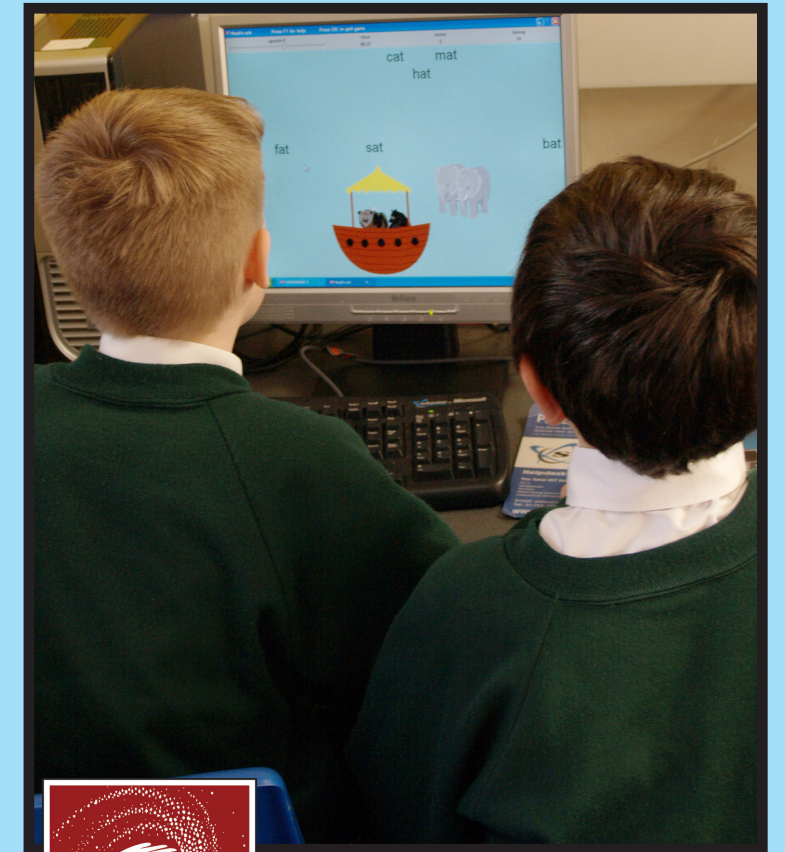
*It is the policy of C.E.S. that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any service or program on account of race, color, religious creed, age, marital or civil union status, national origin, sex, sexual orientation, gender identity or expression, ancestry, residence, present or past history of mental disorder, mental retardation, learning disability or physical disability including, but not limited to, blindness, or pregnancy and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding C.E.S. nondiscrimination policies should be directed to the Associate Executive Director's office, C.E.S., 40 Lindeman Drive, Trumbull, CT 06611; 203-365-8831.*

# Special Education

## Program Assessment & Review



Cooperative Educational Services



Cooperative Educational Services  
40 Lindeman Drive  
Trumbull, Conn. 06611  
[www.ces.k12.ct.us](http://www.ces.k12.ct.us)

## Overview

Cooperative Educational Services (C.E.S.) is one of six Regional Educational Service Centers (RESCs) in Connecticut. With more than 35 years of experience, we have a long history of supporting initiatives that build capacity for our partners. We do this through collaboration, leadership, resources and support to assure student success.

As a regional educational service center, C.E.S. has been acknowledged for its work in providing a continuum of supports and services for students with disabilities. In addition, we provide high quality training experiences focusing on all aspects of service delivery including evaluation of Student and Educator Support Staff (SESS), leadership development, data-based decision-making, school improvement, assistive technology and clinical assessment practices.



## Areas of Focus

- Organization of staff working in central office special education and related services
- Procedures and protocols for delivery of special education services
- Financial needs necessary to administer special education services
- Parental and/or agency involvement in the educational program

Upon completion of the review, the team will be available to meet with district leadership to discuss the initial findings and will assist in establishing district goals. A final written report will be presented to the Board of Education.

## Our Team of Consultants

Our team of consultants consists of highly qualified special educators with extensive, direct experience in all aspects of special education administration in the public school setting. The consultants have proven records in using data-based decision-making to:

- Identify and remediate areas of noncompliance with the Individuals with Disabilities Improvement Act (the IDEIA or more commonly, the IDEA) including, but not limited to, meeting the Child Find mandate and adherence to evaluation timelines.
- Develop cutting-edge, specialized supports and services within the least-restrictive environment that affords educational benefit to students with disabilities.
- Engage stakeholders, including parents, in the educational process.
- Provide staff and parent training opportunities in support of the district's shared vision and mission.

*Further, the consultants have proven abilities to meet the many demands of special education administration in a fiscally responsible manner, including direct management of state and federal grants.*

## Record of Success

*The C.E.S. team's financial review gave us clear insights to improve efficiencies with service delivery and contracted agencies. They worked with us to answer the specific questions we had and did not come to us with a predetermined agenda for a cookie-cutter review. This was a tailor-made process to address the exact needs of our district.*

**- Christopher Brown, Director of Student Services,  
Watertown Public Schools**

*"Mike Regan and his C.E.S. review team brought essential special education expertise, evaluation rigor, objectivity, and thoroughness to the study. They deftly blended interviews, document review, and statute and best practice requirements to give us a comprehensive analysis. Their written and verbal presentations were clear, concise and evidence-based."*

**- Dr. William S. McKersie, Superintendent,  
Greenwich Public Schools**

## Team Leadership

### Dr. Michael Regan, Lead Consultant

Dr. Regan is the Director of Special Education at C.E.S. He has more than 30 years of public school experience, including classroom teacher, bilingual school psychologist, and Director of Pupil Services. He holds a Ph.D. from Columbia University in school psychology with specialization in pediatric neuropsychology, a M.S. and 6th Year Professional Certificate in school psychology from Southern Connecticut State University. Dr. Regan has been a member of advisory boards for multiple state initiatives and guidelines development.

### Dr. Cynthia Rutledge, Consultant

Dr. Rutledge is a consultant with more than 30 years of experience as a school psychologist and special education administrator. She holds an Ed.D. in Educational Psychology from American International College, a M.S. and 6th Year Professional Certificate from Southern Connecticut State University in School Psychology, and Educational Leadership credentials from the University of Hartford. She has served as a school psychologist, school level administrator, Director of Pupil Services and Special Education, and Assistant Superintendent of Schools.

### Dr. Eric Colón-Rodríguez, Consultant

Dr. Colón-Rodríguez is a consultant with more than 30 years of public school experience as a teacher, school psychologist, and special education administrator. He holds a Ph.D. in school psychology from The Pennsylvania State University and a M.S. in Education in bilingual special education from the University of Hartford. Dr. Colón-Rodríguez specializes in the areas of assessment of culturally and linguistically diverse students and special education and pupil services leadership. He has served as a bilingual regular education teacher, bilingual school psychologist, Supervisor of Special Education, and Director of School Psychology & Special Education Due Process.

### Dr. Sheila Blachman, Consultant

Dr. Blachman is a consultant with more than 30 years of experience in special education and is a Tenured Professor of Special Education in the Department of Counseling, Leadership, Literacy, and Special Education at Lehman College, City University of New York. She holds an Ed.D., Ed.M., and M.S. from Columbia University. She also holds Connecticut state certification in special education, health education, and school administration. Dr. Blachman has worked in a variety of school settings, supporting both special education and regular education personnel through the development of individualized educational programming for students with special needs.