



SERC 2014-15 **ANNUAL REPORT**

STATE EDUCATION RESOURCE CENTER ANNUAL REPORT 2014-2015

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SERC'S BOARD OF DIRECTORS

SERC receives governance and oversight from a volunteer Board of Directors. Representatives are appointed from the Office of the Governor, including the appointment of the Board Chair. Board members also are appointed by the Speaker of the House; the House Majority Leader; the House Minority Leader; the Senate President Pro Tem; the Senate Majority Leader; and the Senate Minority Leader.

SERC's Board of Directors is comprised of dedicated individuals representative of a variety of perspectives that enable SERC to serve with excellence. The chair of SERC's Board, Dr. Mark D. Benigni, is the superintendent of schools in Meriden. In February 2015, Dr. Benigni was one of 15 education leaders nationwide honored by *Education Week* as a "Leader to Learn From."

The Commissioner of the CT State Department of Education (CSDE) appointed Charlene Russell-Tucker, CSDE's Chief Operating Officer, as the Commissioner's designee to the SERC Board. The Board also includes two representatives of the State Board of Education: George A. Coleman, a former Interim Commissioner of Education, and Dianne Ullman, a former Chief Talent Officer for the CSDE.

The SERC Board was seated and began its work in December 2014. The Board has been critical in supporting SERC with its vision and mission, including helping to market SERC's work to the community. The Board assisted SERC directors in the successful transition from Rensselaer at Hartford as SERC's fiscal agent to SERC operating independently as a quasi-public agency. In addition, the Board was instrumental in helping SERC create leaner and more efficient operations.

BOARD MEMBERS:

Mark D. Benigni, Chair

Elizabeth Brown
Operations Committee - Lead

George A. Coleman, Vice Chair
Programs Committee - Lead

Jeffrey Leake

Richard Porth, Jr.

Agnes Quinones

Charlene Russell-Tucker

Thomas Swan

Jennifer Tooker
Finance Committee – Lead

Diane Ullman

INTERIM EXECUTIVE DIRECTOR'S STATEMENT



Dear Connecticut colleagues and friends,

We have something very special to share with you.

The work described in this annual report supports our vision—Equity, Excellence, Education—for the schools and families of Connecticut. In 2014-2015, to help drive our vision of equity, SERC published a blueprint that provides a tool to use as a guide to address Connecticut's achievement gaps.

This Blueprint for Transformational Change & Capacity Building (on the facing page) recognizes that equity in education is a system-wide effort. It features five critical elements to addressing systemic inequities: Professional Capacity, School Climate, Teaching & Learning, Leadership, and School-Family-Community Partnerships, all outlined in our 2011 document "Equity in Education: A Transformational Approach."

We encourage you to explore the Equity in Education document at www.ctserc.org/equity to learn more about our focus on racial equity. Why race? If we eliminate socioeconomic and all other factors, Connecticut's achievement gaps remain "racially predictable." As we state in "Equity in Education": "We must make a deliberate and conscious choice to talk about race and act against racism if we intend to close and eliminate the racial predictability of Connecticut's achievement gaps and make education equitable for all children."

Our blueprint identifies how we approach this effort—from professional learning to partnership development to our 46-year-old Library, which has been in operation since our beginnings as the Special Education Resource Center. This annual report provides examples of how the blueprint is integral to SERC's professional learning and partnerships to support students with disabilities and ultimately all children.

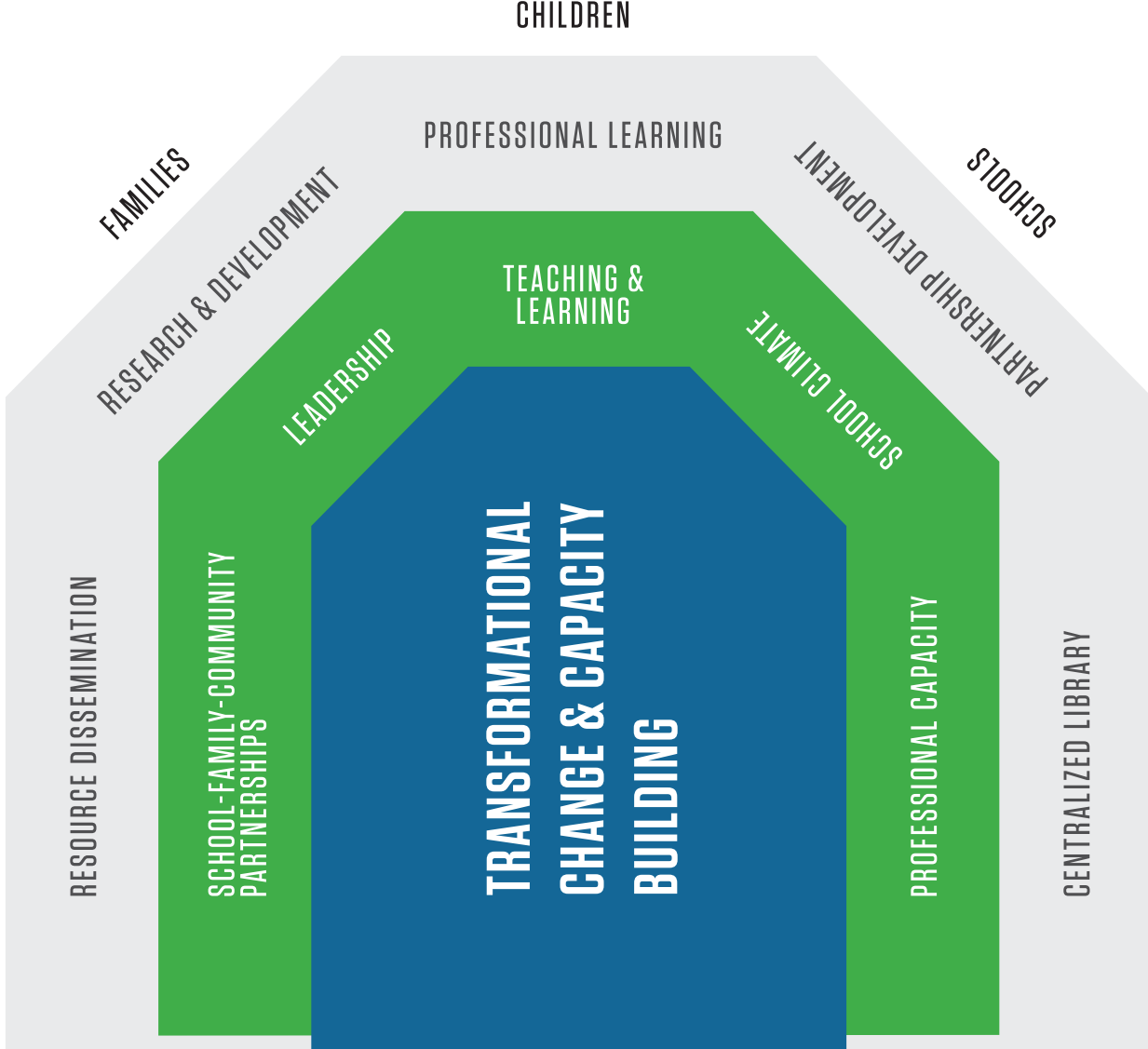
Thank you for joining us on this journey.

A handwritten signature in black ink, reading "Ingrid M. Canady". The signature is fluid and cursive, with the first name being more prominent.

Ingrid M. Canady
Interim Executive Director

EQUITY IN EDUCATION

SERC's Blueprint for Transformational Change & Capacity Building



SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS
Well-defined school-family-community partnerships are based on mutual trust and respect, and shared responsibility between the school and the families. Schools that engage families as key partners in their children's learning are tapping into a rich source of cultural information and expertise that helps build communities.



LEADERSHIP

Educational reform efforts must begin with leaders who demand high expectations for all students. Educational leaders must challenge any attitudes and beliefs, including their own, that accept the underachievement of the children they serve.



TEACHING AND LEARNING

An equitable curriculum, strong pedagogical skills, and effective assessment are essential components for creating an educational system that fosters a just and inclusive pluralistic society for all students.



SCHOOL CLIMATE

Strategies that build a positive school climate focus on both the learning culture and the culturally diverse learning community. It is this premise that creates and supports the development of a holistic culturally responsive learning environment.



PROFESSIONAL CAPACITY

A culturally relevant approach to professional learning that supports and sustains innovation is essential for educators to gain new knowledge and continue their professional growth.

SERC'S BELIEFS AND VALUES

SERC is in state statute to “assist the State Board of Education in programs and activities to promote educational equity and excellence.”

Our Vision:

Equity. Excellence. Education.

SERC believes that all students have the right to access opportunities and experiences that reflect and respect their differences and abilities. We are concerned that in Connecticut, educational outcomes for students of color, students who are English Learners, and students with disabilities continue to lag behind outcomes for other students. To help eliminate these achievement gaps, SERC addresses institutionalized racism and other issues of social justice in schools and districts and both models and facilitates equity in education.

Our Mission:

SERC provides resources, professional development, and a centralized library to educators, families, and community members in collaboration with the Connecticut State Department of Education and other partners.

1) Learning

Our mission is to educate and promote growth and change toward improvement and reform, both internally and externally, through continuous reflection.

2) Excellence

We promote and sustain a passionate culture of high expectations, quality, and accountability.

3) Diversity & Equity

We maximize the strengths and contributions of people with differing gifts, talents, styles, and abilities, and provide multiple perspectives.

4) Shared Leadership

We generate individual and collective decision-making, risk-taking, and initiative.

5) Community

We provide a respectful, collaborative, and trusting environment.





SPOTLIGHT ON EQUITY

SERC envisions an equitable education for every child in Connecticut. We define equity in education as the fair and equal treatment of all members of our society who are entitled to participate in and enjoy the benefits of an education. Through this vision, all students have the opportunity to participate fully and to experience success and human dignity while developing the skills, knowledge, and attitudes necessary to contribute meaningfully to society.

We build the capacity of schools to use the necessary tools to engage families and treat them as equal partners in the education of their children. This helps ensure children receive what they need to have an equitable educational experience.

For thousands of children with disabilities, this means families having a voice in a sometimes complex process of individualized education programs (IEPs) and planning and placement teams (PPTs). To best serve children of color, English learners, and others, we help develop culturally conscious teachers and school leaders. We assist efforts to make schools welcoming places that value differences and reflect the populations they serve.

Our broad range of services and areas of expertise, from assistive technology to welcoming walkthroughs, reflect our vision of equity in everything we do.

SERC AND THE CSDE

For decades, SERC has served the children and families of Connecticut through our collaboration with state education leaders. Our statutory obligation to assist the State Board of Education allows us to focus on developing programs that help ensure educational equity and excellence.

Through the facilitation of statewide initiatives of the Connecticut State Department of Education, we help develop strategies for schools across the state to serve students who have not thrived in the traditional school environment. The most effective practices emphasize the role of families and the students themselves in creating solutions.

Our extensive partnerships with the CSDE continued in 2014-2015, which saw a change in education leadership in Connecticut: a new CSDE Commissioner, Dianna R. Wentzell, and new chief of the Bureau of Special Education (BSE), Dr. Isabelina Rodriguez.

These pages feature some of our work supporting the CSDE in the 2014-2015 fiscal year.

SPOTLIGHT ON...

Comprehensive System of Personnel Development (CSPD)

SERC has a coordinating role in the CSPD Council, which advises the State of Connecticut on the professional development of early childhood practitioners and K-12 educators serving young people with special needs. The Council is designed to improve the quality of these educational and early intervention services and programs. The development and implementation of the CSPD helps ensure these services and programs are run by highly qualified personnel as required by the Individuals with Disabilities Education Improvement Act (IDEA 2004).

Dr. Kimberly Mearman, SERC's interim associate director, is the CSPD coordinator for IDEA Part B (serving young people, ages 3 to 21). Lynn Johnson, acting director of the CT Birth to Three System, is the CSPD coordinator for IDEA Part C (Birth to age 2). The approximately 40 members of the Council represent a variety of constituencies and interests from across the state, including general and special education, early intervention, institutions of higher education, state agencies, and organizations serving children and families. Dr. Isabelina Rodriguez, the new BSE chief, was welcomed to the Council in April 2015. With new leadership, the Council looks forward to a dynamic year with a focus on the implementation of culturally relevant family engagement practices.

SLD/Dyslexia

CT Public Act 14-39, which established the Office of Early Childhood, also added specific learning disability (SLD)/dyslexia as a primary disability category. This was in response to the unique learning needs of the approximately 22,000 students with disabilities in Connecticut who have significant difficulty learning to read and write and who may not be getting the proper diagnostic assessments or specialized instruction because of dyslexia.

As a result of the law, in January 2015, SERC established the SLD/Dyslexia Initiative with short-, medium-, and long-term outcomes over the next three to five years. Its short-term goals include increasing awareness among educators and families of what SLD/dyslexia is; related federal and state special education mandates; and policies, procedures, and best practices for determining SLD/dyslexia and creating effective intervention plans.

Also in 2014-2015, the CSDE, in collaboration with SERC, convened a 25-member stakeholder workgroup—comprised of educators, families, outside reading and dyslexia experts, and CSDE and SERC consultants—to address critical professional learning needs for educators in SLD/dyslexia. The workgroup, which SERC facilitates, developed a state definition of SLD/dyslexia—a critical first step to ensure students are assessed properly and that services specific to dyslexia are targeted to the proper students.

On March 12, 2015, SERC hosted a statewide webinar on the identification and instruction of students with SLD/Dyslexia that attracted approximately 880 educators and families in Connecticut and beyond. More than 3,000 have accessed the webinar archive at <http://serc.info/sldwebinar2015>.

SERC continues to design learning opportunities and web and Library resources on SLD/dyslexia for educators, families, and students, including a forum scheduled for late 2015.

“What Every Planning and Placement Team (PPT) Chairperson Should Know” Leadership Series

This three-day series continues to be very popular for educators who chair PPTs, which develop IEPs for students with disabilities. Many individuals in this role need training in facilitation and techniques for engaging families and diffusing potential conflicts.

IEPs must provide access and opportunities for meaningful participation and progress in the general education curriculum. Within schools, the PPT chairperson should ensure that the compliance requirements of the PPT process are met, that assessment data and goals and objectives are directly linked to the general education curriculum, and that any decisions on placement occur after the goals and objectives are developed—helping to determine that such decisions will benefit the student.

Participants in this training series receive an overview of the legal requirements of an IEP; develop in-depth knowledge about the PPT process and how it is to be properly documented; examine quality and compliance indicators of the components of the PPT process; and learn how to foster culturally relevant family engagement and positive relationships. When PPT chairs have developed this capacity, teams can stay focused and parents can feel more like equal participants who understand the process.

Recruitment of Black and Latino Educators

The Minority Teacher Recruitment (MTR) Committee, spearheaded by CSDE Chief Talent Officer Dr. Sarah Barzee, began meeting in 2014 to explore recruitment and retention strategies for black and Latino educators. SERC's Amy Aparicio Clark and Kc Nelson-Oliveria facilitate the MTR Committee and also manage a CSDE grant program that awarded \$25,000 planning grants to eight districts in the 2014-2015 school year: Area Cooperative Educational Services (ACES), Bridgeport, the Capitol Region Education Council (CREC), Danbury, Hartford, New London, Waterbury, and Windham.

The committee's work contributed to the development of a comprehensive framework for increasing the diversity of the educator workforce. The awardees had until June 30, 2015, to devise action plans based on the framework. The MTR district grant program was a featured strategy in the CSDE's Equitable Access to Excellent Educators Plan.

Alternative Educational Settings

Approximately 4 percent of Connecticut's students are educated in alternative educational settings. Although models for alternative education have been in place for many years, in 2014 the CT General Assembly passed legislation to ensure that alternative schools and programs are easily identifiable by requiring the CSDE to assign school and program codes.

The CSDE recognized that just identifying these schools and programs was insufficient to assess quality. So in July 2014, the CSDE convened a stakeholders' group on alternative educational settings facilitated by Dr. Wendy Simmons, SERC Director of Program Development. The group operates under the leadership of Chief Operating Officer Charlene Russell-Tucker and Mark Linabury, Chief of the Bureau of Choice Programs, and includes a cross-section of education stakeholders—such as student/parent advocates, state legislators, educators representing alternative education, and a superintendent—allowing for multiple viewpoints.

Working under the oversight of the State Board of Education's Legislation and Policy Development Committee, the group was charged with helping to define alternative education, producing criteria for admitting and exiting students from alternative educational settings, and making recommendations on best practices for alternative education in Connecticut. It produced a draft report with guidelines to improve programming and outcomes.

A new state law effective July 1, 2015, would bring the stakeholders' group together again to review how its recommendations comport to the new law and ensure that the draft report adequately addresses the need for a state definition of alternative education, entrance and exit criteria, and guidelines for best practices for school and programs in alternative educational settings. The group continues to meet on next steps.

Literacy

Our professional learning related to reading is designed to meet the CSDE's commitment to a balanced approach to literacy instruction. This helps ensure that all students, including students with disabilities, develop the proficiency, confidence, and fluency in reading, writing, speaking, listening, viewing, and thinking needed to meet the literacy demands of the 21st century.

Literacy is one component of CT's State Personnel Development Grant (SPDG), a project coordinated by SERC to establish and implement a statewide system of support (Scientific Research-Based Interventions, or SRBI). Schools participating in SPDG receive technical assistance from SERC and other partners to increase literacy achievement and positive behavior.

Some of our other literacy work in 2014-2015 included:

- The creation of an Individual Reading Plan (IRP) Development Protocol for Norwalk Public Schools. The protocol was designed to ensure consistency in training for teachers using mid-year data to create IRPs for students performing at the "substantially deficient" level. SERC's technical assistance to the district's elementary schools included facilitating discussions of instructional strategies to be used as interventions. SERC collected data from each of the 12 elementary schools to provide a summary report to the district.
- Technical assistance to grade-level professional learning communities (PLCs) at Smith School in New Britain, to support teachers in providing high-quality multi-tiered instruction in both literacy and mathematics. The assistance focused on research-based practices aligned with the CT Core Standards, improved implementation of SRBI practices, improving instruction through analysis of data, and differentiated instruction strategies.
- Training on "Reading Comprehension for All," demonstrating methods for teaching discrete reading skills in order to raise student achievement—especially for struggling readers and students with disabilities. Participants learned how to engage students in the close reading of complex texts and began giving their students the tools to access course materials and improve their reading skills.
- Developing and refining literacy content for SRBI. The second SRBI Symposium on May 21, 2015, included training on writing strategies across the SRBI tiers. Teachers practiced "power writing," learned best practices in writing instruction, and shared their own strategies for implementing SRBI in the area of writing.

Effective Reading Instruction

We know that students who are not proficient readers by third grade continue to have reading difficulties that are associated with increased risk factors later, including not graduating high school. To address this, the CSDE is developing a comprehensive guide for schools to implement a reading plan.

SERC consultants participated in the content development of the reading plan led by Joanne White, Education Consultant in the Academic Office. SERC's Janet Zarchen provided expertise in literacy strategies, and SERC's Gerald Hairston assisted with culturally relevant pedagogy.

The document, "Connecticut's K-3 Reading Plan: A Resource Guide for Implementing Systems for Effective Reading Instruction," includes a list of approved assessments. "It will be valuable for schools to have all the information in one place," Zarchen says.

School Climate Transformation Grant (SCTG)

SERC supported the CSDE's application to the U.S. Department of Education for a State Education Agency School Climate Transformation Grant (SCTG). Connecticut became one of 12 states awarded the grant.

The five-year SCTG helps states develop, enhance, and expand their statewide behavioral systems of support—in Connecticut's case, Positive Behavioral Interventions and Supports (PBIS). The grant has three goals: increase state capacity to support the implementation and sustainability of PBIS, enhance local district implementation of PBIS through training and technical assistance, and align with other state efforts in school climate and safety.

The CSDE contracted with SERC and the University of Connecticut Center for Behavioral Education & Research, which have led PBIS implementation across Connecticut. SERC hired Sarah L. Jones as project officer in January 2015.

One goal of SCTG is to strengthen state-level coordination of behavioral systems of support. It builds on the work of other federal grants, including the CT State Personnel Development Grant (SPDG), also managed by SERC.

In spring 2015, SERC held a competitive selection process to identify three schools to participate in the 2015-2018 Cohort. Under the project, funded by the CSDE contract, SERC provides the schools with on-site, job-embedded training and technical assistance in implementing PBIS. (The schools also receive a small stipend to assist in that effort.) The schools selected were Wilbur L. Cross, a preK-grade 8 school in Bridgeport; Keigwin Annex School, a 6th-grade-only school in Middletown; and Naugatuck High School, a comprehensive grade 9-12 high school.

SERC is the coordinator of a second element of the project, the School-wide PBIS Tiered Fidelity Inventory (TFI), to gauge how well schools have implemented the core features of PBIS. Over the next three years, SERC and partners from regional educational service centers will facilitate the TFI process with 300 schools.



SERC Library

The SERC Library has served as Connecticut's preeminent resource for special education and other educational materials since SERC was established 46 years ago.

New initiatives in 2014-2015 include:

Customized, Guided Group Overviews

The Library expanded communication and outreach efforts to provide additional customized, guided overviews of resources to groups serving students with special needs. Some of its topical areas included curriculum supporting the CT Core Standards, autism, transition from high school to college and career, and 21st-century learning. Families of children with disabilities, community providers, university students in educational degree programs, and school district leaders were among those to visit the Library in 2014-2015 and explore resources through this service.

Assistive Technology (AT) Resources Demonstration Center

In early spring 2015, the SERC Library initiated a new program aimed at connecting families and educators to resources and services to better address the needs of children and youth with disabilities. In the new AT Corner, visitors can request hands-on assistive technology demonstrations and try out devices and equipment that helps foster independence.

Celebrating Paraeducators

SERC Consultant Anthony Brisson, member of the School Paraprofessional Advisory Council, served as emcee for the Anne Marie Murphy Paraeducator of the Year Recognition Ceremony on November 6, 2014. The annual award by the Council and CT State Department of Education honors an outstanding Connecticut paraeducator and helps recognize the work all paraeducators do on behalf of children and families.

The award is named for the paraeducator who died December 12, 2012, at Sandy Hook Elementary School. The 2015 Paraeducator of the Year (awarded in 2014) was Geraldine Lavalley, a behavior coach at Squadron Line Elementary School in Simsbury (pictured).

The award ceremony was launched at the Paraeducators as Partners conference, which SERC and the CT State Department of Education traditionally hold every year. In 2015, however, SERC helped plan the awards as part of the national paraeducators conference hosted by the National Resource Center for Paraeducators in Hartford in April. Mr. Brisson served as a partner helping to facilitate and provide content for the national event.



SPECIAL PROGRAMS

Celebrating Parents

Since 2012, SERC and CT PIRC, in collaboration with the Connecticut Commission on Children, have celebrated National Parental Involvement Day by recognizing outstanding parent leadership. The 2014 ceremony, held at the State Capitol in Hartford on November 20, 2014, honored 10 parent leaders from across Connecticut with Parental Involvement Recognition Awards. The winners had demonstrated outstanding dedication to their schools and communities.

Parents recognized in 2014: Arbella Baba-Lanza, Hartford; Junghwan & Erin Cha, Hartford; Tracy Dupont, Plymouth; Susan Errichetti, Bridgeport; Jill Jenkins, Windsor; Stephen Kaczmarek, South Windsor; Eileen Marks, Greenwich; Parents of Students with a Dream (Merary Cardona, Miriam Matos, Bessy Medina, Tatiana Mendoza), Norwalk; Doriana Vicedomini, Suffield; and Zophia Wozniak, Higganum.



Remarks from the ceremony:

“This is true collaboration.” – Ingrid M. Canady, SERC Interim Executive Director

“You should not only be honored, you should be proud. You are my heroes.” – Joseph Vrabely, member, CT Board of Education

“We need to recognize that parent engagement is fundamental to turning schools around.... Use your voice to inspire others to find their voice as well.” – Charlene Russell-Tucker, Chief Operating Officer, CT State Department of Education

Autism - Connecting the Dots

As of 2011, Connecticut has approximately 9,140 children identified with an autism spectrum disorder (ASD) (Autism Services in Connecticut: A report from the Autism Feasibility Study Workgroup, 2013). In 2015, SERC recognized World Autism Awareness Day with a dynamic event called “Connecting the Dots: Linking Resources for Students with Autism Spectrum Disorder, Families, and Educators.”

The one-and-a-half days of learning attracted families and educators from across the region and as far away as Vermont. It included tours of the SERC Library, with the debut of the Library’s “Assistive Technology Resources Demonstration Center,” and featured demonstrations of assistive technology; stations with resources and materials; and several workshops, including topics such as transitioning a student with ASD into adult life; visual supports, with hands-on games for participants; and the PPT and IEP process for parents. Portions of the event were live-streamed for those who could not attend in person.



In addition to the presenters and facilitators at the autism event, vendors and resource exhibitors included Crick Software, Inc., the Department of Developmental Services’ Division of Autism Spectrum Disorder Services, the CT Tech Act Project, Discovery Toys, the UConn Center for Excellence in Developmental Disabilities, Growing Potential Services, and Autism Services and Resources CT (ASRC).

Educators and families participating in the Connecting the Dots event.



SERC's Partnership with Connecticut's Teacher of the Year Council



On March 18, 2015, Connecticut teachers of the year gathered with other teacher-leaders and partners to demonstrate the power of educational leadership. The Empowered to Lead Symposium, sponsored by the CT Teacher of the Year Council and SERC, featured interactive sessions and roundtable discussions on topics such as engaging with policy makers, teacher leadership in designing professional development, and nurturing new teachers as leaders of tomorrow.

Facilitators included teachers of the year and finalists, and other educators; Katherine Bassett, Executive Director of the National Network of State Teachers of the Year; and partners from the CSDE. Luncheon speaker was Desi Nesmith, principal of Metacomet Elementary School in Bloomfield and Connecticut's 2014-2015 winner of the prestigious Milken Educator Award.

Terry Kaldhusal, a teacher and filmmaker from Wisconsin, participated and filmed a documentary for the event. (To view the video, go to <http://cttoycouncil.org> and click on the photo in the box titled "Connecticut Teachers of the Year in Action.")

Connecticut Teachers of the Year Christopher Poulos, Kristen Record, Carol Mlkulski, and David Bosso planned the event with SERC as part of an ongoing collaboration between SERC and the Council.

"The Connecticut Teacher of the Year Council deeply appreciates and values its relationship with SERC. SERC's planning and presence at our annual Teacher of the Year ceremony at the Bushnell allows the event to run smoothly and helps make it a memorable event for all in attendance. Working with SERC to design and carry out the annual Empowered to Lead Symposium for teachers, principals, superintendents, and other educational stakeholders has ensured that we offer attendees a positive, productive, and rewarding experience that endures beyond the day of the event. In all of our interactions with SERC, the organization has consistently exhibited the highest degree of professionalism and dedication. We are proud and privileged to work with SERC, and we look forward to our future endeavors together."



- David Bosso, Ed.D., President,
Connecticut Teacher of the Year Council

Spotlight on Our In-District Work

Region 10: Increasing efficiency, building capacity to meet student needs

The CT State Personnel Development Grant (CT SPDG) helps schools and districts implement the Scientific Research-Based Interventions (SRBI) system of support for improving literacy and behavior for all students. SERC can also assist schools that have more ambitious goals beyond the three-year life of the grant.

In Regional School District 10, which includes the towns of Burlington and Harwinton, all four district schools participated in SPDG: Lake Garda Elementary School, Harwinton Consolidated School, Har-Bur Middle School, and Lewis Mills High School. At Lewis Mills, annual office discipline referrals had plummeted from approximately 500 to 50 once it implemented Positive Behavioral Interventions and Supports (PBIS) under SPDG.

In June 2014, Har-Bur Middle School had completed its three years working with SERC under SPDG and was looking for additional support to maintain its progress. As a result, SERC developed a small package of three half-day trainings at Har-Bur for the special education staff for the 2014-2015 school year.

The message was clear: Avoid working in silos. “We all need to come together for the good of the children,” Spar says.

The training included a review of the Education Benefit Review Process and evaluating IEPs through SERC’s IEP rubric. This helped build staffs’ capacity to conduct evaluations in the future.

“Creating that toolbox for anybody and everybody is important,” says SERC Consultant Matthew Spar.

SERC worked with the district on a process map, which diagrams teams and structures within the school such as the Teacher Leadership Council and PBIS team. The intent is to reinforce, rather than duplicate, efforts that serve different student needs.

The process map allowed the school to examine, for example, the teams’ different responsibilities, how (or whether) they are talking with one another, who is communicating with the administrative team, and what supports cross over between teams. Students may need supports from different teams, and if one piece is missing, the school may not be adequately serving that student.

The message was clear: Avoid working in silos. “We all need to come together for the good of the children,” Spar says.

SERC Online

In accordance with PA 14-212, SERC provides professional learning and dissemination of resources through a variety of means. This includes SERC's website, a tool for educators, family members, and community members across the state. The website provides access to our statewide professional learning events, valuable resources, and links to partner programs. In the 2014-2015 year, we served over 92,900 visitors on our site.

Some of our information available online:

HOME PAGES

SERC Library - ctserc.org/library

CT Positive Behavioral Interventions and Supports (PBIS) - ctserc.org/pbis

Centralized website for Connecticut's work in PBIS, a continuum of effective behavioral supports for students and the school community.

CT State Personnel Development Grant (CT SPDG) - ctserc.org/spdg

Overview, news and features, and tools on the project to build a statewide system of Scientific Research-Based Interventions (SRBI) in literacy and PBIS.

Early Childhood Education Initiative - ctserc.org/ece

Home of SERC's Early Childhood Resource Center for information, professional learning, and technical assistance related to the education of children up to age 9.

CT Parent Information and Resource Center (CT PIRC) - ctpirc.org

Home page for the center within SERC that provides statewide support and resources to ensure family voice in education.

POPULAR RESOURCES

IEP Rubric - ctserc.org/index.php/lre/lre-resources

SERC created this rubric to measure the quality of IEP development for students with disabilities. The rubric is constructed on the premise that all students are entitled to the general education curriculum within the least restrictive environment, and therefore the design of an IEP is focused on student outcomes based in the general education curriculum. The rubric provides educators and families a means to assess the quality of an IEP by shifting the IEP from a mere list of legal or compliance tasks to an instructional tool, supporting a student in achieving the same general education standards as nondisabled peers.

Increasing Awareness of SLD/Dyslexia – a free archived webinar

<http://serc.info/sldwebinar2015>

Connecticut leaders in SLD/Dyslexia review CT's definition of dyslexia, explore issues surrounding the identification of students, and present evidence-based practices for structured literacy instruction and intervention.

FINANCIAL STATEMENT

State Education Resource Center (SERC) Financials

	Year Ended June 30, 2015	Year Ended June 30, 2014	Year Ended June 30, 2013
Funding Sources			
*Federal Funds Through the CSDE	\$10,154,408	\$9,285,634	\$10,594,144
**State Funds Through the CSDE	<u>991,225</u>	<u>1,100,809</u>	<u>1,472,235</u>
Total committed Funds	11,145,633	10,386,443	12,066,379
Private Funding	275,426	287,224	311,501
Additional Revenue Through LEAs/Contracts	450,409	1,422,557	398,264
Total Committed Funds and Operating Revenue	<u>\$11,871,468</u>	<u>\$12,096,224</u>	<u>\$12,776,144</u>

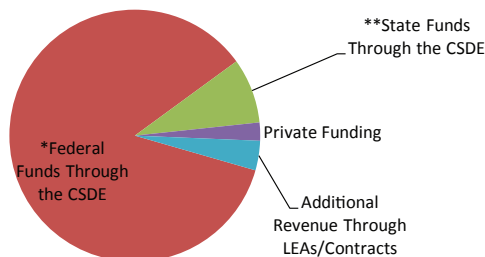
*Unexpended federal funding carries over to the next fiscal year.

** Unexpended state funding is returned to the state agency.

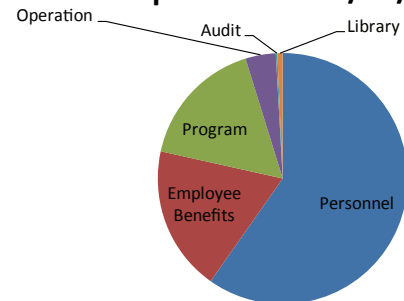
Expenses Including 5.25% (for budgets over \$100,000) or 2% Indirect Costs to Fiscal Agent

Personnel	\$6,106,882	\$7,267,254	\$7,340,447
Employee Benefits	1,911,123	2,008,596	1,997,026
In-service	737,971	664,118	967,684
Other Professional Technical Services	651,116	460,613	627,679
Audit	20,000	20,000	20,000
Communications	43,266	67,326	67,483
Travel	13,605	24,023	31,996
Other Purchased Services	642,716	560,056	650,381
Media Supplies	48,795	62,538	58,511
Administrative Supplies	1,957	1,342	3,474
Library	70,130	71,525	71,368
Equipment (Non-Capitalized)	95,738	83,984	105,725
Rent and Other Facility Expenses	<u>187,106</u>	<u>185,583</u>	<u>106,641</u>
Total Operating Expenses	<u>\$10,530,405</u>	<u>\$11,476,958</u>	<u>\$12,048,415</u>

Funding Sources as of 6/30/15



Expenses as of 6/30/15



Program expenses include in-service activities, other professional technical services, travel, and other purchased services. Operation expenses include communications, media supplies, administrative supplies, equipment (non-capitalized), and rent and other facility expenses.

STAY IN TOUCH

25 Industrial Park
Road

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