

Jessica Veneziano-Lemos
Curriculum Vitae

Home:

Academic Preparation

Ed. D. Organizational Leadership (emphasis in Instructional Leadership), 2015
Grand Canyon University, Phoenix, AZ.

Veneziano-Lemos, J. (2015). Quality and compliance benefits of Planning Alternative Tomorrows with Hope (PATH) person-centered transition plans for individuals with intellectual disabilities. Ed.D. dissertation, *Grand Canyon University*, United States – Arizona. (Publication No. 3684860).

M.A. Educational Leadership, 2008
Central Connecticut State University, New Britain, CT.

B.S. Special Education, 2002
Saint Joseph College, West Hartford, CT.

Certifications

2016 – present Connecticut School Administration/Supervision (092)
2002 – present Connecticut Pre K – 12 Special Education Certification (265)
2002 – present Connecticut K – 6 Elementary Education Certification (005)

Professional Experience

2019 – present Supervisor of Special Education, Watertown Public Schools, Watertown, CT
Responsibilities include assisting with the development and administration of the school district's (including two parochial schools) special services programs consistent with school district goals as well as applicable laws, assignment of special education teachers, paraprofessionals and related services providers to ensure the most effective utilization and provision of special education services and programs, provide administrative oversight to the Watertown Transition Academy, assist in the supervision of the PPT process which includes being the chairperson for out-of-district placements when necessary and collaborating with school-based team members to properly develop IEPs that address the needs of students, design professional development ensuring that best practice recommendations are being followed, supervise and evaluate certified and noncertified staff members in accordance with the school district's evaluation

plan, assist with the coordination and assignment of staff members and students for the Extended School Year program, assist with interviewing and hiring staff members for the department districtwide, attend conferences and training to remain aware of developments and changes to laws and regulations that impact the practices and procedures of the school district and share with staff as appropriate, assist with writing and implementing a variety of grants as they relate to student services, assist with budgeting and managing department contracts, plans and conducts regularly scheduled meetings with all support services staff members.

- 2017 – 2019 Special Education Teacher and Department Coordinator, Watertown High School, Watertown, CT
Assist teachers in planning and lesson development as needed, collaborating with students and colleagues to ensure students receive appropriate services, communicating effectively with students and their families, providing ongoing instruction and support to staff regarding IEP development and special education laws and regulations, facilitating PPT meetings and IEP development, working with support staff to ensure appropriate services are in place, assisting co-teachers with course development to support student accommodations and modifications within the classroom, created a postsecondary transition program and collaborated with a local university to provide services to students.
- 2013 – 2017 Transition Coordinator, Cheshire Public Schools, Cheshire, CT
Oversee two secondary transition programs across two college campuses. Work with students ranging in ages 14 – 21 with a variety of disabilities including intellectual, learning and social/emotional disabilities. Collaborate with both school district and higher education teams. Evaluate student vocational needs and provide them with opportunities to develop the appropriate skills through on site work experience. Evaluate student postsecondary education needs and provide them opportunities to develop the appropriate skills through explicit instruction and field trips. Work with students and their teams to develop appropriate transition planning goals and objectives. Utilize the CT CORE Transition Skills list when planning for students. Provide students and their families with information regarding postsecondary programs including state and private agencies.
- 2012 – 2014 Adjunct Faculty, Fairfield University, Fairfield, CT
Teach a graduate level course, Skill Development for Individualized Education Plans. The course is designed for students to develop the strategies necessary for development, implementation, and monitoring of Individual Education Programs (IEPs) and relate instructional planning for K-12 students with disabilities. Through this course, students demonstrate proficiency in developing appropriate IEPs based on students' strengths and learning needs and collaborate with parents in the process of monitoring and adapting students' IEPs as appropriate to the individual's educational program.

- 2011 – 2014 Surrogate Parent, CT State Department of Education
Advocate for children who are under the guardianship of the Department of Children and Families and who need or may need special education services in accordance with state and federal laws. Responsible for identifying the special education needs children and advocating for them through the Planning and Placement Team and dispute resolution processes.
- 2008 – 2014 Educational Consultant, Private Contractor
Provide professional development to Connecticut school districts on the topics of inclusion, instructional strategies, transition planning, and person-centered planning. Collaborate with Individual Education Program (IEP) teams to increase appropriate student access to the general education curriculum. Consult with parents and school districts regarding individual student educational programming. Assist school teams in collecting data and monitoring student progress. Case manage students with disabilities as needed including writing appropriate IEP goals and objectives as well as facilitating all other aspects of the student's program. Provide transition planning training to parents and school personnel as a Transition Train the Trainer through the State Education Resource Center and the Connecticut State Department of Education. Provide person-centered planning training to students, families, and school professionals through a grant funded by the Connecticut Council on Developmental Disabilities.
- 2006 – 2008 Project Coordinator and Instructor/Research Assistant, University of Connecticut Center for Excellence in Developmental Disabilities, Farmington, CT.
Provide assistance to school districts and families in increasing access to the general curriculum for students with intellectual disabilities through the Coaches Academy, STAR Team, and Families as Partner grant projects. Conduct administrator, general educator, special educator, and related service personnel training on best practices for meaningful inclusion. Develop and disseminate project material and training information. Communicate with school personnel (superintendents, directors, etc.) on an ongoing basis regarding projects and questions that may arise. Increase family participation in the IEP process by conducting parent workshops.
- 2003 – 2006 Transition Coordinator, Regional School District 16, Prospect, CT.
Work with students ranging in ages 14 – 21 with a variety of disabilities. Evaluate student vocational needs and provide them with opportunities to develop the appropriate skills through on site work experience. Collect student data and create reports for PPT meetings. Communicate with state and private agencies to help students receive services after graduation. Develop student IEP goals and objectives for academic, life skills, vocational, social, and self-advocacy needs. Assist in writing grants to aid the program in supporting student needs. Mentor teachers in LRE and inclusion best practices. Maintain effective oral and written communication with students, parents, staff and administrators.

Grants

- 2010 – 2012 Project Instructor/Advisory Board Member, *Youth with Developmental Disabilities in Transition*. Funded by the Council on Developmental Disabilities. Training provided to families and professionals of youth with developmental disabilities to facilitate person-centered transition plans using MAPS, PATH, and Circles of Support.
- 2006 – 2008 Project Coordinator, *Student Technical Assistance Response (STAR) Teams*. Funded by the Connecticut Department of Education, Bureau of Special Education. Provided training and technical assistance to schools and families to increase access to general education for students with significant disabilities.
- 2006 – 2008 Project Coordinator, *Instructional Coaches Academy*. Funded by the Connecticut Department of Education, Bureau of Special Education. Provided training to school professionals in educating students with significant disabilities in general education classrooms.
- 2006 – 2008 Project Coordinator, *Families as Partners: School-Family Collaboration in the Education of Students with Disabilities*. State Improvement Grant funded by the Connecticut Department of Education, Bureau of Special Education. Provided training to family members and school districts to develop effective partnerships in the Individualized Education Program process.

Professional Activities

- 2011 – present Member, Council for Exceptional Children, Division on Career Development and Transition
- 2009 – present Member, Council for Exceptional Children (CEC)
 CT CEC, Children and Youth Action Network Coordinator, 2015
 CT CEC, President, 2013
 Committee Chairperson – CT CEC Public Policy Committee, 2011
 CT CEC Children and Youth Action Network Coordinator, 2011
- 2006 – 2008 Committee Member, Medicaid Infrastructure Grant/Connect-Ability, Youth in Transition Workgroup
- 2006 – 2008 Committee Member, Connecticut Comprehensive System of Personnel Development Council
- 2006 – 2008 Committee Member, State Department of Education Parent Work Group