

Instruction

Planning and Placement Team or Individualized Education Program Team

The CREC Council adheres to all State and Federal laws and regulations relating to special education and Section 504 programs and services.

For students attending CREC's inter-district magnet schools and requiring special education services the sending school district must hold the PPT meetings, and must invite representatives from the magnet school to participate in such meetings. Additionally, the magnet school is responsible for providing early intervention services potentially leading to a referral for Special Education evaluation and for ensuring that services mandated by the IEP are provided to students attending the school on a full-time basis, whether these services are provided by the magnet school or by the sending school district.

For students attending CREC's alternative placement programs and requiring special education services: the sending school district must hold the PPT meetings, and must invite representatives from the alternative placement to participate in such meetings. The alternative program is responsible for ensuring that services mandated by the IEP are provided to students.

For students protected under Section 504 of the Rehabilitation Act of 1973: The school district in which the student resides is responsible for ensuring compliance with Section 504, including the identification, evaluation, plan preparation, and education placement of a student with a disability.

Sending school districts must pay CREC's inter-district magnet schools for students requiring special education or having a Section 504 Plan, as provided in Section 10-264l(h) of the Connecticut General Statutes.

Legal Reference: Connecticut General Statutes

10-76a Definitions

10-76b State supervision of special education programs and services.
Regulations

10-76d Duties and powers of Boards of Education to provide special education programs and services (as amended by P.A. 22-116).

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

10-76jj. Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing .

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

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Students who are at least three years old and who have not yet turned 22 years old attending CREC magnet schools shall be provided with early intervention services as necessary. If appropriate, students shall be referred to a Special Education PPT through the sending district. The Planning and Placement Team shall make an evaluative study to determine whether the student is a child with a disability as defined in state and federal statutes, whether special education is required, and to establish the scope of the special education program.

The term “individualized education program team” or “IEP Team” means a group of individuals composed of:

- i) the parents/guardians of a student with a disability
- ii) at least one regular education teacher of such student (if the student is, or may be, participating in the regular education environment);
- iii) at least one special education teacher, or where appropriate, at least one special education provider of such student;
- iv) a representative of the local educational agency who:
 - I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - II) is knowledgeable about the general curriculum; and
 - III) is knowledgeable about the availability of resources of the local educational agency;
- v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- vi) at the discretion of the parent/guardian or the agency, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate;
- vii) the school paraprofessional assigned to the student, if requested by the parent/guardian;
- viii) advisors of the parent/guardian’s choosing and at the parent/guardian’s own expense;
- ix) the child’s or student’s birth-to-three services coordinator, if requested by the parent/guardian; and

- x) whenever appropriate, the student with a disability.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement.

Where the family is limited or non-English speaking, a district representative who is fluent in the family's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

If the parent/guardian has requested that the school paraprofessional assigned to the student attend a planning and placement team meeting, the paraprofessional shall be provided with a) adequate notice of the meeting in order to prepare; b) training, upon request of the paraprofessional, on the role of such paraprofessional at the meeting; and c) an opportunity to view the student's educational program in order to provide special education or related services to the student in accordance therewith.

The sending district will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a student is identified as requiring special education.

The sending district or members of the CREC magnet schools team shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the district before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the sending district or the CREC magnet school team will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

A student's parent/guardian has the right to have each recommendation made in the student's birth-to-three individualized transition plan addressed by the planning and placement team during any meeting at which an educational program for such student is developed.

- (a) **General.** The IEP for each student must include:

- (1) A statement of the student's present levels of educational performance, including:

- (i) How the student's disability affects the student's involvement and progress in the general curriculum; or
 - (ii) For preschool students, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to:
 - (i) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and
 - (ii) Meeting each of the student's other educational needs that result from the student's disability.
- (3) A statement of the special education and related services and supplementary aids and services to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student:
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other non-academic activities; and
 - (iii) To be educated and participate with other students with disabilities and non-disabled students in the activities described in this paragraph;
- (4) An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in the activities described in paragraph (a) (3) of this section;
- (5)
 - (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment; and
 - (ii) If the IEP team determines that the student will not participate in a particular State or district-wide assessments of student achievement (or part of an assessment), a statement of:
 - (A) Why that assessment is not appropriate for the student; and
 - (B) How the student will be assessed.
- (6) The projected date for the beginning of the services and modifications described in paragraph (a) (3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

- (7) A statement of:
- (i) How the student's progress toward the annual goals described in paragraph (a) (2) of this section will be measured; and
 - (ii) How the student's parents/guardians will be regularly informed (through such means as periodic report cards), at least as often as parents/guardians are informed of their non-disabled students' progress, of:
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
- (b) ***Transition services.***
- (1) The IEP must include:
 - (i) For each student beginning at age 14 and younger if appropriate, and updated annually thereafter, appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.
 - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance, including recommendations on how to assist the student in meeting the postsecondary goals.
 - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) ***Transfer of rights.*** Beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of the rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.
- (d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Upon exiting CREC schools, students' IEP returns to the sending district.
- (e) ***Students with disabilities identified as deaf or hearing impaired.*** For a student identified

as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address:

- (i) the student's primary language or mode of communication;
- (ii) opportunities for direct communication between the student and his/her peers
and professional personnel in the primary student's language or mode of communication;
- (iii) educational options available to the student;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the student, including their proficiency in the student's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the student;
- (vi) assistive devices and services for the student;
- (vii) communication and physical environment accommodations for the student;
and
- (viii) for students who are deaf or hearing-impaired; or who are both blind or visually impaired and deaf, an emergency communication plan that includes procedures for alerting the student of an emergency situation and ensuring that the specific needs of the student are met during the emergency situation.

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