

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. 24-78; P.A. 24-29; P.A. 24-41)).

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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CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

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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. Special education and related services shall be provided to students until high school graduation or the end of the school year during which they reach age twenty-two, whichever occurs first.

The IEP Team

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 paraeducator 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;
- x) a language interpreter, including a registered interpreter for persons who are deaf, hard of hearing or deafblind, who is present in person or available by telephone or through an online technology platform, or through an Internet web site or other electronic application approved by the State Board of Education, if there is an apparent need or upon the request of such parent/guardian, who shall attend and participate or be available in all portions of such meeting at which an educational program is developed, reviewed or revised; and
- xi) 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 paraeducator assigned to the student attend a planning and placement team meeting, the paraeducator shall be provided with a) adequate notice of the meeting in order to prepare; and b) training, upon request of the paraeducator, on the role of such paraeducator at the meeting. Following the planning and placement team meeting, such paraeducator, or any other paraeducator who is providing special education and related services to the student, shall review the student's educational program with a supervisor, as needed; and be permitted to view the educational program in order to provide special education or related services to the student in accordance therewith.

Information and notices

The sending district will provide parents/guardians with State Department of Education information and resources relating to special education and IEPs; the laws relating to special education; and the rights of parents/guardians relating to special education - including the right to withhold from kindergarten enrollment; to have advisors and the student's paraeducator attend and participate in planning and placement team meetings; the right to obtain the plain language Department of Education resources explaining the hearing and appeals process, any relevant information and resources relating to individualized education programs, including, but not limited to, information relating to transition resources and services for high school students; and the right to receive information about free and low-cost legal assistance – as soon as a student is identified as

requiring special education.

Each student with an IEP or a Section 504 Plan shall be provided with the informational handout developed by the Department of 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.

The sending district or the CREC magnet school team will distribute the notice regarding availability of mediation services created by the state Mediation Services Coordinator to parents/guardians of students requiring special education at the beginning of each school year; and read the notice out loud at the conclusion of the first planning and placement team meeting at the beginning of each school year.

Upon request, or if there is an apparent need, the parent/guardian or student will be provided with the individualized education program, any documents relating to such program, and all the required or requested information, translated into the primary language spoken by such parent/guardian.

At the first planning and placement team meeting after a student who requires special education and related services reaches the age of fourteen, and at least annually thereafter, the parent/guardian shall be provided with information about the full range of decision-making supports, including alternatives to guardianship and conservatorship, and the online resource developed by the Department of Education.

At the first planning and placement team meeting when a student reaches the age of fourteen and has a statement of transition service needs included in the IEP, and upon the approval of the parent/guardian, the planning and placement team shall notify the state agency that provides each public transition program, and each program for adults for which the student may be eligible after

graduation, about the potential eligibility of such student; and provide the parent/guardian with a listing of such programs that includes, but is not limited to, a plain language description, eligibility requirements, and deadlines and instructions for applications for such programs.

Not later than the planning and placement team meeting that occurs approximately two years prior to the student's anticipated graduation from high school or the end of the school year in which the student will reach twenty-two years of age, whichever is sooner, and upon the approval of the parent/guardian, the planning and placement team shall (i) notify any state agency that provides a program for adults for which such student may be eligible about the potential eligibility of such student; (ii) invite a representative from each such agency to attend the planning and placement team meeting in order to establish contact with and counsel the parent/guardian on the process for the anticipated transfer of services upon graduation or the end of the school year in which the student reaches twenty-two years of age, whichever is sooner; and (iii) permit and facilitate contact and coordination between each such agency and the parent/guardian, for the purpose of easing the process for the transfer of services.

The IEP

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 (3), above;
- (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 (3), above, 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 (2), above, 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.
- (8) Transition services
 - (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.
 - (iii) If the IEP team determines that services are not needed in one or more areas, a statement to that effect and the basis upon which the determination was made.
- (9) ***Transfer of rights.*** Beginning at least one year before a student reaches the age of majority under State law, a statement that the student has been informed of the rights that will transfer to the student on reaching the age of majority
- (10) ***For students with disabilities identified as deaf or hearing impaired,*** 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.

Students with disabilities convicted as adults and incarcerated in adult prisons. Upon exiting CREC schools, students' IEP returns to the sending district.

Transition Coordinator

The Supervisor of College and Career Readiness is designated as the CREC Transition Coordinator.

The Transition Coordinator shall complete the training program developed by the Department of Education not later than one year after being appointed. The Transition Coordinator shall ensure that parents of students requiring special education receive information concerning transition resources, transition services or transition programs, and are aware of the eligibility requirements and application details of such resources, services and programs that specifically apply to their student.

Training

Educators and paraeducators who provide special education and related services for students fourteen years of age or older shall complete the training program developed by the Department of Education. Educators and paraeducators who were employed prior to the training program being developed shall complete the training during the five-year period after such program is developed. Educators and paraeducators hired after such date shall complete the training program not later than one year from the date they are hired to provide special education and related services.

CREC shall provide the training developed by the Department of Education to any educators or school staff interested in becoming transition coordinators or providing transition services.

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