



CONNECTICUT STATE DEPARTMENT OF EDUCATION

## Amendments to CT's Special Education Regulations 2015

### Items Specific to Responsibilities of the PPT Chairperson

#### DISCLAIMER – NOT ALL AMENDMENTS

The most recent amendments shared in this presentation are those that are more specific to those persons functioning in the role of PPT Chairperson. **However, they are not the complete amendments to the regulations.**

For the purpose of reviewing the full body of Connecticut Department of Education; Special Education Regulations please see the following PDF'd documents located at:

[http://www.sde.ct.gov/sde/lib/sde/pdf/legal/title\\_10.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/legal/title_10.pdf)

Connecticut Department of Education Regulations; Special Education Regulations are found on pages 101-141[[PDF](#)]

Special Education Regulations June 2013 (Note: must be read in conjunction with existing Special Education Regulations found on pages 101-104) [[PDF](#)]



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### Paraprofessionals at PPT meetings

(effective July 1, 2015) Public Act 15-5, Section 277

**Parents and guardians now have the additional right to have the school paraprofessional assigned to their child, if any, to be present at and participate in all portions of any planning and placement team meeting at which their child's educational program is being developed, reviewed or revised.** For children with more than one paraprofessional, in most cases the parents or guardians would have one paraprofessional present at the PPT meeting.

Upon the formal identification of a child as a child requiring special education and at each planning and placement team meeting for such child, the responsible board of education shall *inform* parents and guardians of their right to have advisors and the school paraprofessional assigned to their child to be present at and participate in all portions of the PPT meeting at which an



educational program for their child is developed, reviewed or revised.

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### Paraprofessionals at PPT meetings, cont.

**"Paraprofessional"** includes personnel with job titles such as (*but not limited to*) Paraprofessional, One to One, Instructional Aide or Assistant, Job Coach or Personal Care Provider. The term refers to a position where an individual provides support to and/or works directly with a child and for which a license or certification is not required.

**"Assigned to"** means that the child's Individualized Education Program (IEP) includes support for the child that may be described as one to one, adult support, paraprofessional as needed, or other similar description. It would also include a classroom paraprofessional who has been assigned to a child's classroom due to the presence of the child in the classroom. The assignment of the paraprofessional, no matter the label, must be in the child's IEP and may be found on pages 2, 8 and/or 11 of the IEP.



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### Paraprofessionals at PPT meetings, cont.

Paraprofessionals may be listed as “Service Implementer” on the grid on page 11 of the IEP if they provide specially designed instruction or a related service to a child under the supervision of a certified or licensed service provider. Both the paraprofessional and the certified staff person must be included in the “Service Implementer” field. The title of the certified or licensed staff member who is overseeing the provision of these services must be included in the “Staff Responsible” field and the amount of time each implementer will work directly with the child should be specified under “Description of Instructional Service Delivery.”

A paraprofessional who provides support to a classroom of students should be recorded on page 8 of the IEP under “Frequency and Duration of Supports Required for School Personnel to Implement this IEP.”



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### Restraint and Seclusion

- Effective July 1, 2015, Public Act 15-141 **expands** the prohibition on the use of restraint and seclusion, except in emergency situations, to **all** public school students grades K-12, including those in approved private special education school, RESC or other private facility.
- *Emergency restraints and seclusions are not planned interventions and are not included in an IEP.*
- In a situation where a PPT has determined that **all** less restrictive, positive behavior supports and interventions have been implemented but were not effective, the use of seclusion as a **planned intervention** for a child may be considered. **Only if** the team develops a behavior intervention plan (BIP) that is based upon the results of a current functional behavior assessment (FBA) may seclusion as a planned intervention be part of the child’s BIP.



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### Restraint and Seclusion, Cont.

- When physical restraint or seclusion is used 4 or more times within 20 school days with a student eligible to receive special education or who is being evaluated, **a PPT meeting must be convened to conduct or revise a behavior assessment, create or revise the BIP and the IEP.**
- Only for those students whose IEP includes seclusion as a behavior intervention, if seclusion is repeated 4 or more times in a 20 school day period, **the parent and PPT shall determine when to convene the next PPT meeting and the manner of notification of incidents of seclusion.**



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### Transition Planning, Programs and Services

P.A. 15-209

Effective July 1, 2015: Upon the formal identification of a child as a child requiring special education, **and at each PPT meeting**, each responsible board of education shall inform the parents of such child of relevant information and resources related to IEPs including information relating to **transition resources and services** for high school students.

For transition-age students, the SDE has recommended that parents be provided with *Building a Bridge: A Transition Manual For Students* (<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf>), the *IEP Manual* (<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>), and the *Parent's Guide to Special Education in Connecticut* ([http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents\\_Guide\\_SE.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf)).



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## **Transportation of Special Education Students**

P.A. 15-5, Section 226:

By January 1, 2016, and annually thereafter, each local and regional board of education shall review the transportation arrangements of their special needs students, both in and out of district, and make the appropriate changes to ensure the safe transportation of the students, which may involve placing school bus monitors or cameras on the vehicles used for such transportation.



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## **The IEP Guide – Page by Page**

[http://www.ct.gov/dds/lib/dds/family/iep\\_guide\\_page\\_by\\_page.pdf](http://www.ct.gov/dds/lib/dds/family/iep_guide_page_by_page.pdf)



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## IEP Manual

<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>



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