



## Notifications

- Changes in Administration
- Significant events (major legal proceedings/reports of abuse and neglect, etc.)
- 10% increase in enrollment (only allowed annually)
- Proposed location changes
- Certified staff data (EDS) (replaced the ED 163)
- Fire and Health (annual by October 15<sup>th</sup>)
- Annual Statement of Assurances (October 15<sup>th</sup>)

## Request for Program Change

Program Change request are **REQUIRED** in the following situations:

- ▶ Change in location
- ▶ Change in age of students served
- ▶ Change in disability categories served
- ▶ Change in type of program
- ▶ Increase in number of students served (above allowable 10% annually)

**Program change requests typically require consultation**

## IEPs and PPTs

- ▶ A representative of the program **MUST** participate in a **Placement PPT, initiated by the LEA**, prior to a student's admission to the program. If participating by phone, ensure that attendance is documented on page 1.
- ▶ Teachers must participate in all subsequent PPT's, unless the parent and the district consent to excusing the teacher, written input is submitted within a reasonable time prior to meeting to allow for discussion at the meeting.
- ▶ Technical Edits memo (when a PPT is/isn't required should correction be needed)  
[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/technical\\_edits\\_and\\_the\\_iep\\_document\\_memo\\_0909014.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/technical_edits_and_the_iep_document_memo_0909014.pdf)
- ▶ Parents and guardians have the 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.
- ▶ Review IEPs carefully (ensure ability to implement IEP)

## IEPs and PPTs

- ▶ If a BIP is indicated on page 10 of IEP, ensure it is driven by a FBA and filed as part of current IEP
- ▶ Diagnostic Placements require an IEP. The IEP must include diagnostic goals/objectives; no more than 40 days in duration, requires meeting at 2 week intervals and a PPT 5 days prior to conclusion.
- ▶ 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.
- ▶ Course names, corresponding TCS Course Codes and grading should be discussed/determined during the initial Placement PPT and as needed in subsequent PPTs.

## Restraint and Seclusion

**Sec.10-236b of the CT STATE STATUTES** (formerly P.A.15-141) expands the prohibition of the use of restraint and seclusion except in emergency situations to:

- all public school student grades K-12, in addition to
- students identified as requiring special education and those students in the process of evaluation to determine special education eligibility (3-21).

**Sec.10-236b of the CT STATE STATUTES** provides additional and revised definitions of terms, prohibitions, monitoring requirements and the necessity to hold a PPT or meeting. Additional requirements articulated in the statute include those related to:

- Monitoring and documentation,
- the development of building level Crisis Intervention Teams.
- rooms used for seclusion and
- the need for districts/schools to create and implement a plan to train all school professionals, paraprofessionals and administrators around the prevention of the use of restraint and seclusion and how to appropriately intervene when necessary

## Restraint and Seclusion cont'd

- ▶ The most recent revisions to the CT Special Education Regulations were adopted in July 2013, provide additional requirements related to the implementation of P.A.15-141 and remain in effect where they do not conflict with the intent of P.A. 15-141.
- ▶ If a restraint or seclusion exceeds 15 minutes, an administrator or administrative designee, school health or mental health personnel, or BCBA trained in the use of restraint and seclusion shall determine if continued restraint or seclusion is necessary to prevent immediate or imminent injury to the student or others, with a redetermination every 30 minutes thereafter.

## Restraint and Seclusion cont'd

- Rooms used for seclusion must have an unbreakable observation window in the wall or door to allow frequent visual monitoring of the student. The window must allow the student to have a clear line of sight from inside the room beyond the area of seclusion. All other state regulations regarding the physical requirements for rooms used for seclusion remain in effect.
- 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.
- **If a student's IEP includes seclusion as a behavior intervention, and 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.**

## Restraint and Seclusion Data Collection

- 2 day timeline for data submission
- Maintain written reports of R/S
- Written notification to parents and districts
- Continue to submit written reports of **ALL** injuries, serious and non serious
- Report only injuries occurring "during" the act of restraint or seclusion vs. injuries sustained as a result of the behavior which triggered the restraint or seclusion.
- When providing "injury details" online identify injury vs. behavior
- Do not submit staff injuries

## Restraint and Seclusion Resources

- ▶ 2015 Parental Notification of the Laws Relating to **Seclusion and Restraint** in the Public Schools [PDF] [DOC]  
[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/2015\\_parental\\_notification\\_of\\_the\\_laws\\_relating\\_to\\_seclusion\\_and\\_restraint\\_in\\_the\\_public\\_schools.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/2015_parental_notification_of_the_laws_relating_to_seclusion_and_restraint_in_the_public_schools.pdf)
- ▶ Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion in Schools [PDF] [PPT]  
[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/understanding\\_the\\_laws\\_and\\_regulations\\_governing\\_the\\_use\\_of\\_restraint\\_and\\_seclusion\\_in\\_schools.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/understanding_the_laws_and_regulations_governing_the_use_of_restraint_and_seclusion_in_schools.pdf)
- ▶ Guidance Related to Recent Legislation Regarding Restraining and Seclusion in Schools [PDF]  
[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/guidance\\_related\\_to\\_recent\\_legislation\\_regarding\\_restraint\\_and\\_seclusion\\_in\\_schools.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/guidance_related_to_recent_legislation_regarding_restraint_and_seclusion_in_schools.pdf)
- ▶ Recommended Procedures and Practices to Reduce the Use of Restraint and Seclusion in Schools [PDF]  
[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/recommended\\_procedures\\_and\\_practices\\_to\\_reduce\\_the\\_use\\_of\\_restraint\\_and\\_seclusion\\_in\\_schools.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/recommended_procedures_and_practices_to_reduce_the_use_of_restraint_and_seclusion_in_schools.pdf)
- ▶ Model Incident Report for the Emergency Use of Seclusion [PDF] [DOC]  
[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/model\\_incident\\_report\\_for\\_the\\_emergency\\_use\\_of\\_seclusion.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/model_incident_report_for_the_emergency_use_of_seclusion.pdf)
- ▶ Model Incident Report for the Emergency Use of Restraint [PDF] [DOC]  
[http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/model\\_incident\\_report\\_for\\_the\\_emergency\\_use\\_of\\_restraint.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/model_incident_report_for_the_emergency_use_of_restraint.pdf)

## Reminders

- ▶ All APSEPs must allow for parent visits to program to allow for informed participation in PPT (even if admissions are limited to district placements). This is not however the occasion to discuss eligibility for enrollment in the program.
- ▶ APSEPs within larger school or facility serving school age students: all administrators and educational staff of each component must hold appropriate certification
- ▶ Membership and Attendance Data must be maintained and shared with district annually
- ▶ TCS data must be submitted to the LEA during or before the last week of June, enabling the LEA to submit to CSDE and verify this data. The APSEP must provide accurate course codes, grades, EIN # of teachers, and can make recommendations for credits earned. If a student completes courses/credits during extended school year services that data must be provided to the LEA within 5 days of end of the session Summer.

## Reminders

- ▶ Statement of Assurances signed by executive director/chief administrator due October 15th.
- ▶ Submission of Educator/Administrator Evaluation and Support Plans and a copy of the Checklist were due for submission by July 29, 2016. Commencing the 2016-2017 school year, APSEPs are required to implement an *approved* Educator and Administrator Evaluation and Support Plan. Please contact Sharon Fuller in the Talent Office with questions related to the status of plans.

**Sharon Fuller: Phone: 860-713-6814**

**Email: [Sharon.fuller@ct.gov](mailto:Sharon.fuller@ct.gov)**

- ▶ Dr. Jocelyn Mackey, Education Consultant, will be sharing in the coordination of approvals and other APSEP activities.

**Jocelyn Mackey: Phone: 760-713-6932**

**Email: [Jocelyn.mackey@ct.gov](mailto:Jocelyn.mackey@ct.gov)**

## Have a safe and successful year!

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