



BUREAU BLOG

May 14, 2007

SY 06-07 B-9

From Nancy M. Cappello, Ph.D., Interim Bureau Chief and Blogger

Personnel News:

Please read the following message from George Dowaliby, Chief of the Bureau of Special Education, for nine years.

Dear Colleagues, As some of you may be aware, I have recently made the difficult decision to leave the State Department of Education; I plan to "retire" at the end of this year. I put retire in quotes as I am retiring from state service, but not from work in education. In July, I will assume the position of Director of Technical Assistance and Brokering Services (TABS) with the Capitol Region Education Council (CREC).

While I very much look forward to my next career and new challenges, I want to express my appreciation to each of you with whom I've

UPDATE ON PROPOSED REVISIONS TO THE STATE SPECIAL EDUCATION REGULATIONS

At the State Board of Education meeting in March, the State Board reviewed the proposed revisions to the special education regulations and voted to move forward with the regulation revision process. Once the State Board took this action, the proposed revisions were submitted to the Office of Policy and Management (OPM) and the Governor's Office for their review and approval. At this time, OPM has approved the proposed revisions; the Governor's Office, to date, has not. Notice of the proposed revisions, including a copy of the proposed revisions and the scheduled hearing dates, cannot be published in the Connecticut Law Journal until the Governor's Office gives its approval to the proposed revisions.

Attachment one is the memorandum regarding the proposed regulations, **attachment two** contains the proposed revisions and **attachment three** provides a summary of the revisions.

2006-07 SPECIAL EDUCATION PARENT SURVEY

Parents of students with disabilities in 29 randomly selected districts (West Hartford, Bridgeport, Manchester, Cheshire, Simsbury, Branford, New Milford, Naugatuck, Norwich, Windham, Regional School Districts 5, 8, 16 and 19, Oxford, Suffield, Colchester, Stonington, East Windsor, Stafford, Thompson, Winchester, Brookfield, Cornwall, Sherman, Bozrah, North Canaan, Sterling and Voluntown) will be mailed the 2006-07 Special Education Parent Survey in mid-May. The Bureau uses an independent evaluator, Glen Martin & Associates, to send the survey to families. If your district is one of the districts to be surveyed, please consider taking steps to encourage your families to complete the survey. Survey results will be analyzed and reported on both the state and local district level. Any questions regarding the survey may be directed to Mary Jean Schierberl at (860) 713-6943 or maryjean.schierberl@ct.gov.

STATE PERFORMANCE PLAN - DATA COLLECTION OF EVALUATION TIMELINES REMINDER

A requirement of the State Performance Plan (SPP) for Indicator #11 is to collect data on the percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timelines). In Connecticut our state established timeline is 45 school days so that is the standard we are using for data collection. The data collection will be very similar to last year. You will be required to report on evaluation timelines for students evaluated between July 1, 2006, through June 30, 2007. The data will be submitted electronically between July 1, 2007, and August 15, 2007.

Data will be collected for both **Public School and Private School** students. The following is a summary of the data that will be collected:

worked during the past nine years. I hope you share my belief that much has been accomplished to improve results for students with disabilities and their families during this time. Though, at times, we may have had differing points of view on key issues, I believe that it has been a real partnership between all of us that has enabled this important work to be done.

Progress needs to continue and we, individually and collectively, need to maintain high expectations and high standards for each and every student in pursuit of continually improving outcomes. That will always be a focus of my work and I hope to continue to work with many of you in this joint endeavor.

Thank you for the support, guidance, collaboration and friendship that you have provided me during my time at the State Department. Best wishes to all.

George Dowaliby



1. Number of students for whom parental consent to evaluate was received;
2. Number of students evaluated and determined eligible, whose evaluations and eligibility determinations were completed within the 45-school-day guideline;
3. Number of students evaluated and determined eligible, whose evaluations and eligibility determinations were completed beyond the 45-school-day guideline;
4. Number of students evaluated and determined not eligible, whose evaluations and eligibility determinations were completed within the 45-school-day guideline;
5. Number of students evaluated and determined not eligible whose evaluations and eligibility determinations were completed beyond the 45-school-day guideline; and
6. An explanation for why any evaluation reported in number three and number five were not completed within the state guidelines and the number of days in excess of the 45-day timeline.

Although the actual submission of data does not occur until July 1, 2007, we are providing this information to you now because we realize how difficult it is to get this data once staff members have left for summer vacation. If you have further questions, a topic brief was developed in response to questions from last year's evaluation timeline data submission. This can be found on the SDE website under *Evaluation Timeline Guidance*. If you have questions, please contact Deborah Richards at (860) 713-6925 or Deborah.Richards@ct.gov.

SCIENTIFIC RESEARCH-BASED INTERVENTION PANEL

This state panel, convened by Interim Commissioner George Coleman in the Fall 2006 is developing the state's model of a Scientific Research-Based Intervention (SRBI) or Response to Intervention (RtI) Model. The panel is developing policies and practices in the areas of core curriculum, universal screening, progress monitoring, continuum of supports of tiers and special education. A fall publication is planned.

STATE PERFORMANCE PLAN

Public dissemination of the Part B State Performance Plan (SPP) and Annual Performance Report are complete. A press release was distributed along with a Circular Letter from our new Commissioner of Education, Mark K. McQuillan. Based on our progress reported in the Annual Performance Report, OSEP will respond with a level of determination for our state in one of the following categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention. Subsequent enforcement actions will be imposed by OSEP in accordance with section 616 of IDEA. A process to develop a system of determinations for LEAs has begun and will have stakeholder input, pursuant to section 616 of IDEA. Determinations and enforcement actions will be made annually upon LEAs. It is anticipated that LEA level Annual Performance Reports will be sent to school districts in late spring. If you have any questions about the SPP or Annual Performance Report, please contact Dana Colon at (860) 713-6944.

STATE PERSONNEL DEVELOPMENT GRANT

Four projects under the State Personnel Development Grant (SPDG) are finishing up a second year. Southern Connecticut State University's paraprofessional recruitment program has a cohort of paraprofessionals in New Haven that are receiving support to become highly-qualified, certified special education teachers. They have a number of candidates who will complete the program and begin teaching by fall of 2008. This



Additional Resources:

Parent Training and Information Center (PTI)
CPAC
1-800-445-2722
(860) 739-3089
V/TDD
www.cpacinc.org



For professional development and technical assistance offerings, contact the State Education Resource Center (SERC)
(860) 632-1485
www.ctserc.org



program has begun recruiting a cohort of paraprofessionals in the Hartford Public Schools. It is anticipated that a cohort will start in Bridgeport Public Schools in fall 2009, and a cohort in Waterbury Public Schools in fall of 2010.

SERC has begun scaling-up efforts in public schools throughout the state in areas of Positive Behavior Support (PBS) and Scientifically Research Based Interventions (SRBI). CPAC has also begun work in three districts to enhance collaborative relationships between families and schools. The Birth to Three System is developing a video and training manual for families and service providers to support the transition from Part C to Part B services and to train families in how to work with their Birth to Three providers. Filming is anticipated to be completed this summer. If you have any questions about the State Performance Personnel Development Grant, please contact Dana Colon at (860) 713-6944.

SECONDARY TRANSITION STIPENDS FOR WORK EXPERIENCE

Research has clearly shown that students with disabilities who have a paid work experience prior to exiting from high school have a much greater chance of becoming successfully employed in a competitive job. For those districts who are seriously considering adding a stipend to a student's work experience component, you may want to consider using your Special Education IDEA funding. In an email dated March 7, 2007, the Bureau of Special Education sent out information to districts that included an *Explanation of Budget Objects Codes*. On page three of that document, under Salaries (100) Budget Code #119, it states that "This line item includes the salaries for any other employee not fitting into objects 111A, 111B, 112A or 112B. Included in this line item are the gross salaries for individuals including . . . temporary employees (interns)". IDEA funds may be allocated under Budget Code #119 "Salaries: Other" to compensate students who are placed in a district-sanctioned work experience opportunity. These students would be "paid" as district temporary employees via a stipend.

AGENCY COLLABORATION/DEPARTMENT OF MENTAL RETARDATION

Recently, there have been some questions regarding how best to facilitate a relationship between the Department of Mental Retardation and district parents. Here are some suggestions:

- Districts can help parents to understand that if a family has a child that has used DMR's Birth to Three services, it does not automatically mean that the child has been registered with DMR and is eligible for its services. Please encourage families to contact DMR's Eligibility Unit to determine if the child is appropriately registered with that agency.
- Districts have also received information that only the parents/family may contact the DMR Eligibility Unit to obtain the paperwork necessary to complete and submit to determine a child's eligibility for obtaining services from DMR. A relatively new procedure has been implemented that will allow a district or "second" party to request DMR eligibility paperwork providing a consent form has been signed by the parents.
- Districts have requested information about organizations that are available to assist parents in completing and submitting the necessary paperwork for their child to be determined eligible for services from DMR. On the Bureau of Special Education's website (www.sde.ct.gov) is a brochure entitled: *Helpful CT Resources for Families* that has a number of organizations that will assist parents through this process (e.g., AFCAMP, CT Family Support Network, CPAC).



A. S. Degree Program



Manchester Community College



E-Mail Distribution List
Information Update

Thank you for submitting your update information form for our Bureau Blog E-Mail Distribution List. Please contact tracey.wheeler@ct.gov to make any changes to your information.



If you have any questions about secondary transition, please contact: Dr. Patricia Anderson at patricia.anderson@ct.gov or (860) 713-6923.

SDE WORKSHOPS ON MCKINNEY-VENTO EDUCATION OF HOMELESS CHILDREN AND YOUTH

Attachment four and attachment five announce two Department workshops provided through the McKinney-Vento Education of Homeless Children and Youth Program that will highlight the legal rights of students under McKinney-Vento and IDEA. These workshops will be held on May 31, 2007. Registration closes May 22, 2007.

SPEECH/LANGUAGE PATHOLOGY ASSISTANT (SLPA) ASSOCIATE DEGREE OFFERED AT MANCHESTER COMMUNITY COLLEGE

The Bureau has been working with the Capitol Region Education Council (CREC) and Manchester Community College (MCC) to develop a speech assistant training program at the community college level. The program is an addition to the well established disability Specialist Program at MCC. The new program is called the Disability Specialist Program Speech Language Pathology Assistant (SLPA) Option. If you have staff who may be interested in learning more about the program, **attachment six** is a flyer announcing an open house. It is expected that the program will begin in the fall of 2007, with the first graduating class completing their final practicum in the spring of 2009.

LISTING POSITION VACANCIES FOR SPEECH AND LANGUAGE PATHOLOGISTS

Through Deborah Richards, consultant for Speech and Language Services, the Bureau is continuing its collaboration with the Connecticut Speech-Language-Hearing Association (CSHA) to assist districts in securing qualified staff to deliver speech and language services. The CSHA office maintains an ongoing list of positions vacancies and candidates seeking employment. This office has a "JOB HOTLINE" which is updated on a daily basis. **Attachment seven** is the form used by CSHA to list vacancies. You may also request the candidate list, as necessary. Please notify the CSHA offices when your position is filled so that the job listings can be kept current. For further assistance, please contact Maria Parker at the CSHA office at (860) 666-6900.

A FEW NEW RESOURCES

TRAINING MODULES FROM THE BUILDING THE LEGACY TRAINING CURRICULUM ON IDEA 2004

The National Dissemination Center for Children with Disabilities (NICHCY) recently announced the first four training modules from its Building the Legacy Training Curriculum on IDEA 2004. Each module includes a PowerPoint presentation to use in training sessions, discussions of IDEA for trainers and handouts for audience participants. The modules now available for download, use and sharing include:

- Introduction to Evaluation;
- Initial Evaluation and Reevaluation;
- Identification of Children with Specific Learning Disabilities; and
- Disproportionality and Overrepresentation

They are available at <http://www.nichcy.org/training/contents.asp>.

Connecticut State
Department of
Education
Bureau of Special
Education
165 Capitol Avenue
Hartford, CT 06106
Phone: 860-713-6910
Fax: 860-713-7051

Mailing address:
P.O. Box 2219, RM 369
Hartford, CT 06106-
2219
Visit us on the web at:
www.state.ct.us/sde



EVIDENCE FOR EDUCATION

The first in a series of publications is called *The Power of Strategy Instruction*. Strategy instruction is a powerful student-centered approach to teaching that is backed by years of quality research. Inside the issue, there is a brief overview of the foundations of strategy instruction, followed by a number of well-researched examples of strategy instruction in practice. *The Power of Strategy Instruction* is available on NICHCY's Web site at: http://research.nichcy.org/NICHCY_EE_Strategy.pdf

RESPONSE TO INTERVENTION – A POLICY PERSPECTIVE

On October 30-31, 2006, Project Forum at the National Association of State Directors of Special Education, along with the US Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), sponsored a policy forum on Response to Intervention (RTI) and Early Intervening Services (EIS). A wide variety of stakeholders in the areas of RTI and EIS attended. The agenda for the forum included context setting, identification of barriers, generation of policy recommendations and identification of specific implementation considerations. Project Forum developed a proceedings document that includes the legislative background, OSEP's description of RTI, a summary of the barriers and recommendations for action generated by the participants in the policy forum. A copy of the forum document entitled, *Response to Intervention as it Relates to Early Intervening Services: Recommendations*, can be accessed via the following web address: <http://projectforum.org>.

A resource kit by the National Research Center on Learning Disabilities (NRCLD), an OSEP-funded joint project of researchers at Vanderbilt University and the University of Kansas, was released on Friday, May 3, 2007. Its purpose is to help educators navigate the changes related to specific learning disability determination and responsiveness to intervention. The *Learning Disabilities Resource Kit: Specific Learning Disabilities Determination Procedures and Responsiveness to Intervention* is available on NRCLD's web site, http://www.nrclد.org/resource_kit.

The Resource Kit features general information for educators, "how-to" manuals to guide discussions of SLD determination and RTI, and briefs to help parents understand RTI and SLD determination changes. All materials in the *Learning Disabilities Resource Kit* are in the public domain and may be reproduced.

The kit includes the following sections: --Specific Learning Disability and Responsiveness to Intervention General Information
--Specific Learning Disability and Responsiveness to Intervention Tools for Change
--Getting Started with SLD Determination: After IDEA Reauthorization
--Responsiveness to Intervention: How to Do It
--PowerPoint Presentations
--Parent Pages

State Department Of Education
Bureau Of Special Education
Hartford, Ct

To: All Interested Parties

From: Nancy M. Cappello, PhD., Interim Chief
Bureau of Special Education

Subject: Proposed Revisions to the State Special Education
Regulations

Date: March 8, 2007

Attached please find a copy of the proposed revisions to the state special education regulations. At the Board meeting held March 7, 2007, the State Board of Education voted to provide notice of its intent to revise these regulations.

The revisions are proposed revisions. The bureau will hold multiple public hearings on the proposed revisions to give all interested parties the opportunity to comment on the proposed revisions. The Bureau considers the proposed revisions to be a starting point for discussion. The intent of the proposed revisions is to incorporate IDEA standards and to clarify state provisions concerning the provision of special education and related services.

It is the hope of the Bureau that the discussions will be rigorous and respectful of the different opinions that will be presented during the public hearing and comment period. The Bureau is prepared to spend a considerable amount of time listening to comments and criticisms of the proposals. It is strongly recommended that where there is a concern, alternative language be provided with the comments, as well as a rationale for adopting the alternative language. This will greatly assist the Bureau in analyzing the alternative proposals which will be submitted.

Thank-you in advance for your participation in this important project.

STATE OF CONNECTICUT REGULATION
STATE BOARD OF EDUCATION

Section 1. Section 10-76a-1 of the Regulations of Connecticut State Agencies is amended as follows: As used in sections 10-76a-1, 10-76a-2, 10-76b-1 to 10-76b-4, inclusive, and 10-76d-1 to 10-76d-19, inclusive, the following words shall have the following meanings:

(1) ["At no cost" means that all special education and related services shall be provided without charge to parents. This does not preclude incidental student fees which are normally charged to non-exceptional students or their parents as part of the regular education program. A board of education shall bear full responsibility for the total cost of any program or placement made primarily for special education reasons] "INDIVIDUALS WITH DISABILITIES EDUCATION ACT OR IDEA" MEANS PART B OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT, 20 USC 1400, ET. SEQ. AND THE REGULATIONS ADOPTED THEREUNDER, AS AMENDED FROM TIME TO TIME.

(2) "Board of education" means a public body or public agency responsible for the education of children. This term shall include, but not be limited to, [town] LOCAL or regional boards of education, regional vocational-technical schools, THE unified school districts [or systems as] administered through [state agencies, educational service centers and state agencies] THE DEPARTMENTS OF CHILDREN AND FAMILIES AND CORRECTIONS AND THE SYSTEM OF EDUCATIONAL SERVICES PROVIDED BY THE DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES PURSUANT TO SUBDIVISION (4) OF SUBSECTION (e) OF SECTION 10-76d OF THE CONNECTICUT GENERAL STATUTES.

(3) "Child" means any person under twenty-one years of age.

(4) "A child requiring special education" means any exceptional child who (A) has attained the age at which the town is required to provide educational opportunities in accordance with the provisions of section 10-186 of the Connecticut General Statutes or [(B)] IS A PRESCHOOL CHILD AGE THREE, FOUR OR FIVE AND IS EXPERIENCING DEVELOPMENTAL DELAY, AS DEFINED IN SECTION 10-76a OF THE CONNECTICUT GENERAL STATUTES, THAT CAUSES SUCH CHILD TO REQUIRE SPECIAL EDUCATION and [(i)] who meets the criteria for eligibility for special education pursuant to the [Individuals with Disabilities Education Act, 20 USC 1400, et.seq., as amended from time to time] IDEA, HEREINAFTER REFERRED TO AS A CHILD WITH A DISABILITY; or [(ii)] (B) has extraordinary learning ability or outstanding talent in the creative arts the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs but which may be provided through special education as part of the public school program[; or (B) is, age three, four or five and is experiencing developmental delay, as defined in section 10-76a of the Connecticut General Statutes, that causes such child to require special education].

(5) "Days" means [school] CALENDAR days unless otherwise specified.

(6) ["Dominant language" means the language that is most relied upon for communication in the home and the school.

(7) ["Evaluation" means [a process whereby certified or licensed professionals identify and assess the specific educational strengths and weaknesses of the child for the purpose of determining educational recommendations] EVALUATION PROCEDURES CONDUCTED IN ACCORDANCE WITH THE IDEA, TO DETERMINE WHETHER A CHILD IS A CHILD WITH A DISABILITY AND IF SO, THE NATURE AND EXTENT OF THE SPECIAL EDUCATION AND RELATED SERVICES THE CHILD NEEDS.

[(8)] (7) "Exceptional child" means a child who deviates either intellectually, physically, socially or emotionally so markedly from normal expected growth and development patterns that he or she is or will be unable to progress effectively in [a regular school program] GENERAL EDUCATION and needs a special class, special instruction, or special services.

(8) "EXTENDED SCHOOL YEAR SERVICES" MEANS EXTENDED SCHOOL YEAR SERVICES AS DEFINED IN THE IDEA.

(9) "Independent evaluation" means an evaluation performed by a certified or licensed professional examiner who is not employed by the board of education responsible for the education of the child.

(10) "Individualized education program" OR "IEP" means a [separate] written [plan] STATEMENT for [each] A child WITH A DISABILITY [which shall be] THAT IS developed, REVIEWED AND REVISED

by [a planning and placement team to meet the needs of each child requiring special education and related services] AN INDIVIDUALIZED EDUCATION PROGRAM TEAM IN ACCORDANCE WITH THE IDEA.

(11) “INDIVIDUALIZED EDUCATION PROGRAM TEAM” OR “IEP TEAM” MEANS A GROUP OF INDIVIDUALS AS DEFINED IN THE IDEA.

(12) “Least restrictive environment” means [an educational environment which meets the needs of a child requiring special education and related services as set forth in the child's individualized education program and which, to the maximum extent appropriate to the child's needs, ensures that the child will be educated with children not requiring special education and related services], LEAST RESTRICTIVE ENVIRONMENT AS DEFINED IN THE IDEA.

[(12) “Mediation” means an optional process whereby parents and school officials jointly submit a written request to the commissioner of education for the appointment of a mediator, knowledgeable in the fields and areas significant to such educational review of the child, in order to attempt to work out a solution acceptable to both the board of education and the parents.]

(13) “Parents” means a parent, parents, guardian or surrogate parent as defined in section 10-94h of the Connecticut General Statutes. The rights of a parent shall transfer to a student who has reached the age of eighteen years, EXCEPT AS PROVIDED IN SECTION 10-76d-12 OF THE REGULATIONS OF CONNECTICUT STATE AGENCIES.

(14) [“Parties” means the board of education and the parents and the child, if age eighteen or over.

(15) “Planning and placement team” means a group of certified or licensed professionals, who represent each of the teaching, administrative and pupil personnel staffs and who participate equally in the decision making process [to determine the specific educational needs of the child and develop an individualized educational program for the child] FOR THE EVALUATION AND IDENTIFICATION OF CHILDREN WHO MAY BE GIFTED AND TALENTED. These shall be persons knowledgeable in the areas necessary to determine and review the appropriate educational program for an exceptional child.

[(16) “Preschool children requiring special education and related services” means children age three, four or five and who meet the criteria for eligibility for special education pursuant to the Individuals with Disabilities Education Act, 20 USC 1400, et.seq., as amended from time to time.]

[(17)] (15) “Private [facility]” SPECIAL EDUCATION PROGRAM means any [facility] PROGRAM that provides special education and related services to [children] A CHILD WITH A DISABILITY, but is not a PROGRAM OF A LOCAL OR REGIONAL board of education.

[(18)] (16) “Related services” means related services as defined in the [Individuals With Disabilities Education Act, 20 USC 1400, et.seq., as amended from time to time] IDEA.

(17) “SCHOOL YEAR” MEANS JULY FIRST THROUGH JUNE THIRTIETH.

[(19)] (18) “Special education” means special education as defined in section 10-76a of the Connecticut General Statutes.

(20) “Special education personnel” are (1) “pupil personnel staff” who are employees of a board of education who, for at least one-third of their employment time, are assigned exclusively to the task of implementing or supervising special education programs, or (2) “special education instructional personnel” who are employees of a board of education who, for at least one-half of their employment time, are assigned exclusively to the task of implementing or supervising special education programs.

(21)] (19) “Subject to the approval” means at such time and in such manner as the state board of education shall deem approval necessary.

Sec. 2. Section 10-76a-2 of the Regulations of Connecticut State Agencies is amended as follows:

As used in sections 10-76a-1, 10-76a-2, 10-76b-1 to 10-76b-4, inclusive, and 10-76d-1 to 10-76d-19, inclusive, of the Regulations of Connecticut State Agencies, the following words shall have the following meanings:

(1)[“Extraordinary learning ability” means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both. The term shall refer to the top five per cent of children so identified] “GIFTED AND TALENTED” MEANS A CHILD IDENTIFIED BY THE PLANNING AND PLACEMENT TEAM AS (1) POSSESSING DEMONSTRATED OR POTENTIAL ABILITIES THAT GIVE EVIDENCE OF VERY SUPERIOR INTELLECTUAL, CREATIVE OR SPECIFIC ACADEMIC CAPABILITY AND (2) NEEDING DIFFERENTIATED

INSTRUCTION OR SERVICES BEYOND THOSE BEING PROVIDED IN THE GENERAL EDUCATION PROGRAM IN ORDER TO REALIZE THE CHILD'S INTELLECTUAL, CREATIVE OR SPECIFIC ACADEMIC POTENTIAL. THE TERM SHALL INCLUDE CHILDREN WITH EXTRAORDINARY LEARNING ABILITY AND CHILDREN WITH OUTSTANDING TALENT IN THE CREATIVE ARTS.

(2) "[Gifted and talented]" means a child identified by the planning and placement team as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential.

The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations] "EXTRAORDINARY LEARNING ABILITY" MEANS A CHILD IDENTIFIED BY THE PLANNING AND PLACEMENT TEAM AS GIFTED AND TALENTED ON THE BASIS OF EITHER PERFORMANCE ON RELEVANT STANDARDIZED MEASURING INSTRUMENTS OR DEMONSTRATED OR POTENTIAL ACHIEVEMENT OR INTELLECTUAL CREATIVITY, OR BOTH.

(3) "Outstanding talent in the creative arts" means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts. [The term shall refer to the top five per cent of children so identified.

(4) "Pregnancy" shall be deemed a condition which grants eligibility for special education and related services.]

Sec. 3. Section 10-76b-1 of the Regulations of Connecticut State Agencies is amended as follows: [These] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES are promulgated pursuant to the authority granted in, and for the implementation of, the STATE laws concerning children requiring special education, sections 10-76a to [10-76d-1] 10-76gg, inclusive, of the CONNECTICUT General Statutes AND FOR COMPLIANCE WITH THE IDEA FOR THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION TO CHILDREN WITH DISABILITIES. [These] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES shall be applicable to all boards of education as defined by [these] SUCH regulations AND ANY OTHER ENTITY INVOLVED IN THE PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES AS MAY BE APPROPRIATE.

Sec . 4. Section 10-76b-3 of the Regulations of Connecticut State Agencies is amended as follows: [These] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES shall take effect [September 1, 1980 , at which time the regulations for Sections 10-76a to 10-76h, inclusive, of the General Statutes shall be repealed] UPON FILING WITH THE SECRETARY OF THE STATE.

Sec. 5. Section 10-76b-4 of the Regulations of Connecticut State Agencies is amended as follows: [So long as it complies with the requirements set forth in these regulations and subject to the powers of the state board of education, a] A board of education shall receive payment for the cost of special education and related services according to the terms of sections 10-76a to [10-76l] 10-76gg, inclusive, of the CONNECTICUT General Statutes. TO BE ELIGIBLE TO RECEIVE SUCH PAYMENT, SUCH BOARD OF EDUCATION SHALL PROVIDE SPECIAL EDUCATION AND RELATED SERVICES TO CHILDREN WITH DISABILITIES IN ACCORDANCE WITH THE REQUIREMENTS OF THE IDEA, SECTIONS 10-76a TO 10-76gg, INCLUSIVE, OF THE CONNECTICUT GENERAL STATUTES AND SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE REGULATIONS OF CONNECTICUT STATE AGENCIES.

(a) Monitoring. The state board of education shall conduct such monitoring activities, program audits [and/or] OR fiscal audits as it deems necessary to ensure that each board of education complies with the requirements of THE IDEA, SECTIONS 10-76a to 10-76gg, INCLUSIVE, OF THE CONNECTICUT GENERAL STATUTES AND [these] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES.

(b) Compliance procedures. The following procedures shall apply in the determination of compliance with the requirements of THE IDEA, SECTIONS 10-76a to 10-76gg, INCLUSIVE, OF THE CONNECTICUT

GENERAL STATUTES AND [these] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES.

(1) Each board of education shall supply to the state board of education, at its request, any and all information necessary to document compliance with THE REQUIREMENTS OF THE IDEA, SECTIONS 10-76a to 10-76gg, INCLUSIVE, OF THE CONNECTICUT GENERAL STATUTES AND [these] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES. Such information shall be submitted at such time and in such manner as the state board of education may request. The state board of education shall be afforded such access to records as may be necessary to verify information furnished by the board of education.

(2) [A board of education may submit a written proposal, for prior approval by the state board of education, to document compliance with any requirement of these regulations in a manner different from that specified in these regulations. Such proposal may be approved if it appears that it will substantially meet the goals of these regulations.

(3)] In the event that a board of education does not comply with the requirements of THE IDEA, SECTIONS 10-76a to 10-76gg, INCLUSIVE, OF THE CONNECTICUT GENERAL STATUTES AND [these] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES or does not implement plans for such compliance within a reasonable period of time, the state board of education shall take such action as it may deem appropriate pursuant to its authority as set forth in sections 10-4a and 10-4b of the CONNECTICUT General Statutes AND THE IDEA.

Sec. 6. Section 10-76d-1 of the Regulations of Connecticut State Agencies is amended as follows:

Each board of education shall provide a free[,] appropriate public education for each child [requiring special education and related services described in subdivision (i) of subparagraph (A) of subsection (4) of section 10-76a-1 and subparagraph (B) of subsection (4) of section 10-76a-1 of the and for each preschool child requiring special education and related services] WITH A DISABILITY. A preschool child requiring special education and related services is entitled to receive a free[,] appropriate public education on and after the child's third birthday, notwithstanding the fact that the third birthday occurs outside of the regular school year. THE IEP TEAM SHALL DETERMINE WHETHER A CHILD WHO TURNS THREE DURING THE SUMMER REQUIRES EXTENDED SCHOOL YEAR SERVICES.

(a) General requirements. Each board of education shall provide special education and related services FOR EACH CHILD WITH A DISABILITY in accordance with the following requirements.

(1) Such education shall be consistent with the requirements of [law]THE IDEA, SECTIONS 10-76a TO 10-76gg, INCLUSIVE, OF THE CONNECTICUT GENERAL STATUTES and [regulation] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE REGULATIONS OF CONNECTICUT STATE AGENCIES;

(2) [Such education shall be provided under public supervision at public expense and at no cost to parents; provided that, if a child is eligible for any public or private insurance, or health or welfare benefit, nothing in this section shall be construed as relieving the insurer or provider from an otherwise valid obligation to provide or to pay for any service or services;

(3) Such education shall be in conformity with the child's individualized education program;

(4) Such education shall ensure that children requiring special education and related services are educated in the least restrictive environment;

(5) Such education shall ensure that all children are given the opportunity to participate in all aspects of the school program, including graduation and all extra-curricular activities, to the limits of each child's capacity as determined by the planning and placement team] EACH CHILD WITH A DISABILITY SHALL BE ENTITLED TO PARTICIPATE WITH THE CHILD'S GRADUATING CLASS, AS DETERMINED BY THE CHILD, IN THE GENERAL EDUCATION GRADUATION EXERCISES AND RELATED ACTIVITIES OF THE LOCAL OR REGIONAL BOARD OF EDUCATION IN THE EVENT THE CHILD WILL NOT BE GRADUATING WITH A GENERAL EDUCATION HIGH SCHOOL DIPLOMA.

(3) EACH BOARD OF EDUCATION SHALL AWARD ITS GENERAL EDUCATION HIGH SCHOOL DIPLOMA TO EACH CHILD WITH A DISABILITY WHO MEETS THE REQUIREMENTS FOR GRADUATION AND IS PROVIDED A FREE APPROPRIATE PUBLIC EDUCATION BY SUCH BOARD OF EDUCATION IN A PROGRAM WHICH DOES NOT AWARD A DIPLOMA FOR PURPOSES OF HIGH SCHOOL GRADUATION ;

[(6) Such education shall provide bilingual education in accordance with the child's needs as set forth in the child's individualized education program;] and

[(7)] (4) Such education shall be continued until the end of the school year in the event that the child turns twenty-one during that school year.

(b) Provision of services. Each board of education shall [provide all children requiring special education and related services with the full range of special education and related services as set forth in these regulations; provided, however, that each board of education shall] be required [only] to provide [identification,] referral, IDENTIFICATION and evaluation services ONLY for gifted and talented children ENROLLED IN KINDERGARTEN THROUGH GRADE TWELVE IN THE PUBLIC SCHOOLS. The provision of all other special education and related services to gifted and talented children shall be at the [option] DISCRETION of each board of education.

(c) [Contracts for service.] A board of education may [enter into a contract or contracts] MAKE ARRANGEMENTS to provide special education and related services when educational needs cannot be met by public school arrangements. Each board of education [entering into a contract for the purpose of providing special education and related services] shall ensure that all services [contracted for] are provided [in conformance with] TO IMPLEMENT each child's individualized education program IN THE LEAST RESTRICTIVE ENVIRONMENT and ARE PROVIDED IN ACCORDANCE WITH the requirements of THE IDEA, SECTIONS 10-76a TO 10-76gg, INCLUSIVE OF THE CONNECTICUT GENERAL STATUTES AND [these] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES.

[(1)] A board of education may [contract] ARRANGE for the PROVISION OF THE following services INCLUDING, BUT NOT LIMITED TO:

Instructional services and programs

Diagnostic medical services

Psychological services

Social work services

Speech and hearing services

Guidance and counseling services

Parent counseling and training services as related to educational objectives

Physical therapy services

Occupational therapy services

Translation services

Transportation services

[Inservice] IN-SERVICE training

[(2)] A board of education may request of the State Board of Education approval to contract for other services as may be deemed necessary.

(3) Each contract shall be a written document showing the terms of the agreement in full. The terms shall state clearly the nature and extent of the special education and related services, the minimal goals and objectives for the child (where applicable), the estimated time schedule for returning the child to the community (where applicable), the amounts payable for the services and the payment terms. Contract terms shall include a provision that payment shall be conditioned on the proper delivery of services.

(4) Each contract shall be subject to the approval of the commissioner of education, who shall consider such factors as the particular needs of the child, the suitability and efficacy of the program or service offered, and the economic feasibility of comparable alternatives. Contracts shall be eligible for payment only if both parties meet applicable requirements set forth in law.]

(d) Payment. Each board of education shall file with the state board of education the required state form for payment for expenditures made for special education and related services.

Sec. 7. Section 10-76d-2 of the Regulations of Connecticut State Agencies is amended as follows:

[Each local board of education shall employ the number of certified and/or licensed personnel and support personnel necessary to implement the special education and related services required in each child's individualized education program. All personnel in supervisory positions in special education and related services shall hold an intermediate administrator's certificate and shall be appropriately certified and/or licensed as specified in these regulations. Personnel hired after the effective date of these regulations for

supervisory positions in special education and related services not required by these regulations shall be appropriately certified and/or licensed in special education or pupil personnel services.

(a) Coordination of instruction. Whenever a board of education employs the equivalent of four, but less than the equivalent of fifteen, full-time certified and/or licensed special education personnel (instructional and non-instructional), the time and responsibility necessary for the coordination of special education and related services shall be assigned to one of the special education personnel.

(b) Supervision of instruction. Whenever a board of education employs the equivalent of fifteen full-time special education instructional personnel, the board of education shall employ a full-time supervisor, certified and/or licensed in special education, responsible for the supervision of special education instruction. The board of education shall employ full-time supervisors of special education in accordance with the following ratios:

(1) One supervisor to the equivalent of fifteen to twenty-nine full-time special education instructional personnel.

(2) Two supervisors to the equivalent of thirty to forty-nine such personnel.

(3) One additional supervisor for every additional twenty-five such personnel.

(c) Coordination of Pupil Personnel Services. Whenever a board of education employs the equivalent of four, but less than the equivalent of fifteen, full-time certified and/or licensed pupil personnel specializing in the following categories of pupil personnel services, the time and responsibility necessary for the coordination of the services shall be assigned to one of the persons in any of the categories: school social work services, school psychological services, school speech and hearing services, school guidance and counseling services, and school health services.

(d) Supervision of pupil personnel services. Whenever a board of education employs the equivalent of fifteen full-time certified and/or licensed pupil personnel specializing in the categories listed in section 10-76d-2(c) of these regulations, the board of education shall employ a full-time supervisor certified and/or licensed in any of the service categories to be supervised. For additional personnel, supervisory ratios shall be as set forth in section 10-76d-2(b) of these regulations.

(e) Supervision of pupil personnel service categories. Whenever a board of education employs the equivalent of fifteen full-time certified and/or licensed pupil personnel specializing in any one of the categories listed in section 10-76d-2(c) of these regulations, the board of education shall employ a full-time supervisor certified and/or licensed in the service category to be supervised. For additional personnel, supervisory ratios shall be as set forth in section 10-76d-2(b) of these regulations.

(f) Combination of resources. Whenever more than one board of education combine resources to employ a single administrative head, the combined total of special education personnel under those boards of education shall be the number used for the determination of the requirement of coordination or supervision.

(g) (a) Aides. Provision shall be made for the direct supervision of each aide WHO IS ASSISTING IN THE PROVISION OF [in] special education INSTRUCTION AND RELATED SERVICES by a person certified [and/or] OR licensed in the area of specialization to which such aide is assigned.

(h) (b) Consultation. Time shall be scheduled during the school day for personnel who provide special education and related services or [regular] GENERAL education to consult with each other, other personnel and parents.

(i) (c) Personnel development. Each board of education shall provide for a system of personnel development to meet the requirements of THE IDEA, SECTIONS 10-76a TO 10-76gg, INCLUSIVE, OF THE CONNECTICUT GENERAL STATUTES AND [these] SECTIONS 10-76a-1 TO 10-76d-19, INCLUSIVE, OF THE regulations OF CONNECTICUT STATE AGENCIES. [Inservice] IN-SERVICE training on special education and related services shall be given to regular and special education instructional, related services and support personnel. A BOARD OF EDUCATION MAY REQUIRE THE ATTENDANCE OF PERSONNEL AT SPECIFIC IN-SERVICE TRAINING ACTIVITIES TO MEET AREAS OF NONCOMPLIANCE IDENTIFIED BY THE STATE DEPARTMENT OF EDUCATION IN MONITORING ACTIVITIES OR TO RESPOND TO SPECIFIC CORRECTIVE ACTIONS ORDERED BY THE STATE DEPARTMENT OF EDUCATION AS A RESULT OF A COMPLAINT INVESTIGATION.

Sec. 8. Section 10-76d-3 of the Regulations of Connecticut State Agencies is amended as follows:

Unless otherwise specified in a child's individualized education program, the minimum school day and year for children [requiring special education and related services] WITH DISABILITIES shall be the same as

that for children in the [regular] GENERAL education program. EACH BOARD OF EDUCATION SHALL ENSURE THAT EXTENDED SCHOOL YEAR SERVICES ARE AVAILABLE IN ACCORDANCE WITH THE IDEA. EACH BOARD OF EDUCATION SHALL ENSURE THAT CONSIDERATION OF THE CHILD'S ELIGIBILITY FOR, AND THE CONTENT, DURATION AND LOCATION OF THE CHILD'S EXTENDED SCHOOL YEAR SERVICES IS DETERMINED SO AS TO ALLOW THE PARENT SUFFICIENT TIME TO CHALLENGE THE DETERMINATION OF ELIGIBILITY OR THE PROGRAM OR PLACEMENT FOR THE CHILD BEFORE THE BEGINNING OF THE EXTENDED SCHOOL YEAR PROGRAM UNLESS IT IS CLEARLY NOT FEASIBLE TO DO SO.

Sec. 9. Section 10-76d-4 of the Regulations of Connecticut State Agencies is amended as follows:

(a) [Physical facilities. Each board of education shall provide special education and related services in a physical environment appropriate to the child's needs as set forth in the child's individualized education program.

(1) Children requiring special education and related services shall receive special education and related services in regular education facilities where appropriate.

(2) Special education and related services shall be provided in facilities which meet all building, health and safety codes.

(3) Children with limited mobility shall have access, free from barriers to their mobility, to those areas to which access is necessary for the implementation of their individualized education programs.

(4) A board of education may rent special education facilities. Such facilities shall meet the requirements as set forth in section 10-76d-4(a) (1) through (3) of these regulations. To receive payment for rental of special education facilities, a board of education shall document that adequate space is not available in any of its public school buildings and that rental is necessary because of improvement in or expansion of the special education program. Rented facilities for special education may be used to house regular classes where such use is a means of initiating or improving special education programs or facilities within a regular public school building.

(b) Equipment. Each board of education shall provide [education equipment and materials] ASSISTIVE TECHNOLOGY DEVICES AND INSTRUCTIONAL AND RELATED SERVICE MATERIALS sufficient to meet the requirements of each child's individualized education program. AN ASSISTIVE TECHNOLOGY DEVICE MEANS AN ASSISTIVE TECHNOLOGY DEVICE AS DEFINED IN THE IDEA.

(1) The board of education shall maintain an inventory of all [education equipment] ASSISTIVE TECHNOLOGY DEVICES costing more than [two hundred dollars] FIVE HUNDRED DOLLARS per unit if the cost of the equipment is included in special education costs for purposes of payment. The inventory shall identify the [equipment] DEVICE and state its cost, date of purchase and current use or disposition. Records of inventories of such [education equipment] DEVICES shall be retained for three years beyond the useful life or disposition of the [equipment] DEVICE.

[(2) All equipment and materials for which full payment is sought shall be used exclusively for special education and related services. Payment for all shared equipment and materials shall be prorated in accordance with the proportion of time such equipment and materials are used for special education and related services.]

Sec. 10. Section 10-76d-5 of the Regulations of Connecticut State Agencies is amended as follows:

The number and age range of children [requiring special education and related services] WITH DISABILITIES assigned to a class shall be such that the specifications of each child's individualized education program can be met.

Sec. 11. Section 10-76d-6 of the Regulations of Connecticut State Agencies is amended as follows:

Each board of education [is responsible for the identification of children requiring special education and related services] SHALL ENSURE THAT CHILDREN WITH DISABILITIES, INCLUDING CHILDREN WHO ARE EDUCATED AT HOME, HOMELESS CHILDREN, CHILDREN WHO ARE WARDS OF THE STATE AND CHILDREN ATTENDING PRIVATE SCHOOLS, REGARDLESS OF THE SEVERITY OF THEIR DISABILITY AND WHO ARE IN NEED OF SPECIAL EDUCATION AND RELATED SERVICES, ARE IDENTIFIED, LOCATED AND EVALUATED. SERVICES AVAILABLE FOR PARENTALLY PLACED PRIVATE SCHOOL CHILDREN SHALL BE PROVIDED IN

ACCORDANCE WITH THE IDEA. This responsibility shall include cooperating with other agencies in a position to identify children [requiring special education and related services. Determination of a child's eligibility to receive special education and related services shall be based on documented evidence, as required by these regulations, that the child requires special education] WITH DISABILITIES.

Sec. 12. Section 10-76d-7 of the Regulations of Connecticut State Agencies is amended as follows:

(a) Each board of education shall accept and process referrals from appropriate school personnel, as well as from a child's parents[;] or from a physician, clinic or social worker, provided the parent so permits, in order to determine IF a [child's eligibility] CHILD IS A CHILD WITH A DISABILITY AND IS ELIGIBLE for special education and related services. A board of education shall make available a standard referral form [which shall be used in all referrals]. THE BOARD OF EDUCATION SHALL MAKE THIS FORM AVAILABLE TO PARENTS THROUGH THE STUDENT HANDBOOK OR OTHER PUBLICATIONS PROVIDED TO PARENTS REGARDING SCHOOL POLICY AND PROCEDURES. A PARENT IS NOT REQUIRED TO SUBMIT THIS FORM FOR A REFERRAL. A CONCERN EXPRESSED IN WRITING FROM THE PARENT TO SUPERVISORY OR ADMINISTRATIVE PERSONNEL OF THE BOARD OF EDUCATION OR A TEACHER OF THE CHILD THAT THE CHILD IS IN NEED OF SPECIAL EDUCATION AND RELATED SERVICES OR A WRITTEN REQUEST THAT THE CHILD BE REFERRED FOR A SPECIAL EDUCATION EVALUATION OR USE OF OTHER TERMS WHICH INDICATES A CONCERN THAT A CHILD MAY BE IN NEED OF SPECIAL EDUCATION AND RELATED SERVICES SHALL BE ACCEPTED BY THE BOARD OF EDUCATION AS A REFERRAL. EACH BOARD OF EDUCATION SHALL DEVELOP A PROCESS FOR ACCEPTING REFERRALS FROM PARENTS WHO CANNOT PUT THEIR REQUEST IN WRITING.

(b) Before a child is referred to [a planning and placement team] AN IEP TEAM, alternative procedures and programs in [regular] GENERAL education shall be explored and, where appropriate, implemented. NOTWITHSTANDING THE PROVISIONS OF THIS SECTION, A BOARD OF EDUCATION SHALL ACCEPT A REFERRAL AND CONVENE AN IEP TEAM MEETING TO CONSIDER THE REFERRAL TO DETERMINE IF AN EVALUATION OF THE CHILD IS WARRANTED.

(c) Provision shall be made for the prompt referral to [a planning and placement] AN IEP team of all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance.

Sec. 13. Section 10-76d-8 of the Regulations of Connecticut State Agencies is amended as follows:

[Each board of education shall notify parents of children requiring special education and related services five days before proposing to, or refusing to, initiate or change the child's identification, evaluation or placement. Written notice shall be sent to the parents no later than five days after date of referral. In addition, written parental consent shall be obtained prior to initial evaluation, reevaluation, initial placement or private placement of a child who requires or may require special education and related services.

(a) Requirements for notice. Notice shall include the following information.

- (1) The reason for the notice. In the event of a referral, the notice shall include the source and date of the referral;
- (2) A description of the general evaluation procedure to be used;
- (3) A statement of parental rights to review and obtain copies of all records used as a basis for the referral, to be fully informed of all evaluation results, and to obtain an independent educational evaluation as part of the evaluation process; and
- (4) A full explanation of all due process procedures available to parents.

(b) Requirements for consent. Where parental consent is required, notice shall include the requirements of section 10-76d-8 (a) of these regulations and the following information.

- (1) A statement of parental rights to refuse consent and that, if consent is given, it may be revoked at any time;
- (2) A statement that parental failure to respond, within ten days from the date of the notice, shall be construed as refusal of consent; and
- (3) A statement that, if contested, the child's current educational placement will not change until due process procedures have been completed.

(c) Procedures. The notice must be communicated in accordance with the following procedures.

- (1) The notice must be in writing; and

(2) The notice must be provided in language understandable to the general public, and in the dominant language or other mode of communication used by the parents unless it is clearly not feasible to do so. If the dominant language or other mode of communication of the parent is not a written language, the board of education shall ensure first, that the notice is translated orally or by other means in the dominant language or other mode of communication of the parents; and, second, that the information is clearly presented and understood by the parents. There shall be written evidence that these two steps have been taken.]

(a) PRIOR WRITTEN NOTICE CONSISTENT WITH THE REQUIREMENTS OF THE IDEA SHALL BE PROVIDED BY THE BOARD OF EDUCATION TO THE PARENTS OF A CHILD WITH A DISABILITY.

(b) THE BOARD OF EDUCATION SHALL SECURE WRITTEN PARENTAL CONSENT CONSISTENT WITH THE REQUIREMENTS OF THE IDEA.

Sec. 14. Section 10-76d-9 of the Regulations of Connecticut State Agencies is amended as follows:

[Each child who has been referred and who may require special education and related services shall be evaluated in order to determine whether special education is required. Each child receiving special education and related services shall be reevaluated at least once every three years. In addition, a re-evaluation shall be conducted upon the request of the parent or personnel working with the child.

(a) Evaluation study. Each board of education shall ensure that a complete evaluation study is conducted for each child referred who may require special education and related services. The evaluation study shall include reports concerning the child's educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate in determining the nature and scope of the child's exceptionality.

(1) The evaluation study may include information concerning the child's physical condition, sociocultural background and adaptive behavior in home and in school.

The evaluation study shall document the sources of all information.

(2) In the case of a child dominant in a language other than English, the evaluation study shall also include systematic teacher observation of the specific areas of concern. Detailed information about the child's performance at home and in the community and any prescriptive or diagnostic teaching which has taken place shall be included.

(b) Evaluation procedures. Each board of education shall use evaluation procedures, instruments and techniques that are non-discriminatory and have been validated for the specific purpose for which they have been designed. All such evaluation procedures, instruments, and techniques shall be administered by appropriately certified and/or licensed personnel in accordance with procedures recommended by the test publisher.

(1) All evaluation procedures, instruments and techniques shall be administered in the child's dominant language or other mode of communication.

(2) More than one evaluation procedure, instrument, or technique shall be used as the basis for placement. The results of standardized or local tests of ability, aptitude, affect, achievement and aspiration shall not be exclusively used as the basis for placement.

(3) Tests shall be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure).

(4) Evaluation procedures, instruments and techniques shall include those designed to assess specific areas of educational need and, where appropriate, language dominance, and shall not be limited to those which are designed to provide a general intelligence quotient.

(c) Independent evaluation.

(1) Parents have the right to obtain an independent evaluation, conducted by an appropriately certified and/or licensed examiner who is not employed by the responsible board of education, of their child. Each board of education shall provide to parents, on request, information about where an independent evaluation may be obtained.

(2) Parents have the right to an independent evaluation at public expense if the parents disagree with an evaluation obtained by the board of education. However, the board of education may initiate a due process hearing conducted pursuant to Section 10-76h-1 of these regulations to show that its evaluation is

appropriate. If the hearing officer or board determines that the evaluation of the board of education was appropriate, the parents still have the right to an independent evaluation, but not at public expense. For purposes of this section, "at public expense" means that the evaluation is provided at no cost to the parents.

(3) If the parents obtain an independent evaluation at private expense, the results of the evaluation must be considered by the board of education in any decision concerning the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing conducted pursuant to Section 10-76h-1 of these regulations.

(4) If a hearing officer requests an independent evaluation as part of a hearing, the evaluation shall be at public expense.

(5) Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the board of education uses when it initiates an evaluation.]

(a) EACH CHILD WITH A DISABILITY SHALL BE EVALUATED OR REEVALUATED CONSISTENT WITH THE PROVISIONS OF THE IDEA. A PARENT'S RIGHT TO AN INDEPENDENT EVALUATION SHALL BE PROVIDED CONSISTENT WITH THE IDEA.

(b) (1) EACH BOARD OF EDUCATION SHALL EVALUATE AND IDENTIFY GIFTED AND TALENTED CHILDREN USING THE PLANNING AND PLACEMENT TEAM. A BOARD OF EDUCATION MAY IDENTIFY UP TO 10 PER CENT OF ITS TOTAL SCHOOL POPULATION AS GIFTED AND TALENTED.

(2) A BOARD OF EDUCATION MAY INDIVIDUALLY EVALUATE CHILDREN WHO MAY BE GIFTED AND TALENTED OR MAY USE GROUP ASSESSMENT AND EVALUATION PROCEDURES. A BOARD OF EDUCATION MAY CONDUCT PLANNING AND PLACEMENT TEAM MEETINGS ON GROUPS OF CHILDREN FOR WHOM EVALUATION AND IDENTIFICATION AS GIFTED AND TALENTED ARE PLANNED. PARENTS SHALL BE PROVIDED WITH WRITTEN NOTICE THAT A CHILD HAS BEEN REFERRED TO THE PLANNING AND PLACEMENT TEAM FOR CONSIDERATION AS A GIFTED AND TALENTED CHILD. WRITTEN PARENTAL CONSENT SHALL BE SECURED BEFORE A CHILD IS INDIVIDUALLY EVALUATED FOR IDENTIFICATION AS GIFTED AND TALENTED. THE RESULTS OF THE PLANNING AND PLACEMENT TEAM MEETING CONCERNING A DETERMINATION OF THE CHILD'S IDENTIFICATION AS GIFTED OR TALENTED SHALL BE PROVIDED TO THE PARENT IN WRITING. IF A PARENT DISAGREES WITH THE RESULTS OF THE EVALUATION CONDUCTED BY THE BOARD OF EDUCATION, THE PARENT HAS A RIGHT TO A HEARING, PURSUANT TO SECTIONS 10-76h-1 TO 10-76h-16, INCLUSIVE, OF THE REGULATIONS OF CONNECTICUT STATE AGENCIES.

Sec. 15. Section 10-76d-10 of the Regulations of Connecticut State Agencies is amended as follows:

[Each board of education shall establish a sufficient number of planning and placement teams to ensure that all children requiring special education and related services within its jurisdiction shall receive special education and related services. The planning and placement team shall be responsible for the following.

(a) Evaluation on referral. Conducting an evaluation, as set forth in section 10-76d-9 of these regulations, of every child who has been referred and who may require special education and related services.

(b) Evaluation of children requiring special education. Conducting an evaluation, as set forth in section 10-76d-9 of these regulations, before any action is taken with respect to the initial placement or denial of placement of a child in a special education program, or before the transfer or denial of transfer of a child from a special education program to a full-time regular class placement.

(c) Determination of eligibility. Determining, following evaluation, the eligibility of a child for special education and related services.

(d) Meetings. Meeting to develop the individualized education program in the event of a determination that a child is eligible to receive special education and related services, and meeting to review or revise the individualized education program, in accordance with section 10-76d-11 of these regulations.

(e) Re-evaluation. Conducting a re-evaluation, as set forth in section 10-76d-9 of these regulations, of each child receiving special education and related services.]

(a) FOR PURPOSES OF THIS SECTION (1) "PUBLIC AGENCY" INCLUDES, BUT IS NOT LIMITED TO, THE OFFICES OF A GOVERNMENT OF A FEDERALLY RECOGNIZED NATIVE AMERICAN TRIBE, THE DEPARTMENT OF CHILDREN AND FAMILIES, THE DEPARTMENT OF

CORRECTIONS, THE DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES, THE DEPARTMENT OF MENTAL RETARDATION AND THE JUVENILE OR SUPERIOR COURT. PUBLIC AGENCY DOES NOT MEAN A LOCAL OR REGIONAL BOARD OF EDUCATION OR THE STATE BOARD OF EDUCATION OR SUPERIOR COURT ACTING PURSUANT TO SECTION 10-76h OF THE CONNECTICUT GENERAL STATUTES; (2) "NEXUS TOWN" MEANS THE CONNECTICUT TOWN IN WHICH THE CHILD'S PARENT RESIDES EXCEPT AS PROVIDED IN SUBDIVISION (3) OF THIS SUBSECTION; (3) "NO-NEXUS" EXISTS WHEN: (i) PARENTAL RIGHTS HAVE BEEN TERMINATED; (ii) THE PARENT IS DECEASED; (iii) THE WHEREABOUTS OF THE PARENT IS UNKNOWN; (iv) THE PARENT DOES NOT RESIDE IN CONNECTICUT; (v) THE PARENT RESIDES AS A PATIENT IN A TREATMENT FACILITY AND DOES NOT MAINTAIN A CONNECTICUT RESIDENCE; OR (vi) THE PARENT RESIDES AS AN INMATE IN A CORRECTION FACILITY AND DOES NOT MAINTAIN A CONNECTICUT RESIDENCE.

(b) WHENEVER A PUBLIC AGENCY REMOVES OR ORDERS A CHILD TO A SETTING OTHER THAN THE RESIDENCE OF THE PARENT, THE LOCAL OR REGIONAL BOARD OF EDUCATION OF THE NEXUS TOWN SHALL REMAIN RESPONSIBLE FOR THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION TO A CHILD WITH A DISABILITY OR A CHILD WHO MAY BE A CHILD WITH A DISABILITY. IF THE CHILD HAS NO-NEXUS, THE LOCAL OR REGIONAL BOARD OF EDUCATION IN WHICH THE CHILD IS PLACED SHALL BE RESPONSIBLE FOR THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION FOR THE CHILD. THE SETTING IN WHICH THE CHILD IS ORDERED TO MAY INCLUDE, BUT IS NOT LIMITED TO, A FOSTER HOME, GROUP HOME, HOSPITAL, STATE INSTITUTION, RECEIVING HOME, CUSTODIAL INSTITUTION OR ANY OTHER RESIDENTIAL TREATMENT FACILITY, INCLUDING FACILITIES ADMINISTERED BY THE JUVENILE COURT. THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION INCLUDES THE IDENTIFICATION, EVALUATION, PROGRAM AND PLACEMENT OF THE CHILD AND ANY OTHER MATTER RELATING TO THE CHILD'S RIGHT TO A FREE APPROPRIATE PUBLIC EDUCATION. THE CHILD CONTINUES TO HAVE A NEXUS WITH THE TOWN OF PARENTAL RESIDENCE AFTER THE CHILD TURNS EIGHTEEN YEARS OF AGE UNLESS THE CHILD HAS ESTABLISHED AN INDEPENDENT RESIDENCE SUBSEQUENT TO REACHING AGE EIGHTEEN.

(c) EACH PUBLIC AGENCY SHALL DEVELOP AND UTILIZE A WRITTEN NOTIFICATION FORM TO BE PROVIDED TO THE RESPONSIBLE BOARD OF EDUCATION UPON THE CHILD'S REMOVAL OR ORDER TO A SETTING OTHER THAN THE PARENT'S RESIDENCE. SUCH FORM SHALL BE PROVIDED TO THE DIRECTOR OF SPECIAL EDUCATION OR PUPIL SERVICES AND SHALL INCLUDE THE FOLLOWING INFORMATION: NAME OF THE CHILD, THE CHILD'S DATE OF BIRTH; THE PLACING AGENCY; THE PLACEMENT, INCLUDING THE NAME AND ADDRESS OF THE PLACEMENT; THE MOST CURRENT INFORMATION, INCLUDING THE DATE OF THE INFORMATION, REGARDING THE NAME OF THE CHILD'S PARENT AND ADDRESS; WHETHER OR NOT THE CHILD IS OR MAY BE A CHILD WITH A DISABILITY; AND, WHETHER OR NOT THE CHILD HAS A NEXUS OR IS A CHILD WITH NO-NEXUS. IN THE EVENT THAT A CHILD'S PARENTS RESIDE IN DIFFERENT CONNECTICUT TOWNS, THE PUBLIC AGENCY SHALL DETERMINE WHICH TOWN, IF ANY, TO WHICH THE CHILD HAS A NEXUS BASED ON FACTORS INCLUDING, BUT NOT LIMITED TO: THE RESPECTIVE RIGHTS OF EACH PARENT, THE LEVEL OF INVOLVEMENT OF EACH PARENT IN THE CHILD'S TREATMENT PROGRAM, PARENT/CHILD VISITATION SCHEDULES AND ANY PLANS THE AGENCY HAS FOR THE CHILD AS THEY MAY RELATE TO REUNIFICATION WITH A PARENT. WITHIN ONE BUSINESS DAY OF A PLACEMENT, THE PLACING AGENCY SHALL ORALLY NOTIFY THE LOCAL OR REGIONAL BOARD OF EDUCATION RESPONSIBLE FOR THE CHILD'S SPECIAL EDUCATION. WRITTEN NOTIFICATION SHALL BE PROVIDED BY THE PLACING AGENCY WITHIN TWO BUSINESS DAYS OF THE PLACEMENT.

(d) THE CHILD SHALL BE PROVIDED A FREE APPROPRIATE PUBLIC EDUCATION IN THE TOWN WHERE THE CHILD RESIDES AS A RESULT OF THE PLACEMENT CONSISTENT WITH THE CHILD'S CURRENT IEP. THE NEXUS TOWN, OR IF THE CHILD HAS NO-NEXUS, THE

TOWN WHERE THE CHILD IS PLACED, SHALL CONVENE AN IEP TEAM MEETING TO REVIEW, REVISE OR DEVELOP THE CHILD'S IEP AS IS APPROPRIATE. THE PUBLIC AGENCY SHALL BE RESPONSIBLE FOR ENSURING THAT THE MOST CURRENT COPY OF THE CHILD'S IEP IS FORWARDED TO THE BOARD OF EDUCATION IMPLEMENTING THE CHILD'S IEP. THE PROVISION OF SERVICES CONSISTENT WITH THE CHILD'S CURRENT IEP BEGINS FROM THE TIME OF PLACEMENT UNLESS IT IS CLEARLY NOT FEASIBLE TO DO SO. IF A CHANGE IN THE CHILD'S OR PARENT'S STATUS OCCURS, RESPONSIBILITY FOR THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION SHIFTS WHEN THE CHANGE IN STATUS OCCURS, NOT UPON RECEIPT OF NOTIFICATION FROM THE PLACING AGENCY OF THE CHANGE IN STATUS.

(e) IN THE EVENT A BOARD OF EDUCATION IDENTIFIED BY THE PUBLIC AGENCY AS RESPONSIBLE FOR THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION DISPUTES SUCH IDENTIFICATION OR, IF A CHANGE IN STATUS OCCURS AND A DISPUTE REGARDING SUCH CHANGE ARISES, THE BOARD OF EDUCATION IDENTIFIED BY THE PLACING AGENCY SHALL ASSUME RESPONSIBILITY FOR THE PROVISION OF EDUCATIONAL SERVICES TO THE CHILD UNTIL RESOLUTION OF THE DISPUTE. THE PLACING AGENCY, IN CONSULTATION WITH THE STATE DEPARTMENT OF EDUCATION, SHALL REVIEW A REQUEST WHICH CHALLENGES THE ASSIGNMENT OF RESPONSIBILITY TO A BOARD OF EDUCATION. A DETERMINATION MADE BY THE PLACING AGENCY, IN CONSULTATION WITH THE STATE DEPARTMENT OF EDUCATION REGARDING THE RESPONSIBLE BOARD OF EDUCATION MAY INCLUDE AN ORDER DIRECTING A BOARD OF EDUCATION TO PROVIDE REIMBURSEMENT TO ANOTHER BOARD OF EDUCATION FOR THE CHILD'S EDUCATIONAL SERVICES DURING THE PERIOD UNDER REVIEW. THE DETERMINATION OF THE PLACING AGENCY AND THE STATE DEPARTMENT OF EDUCATION IS FINAL AND SHALL NOT BE SUBJECT TO REVIEW. IN THE ALTERNATIVE, A BOARD OF EDUCATION MAY REQUEST A SCHOOL ACCOMMODATIONS HEARING PURSUANT TO SECTION 10-186 OF THE CONNECTICUT GENERAL STATUTES TO DETERMINE EDUCATIONAL RESPONSIBILITY. DURING THE PENDENCY OF ANY HEARING REQUESTED PURSUANT TO SECTION 10-186, THE BOARD OF EDUCATION IDENTIFIED BY THE PLACING AGENCY SHALL PROVIDE AND BE FINANCIALLY RESPONSIBLE FOR THE IMPLEMENTATION OF THE CHILD'S IEP.

Sec 16. Section 10-76d-11 of the Regulations of Connecticut State Agencies is amended as follows: Each board of education shall [establish policies and procedures for developing, implementing, reviewing, maintaining and evaluating an individualized education program for each child requiring special education and related services. The individualized education program shall be based upon the diagnostic findings of the evaluation study. The planning and placement team shall base recommendations for any changes in a child's individualized education program upon the child's current individualized education program and any information relating to the child's current educational performance.

(a) Development or revision. Each planning and placement team shall develop, or revise, whichever is appropriate, the individualized education program for each child requiring special education and related services prior to the beginning of the school year. In the case of a student enrolled after the last day of the previous school year, this process shall be completed by October first of the school year.

(b) Review. Each planning and placement team shall review and, if appropriate, revise each child's individualized education program periodically but not less than annually. In addition, a review shall be made upon request of the parents or personnel working with the child, provided the child's educational performance indicates the need for a review.

(c) Components. Components of the individualized education program shall include the following.

(1) A statement of the child's present level of educational performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills;

(2) A statement of annual educational goals for the school year under the child's individualized educational program;

- (3) A statement of short-term instructional objectives derived from the annual educational goals. This shall include objective criteria, evaluation procedures and schedules for determining, on a regular basis, whether the short-term instructional objectives are being achieved;
- (4) A statement of specific educational services needed by the child, including a description of special education and related services which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;
- (5) The date when those services will begin and length of time the services will be given with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed;
- (6) A description of the extent to which the child will participate in the regular education program. This shall include a description of how the regular education program will be modified to meet the child's needs;
- (7) A list of the individuals who shall implement the individualized education program; and
- (8) In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.] DEVELOP, REVIEW AND REVISE AN IEP CONSISTENT WITH THE REQUIREMENTS OF THE IDEA. IN ADDITION TO THE IEP COMPONENTS REQUIRED UNDER THE IDEA, THE IEP SHALL ALSO INCLUDE A STATEMENT OF SHORT-TERM INSTRUCTIONAL OBJECTIVES DERIVED FROM THE ANNUAL EDUCATIONAL GOALS. THIS SHALL INCLUDE OBJECTIVE CRITERIA, EVALUATION PROCEDURES AND SCHEDULES FOR DETERMINING, ON A REGULAR BASIS, WHETHER THE SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE BEING ACHIEVED;
- [(d)](b) Individualized education program form. Each board of education shall use THE [a standardized] individualized education program form DEVELOPED BY THE STATE DEPARTMENT OF EDUCATION. [Said form shall be subject to the approval of the state board of education.]

Sec. 17. Section 10-76d-12 of the Regulations of Connecticut State Agencies is amended as follows:

[Each planning and placement team is responsible for initiating, conducting and maintaining a record of planning and placement team meetings for developing, reviewing or revising a child's individualized education program.

- (a) Members. Each planning and placement team to develop, review or revise the individualized education program for each child shall be as defined by these regulations. In addition, parents shall have the right to be present at and participate in all portions of such meeting at which an educational program for their child is discussed, developed or written. Where appropriate, the membership of the meeting may include the child.
- (b) Members in private placement. In the event of a meeting to review or revise the individualized education program of a child in an out-of-district or a private placement, a representative of the out-of-district or private facility shall also be invited. In addition, a representative of the outside facility shall contribute to the development of short-term instructional objectives as set forth in section 10-76d-11 (e) of these regulations.
- (c) Parental participation. Each board of education shall take steps to ensure that one or both of the child's parents are afforded the opportunity to participate in each meeting to develop, review or revise the individualized education program for that child. Every effort shall be made to schedule meetings at a mutually agreed upon time and place. Steps to ensure parental participation shall be taken in accordance with the following.
- (1) At least five days prior to the meeting, parents shall be advised in writing, in their dominant language, of their rights to be participating members of the planning and placement team.
- (2) Such notice shall also specify the purpose, time and location of the meeting and who has been invited.
- (3) If neither parent can attend, reasonable effort shall be made to secure parental participation by other means such as conference calls or home visits.
- (4) A meeting may be conducted without a parent in attendance if the board of education is unable to secure parental attendance. In this event, the board of education shall have a detailed record of its attempts to arrange parental participation.
- (5) Each board of education shall take any and all actions necessary to ensure that the parents understand the proceedings at the meeting. This shall include, but not be limited to, providing an interpreter for the parents who are in need of such services.] IN ACCORDANCE WITH THE PROVISIONS OF THE IDEA, THE RIGHTS OF A PARENT TRANSFER TO A CHILD WITH A DISABILITY WHEN THE CHILD TURNS EIGHTEEN. A CHILD WITH A DISABILITY MAY, IN WRITING, NOTIFY THE BOARD OF EDUCATION THAT THE PARENT CONTINUES TO HAVE THE RIGHT TO MAKE EDUCATIONAL

DECISIONS ON BEHALF OF THE CHILD NOTWITHSTANDING THE FACT THAT THE CHILD HAS TURNED EIGHTEEN YEARS OF AGE.

Sec. 18. Section 10-76d-13 of the Regulations of Connecticut State Agencies is amended as follows:
[Special education and related services shall be provided as soon as possible after the planning and placement team meeting held to review, revise or develop the child's individualized education program, but in any event not later than the following timelines.

(a) School year. In the case of a referral made during the academic year, the timelines shall be as follows.

(1) The individualized education program shall be implemented within forty-five days of referral or notice, exclusive of the time required to obtain parental consent.

(2) In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty days of referral or notice, exclusive of the time required to obtain parental consent. If difficulty of placement is such as to occasion a delay beyond this period, the board of education shall submit to the state board of education written documentation of its efforts to obtain placement in a timely manner.

(3) Notice shall be sent to the parents in accordance with the requirements of Section 10-76d-8 of these regulations.

(4) Where necessary, parental consent shall be given within ten days of the date of notice or, where appropriate, of the date of the planning and placement team meeting in which the parents participated. Consent shall be as specified in Section 10-76d-8 of these regulations.

(5) Notice of a planning and placement team meeting to develop, review or revise the child's individualized education program shall be sent to the parents in accordance with Section 10-76d-12 (c) of these regulations.

(6) A full copy of the individualized education program shall be sent to the parents within five days after the planning and placement team meeting to develop, review or revise the individualized education program.

(b) Between school years. In the case of a referral made in between school years, the effective date of the referral may be deemed to be the first school day of the next school year.]

(a) AN IEP TEAM MEETING SHALL BE HELD WITHIN FIFTEEN DAYS OF A REFERRAL MADE PURSUANT TO SECTION 10-76d-7 OF THE REGULATIONS OF CONNECTICUT STATE AGENCIES TO CONSIDER THE REFERRAL.

(b) AN INITIAL EVALUATION TO DETERMINE IF A CHILD IS A CHILD WITH A DISABILITY SHALL BE CONDUCTED WITHIN SIXTY DAYS OF THE BOARD OF EDUCATION RECEIVING PARENTAL CONSENT FOR THE EVALUATION.

(b) A MEETING TO DEVELOP AN IEP FOR A CHILD SHALL BE CONDUCTED AND THE IEP IMPLEMENTED NO LATER THAN THIRTY DAYS AFTER A DETERMINATION THAT THE CHILD IS ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.

Sec. 19. Section 10-76d-14 of the Regulations of Connecticut State Agencies is amended as follows:
[Each board of education shall provide each child requiring special education and related services with a program appropriate to the child's needs as set forth in the child's individualized education program.

(a) Program alternatives. Each board of education shall make available program alternatives which shall include, but not be limited to, the following.

(1) A program in which instructional services are provided by the teacher or support personnel either in the child's classroom or another setting.

(2) A program in which instructional services are provided through a combination of regular classroom and special classroom instruction.

(b) **(a)** Trial placement for diagnostic purposes. Each board of education may use trial placement for diagnostic purposes AS PART OF THE INITIAL EVALUATION OR REEVALUATION OF A CHILD. This shall mean a structured program, of not more than [eight weeks'] FORTY SCHOOL DAYS duration, the purpose of which is to assess the needs of a child [for whom an individualized education program may be needed] WHO IS OR MAY BE A CHILD WITH A DISABILITY, but for whom the evaluation [study] OR REEVALUATION is either inconclusive or the data insufficient to determine the child's individualized education program. A DIAGNOSTIC PLACEMENT IS AN EVALUATION AND SHALL NOT BE THE CURRENT PLACEMENT OF A CHILD FOR PURPOSES OF DUE PROCESS PROCEEDINGS UNLESS THE PARENTS AND THE BOARD OF EDUCATION OTHERWISE AGREE.

(1) The [planning and placement] IEP team shall specify, in writing, diagnostic goals and objectives, as well as the types and amounts of services needed to conduct the program in order to determine more conclusively the child's needs.

(2) The[planning and placement] IEP team shall meet at least once every [two weeks] TEN SCHOOL DAYS with personnel working with the child to discuss the child's progress and to revise, where necessary, the services being provided.

(3) A child's time may be divided between the diagnostic program and another program, or the child may be placed in the diagnostic program full-time. Decisions regarding such options shall be made by the[planning and placement] IEP team.

(4) A diagnostic program shall be terminated as soon as the child's needs have been determined, but in any event [within eight weeks] NO LATER THAN FORTY SCHOOL DAYS AFTER THE PROGRAM BEGINS.

(5) Five SCHOOL days before the end of the diagnostic program, the [planning and placement] IEP team shall reconvene to DETERMINE THE CHILD'S ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES, AS APPROPRIATE, OR [write] REVIEW, REVISE OR DEVELOP the child's individualized education program , AS APPROPRIATE, based on findings made during the program as well as other evaluative information regarding the child.

[(c) Early childhood program. Each board of education shall provide early childhood programs designed to meet the needs of preschool children requiring special education and related services. Such programs shall be provided in school, in the child's home, or in alternative settings as set forth in section 10-76d-14 (a) and (b) of these regulations.

(d) Career and vocational programs. Each board of education shall ensure that all children requiring special education and related services have access to all career and vocational education programs available to children in the regular education program.

(1) Vocational programs shall be provided for each child whose individualized education program requires such a program.

(2) Vocational programs shall contain an academic component.

(e) Program approval. Each board of education shall submit an application for approval of its special education programs in such form and at such time as the state board of education shall require.]

Sec. 20. Section 10-76d-15 of the Regulations of Connecticut State Agencies is amended as follows:

(a) A board of education shall provide [homebound and hospitalized] instruction [when recommended by the planning and placement team] TO A CHILD ENROLLED IN THE PUBLIC SCHOOLS OF SUCH BOARD OF EDUCATION WHEN SUCH CHILD IS UNABLE TO ATTEND SCHOOL FOR MEDICAL REASONS. THE CHILD'S TREATING PHYSICIAN SHALL PROVIDE A STATEMENT IN WRITING DIRECTLY TO THE BOARD OF EDUCATION STATING: (1) THE CHILD IS UNABLE TO ATTEND SCHOOL FOR MEDICAL REASONS; (2) THE CHILD WILL BE ABSENT FROM SCHOOL FOR AT LEAST TEN SCHOOL DAYS; AND, (3) THE EXPECTED DATE THE CHILD WILL BE ABLE TO RETURN TO SCHOOL.

[(a) Requirements of individualized education program. Homebound and hospitalized instruction shall be as specified in the child's individualized education program, subject to the following.

(1) In the case of a child not otherwise in need of special education and related services, homebound or hospitalized instruction shall maintain the continuity of the child's regular program. The requirements of evaluation and an individualized education program shall not apply and a planning and placement team meeting need not be convened.

(2) In the case of a child not previously receiving special education and related services, the requirements of evaluation and an individualized education program shall apply if there is reason for the planning and placement team to believe that the child will continue to require special education and related services.

(3) In the case of a child receiving special education and related services, the planning and placement team shall, where necessary, modify short-term instructional objectives in the child's individualized education program.]

(b) [Necessary conditions. Homebound and hospitalized instruction shall be provided only when the planning and placement team finds that one or more of the following conditions applies.

(1) A physician has certified in writing that the child is unable to attend school for medical reasons and has stated the expected date the child will be able to return to the school.

(2) The child has a handicap so severe that it prevents the child from learning in a school setting, or the child's presence in school endangers the health, safety or welfare of the child or others.

(3) A special education program recommendation is pending and the child was at home at the time of referral.

(4) The child is pregnant or has given birth and a physician has certified that homebound or hospitalized instruction is in the child's best interest and should continue for a specified period of time] INSTRUCTION FOR A CHILD WHO IS UNABLE TO ATTEND SCHOOL FOR MEDICAL REASONS SHALL BEGIN NO LATER THAN THE ELEVENTH DAY OF ABSENCE FROM SCHOOL, PROVIDED THE BOARD OF EDUCATION HAS RECEIVED NOTICE IN WRITING THAT MEETS THE REQUIREMENTS OF SUBSECTION (a) OF THIS SECTION. IF THE BOARD OF EDUCATION IS PROVIDED WITH ADEQUATE NOTICE PRIOR TO THE CHILD'S ABSENCE FROM SCHOOL, INSTRUCTION MAY BEGIN EARLIER THAN THE ELEVENTH DAY OF ABSENCE. IF THE CHILD'S CONDITION IS SUCH THAT THE CHILD CANNOT RECEIVE INSTRUCTION, THE CHILD'S TREATING PHYSICIAN SHALL DETERMINE WHEN INSTRUCTION SHALL BEGIN AND SHALL, IN WRITING, INFORM THE BOARD OF EDUCATION.

(c) [Length of absence. Homebound or hospitalized instruction shall be provided when a child's condition will cause an absence of at least three weeks' duration. Provided nothing in the child's condition precludes it, such instruction shall begin no later than two weeks from the first day of absence] IN THE EVENT THERE IS A DISPUTE REGARDING THE BASIS UPON WHICH THE CHILD'S TREATING PHYSICIAN HAS ASSERTED THE NEED FOR INSTRUCTION, THE CHILD SHALL RECEIVE INSTRUCTION PENDING REVIEW OF THE DOCUMENTATION PROVIDED BY THE CHILD'S TREATING PHYSICIAN BY THE SCHOOL MEDICAL ADVISOR OR OTHER HEALTH PROFESSIONAL EMPLOYED BY THE BOARD OF EDUCATION WHO IS QUALIFIED TO REVIEW THE INFORMATION SUBMITTED. THE PARENT SHALL BE REQUIRED TO PROVIDE CONSENT FOR THE SCHOOL MEDICAL ADVISOR OR OTHER QUALIFIED HEALTH PROFESSIONAL EMPLOYED BY THE BOARD OF EDUCATION TO SPEAK WITH THE CHILD'S TREATING PHYSICIAN TO CONFIRM THE NEED FOR INSTRUCTION.

(d) Time and place. [Homebound and hospitalized instruction] INSTRUCTION shall be provided [for at least] NO LESS THAN one hour per day or five hours per week for children OF PRESCHOOL AGE WHO ARE ELIGIBLE FOR SPECIAL EDUCATION OR in grades kindergarten through six and, [at least] NO LESS THAN two hours per day or ten hours per week for children in grades seven through twelve. Where evaluative data indicates that these time requirements [are too great for the child, the planning and placement team may decrease] SHOULD BE MODIFIED, instruction time MAY BE INCREASED OR DECREASED UPON THE AGREEMENT OF THE PARENT AND THE BOARD OF EDUCATION OR UPON A DETERMINATION MADE BY THE IEP TEAM AS APPROPRIATE. Instruction shall be provided in the setting of the child's home or the hospital to which the child is confined.

(e) INSTRUCTION PROVIDED PURSUANT TO THE PROVISIONS OF THIS SECTION SHALL MAINTAIN THE CONTINUITY OF THE CHILD'S GENERAL EDUCATION PROGRAM, AND IN THE CASE OF A CHILD WITH A DISABILITY, SHALL BE PROVIDED SO AS TO ENABLE THE CHILD TO CONTINUE TO PARTICIPATE IN THE GENERAL EDUCATION CURRICULUM AND TO PROGRESS TOWARDS MEETING THE GOALS AND OBJECTIVES SET OUT IN THE CHILD'S IEP.

Sec. 21. Section 10-76d-16 of the Regulations of Connecticut State Agencies is amended as follows:

[Each board of education shall make educational placements in accordance with the requirements set forth in the individualized education program of each child requiring special education and related services.

(a) Placement priorities. Each child requiring special education and related services shall be educated in the school which he or she would attend if he or she did not require special education and related services, unless the individualized education program requires another placement. Priority shall be given to public placement near the child's home.

(1) Priority shall be given to placement in the school district in which the child resides.

(2) Priority shall be given to placement in another school district, or in a regional school district, that is near the child's home. Cooperative efforts between or among school districts shall be considered as taking priority over placement in a private or state-operated facility.

(3) Placement in a private facility shall be made only when the board of education has fully explored all possible public placements.

(4) Placement in another state shall be made only when no public or approved private facility which can reasonably provide a suitable special education program is available in Connecticut.

(5) Subject to the provisions of section 10-76h of these regulations, neither the board of education nor the state board of education shall be responsible for the cost of educating a child requiring special education and related services whose parents unilaterally place the child.

(6) In the case of a child placed in a residential facility because of the need for services other than educational services, the financial responsibility of the board of education shall be limited to the reasonable costs of special education instruction.

(b) Placement pending educational program recommendations. From the time of referral until the time a placement is made in accordance with a child's individualized education program, including any time necessary to complete due process procedures, each board of education shall provide an education for each child consistent with the following:

(1) A child shall remain in his or her placement at the time of referral unless the board of education or the parents submit a written statement to the state board of education showing that the child's presence in that placement endangers the health, safety or welfare of the child or others, or unless the parents and the board of education agree in writing on an appropriate temporary placement.

(2) Each board of education shall provide appropriate temporary education services to each child requiring special education and related services who is at home at the time of referral, or whose presence has been found to endanger others as set forth in section 10-76d-16(b)(1) of these regulations.] **EACH BOARD OF EDUCATION SHALL DETERMINE THE EDUCATIONAL PLACEMENT OF A CHILD WITH A DISABILITY IN ACCORDANCE WITH THE PLACEMENT REQUIREMENTS OF THE IDEA.**

Sec. 22. Section 10-76d-17 of the Regulations of Connecticut State Agencies is amended as follows:

A board of education may place a child [requiring special education and related services] **WITH A DISABILITY** in a private [facility] **SPECIAL EDUCATION PROGRAM.**

(a) Requirements. Each board of education shall ensure that any placement in a private [facility] **SPECIAL EDUCATION PROGRAM** is made in accordance with the following requirements.

(1) The board of education shall explore all other placement options [with priority, as set forth in section 10-76d-16 (a) of these regulations] **CONSISTENT WITH THE LEAST RESTRICTIVE ENVIRONMENT REQUIREMENTS OF THE IDEA**, before deciding that the child cannot be appropriately placed in a [public] school [, agency or institution] **WHICH IS OPERATED BY A BOARD OF EDUCATION OR ON BEHALF OF A BOARD OF EDUCATION;**

(2) The child's individualized education program [, developed by the board of education as set forth in sections 10-76d-11 and 10-76d-12 of these regulations,] shall be maintained in the private [facility] **SPECIAL EDUCATION PROGRAM;**

(3) The placement shall be at no cost to the parents;

(4) [The private facility shall be approved as set forth in section 10-76d-17 (d) of these regulations] **PRIOR TO THE PLACEMENT OF A CHILD WITH A DISABILITY IN A PRIVATE SPECIAL EDUCATION PROGRAM, A REPRESENTATIVE OF THE PROGRAM SHALL PARTICIPATE IN AN IEP TEAM MEETING IN ORDER TO DISCUSS THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM; AND**

(5) A child placed in a private [facility] **SPECIAL EDUCATION PROGRAM** shall be accorded all of the educational rights the child would have if served directly by his or her board of education **INCLUDING, BUT NOT LIMITED TO, ACCESS TO EXTRACURRICULAR AND NONACADEMIC PROGRAMS AND SERVICES AND THE RIGHT TO PARTICIPATE IN THE GRADUATION EXERCISES AND ACTIVITIES OF THE BOARD OF EDUCATION AND TO RECEIVE A GENERAL EDUCATION HIGH SCHOOL DIPLOMA FROM THE BOARD OF EDUCATION [; and]**

[(6) All out-of-state private facilities shall meet the educational standards for private special education facilities of the receiving state. If no such standards exist, the sending board of education shall provide the state board of education with documentation that the private placement is appropriate to the child's needs as set forth in the child's individualized education program].

(b) [Responsibility. A board of education shall ensure the development of a child's individualized education program as set forth in sections 10-76d-11 and 10-76d-12 of these regulations. No placement shall be made]

NO CHILD SHALL BE PLACED IN A PRIVATE SPECIAL EDUCATION PROGRAM unless SUCH PLACEMENT [it] is REQUIRED BY THE [in accordance with a] child's individualized education program as developed by the [planning and placement] IEP team of the board of education responsible for the child's education.

(c) [Time limits. Placement in a private facility of a child requiring special education and related services shall be subject to review by the state board of education.

(1) Any continuation, after a three-year period, of a placement in a private facility shall require the annual approval of the state board of education.

(2) Any continuation, after a two-year period, of a placement in an out-of-state private facility shall require the annual approval of the state board of education.

(3) To apply for such approval, a board of education shall submit a written justification of the placement to the state board of education, which shall consider the needs and progress of the child and the availability of appropriate public programs and services in making its determination.]

(d)] Approval of private [facilities] SPECIAL EDUCATION PROGRAMS. Each private [facility] SPECIAL EDUCATION PROGRAM seeking approval shall submit a written application for approval as required by the state board of education. In order to be approved, each private [facility] SPECIAL EDUCATION PROGRAM shall have been in operation for at least one [school] year prior to application, SHALL HAVE AN ENROLLMENT OF AT LEAST TEN STUDENTS, SHALL COMPLY WITH THE *PRINCIPLES AND STANDARDS FOR APPROVAL OF PRIVATE SPECIAL EDUCATION PROGRAMS* ADOPTED BY THE STATE BOARD OF EDUCATION, and shall meet the following requirements:

(1) Each private [facility] SPECIAL EDUCATION PROGRAM shall agree that in its operations no person shall be excluded from participation, be denied benefits or be otherwise discriminated against on the basis of sex, race, color, creed, religion, national origin, age, marital status or [handicapping condition] DISABILITY in any program or activity for which the [facility] SPECIAL EDUCATION PROGRAM receives public monies;

(2) Each private [facility] SPECIAL EDUCATION PROGRAM shall [request] OBTAIN A COPY OF THE CHILD'S IEP from the sending board of education and [maintain an individualized education program] IMPLEMENT THE IEP for each child placed by a board of education;

(3) Each private [facility] SPECIAL EDUCATION PROGRAM shall, with the sending board of education, cooperate in and contribute to EACH IEP TEAM MEETING CONVENED FOR EACH CHILD PLACED BY A BOARD OF EDUCATION IN A PRIVATE SPECIAL EDUCATION PROGRAM, INCLUDING the annual review of each child's individualized education program and the determination of continued placement [in accordance with sections 10-76-11 and 10-76d-12 of these regulations]. THE PRIVATE SPECIAL EDUCATION PROGRAM SHALL ENSURE THAT A SPECIAL EDUCATION TEACHER OF THE CHILD EITHER PARTICIPATES IN EACH SUCH MEETING OR, IF THE CHILD'S PARENT AND BOARD OF EDUCATION CONSENT TO EXCUSAL OF THE TEACHER, SUBMITS TO THE BOARD OF EDUCATION, AT LEAST TEN BUSINESS DAYS PRIOR TO THE MEETING, WRITTEN INPUT INTO THE DEVELOPMENT OF THE CHILD'S INDIVIDUALIZED EDUCATION PROGRAM;

(4) Each private [facility] SPECIAL EDUCATION PROGRAM shall complete periodic reviews and evaluations of each child's progress relative to the child's individualized education program.

[Comprehensive] THE PRIVATE SPECIAL EDUCATION PROGRAM SHALL SUBMIT reports of the child's progress [shall be submitted] to the child's parents and the sending board of education IN ACCORDANCE WITH THE REPORTING SCHEDULE AND CONTENT REQUIREMENTS DETERMINED BY THE CHILD'S IEP TEAM [with such frequency as said board of education shall require, but in no event less than twice a year];

(5) Each private [facility] SPECIAL EDUCATION PROGRAM shall have written policies and procedures for both emergency and early termination of a child's placement. The procedure for emergency termination shall provide for immediate notification of the sending board of education and the child's parents. The procedure for early termination shall provide for prior consultation with the sending board of education as well as an orderly transfer of provision of service;

(6) Each private [facility] SPECIAL EDUCATION PROGRAM shall conform to the requirements of these regulations with respect to class size and composition, length of school day and year and physical facilities;

(7) Each private [facility] SPECIAL EDUCATION PROGRAM shall have policies and procedures which meet the requirements of [these regulations regarding education records] SECTION 10-76d-18 OF THE REGULATIONS OF CONNECTICUT STATE AGENCIES;

(8) Each private [facility] SPECIAL EDUCATION PROGRAM shall ensure that all administrative PERSONNEL, instructional PERSONNEL, and related service personnel [providing special education and related services who are hired after the effective date of these regulations] shall hold appropriate certification, EXCEPT AS PROVIDED IN SECTION 10-145d-610(c) OF THE REGULATIONS OF CONNECTICUT STATE AGENCIES, which shall be on file with the state board of education; [and]

(9) Each private [facility] SPECIAL EDUCATION PROGRAM shall require of its personnel, on an annual basis, evidence of having met the health requirements for public school employees as established by the General Statutes and their regulations[.];

(10) EACH PRIVATE SPECIAL EDUCATION PROGRAM SHALL HAVE POLICIES AND PROCEDURES WHICH PERMIT BOARD OF EDUCATION PERSONNEL TO VISIT THE PROGRAM AND OBSERVE STUDENTS ON A REASONABLE BASIS IN ORDER FOR THE BOARD TO FULFILL ITS RESPONSIBILITIES WITH REGARD TO THE PROVISION OF A FREE APPROPRIATE PUBLIC EDUCATION TO ELIGIBLE STUDENTS;

(11) EACH PRIVATE SPECIAL EDUCATION PROGRAM SHALL HAVE POLICIES AND PROCEDURES WHICH PERMIT PARENTS OF ENROLLED AND PROSPECTIVE STUDENTS TO VISIT THE PROGRAM AND OBSERVE STUDENTS ON A REASONABLE BASIS IN ORDER FOR THE PARENTS TO PARTICIPATE MEANINGFULLY IN IEP TEAM MEETINGS; AND

(12) EACH PRIVATE SPECIAL EDUCATION PROGRAM SHALL CONFORM TO THE ESTABLISHMENT CLAUSE OF THE CONSTITUTION OF THE STATE OF CONNECTICUT AND TO THE ESTABLISHMENT CLAUSE OF THE UNITED STATES OF AMERICA.

(d) PRIVATE PROGRAM WITHIN A SCHOOL OR FACILITY. IN THE EVENT THAT A PRIVATE SPECIAL EDUCATION PROGRAM IS A COMPONENT OF A SCHOOL OR FACILITY OF WHICH AT LEAST ONE OTHER COMPONENT PROVIDES EDUCATION SERVICES TO SCHOOL-AGED CHILDREN, ALL ADMINISTRATIVE, INSTRUCTIONAL AND RELATED SERVICE PERSONNEL OF EACH COMPONENT OF THE SCHOOL OR FACILITY THAT PROVIDES EDUCATION SERVICES TO SCHOOL-AGED CHILDREN SHALL HOLD APPROPRIATE CERTIFICATION, EXCEPT AS PROVIDED IN 10-145d-610(c) OF THE REGULATIONS OF CONNECTICUT STATE AGENCIES, WHICH SHALL BE ON FILE WITH THE STATE BOARD OF EDUCATION.

(e) Procedures for approval of private facilities. Upon receipt of a written application for approval as required by SUBSECTION (c) OF THIS section [10-76d-17(d) of these regulations], the state board of education shall initiate the following actions:

(1) A site visit to the private [facility] SPECIAL EDUCATION PROGRAM shall be made by representatives of the state department of education.

(2) Based upon the written application and the site visit, a recommendation shall be made to the state board of education that approval be granted or withheld. THE COMMISSIONER OF EDUCATION IS AUTHORIZED TO ACT ON BEHALF OF THE STATE BOARD OF EDUCATION. Appeal from a decision of the state board of education shall follow the provisions of Chapter 54 of the CONNECTICUT General Statutes [, the Uniform Administrative Procedures Act].

(3) Following initial approval, the state board of education shall [annually] review the approved status of a private [facility] SPECIAL EDUCATION PROGRAM WITHIN THE FOLLOWING SCHOOL YEAR [for three consecutive years;], [thereafter] THEREAFTER, APPROVAL MAY BE GRANTED FOR A MAXIMUM OF [review shall take place once every] five years.

(4) The state department of education shall maintain a current list of all approved private [facilities] SPECIAL EDUCATION PROGRAMS which shall be available to the public upon request.

A board of education may place a child requiring special education and related services in a private [facility] SPECIAL EDUCATION PROGRAM.

(5) THE STATE BOARD OF EDUCATION MAY SUSPEND OR REVOKE THE APPROVAL STATUS OF A PRIVATE SPECIAL EDUCATION PROGRAM PURSUANT TO CHAPTER 54 OF THE CONNECTICUT GENERAL STATUTES.

Sec. 23. Section 10-76d-18 of the Regulations of Connecticut State Agencies is amended as follows: Each board of education shall maintain records concerning children [requiring special education and related services and shall provide for the filing, protection, confidentiality, classification, review and, when appropriate, destruction of such records] WITH DISABILITIES CONSISTENT WITH THE REQUIREMENTS OF THE IDEA, EXCEPT AS PROVIDED IN SUBSECTION (a) OF THIS SECTION.

(a) Policies and procedures for records. Each board of education shall have policies and procedures to ensure the confidentiality of education records.

(1) All such policies and procedures shall be consistent with the requirements of pertinent state and federal law and regulation.

(2) All such policies and procedures shall be in writing and shall be made known at least annually to parents of children requiring special education and related services and shall be available to the public.

(3) Policies and procedures shall include those relating to securing parental consent.

(4) Policies and procedures shall include those relating to amendment of information in education records at a parent's request, where the board of education agrees to amend such information.

(5) Policies and procedures shall include those relating to the opportunity for a hearing at which parents may challenge the information in education records.

(6) Policies and procedures shall include those relating to safeguards to protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages. This shall also include a record of access to all education records.

(b) Access rights to records. Parents shall have the right to inspect and review any education records relating to their child which are collected, maintained or used by the board of education.

(1) A request to inspect and review a child's records shall be in writing. THE BOARD OF EDUCATION SHALL COMPLY WITH A REQUEST TO REVIEW AND INSPECT THE CHILD'S EDUCATION RECORDS WITHOUT UNNECESSARY DELAY AND BEFORE ANY MEETING REGARDING AN IEP OR ANY DUE PROCESS HEARING OR RESOLUTION SESSION HELD IN ACCORDANCE WITH THE IDEA, OTHERWISE [The] THE board of education shall comply with such request within ten days of such request [, or within three days of such request if the request is in order to prepare for a meeting regarding an individualized education program or any due process proceeding].

(2) The parents' right to inspect and review the child's records shall include the right to one free copy of those records. A request for the free copy shall be made in writing. The board of education shall comply with such request within [five school] TEN days of such request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an "education record" under the Family Educational Rights and Privacy Act, 20 USC 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent retains the right to review and inspect such information and the board of education shall respond to reasonable requests from the parent for explanations and interpretations of the child's education record, which may include reviewing copyrighted testing instruments.

(c) Reports. Each board of education shall make reports of the child's progress to parents with at least the same frequency that the school makes reports to parents of children in the regular program.]

Sec. 24. Section 10-76d-19 of the Regulations of Connecticut State Agencies is amended as follows:

Each board of education shall provide, as a related service, safe and appropriate transportation as required to implement the individualized education program for each child [requiring special education and related services] WITH A DISABILITY.

(a) Travel time. Total travel time shall not exceed one hour each way to and from a special education facility. All decisions relating to travel time shall take into account the nature and severity of the child's [exceptionality] DISABILITY and the child's age. If an appropriate placement cannot be made without exceeding the one-hour travel time limit, written parental consent to longer travel time shall be obtained prior to implementing the transportation service. [Transportation services exceeding the one-hour travel time limit shall be subject to the approval of the state board of education.]

(b) Operators vehicles. Operators of vehicles shall be given such [inservice] IN-SERVICE training as is necessary to acquaint them with the specific needs of the children being transported and to equip them to meet those needs. Operators of vehicles shall meet the licensure requirements of the department of motor vehicles.

(c) Vehicles. All vehicles shall comply with requirements of the department of motor vehicles and shall be equipped so as to ensure safe and appropriate transportation. [A transportation aide shall be assigned to each vehicle transporting a child whose individualized education program specifies the need for such an aide.]

(d) Transportation aides. Each board of education shall provide transportation aides where such aides are ascertained to be necessary to ensure safe and appropriate transportation. A transportation aide shall be

assigned to each vehicle transporting a child whose individualized education program specifies the need for such an aide.

(e) Transportation provided by parents. If the board of education [request] REQUESTS that the parents transport a child, it shall reimburse the parents for the cost of such transportation AT THE FEDERAL RATE OF REIMBURSEMENT FOR EACH ROUND TRIP TO TRANSPORT THE CHILD TO, AND RETRIEVE THE CHILD FROM, THE PROGRAM. No parent shall be required to provide transportation, nor shall any board of education be relieved of the obligation to provide transportation for a child because of the inability or unwillingness of parents to provide transportation. NO BOARD OF EDUCATION SHALL BE REQUIRED TO REIMBURSE PARENTS FOR THE COST OF TRANSPORTING A CHILD IF THE PARENTS REJECT THE TRANSPORTATION OFFERED BY THE BOARD OF EDUCATION.

Sec. 25. Section 10-76h-1 of the Regulations of Connecticut State Agencies is amended as follows:
As used in Sections 10-76h-1 to 10-76h-18, inclusive, the following terms have the following meanings:

(a) "Business day" means Monday through Friday, except for federal and state legal holidays, unless holidays are specifically included in the designation of business day.

(b) "Commissioner" means the Commissioner of Education.

(c) "Child" means an individual under twenty-one years of age who is eligible for or may be eligible for special education and related services.

(d) "Day" means calendar day unless otherwise indicated as business day.

(e) "Department" means the state Department of Education.

(f) "Due process unit" means the unit located within the Bureau of Special Education [and Pupil Services] which manages the mediation, advisory opinion and hearing processes;

(g) "MEDIATION" MEANS A VOLUNTARY PROCESS WHERE THE PARTIES JOINTLY SUBMIT A WRITTEN REQUEST TO THE DUE PROCESS UNIT FOR THE APPOINTMENT OF A MEDIATOR, KNOWLEDGEABLE IN THE FIELDS AND AREAS SIGNIFICANT TO AN EDUCATIONAL REVIEW OF THE CHILD, IN ORDER TO RESOLVE THE DISPUTE BETWEEN THE PARTIES.

(h) "Parent" means a natural or adoptive parent of a child; a guardian, but not the state if the child is a ward of the state; a person acting in the place of a parent, such as a grandparent or stepparent, with whom the child lives, or a person who is legally responsible for the child's welfare; a pupil; or, a surrogate parent who has been appointed pursuant to section 10-94g of the General Statutes.

[h] (i) "Party" means those individuals or groups who are engaged in mediation, in the advisory opinion process or in a hearing.

(j) "Public agency" means a local or regional board of education, the state vocational-technical school system, a unified school district, or the Department of Mental Health and Addiction Services or any other state agency to the extent such agency is responsible for the provision of special education and related services to children [eligible for such services] WITH DISABILITIES.

(k) "Pupil" means an emancipated minor or a child eighteen years of age or older.

Sec. 26. Section 10-76h-3 of the Regulations of Connecticut State Agencies is amended as follows:

(a) A parent, the commissioner of children and families, or a designee of said commissioner, a public agency or an attorney or advocate acting on behalf of any of these parties, may request in writing a hearing regarding a public agency's proposal to or refusal to initiate or change the identification, evaluation, or educational placement of a child or the provision of a free appropriate public education to the child. Each public agency shall provide assistance to the parent as may be necessary to file a written hearing request.

(b) When a hearing is requested under the provisions of this section, the public agency shall inform the parent of the availability of mediation and advisory opinion process as described in sections 10-76h-5 and sections 10-76h-6 of the Regulations of Connecticut State Agencies. The parent shall also be informed of any free or low cost legal services and other relevant services available in the area if the parent requests such information or a hearing is requested.

(c) In addition to the hearing request addressed in subsection (a) of this section, a public agency may request a hearing in writing in the event a parent refuses or revokes consent for initial evaluation or reevaluation. The public agency shall request a hearing in the event a parent refuses or revokes consent for a private placement, provided such action may be taken only in the event a parent has consented to the initial receipt of special education and related services and subsequent to the initial placement of the child, the public agency seeks a private placement.

(d) The request for a hearing shall be filed with the OTHER PARTY WITH A COPY TO THE due process unit [or with the public agency and a copy shall be provided to the opposing party]. WHEN A PUBLIC AGENCY REQUESTS A HEARING, SUCH AGENCY SHALL PROVIDE, AT THE SAME TIME, A COPY OF THE REQUEST TO THE COMMISSIONER OF CHILDREN AND FAMILIES OR THE COMMISSIONER'S DESIGNEE FOR ANY CHILD COMMITTED TO OR IN THE CUSTODY OF SAID COMMISSIONER. The request shall contain the following information and shall be signed and dated by the person who is requesting the hearing:

- (1) The name of the child;
- (2) The address of the residence of the child, PROVIDED IF THE CHILD IS HOMELESS, THE REQUEST SHALL CONTAIN AVAILABLE CONTACT INFORMATION FOR THE CHILD;
- (3) The name of the school the child is attending;
- (4) A description of the nature of the dispute relating to the proposed or refused initiation or change, including facts relating to the dispute; and,
- (5) A proposed resolution of the dispute to the extent known and available to the [parent] PARTY at the time.

The department shall have available a model form to assist the PARTY [parent] in filing a request for due process. Such model form shall be made available at each school and each school shall designate a staff member to assist the parent in completing the form. [A parent's right to a due process hearing may not be delayed or denied for failure to comply with the notice content requirements of this subsection].

(e) When the request for a hearing is filed by a parent with the public agency, the public agency shall notify the due process unit by facsimile transmission of the request on the same day that the request for due process is received. The public agency shall have seven days to send the original request to the department's due process unit.

[(f) A public agency's request for a hearing shall be filed with the department's due process unit and shall contain the information required by subsection (d) of this section. Such agency shall provide, at the same time, a copy of the request to the parent and to the commissioner of children and families or the commissioner's designee for any child committed to or in the custody of said commissioner.]

Sec. 27. Section 10-76h-4 of the Regulations of Connecticut State Agencies is amended as follows:

(a) A party shall have two years to request a hearing from the time THE PARTY KNEW OR SHOULD HAVE KNOWN ABOUT the public agency [proposed] PROPOSAL or [refused] REFUSAL to initiate or change the identification, evaluation or educational placement of, or the provision of a free appropriate public education to the child. THIS TIMELINE DOES NOT APPLY TO A PARENT IF THE PARENT WAS PREVENTED FROM FILING A REQUEST FOR HEARING DUE TO SPECIFIC MISREPRESENTATIONS BY THE PUBLIC AGENCY THAT IT HAD RESOLVED THE PROBLEM FORMING THE BASIS OF THE REQUEST FOR HEARING OR THE PUBLIC AGENCY'S WITHHOLDING OF INFORMATION FROM THE PARENT THAT WAS REQUIRED TO BE PROVIDED TO THE PARENT UNDER PART B OF THE IDEA. If the procedural safeguards, including notice of the limitations contained in this section, is not given, such two-year limitation shall be calculated from the time notice of the safeguards is properly given.

(b) This limitation does not apply to evidence, provided admission of such evidence shall meet evidentiary considerations such as relevance and materiality and shall be ruled upon by the hearing officer.

Sec. 28. Section 10-76h-5 of the Regulations of Connecticut State Agencies is amended as follows:

(a) The parties may agree in writing to request mediation at any time. The due process unit shall, upon the receipt of a written request for mediation signed by both parties, appoint on a random basis, an impartial mediator from the list of mediators maintained by the due process unit who meet the requirements of 34 CFR 300.506(c). The mediator shall attempt to resolve the dispute in a manner that is acceptable to the parties [within 30 days from the date of the receipt of the request for mediation]. The mediator shall certify in writing to the due process unit [and to the parties, within the 30-day period,] whether [the mediation was successful] THE PARTIES REACHED AGREEMENT. An agreement reached by the parties shall be set forth in a written mediation agreement and be signed by the parties.

(b) Discussions that occur during mediation shall be confidential and shall not be used as evidence in any subsequent due process hearing or civil proceeding [, and the parties to the mediation may be required to sign a confidentiality pledge prior to the commencement of the mediation].

(c) Mediation shall not be used to deny or delay a parent's right to a due process hearing or to deny any other rights afforded under Part B of the [Individuals with Disabilities Education Act, 20 USC 1401, et seq] IDEA.

Sec. 29. Section 10-76h-6 of the Regulations of Connecticut State Agencies is amended as follows:

(a) The department may, within its discretion, offer the parties to a due process hearing an advisory opinion process.

(b) Any party may submit to the due process unit a written request for an advisory opinion. In order to commence the advisory opinion process, a request for an advisory opinion may be submitted after, or simultaneously with, a request for hearing or before, or after, the convening of the prehearing conference, but before the hearing convenes. The advisory opinion process is not available after the hearing has been convened.

(c) The parties may jointly request an advisory opinion. One party may request an advisory opinion simultaneously providing a copy of the request to the other party. If the non-requesting party agrees to participate in the advisory opinion process, that party shall so notify in writing the due process unit and the requesting party within five calendar days from the receipt of the request.

(d) As may be necessary, the parties to the advisory opinion process shall request a postponement of a prehearing conference or of any scheduled hearing date. The hearing officer assigned to the full hearing shall reschedule such hearing date and other dates as appropriate with the cooperation of the parties. Such rescheduling shall not exceed 30 days from the initial full hearing date.

(e) IF THE PARTIES AGREE TO AN ADVISORY OPINION HEARING OFFICER AND IF SUCH HEARING OFFICER IS AVAILABLE, THE DUE PROCESS UNIT SHALL APPOINT SUCH HEARING OFFICER. THE HEARING OFFICER ASSIGNED TO THE ADVISORY OPINION PROCESS BY AGREEMENT OF THE PARTIES SHALL NOT BE THE HEARING OFFICER ASSIGNED TO THE FULL HEARING. IF THE PARTIES DO NOT AGREE TO AN ADVISORY OPINION HEARING OFFICER, [The] THE due process unit shall assign an advisory opinion hearing officer for the advisory opinion who shall not be the hearing officer assigned to the full hearing. The advisory opinion hearing officer shall schedule a date consistent with the parties' identified date as indicated in the request for the advisory opinion process. The advisory opinion hearing officer shall send a notice to the parties confirming the date, time, and location of the advisory opinion proceeding as well as a copy of the advisory opinion procedure set forth in subsection (f) of this section.

(f) Each party shall exchange copies of documents intended to be submitted to the advisory opinion hearing officer and the names of no more than two (2) witnesses no later than five (5) calendar days prior to the advisory opinion proceeding. Each party shall simultaneously provide copies of the same documents and the witnesses' names to the advisory opinion hearing officer. If not already provided, the party who requested an advisory opinion shall provide a statement of the issues in dispute and a proposed resolution of those issues.

(g) The advisory opinion hearing officer shall accept only essential and reliable exhibits, which may include the most recent IEP, revisions to the IEP, educational evaluations, progress reports, transcripts, independent evaluations and teacher narratives.

(h) The parties shall agree in writing, prior to the commencement of the advisory opinion proceeding, to abide by the following procedures in the advisory opinion proceeding:

(1) The proceedings shall not be recorded or transcribed;

(2) In addition to the parent, special education director and an attorney or advocate for each party, only three (3) additional individuals may attend and/or participate for each party;

(3) The process shall not be open to the public;

(4) Witness presentations, whether in question and answer format or not, shall not be under oath;

(5) [Once the date has been set for the advisory opinion proceeding, no requests for postponement shall be entertained;]

[(6)] Unless the advisory opinion hearing officer determines otherwise, once the advisory opinion proceeding has begun, there shall be no adjournments;

[(7)] (6) The parties' presentations shall be conducted as follows:

(A) The party requesting a change in special education or related services shall be allocated 45 minutes to present that party's case, and shall present no more than two witnesses. No cross-examination or objections shall be permitted during this time.

(B) The responding party shall then be allocated 45 minutes to present that party's case, and shall present no more than two witnesses. No cross-examination or objections shall be permitted during this time.

(C) The requesting party shall then have 15 minutes to ask questions of any witness or elaborate on any part of that party's case.

(D) The responding party shall then have 15 minutes to ask questions of any witness or elaborate on any part of that party's case.

[(8)] (7) The advisory opinion hearing officer may ask questions of any witness at any time; time consumed in responding to the hearing officer questions shall not extend a party's allocated 45 minute and 15-minute presentation periods.

[(9)] (8) The advisory opinion hearing officer shall render an oral advisory opinion within 30 minutes of the close of presentations. The advisory opinion hearing officer need not respond to questions concerning such advisory opinion[s].

[(10)] (9) After rendering an advisory opinion, an advisory opinion hearing officer may facilitate settlement discussions.

[(11)] (10) The rendering of any advisory opinion shall have no effect on a party's right to proceed to a full due process hearing, nor on the outcome of any due process hearing, and the advisory opinion shall be confidential and shall not be admissible in any due process hearing.

[(12)] (11) An advisory opinion hearing officer shall not be a witness in any subsequent due process hearing involving the issues raised in the advisory opinion process and shall be precluded from serving as a hearing officer in any later hearing involving issues raised in the advisory opinion process.

Sec. 30. Subsection (c) of section 10-76h-7 of the Regulations of Connecticut State Agencies is amended as follows:

(c) The hearing officer shall schedule the hearing at a place reasonably convenient to the parent as determined by the hearing officer. The hearing officer may schedule consecutive days of hearing to expedite the process. The parties shall identify to the hearing officer how long it will take them to put their case on by identifying the number and expected testimony of witnesses. The hearing officer shall have the sole discretion to determine the length of the hearing, taking into consideration the issues presented. The hearing, including the mailing of the final decision and order, shall be completed within [45 days after the receipt of the request for the hearing by the due process unit] **THE FORTY-FIVE DAY TIMELINE UNDER PART B OF THE IDEA**; and the hearing officer, in scheduling hearing dates, shall also set the date of such mailing. A specific extension of the forty-five day [time limit] **TIMELINE** may be granted by the hearing officer at the request of a party to the hearing only in accordance with the provisions of section 10-76h-9 of the Regulations of Connecticut State Agencies, except as provided in section 10-76h-10 of the Regulations of Connecticut State Agencies, and any order granting such an extension shall set a new mailing date.

Sec. 31. Section 10-76h-8 of the Regulations of Connecticut State Agencies is amended as follows:

(a) A party may request that a hearing officer rule on a motion or take any action consistent with relevant statutes or regulations. Motions shall not be used to delay or protract any proceeding. Dilatory motions are prohibited.

(b) After a party files a hearing request, written motions may be filed with the hearing officer. Each motion shall set forth the reasons for the desired ruling or action and shall also state whether a hearing on the motion is requested.

(c) Written motions may be sent by certified mail, overnight mail, facsimile transmission, other courier or recognized package or delivery service, to all parties and the hearing officer simultaneously. **EXCEPT AS PROVIDED IN SUBDIVISIONS (1), (2) AND (4) OF SUBSECTION (f) THIS SECTION**, [Within] **WITHIN** seven days after the hearing officer receives a written motion, any party may file written objections to the allowance of the motion and may request a hearing on the motion.

(d) If, in the discretion of the hearing officer, a hearing on a motion is warranted, the hearing officer shall give all parties at least three days notice of the time and place for hearing. The hearing officer may rule on a motion without holding a hearing if a delay would seriously injure a party; if testimony or oral argument would not advance the hearing officer's understanding of the issues involved; or if a ruling without a hearing would best serve the public interest.

(e) At a hearing on a motion, the hearing officer may allow such evidence as, in the discretion of the hearing officer, is relevant to the particular motion. This evidence may consist of facts that are supported by an

affidavit; appear in the documentary evidence submitted for the hearing; or, are presented by sworn testimony.

(f) Motions properly before the hearing officer include, but are not limited to, the following:

(1) Motion to recuse: A party to a hearing may file a motion to recuse. A motion to recuse shall be based on an assertion of bias, or a personal or professional interest that may conflict with the objectivity of the hearing officer in the conduct or disposition of the hearing. The hearing officer shall respond to the motion within five business days of its receipt. If the hearing officer grants the motion, or otherwise recuses himself, the hearing officer shall immediately notify the due process unit and the parties. In such a case the due process unit shall appoint a new hearing officer within one business day of THE RECEIPT OF THE NOTICE OF the granted motion.

(2) Motion to dismiss: A party to a hearing may file a motion to dismiss in order to contest the jurisdiction of the hearing officer. The motion shall be accompanied by a memorandum of law and filed with the hearing officer, and with the other party. The party opposing the motion to dismiss shall be allowed seven business days after the hearing officer receives the motion to dismiss to file an amended hearing request prior to the hearing officer's consideration of the motion to dismiss, provided all other requirements contained in Sections 10-76h-3 and 10-76h-4 of the are met.

(3) Motion to consolidate: When hearings involving the same child are pending OR WHEN HEARINGS INVOLVING TWO OR MORE CHILDREN ARE PENDING, the hearing officer, upon motion of either party and after consultation with and agreement by any other hearing officer involved with the same child in hearings OR TWO OR MORE CHILDREN IN HEARINGS involving common questions of law or fact, may order a [joint] SINGLE hearing of any or all matters at issue in the hearings. The hearing officer may order all the hearings consolidated and may make such orders concerning proceedings therein as may tend to avoid unnecessary costs or delay.

(4) Motion to clarify the findings or decision of the hearing officer: A party may file a motion for clarification of the findings or decision of the hearing officer no later than 20 business days after the decision is issued, after which no such motion shall be considered by the hearing officer. The hearing officer shall have 10 business days to mail a written response to the motion. The motion to clarify shall not serve to stay the implementation of the hearing officer's decision. A motion for clarification shall serve to toll the time for appeal of the hearing officer's final decision. The time to appeal shall run from the date of mailing of the decision of the hearing officer on the motion to clarify.

(g) Strict adherence to the formal motion practice shall not create unfair surprise or injustice. The hearing officer shall have the authority to waive any requirement in the interest of a fair and expedient resolution of the issues presented.

Sec 32. Section 10-76h-9 of the Regulations of Connecticut State Agencies is amended as follows:

Requests for postponements of scheduled hearing dates or for extensions of deadlines established by the hearing officer, including but not limited to dates for submission of exhibits, the date for filing briefs, the date for mailing of the decision, or any other deadline, shall be as follows:

(a) A party requesting a postponement or extension of a previously set date, except for a party requesting an extension of the [45] FORTY-FIVE day decision [deadline] TIMELINE on account of an asserted need for additional hearing dates, shall submit a request in writing to the hearing officer no later than 5:00 p.m. five business days prior to the scheduled hearing or deadline date unless a compelling reason is shown for a later request. The request for postponement or extension shall set forth the reason for the request. It shall also indicate what efforts the moving party has made to contact the opposing party or the opposing party's representative and whether the opposing party agrees or objects to the postponement or extension. [A request for postponement or extension shall be for a specified period of time that shall not exceed 30 calendar days.]

(b) An opposing party who wishes to object to a request for a postponement or extension made pursuant to subsection (a) of this section shall object in writing stating the reason for the objection and shall submit such written objection to the hearing officer no later than 5:00 p.m. no later than two business days before the scheduled hearing or deadline unless compelling reason is shown for a later objection.

(c) A party requesting an extension of the [45] FORTY-FIVE day decision [deadline] TIMELINE on account of an asserted need for additional hearing dates should do so in writing, pursuant to the procedures in subsection (a) of this section, unless requested on the record and permitted by the hearing officer. The hearing officer may, consistent with the requirements of due process, entertain an oral motion for an

extension of the [45] FORTY-FIVE day decision [deadline] TIMELINE based on an asserted need for additional hearing dates.

(d) The hearing officer may grant a request for postponement or extension pursuant to subsections (a) or (c) of this section only after fully considering the cumulative impact of the following factors:

(1) the extent of danger to the child's educational interest or well being which might be occasioned by the delay;

(2) the need of a party for additional time to prepare and present the party's position at the hearing in accordance with the requirements of due process;

(3) any financial or other detrimental consequences likely to be suffered by a party in the event of delay; and

(4) whether there has already been a delay in the proceeding through the actions of one of the parties.

Absent compelling reason or a specific showing of substantial hardship, a request for a postponement or extension shall not be granted because of continued settlement discussions between the parties, except as provided in subsection (e) of this section, school vacations, attorney vacations and other similar reasons.

Agreement of the parties is not a sufficient basis for granting a postponement or extension.

(e) The hearing officer shall have the authority to grant one 30-day postponement for continued settlement discussions between the parties upon written verification by the parties that they are engaged in a good faith effort to complete negotiations. At the end of the 30-day period, the parties shall advise the hearing officer in writing whether or not a settlement has been reached, or they shall be prepared to go forward to the hearing. The hearing officer shall not have the authority to grant any further postponements or extensions for continued settlement discussions. If the parties are not prepared to go forward with the hearing, the hearing officer shall dismiss the hearing request without prejudice. The parties may refile at a later date.

(f) With regard to requests for postponement or extension made pursuant to subsection (a) of this section, and written requests made pursuant to subsection (c) of this section, the hearing officer shall respond in writing, which writing shall become part of the record. With regard to oral requests for extension made pursuant to subsection (c) of this section, the hearing officer may render an oral decision, but shall subsequently reduce that decision to writing, which writing shall become part of the record. The hearing officer shall set a new date for any and every activity or deadline postponed or extended, pursuant to the standards set forth in subsection (d) of this section.

Sec 33. Section 10-76h-10 of the Regulations of Connecticut State Agencies is amended as follows:

(a) Expedited hearings shall be arranged [upon the request of a party regarding the following actions or proposed actions relating to the discipline or removal of a child with a disability as defined] in ACCORDANCE WITH PART B OF the [Individuals with Disabilities Education Act, 20 USC 1401 et seq.] IDEA REGARDING ACTIONS OR PROPOSED ACTIONS RELATING TO THE DISCIPLINE OR REMOVAL FROM SCHOOL OF A CHILD WITH A DISABILITY. [:]

[(1) Challenges to the child's placement during a disciplinary change in placement for a weapon or drug violation as described in 34 CFR Section 300.520(a)(2) or a change in placement requested by a public agency pursuant to 34 CFR Section 300.521;

(2) Challenges to a change in placement proposed by a public agency after expiration of an interim alternative education setting, provided the public agency maintains that it is dangerous for the child to be in the placement prior to the removal to the interim alternative educational setting;

(3) Challenges to a determination that the child's behavior was not a manifestation of the child's disability as described in 34 CFR Section 300.524;

(4) Challenges to an alleged change in placement within the meaning of 34 CFR Section 300.519.

(b) The hearing request shall be submitted in accordance with subsections (d), (e) and (f) of section 10-76h-3 of the .

(c) The due process unit shall appoint an impartial hearing officer. A prehearing conference shall not be required.

(d) The hearing shall be limited to any issue listed in subsection (a) of this section. The hearing officer shall limit the introduction of exhibits and testimony as may be necessary to rule on the issue presented no later than 45 days after the due process unit's receipt of the hearing request, without exceptions or extensions.

(e) The parties to the expedited hearing shall have the rights set forth in Section 10-76h-11 of the , subject to subsection (d) of this section, except as follows:

- (1) Each party shall have the right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least two business days prior to the commencement of the expedited hearing; and
- (2) Each party shall disclose to the other party and to the hearing officer at least two business days prior to the commencement of the expedited hearing all completed evaluations and recommendations based on the offering party's evaluation that the party intends to offer or rely on in the expedited hearing.
- (f) The child's placement during the pendency of the expedited hearing shall be as described in 34 CFR Section 300.526.
- (g) The decision of the hearing officer on the expedited hearing may be appealed to Superior Court or United States District Court to the extent provided by state or federal law.]

Sec 34. Subsection (e) of section 10-76h-13 of the Regulations of Connecticut State Agencies is amended as follows:

- (e) The hearing officer may require a complete and independent evaluation or prescription of educational programs by any qualified person, the cost of which shall be paid by the public agency. The hearing officer's criteria for the selection of an evaluator shall be the same as that required by the public agency [, if any, in accordance with 34 CFR Section 300.502(e)] UNDER PART B OF THE IDEA.

Sec. 35. Section 10-76h-15 of the Regulations of Connecticut State Agencies is amended as follows:

- (a) The hearing officer may receive any oral, documentary or tangible evidence, but the hearing officer shall exclude irrelevant, immaterial or unduly repetitious evidence.
- (b) The hearing officer shall give effect to the rules of privilege recognized by law.
- (c) A party may offer documentary evidence, provided it has been disclosed to the opposing party at least five business days before the SCHEDULED hearing DATE.
- (d) Oral testimony shall be under oath or affirmation, subject to the pain and penalties of perjury.
- (e) The hearing officer may summon any witness and may ask questions of any witness.
- (f) The hearing officer may take administrative notice of any general, technical or scientific facts within the knowledge of the hearing officer, and any other judicially cognizable facts. Parties shall be notified of the material so noticed and shall be afforded an opportunity to contest the substance or materiality of the facts noticed. Facts administratively noticed shall be included and indicated as such in the record.
- (g) The hearing officer may receive stipulations from the parties on any fact, matter or issue.
- (h) The hearing officer may require additional evidence on any relevant matter.
- (i) THE HEARING OFFICER MAY LIMIT THE NUMBER OF PAGES IN A BRIEF IF SUBMISSION OF SUCH BRIEF IS GRANTED BY THE HEARING OFFICER.

Sec 36. Subsection (a) of section 10-76h-16 of the Regulations of Connecticut State Agencies is amended as follows:

- (a) The written findings of fact, conclusions of law and decision and order of the hearing officer shall be final, except that any aggrieved party may appeal such decision under [the provisions of 20 U.S.C. Section 1415(i)(2)(A)] PART B OF THE IDEA and Section 10-76h(d)(4) of the CONNECTICUT General Statutes. Pursuant to Section 4-186(g) of the CONNECTICUT General Statutes, the final decision is exempt from the provisions of Section 4-181a of the CONNECTICUT General Statutes. A party seeking to stay a final decision shall seek that order from the court having jurisdiction over the appeal.

Sec. 37. Section 10-76~~l~~-1 of the Regulations of Connecticut State Agencies is repealed.

STATEMENT OF PURPOSE: To adopt the standards of the Individuals with Disabilities Education Act and clarify state specific provisions for the provision of special education to children with disabilities and the identification and evaluation of gifted and talented children.

Summary and Analysis of Proposed Revisions to the State Special Education Regulations

Section of Proposed Revisions	Revisions to the State Regulations	Federal/State juxtaposition after revision
Sec. 1. Section 10-76a-1 Definitions		
IDEA (Individuals with Disabilities Education Act)	Adding definition of IDEA	Incorporates IDEA standards into state practice and procedure
At no cost	Deleted	IDEA requirements adopted
Board of education	Clarifies state agency entities providing educational services, eliminates general reference to “state agencies”	Required for state practice to identify entities who are responsible for the provision of FAPE
Child	Remains the same.	Election under the IDEA for the age range for the provision of services.
Child requiring special education	Distinguishes between child with a disability and gifted and talented children	IDEA uses terminology of child with a disability; IDEA does not include identification/evaluation of gifted and talented children.
Days	Defined as calendar days rather than school days except where otherwise noted	IDEA uses calendar days, except where identified as business days or school days
Dominant language	Deleted	IDEA standard incorporated
Evaluation	Incorporates IDEA standard for evaluating a child with a disability	Consistent with the IDEA standard

Section of Proposed Revisions	Revisions to the State Regulations	Federal/State juxtaposition after revision
Exceptional child	Remains the same	Not contained in IDEA; State standard contained in the state statutes
Extended school year services	Added to definitions: Incorporates IDEA standard	No current state standard; added for clarification of district responsibility for the provision of services
Independent evaluation	Remains as is	Consistent with IDEA
Individualized Education Program	Incorporates IDEA standard; limits applicability to a child with a disability	Consistent with IDEA
Least restrictive environment	Incorporates IDEA standard; state standard lacks elements of IDEA standard	Consistent with IDEA
Mediation		
Parents	Deleted, added to due process regulations	Consistent with IDEA
	Remains as is	Consistent with IDEA
Parties		
	Deleted, included in due process regulations	Consistent with IDEA
Planning and placement team		
	PPT does not include the IEP team participants of the IDEA	Consistent with IDEA
Preschool children requiring special education		
	Deleted, included in definition of children requiring special education	Consistent with IDEA
Private facility		
	Drops “facility” and uses “program” for consistency with Standards for the Approval of Private Special Education Programs	IDEA does not address state approval of private special education programs. State standard, state practice.
Related services		
	Remains as is	Not impacted
School year		
	Added to clarify district responsibility	State standard, state practice

Section of Proposed Revisions	Revisions to the State Regulations	Federal/State juxtaposition after revision
Special education	Remains as is	Consistent with IDEA
Special education personnel	Repealed; was used in determination of supervisory ratios under CGS Sec. 10-76d-2	IDEA does not address supervisory ratios. State standard, state practice, see comments below in Sec. 7
Subject to the approval	Remains as is	State standard, state practice
Sec. 2. Section 10-76a-2 Exceptionality Definitions		
Extraordinary learning ability	Section reordered for clarity	State standard, state practice
Gifted and talented	5% cap eliminated, see section 9: up to 10% of the total school population may be identified as gifted/talented, percentages among categories left to discretion of district	State standard, state practice
Outstanding talent in the creative arts	See above	State standard, state practice
Pregnancy	Deleted; services available under homebound instruction	Pregnancy not a category of disability under the IDEA; State standard, state practice
Sec. 3. Section 10-76b-1 Authority	Reference to the IDEA is included	To remain eligible for federal financial assistance under the IDEA, states must ensure compliance with its provisions
Section 4. 10-76b-3 Effective date	Regulations to take effect upon filing with the Secretary of the State	N/A
Section 5. 10-76b-4 Compliance Eligibility for payment for state funding	Includes state statutory provisions not currently included in the statute and adds IDEA	State requirements for the payment of state funding
Section 6. 10-76d-1 Special education and related services	Clarifies that boards of education are required to provide a free appropriate public education (FAPE) for children with disabilities; clarifies	Consistent with the IDEA

Section of Proposed Revisions	Revisions to the State Regulations	Federal/State juxtaposition after revision
(a) General requirements	boards' responsibility for the provision of FAPE to preschool children. Clarifies that FAPE provided to children with disabilities is consistent with the IDEA, eliminates state provisions duplicative of IDEA; clarifies that preschoolers who turn three in the summer may be eligible for extended school year services (ESY); adds new language addressing participation in graduation ceremonies and activities for children who continue to work on transition goals after their class has graduated and the awarding of high school diplomas for children who attend out of district programs that do not award diplomas.	Consistent with IDEA requirements for the provision of FAPE; language addressing high school diplomas consistent with OSEP and state policy memos
(b) Provision of services	Limits the district's responsibility to identify and evaluate gifted and talented children to those who are attending public schools, grades K-12.	IDEA does not apply to gifted and talented children, state requirement.
(c) Contracts for services	Clarifies arrangements for services are to implement the child's IEP in the LRE and in accordance with the IDEA; removes reference to contracts, arrangements left to discretion of district	IDEA does not have language which deals with contract issues: State administrative oversight of the provision of FAPE
Section 7. Sec. 10-76d-2 Personnel	Eliminates regulatory provisions that are inconsistent with the statutory provisions, see Section 10-76dd of the general statutes; language added to address professional development requirements	IDEA does not have language which sets supervisory ratios. Added language addresses state administrative oversight of the provision of FAPE
Sec. 8. Section 10-76d-3 Length of school day and year	Adds language specifically related to the provision of ESY services	Consistent with IDEA
Sec. 9. Section 10-76d-4 Physical facilities and equipment	Repeals requirements duplicative of IDEA requirements; adds language re: assistive technology to be consistent with IDEA	Consistent with IDEA

Section of Proposed Revisions	Revisions to the State Regulations	Federal/State juxtaposition after revision
	terminology	
Sec. 10. Sec. 10-76d-5 Class size and composition	Changes reference to child with a disability	IDEA does not contain language addressing this issue
Sec. 11 Sec. 10-76d-6 Identification and eligibility of students	Specifies child find responsibilities of district for children with disabilities and gifted and talented children	Consistent with the IDEA; gifted and talented is state provision.
Sec. 12. Sec. 10-76d-7 Referral	Adds subsection designations for clarity; clarifies referral process, clarifies that referrals to the IEP team must be considered while the school is trying general education interventions	Consistent with the IDEA
Sec. 13. Sec. 10-76d-8 Notice and consent	Adopts IDEA standards for notice and consent; eliminates state requirement that parental consent be secured for a private placement	Consistent with IDEA
Sec. 14. Sec. 10-76d-9 Evaluation	Adopts IDEA standards for evaluation, reevaluation and independent evaluations; establishes process for evaluating gifted and talented children	Consistent with the IDEA; IDEA does not apply to gifted and talented children, state requirements.
Sec. 15. Sec. 10-76d-10 Meetings	Planning and placement team references removed. Replaced with language detailing process for providing FAPE for children placed by state agencies.	IDEA does not address the educational and financial responsibility for children placed by state agencies: state administrative oversight of the provision of FAPE
Sec. 16. Sec. 10-76d-11 IEP	Adopts IDEA standards for the development, review and revision of IEPs; maintains requirement that IEPs contain short-term instructional objectives; requires use of the State IEP	IDEA has eliminated short-term instructional objectives; are being kept as best practice; requirement to use state IEP standardizes practice.
Sec. 17. Sec. 10-76d-12 Meetings	Adoption of IDEA standards makes this language unnecessary; adds language re: transfer of parental rights to students of majority age to allow a student of majority age to designate that the parent may continue to make educational decisions	State election under IDEA to have a process which allows parents to retain educational decision-making authority for students who reach age 18 without the necessity of a court determination of the competency of the student to make decisions.
Sec. 18. Sec. 10-76d-13	Sets a 15 calendar day timeline for the IEP	Adds a referral timeline to the IDEA timeline

Section of Proposed Revisions	Revisions to the State Regulations	Federal/State juxtaposition after revision
Timelines	team to meet and consider the referral, a 60 calendar day timeline for the completion of an eligibility determination and a 30 calendar day timeline for IEP team to meet and develop an IEP	for completing the evaluation after parental consent is secured and requires the implementation of an IEP within 30 calendar days after eligibility is determined rather than allowing implementation as soon as possible after the meeting to develop the IEP
Sec. 19. Sec. 10-76d-14 Program	Adoption of IDEA standards renders this language unnecessary; clarifies diagnostic placements as evaluations; subsections (c) – (e) repealed, covered by IDEA standards	Not covered in the IDEA: State has used diagnostic placement as a method of evaluation
Sec. 20. Sec. 10-76d-15 Homebound and hospitalized instruction	Limits provision of services to children enrolled in the public schools; establishes dispute resolution in the event the treating physician's statements are challenged by the district; adds provision of services to preschool children	Not covered in the IDEA; State has required the provision of services to children who are medically unable to attend school regardless of their eligibility for special education.
Sec. 21. Sec. 10-76d-16 Placements	Adopts IDEA standards for placement decisions	Consistent with IDEA
Sec. 22. Sec. 10-76d-17 Private facilities	Revisions reflect the content of the <i>Principles, Procedures and Standards for the Approval of Private Special Education Programs</i> adopted by the State Board of Education in June 1998.	Approval of private programs not covered in the IDEA; State administrative oversight of the provision of FAPE
Sec. 23. Sec. 10-76d-18 Education records and reports	Adopts IDEA standards (which incorporate by reference the requirements of the Family Educational Rights and Privacy Act (FERPA)); maintains CT requirement that access rights include the right to one free copy of the record; requires production of copies within 10 calendar days of the request, not five school days.	IDEA/FERPA does not include the right to a free copy of the record except in those circumstances where denying a copy of the record would effectively deny the parents access to the record; state provision
Sec. 24. Sec. 10-76d-19 Transportation	Clarifies state requirements for transportation; adds provision if district requests that parent transport, reimbursement is for round trip and at federal rate of reimbursement.	IDEA does not address this; state specific requirements
Sec. 25. Section 10-76h-1 Definitions	Adds definition of mediation eliminated from the general definitions found in 10-76a-1	Consistent with IDEA
Sec. 26. Section 10-76h-3	Aligns submission of hearing request with	Consistent with IDEA

Section of Proposed Revisions	Revisions to the State Regulations	Federal/State juxtaposition after revision
Hearing request, content of hearing request	IDEA standards	
Sec. 27. Section 10-76h-4 Statue of Limitations	Aligns statute of limitations with IDEA standards	Consistent with IDEA
Sec. 28. Section 10-76h-5 Mediation	Aligns mediation timeline with IDEA standards	Consistent with IDEA
Sec. 29. Section 10-76h-6 Advisory Opinion	Revisions consistent with state practice	Advisory Opinion process is not included in the IDEA system of due process; added to state process in 1999.
Sec. 30. 10-76h-7(c) Appointment of hearing officer; scheduling of prehearing conference and hearing dates	Aligns timeline for hearings with IDEA timeline which was changed to include time for mandatory resolution session, optional mediation and gave the parties time to challenge the sufficiency of the hearing request	Consistent with IDEA
Sec. 31. Section 10-76h-8 Motion practice	Internal inconsistency in timelines corrected	A motion practice is not included in the IDEA; State has included a motion practice to expedite due process hearings consistent with its administrative oversight of the provision of FAPE
Sec. 32. Section 10-76h-9 Postponements and extensions	Aligns timeline with IDEA	Consistent with IDEA
Sec. 33. Section 10-76h-10 Expedited hearings	Eliminates specific actions related to request for expedited hearing and makes general reference to expedited hearings as allowed under the IDEA	Consistent with IDEA
Sec. 34. Section 10-76h-13 Conduct of hearings	Aligns to reference change in revised IDEA regulations	Consistent with IDEA
Sec. 35. Section 10-76h-15 Evidence	Clarifies state practice re: submission of evidence, allows the hearing officer to limit the number of pages in submitted briefs	Not addressed in the IDEA; State has included provisions as part of its administrative oversight of the provision of FAPE
Sec. 36. Section 10-76h-16(a) Decision, implementation, rights of appeal	Aligns to reference change in revised IDEA regulations	Consistent with IDEA
Sec. 37. Section 10-76l Program evaluation	Repealed: State statutory provision repealed.	N/A

NOTE: Subsection (a) of Section 10-76h-14 concerning the burden of proof standard in special education due process hearings is not included for revision. This means that in Connecticut, the burden of proof in a special education hearing will remain with the public agency. The Supreme Court in *Schaffer v. Weast* found the IDEA silent on the issue of the burden of proof and used the traditional rule that the party that files the claims bears the burden of proof to assign the burden of proof for IDEA cases. The Court did not address the issue of states such as Connecticut which have a different burden of proof standard as this issue was not presented to the Court.

A New IDEA: Serving Highly Mobile Children and Youth with Disabilities

When students experiencing homelessness have disabilities, the challenges to address the specialized needs of the child or youth while adhering to the intent of both the Individuals With Disabilities Education Improvement Act (IDEA 2004) and the McKinney-Vento Act can become extremely complex. For such requirements to be met systematically, homeless educators, related service providers, special education professionals, parents and their advocates must understand the law and collaborate to implement it efficiently and effectively.

This session will highlight the legal rights of students under McKinney-Vento and IDEA, including the 2004 amendments and 2006 regulations from the U. S. Department of Education. Participants will learn about important IDEA amendments that affect **all** mobile students, including those experiencing homelessness. Using a case study approach and interactive activities, participants will identify potential challenges and solutions, including legal requirements, best practices, key collaborators, resources, and next steps for effective service provision to this unique subgroup of students and their families.

Participants will learn how to:

- understand the legal requirements of the McKinney-Vento Act and IDEA as each applies to children, youth, and their families;
- determine barriers to collaboration and timely provision of educational services to children, youth and their families who are highly mobile, including homeless;
- work collaboratively to develop strategies to remove identified barriers;
- identify resources within the state and communities that can assist educators, service providers, and families in providing and receiving educational services to improve outcomes for children and youth

Date, Time, Location:
Thursday, May 31, 2007
9:30 a.m. to 12:00 p.m.
Legislative Office Building
Hartford, CT

Presenters:

Patricia Julianelle, Pro Bono Counsel, National Association for the Education of Homeless Children and Youth
Louis Tallarita, Assoc. Education Consultant, Connecticut Department of Education

Audience:

Fifty (50)
local school district liaisons,
homeless service providers,
school district administrators and
special education program
coordinators, educators,
policy-makers

CEUs: .2

Registration Fee:

There is no fee for this activity.

Questions/ Special Needs:

Contact: Marie Aligata
Marie.aligata@ct.gov
(860) 807-2061

Register By:

Tuesday, May 22, 2007

Please return application to Marie Aligata at SDE, 25 Industrial Park Road, Middletown, CT 06457-1520, fax (860) 807-2127 or email marie.aligata@ct.gov. Participants will be selected on a first come, first served basis. Applicants will receive confirmation regarding participation shortly after the registration closing date.

APPLICATION FORM: A NEW IDEA

District/Region _____

School/Program _____

Name Work Phone _____

Home Phone _____

Home Address City Zip Code _____

Position/Role _____

Email (Please Print.) _____

Assisting Unaccompanied Homeless Youth: Overcoming Hurdles and Opening Doors

Unaccompanied youth experiencing homelessness are not in the physical custody of a parent or guardian. Often, they are young people who have run away, been asked to leave home, been abandoned, or left home with the consent of a parent. These students have unique needs and present challenging questions. This workshop will review legal issues as well as practical strategies for ensuring access to education and needed services.

This session offers an opportunity to go “beyond the basics” of serving unaccompanied homeless youth. Practical strategies will be presented on issues such as identification, special education, negotiating education and social service systems, accessing higher education, and housing and health issues. The discussion will also seek to create a broader understanding of the lives and common experiences of youth who are on their own.

Participants will learn how to:

- understand the legal requirements of the *McKinney-Vento Act* as it applies to unaccompanied homeless youth;
- recognize the barriers that exist for unaccompanied youth in receiving educational services and meeting their educational goals, and develop strategies to remove these barriers;
- be aware of state laws that affect unaccompanied youth and resources to help youth navigate those laws;
- identify resources within the state and communities that can assist in providing and receiving educational services to assist unaccompanied homeless youth succeed.

Date, Time, Location:
Thursday, May 31, 2007
1:00 p.m. to 3:30 p.m.
Legislative Office Building
Hartford, CT

Presenters:

Patricia Julianelle, Pro Bono Counsel, National Association for the Education of Homeless Children and Youth
Louis Tallarita, Assoc. Education Consultant, Connecticut Department of Education

Audience:

Fifty (50)
local school district liaisons,
homeless service providers,
school district administrators,
youth services program coordinators, educators,
policy-makers

CEUs: .2

Registration Fee:

There is no fee for this activity.

Questions/ Special Needs:

Contact: Marie Aligata
Marie.aligata@ct.gov
(860) 807-2061

Register By:

Tuesday, May 22, 2007

Please return application to Marie Aligata at SDE, 25 Industrial Park Road, Middletown, CT 06457-1520, fax (860) 807-2127 or email marie.aligata@ct.gov. Participants will be selected on a first come, first served basis. Applicants will receive confirmation regarding participation shortly after the registration closing date.

APPLICATION FORM: Assisting Unaccompanied Homeless Youth

District/Region _____ School/Program _____

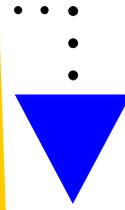
Name Work Phone _____ Home Phone _____

Home Address City Zip Code _____

Position/Role _____

Email (Please Print.) _____

Manchester Community College
Disability Specialist Program Option



Speech/Language Pathology Assistant

Prepare for an exciting career as a Speech/Language Pathology Assistant (SLPA) by earning an Associate Degree at MCC. In addition to general education courses, specialty courses include Children with Disabilities, Communication Development; Learning and Disabilities, Communication Disorders and Intervention I and II, Issues and Trends in Disabilities, Speech and Language Services in the Educational Setting, and Processes and Function of the Speech and Hearing Mechanisms.

To learn more, join us at one of the following informational sessions:

May 3, 2007 @ MCC	5-6 PM
June 4, 2007 @ CREC	3-5 PM
June 5, 2007 @ MCC	5-6 PM
June 6, 2007 @ EASTCONN	3-5 PM

For more information contact:

Dr. Eileen M. Furey, Manchester Community College
Phone: 860-512-2792; E-mail: efurey@mcc.commnet.edu

CONNECTICUT SPEECH-LANGUAGE-HEARING ASSOCIATION, INC.

213 BACK LANE

NEWINGTON, CT 06111

(860)666-6900 Fax (860)667-0144

e-mail: cscha.assoc@snet.net *Web Address:* www.ctspeechhearing.org

CAREER INFORMATION

POSITION VACANCY FORM

Date: _____ Date position is effective: _____

Professional Area:

Speech Pathology

Audiology

Speech and Language Pathology Assistant

Name of Facility: _____

Person to Contact: _____

Address: _____

Telephone with area code: _____

Job Description: _____

Requirements: CT State Dept of Health License _____ Speech and Language Pathologist

_____ Audiologist

_____ CT State Dept. of Ed Certification as Speech and Language Pathologist

_____ CCC/SLP _____ CCC/A

Other: _____

DPH-SPE/ASHA/CFY Supervision available: _____ Yes _____ No

Yes

Salary: _____

This position vacancy will stay on our computer list for 3 months. Please call our office when the position has been filled so that our job list can be kept up-to-date.

Signature: _____