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Unified School District #3

Sec. 17a-244-1. Definitions

For the purposes of Sections 17a-244-1 through 17a-244-8, inclusive, the following definitions shall apply:

(a) “Administrative review” means the department’s informal review process by which a family can question their child’s eligibility for services or the program designed for their child.

(b) “Commissioner” means the commissioner of the department of mental retardation.

(c) “Department” means the department of mental retardation.

(d) “Early intervention services” means services that are designed to meet the developmental needs of each eligible child and the needs of the family related to enhancing the child’s development. They are selected in collaboration with the parents and are provided by qualified personnel.

(e) “Individualized family service plan (IFSP)” means a written plan for providing early intervention services to a child, eligible pursuant to Sec. 17a-244-1 through 17a-244-8 of the regulations of Connecticut state agencies, and the child’s family.

(f) “Planning and placement team (PPT)” means a group of certified and/or licensed professionals who represent each of the teaching, administrative, and pupil personnel staffs and who participate equally with the parents or guardian in the decision making process to determine the specific educational needs of the child and develop an individualized family service plan. These individuals shall be persons knowledgeable in the areas necessary to determine and review the appropriate education program for a child with delays in development.

(g) “Region” means the geographical subdivision of the state as defined by the department.

(h) “Service coordination center” means the entity responsible for coordinating the identification, evaluation, and initial assessment of infants and toddlers and operated in accordance with the requirements of Part H of the Individuals with Disabilities Education Act (IDEA) as amended and the regulations promulgated thereunder.

(i) “Service coordinator” means the person responsible for coordinating all services across agency lines and serving as a single point of contact in helping parents to obtain the services and assistance they need, as identified in the individualized family service plan.

(j) “Unified School District #3 (USD #3)” means the school district established within the Department of Mental Retardation pursuant to Section 17a-240, CGS as amended by P.S. 91-11 (June Session).

(Effective June 22, 1992)

Sec. 17a-244-2. Eligibility

(a) A person eligible to receive services from USD #3 is a child who has not attained the age of eligibility for the provision of special education and related services pursuant to Section 10-76a-1 (q) of the Regulations of Connecticut State Agencies as amended and who:

(1) is experiencing a significant developmental delay in one or more of the following areas: cognitive development, physical development, including, but not limited to, vision and hearing, language and speech development, psychosocial development, or self-help skills; or

(2) has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay including, but not limited to, genetic disorders, chromosomal abnormalities, major congenital malformations which affect development, significant visual or hearing impairments or severe neurological disorders.

(b) A significant developmental delay is determined at the time a qualified team of two or more disciplines or professions finds that a child scores two standard deviations or more below the mean on a standardized instrument used to measure normal child development. A combination of quantitative and qualitative procedures shall be used.

(c) When a child attains the age of eligibility for the provision of special education and related services pursuant to Section 10-76a-1 (q) of the Regulations of Connecticut State Agencies, he is no longer eligible for early intervention services from the USD #3.

(Effective June 22, 1992)

Sec. 17a-244-3. Compliance

The USD #3 shall comply with all provisions of Sec. 10-76a through 10-76l, inclusive, CGS and the regulations promulgated thereunder; provided, however that where such regulations are inconsistent with the provisions of Sec. 17a-244-1 through 17a-244-8, inclusive, of the Regulations of Connecticut State Agencies the latter regulations shall take precedence.

(Effective June 22, 1992)

Sec. 17a-244-4. Responsibility

The USD #3 shall be responsible for early intervention services to eligible children and their families in accordance with the following requirements:

(a) The USD #3 shall make available early intervention services on a statewide basis pursuant to procedures required by Sec. 10-76d, CGS and the regulations promulgated thereunder.

(b) The USD #3 shall make available early intervention services on a statewide basis pursuant to procedures required by Part H of the Individuals with Disabilities Education Act (IDEA) as amended and the regulations promulgated thereunder.

(c) The USD #3 shall provide, within available appropriations, free and appropriate early intervention services to each eligible child.

(d) To the maximum extent appropriate, early intervention services will be provided in natural environments, including the home and community settings in which children without disabilities participate.

(e) The USD #3 shall operate on a 12 month school calendar to provide uninterrupted early intervention services.

(f) The USD #3 is authorized to seek reimbursement for early intervention services from appropriate public or private sources.

(Effective June 22, 1992)

Sec. 17a-244-5. Provision of services

(a) A planning and placement team shall make all determinations as to the identification, referral, initial evaluation, initial program and initial placement for each child within the USD #3.

(b) The planning and placement team of each region shall meet the requirements of Sec. 10-76d-10 of the regulations of Connecticut State Agencies.

(c) Each student shall have an annual individual family service plan (IFSP) reviewed every six months. The initial IFSP will be developed by a planning and

placement team. Subsequent IFSP's will be developed jointly by the family and appropriate qualified personnel involved in the provision of early intervention services.

(d) The IFSP must:

(1) be based on the multidisciplinary assessment of the unique strengths and needs of the child and a voluntary family directed assessment of the resources, priorities and concerns of the family.

(2) include identification of the supports and services necessary to enhance the development of the child and the capacity of the family to meet the special needs of the child.

(e) The IFSP shall include:

(1) a statement of a child's present level of development based on multidisciplinary assessment;

(2) a statement of the family's resources, priorities and concerns relating to enhancing the development of their child with special needs;

(3) a statement of the major outcomes expected to be achieved by the child and family, the criteria, procedures and timelines used to determine the degree of progress and revisions of services deemed necessary;

(4) a statement of specific early intervention services necessary to meet the needs of the child and family, including the frequency, intensity and method of delivering services;

(5) the projected dates for initiation of services and the anticipated duration of such services;

(6) the name of the service coordinator who will be responsible for the implementation of the plan and coordination with other agencies and persons; and

(7) the steps to be taken to support the transition of the child with special needs to preschool services.

(f) Any transportation of children to their education programs by the USD #3 shall be in compliance with Sec. 14-275b and 14-275c CGS and the regulations promulgated thereunder, and Sec. 14-280 through 14-281d, inclusive, CGS and the regulations promulgated thereunder.

(Effective June 22, 1992)

Sec. 17a-244-6. Administrative review

(a) An administrative review shall be available to parents or guardians of USD #3 students. An administrative review may be requested:

(1) when eligibility for early intervention services has been denied.

(2) to challenge the program designed for the child.

(3) when there is an objection to discharging a child from early intervention services.

(b) The procedure for requesting an administrative review is as follows:

(1) Parents file a request for an administrative review with the regional director.

(2) The regional director has 10 working days to respond, at which time he may meet with the individuals filing the request.

(3) If individuals are not in agreement with the decision of the regional director, a request for review of the decision by the commissioner may be made. The commissioner or his designee shall consult with the superintendent of the USD #3 and render a decision within 20 working days. The decision of the commissioner is final.

(Effective June 22, 1992)

Sec. 17a-244-7. Prioritization of services

(a) Each region's USD #3 program shall calculate its capacity based on staff hours available to provide home visits, classroom visits, travel time, team meetings, IFSP meetings and direct therapy consultation.

(b) When a region's USD #3 program reaches 85% capacity, eligible children referred after that date will be offered reduced or partial services until the program is at 100% capacity. While this option is in effect, referrals for children already enrolled in another comprehensive early intervention program will not be accepted.

(c) When a program is full, no new referrals will be accepted. The region will not maintain a waiting list but will refer families to the service coordination center. As openings become available, DMR will first offer full services to those families receiving reduced or partial services. Only after those families are fully served will the region contact the service coordination center to accept new referrals.

(Effective June 22, 1992)

Sec. 17a-244-8. Staffing

(a) The USD #3 shall employ or contract with certified or licensed personnel and support personnel to deliver early intervention services. Each region shall employ at least one supervisor holding an intermediate administrator's certificate and who meets the requirements of Sec. 10-76d-2 of the Regulations of Connecticut State Agencies.

(b) All professional staff employed by the USD #3 shall be appropriately certified or licensed as required.

(c) The USD #3 will comply with Sec. 10-145b (l) CGS in providing professional development activities for continuing education unit (CEU) credit for holders of professional educator certificates.

(Effective June 22, 1992)