

Application for Approval of a PRIVATE SPECIAL EDUCATION PROGRAM



Connecticut State Department of Education

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Special Education**

**PRIVATE SPECIAL EDUCATION PROGRAM
APPLICATION FOR APPROVAL**

INSTRUCTIONS:

1. Complete all sections of the application relevant to the special education program.
2. Address each item in the application—incomplete applications will be returned.
3. Mark the box (with an “X” or check mark) if the item’s content is applicable to the special education program. Many items in the application begin with a blank “check box.”

NOTE: During the Bureau of Special Education (Bureau) review of the application, a check box that has not been marked will be interpreted, as “This item is not applicable to the special education program.”

4. Place the cursor on the check box and double-click to mark it. A “properties” dialogue box will appear. Select “checked” under “Default value,” and click “OK.”
5. Call Bureau personnel at 860-713-6923 for assistance with completion of the application.
6. Submit only material needed to complete the application. Any submitted material that is not a required component of the application, will be discarded.
7. Place the completed application forms and required enclosures, with the exception of the required “audit report” and “curriculum sample,” in three-ring binder(s). All application materials should be forwarded to:

Dr. Dori Papa, Education Consultant/Program Coordinator
Bureau of Special Education
Approved Private Special Education Programs
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

8. Be certain to retain a copy of the completed application for your records.

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A. GENERAL INFORMATION

1. Name of the **Special Education Program**: _____

2a. Date that this special education program began continuous operation: ____ / ____ / ____

2b. There are currently *(insert #)* _____ students enrolled in this special education program.

2c. This special education program is a *(check one)*: ☐ Not-for-profit organization.

☐ For-profit organization.

3. A description of this special education program, limited to 300 words, is included with this application and labeled as "1-A."

Operating Agency

Complete each applicable statement in this section.

☐ 4a. Name of the **entity** (*i.e., agency or individual[s]*) that operates this special education program:

☐ 4b. This entity operates at least one other private special education program that has been approved by the Connecticut State Department of Education (CSDE).

☐ 4c. This entity operates at least one private special education program that is located outside Connecticut and has been approved by the appropriate authority of the state in which the program is located. Documentation of that approval is included with this application and labeled as "1-B."

☐ 4d. This entity **has contracted with one or more agencies** for the provision of several components of this special education program. Documentation of each such contractual arrangement is included with this application and labeled as "1-C."

5. Mailing address (e.g., **Administrative Offices**) of this special education program:

Chief Administrator's Information

6a. Name: _____

6b. Telephone number: _____

6c. Extension: _____

6d. Email address: _____

6e. Fax number: _____

Education Director's Information

7a. Name: _____

7b. Telephone number: _____

7c. Extension: _____

7d. Email address: _____

7e. Fax number: _____

B. NUMBER OF PROGRAM LOCATIONS

Complete **either** #8a. **or** #8b.

☐ **8a.** This special education program is operated at only one location.

☐ **8b.** This special education program is operated at (insert #) _____ locations.

All services offered by the special education program are available to students at each of the program's locations. Further, the following program elements are **identical** at each location of the program:

- admissions standards
- staffing pattern, including teacher-student ratio, staff-student ratio, and mix of certification endorsement areas
- curriculum implementation, including each subject area in which the program provides instruction aligned with the current Connecticut Curriculum Standards
- availability of related services
- positive behavioral supports, prevention, and intervention strategies
- availability of consultant services
- hours of operation, including the number of school days, number of instructional hours per day, and length of class periods

C. LOCATION-SPECIFIC INFORMATION

☐ **9.** A copy of the page 3 form, *Location-Specific Information* has been completed for each location of this program and is included with this application.

☐ **10.** This page is number *(insert #)* _____ of *(insert #)* _____ copy/copies of the page 3 form.

Complete **either** #11a. **or** #11b.

☐ **11a.** This program location has the **same name** as that of the special education program.

☐ **11b.** This program location is known as: _____

12a. Physical address/program location (*Place below if **different** from mailing address*):

Please check if **same** as mailing address: ☐ same as #5

Please contact the CSDE at 860-713-6910 if this special education program operates at more than one location and the entire content of #8b is not applicable to the program.

It may be necessary for your agency to seek approval for more than one special education program and/or to refrain from including one or more program locations in this application.

12b. Telephone number: _____ **12c.** Extension: _____

12d. Fax Number: _____

☐ **13a.** A floor plan for this program location, which identifies **each program area** utilized at this location (classrooms, time-out rooms, therapy rooms, gymnasium, playground, etc.), is included with this application and labeled as "3-A." The floor plan delineates the maximum number of children who can receive services simultaneously in each area.

☐ **13b.** Students who are enrolled in this program location receive certain educational services (e.g., physical education, vocational education, related services, etc.) at a site(s) other than the areas delineated in "3-A." A narrative regarding this "off-site" area(s) is included with this application and labeled as "3-B."

14a. Enrollment Capacity: *(insert #)* _____ students

14b. Age of students served: *(insert #)* _____ years old, **through** *(insert #)* _____ years old

Grades of students served *(insert #)*: _____ **through** _____ grades

14c. Gender(s) of students served: ☐ Female ☐ Male ☐ Nonbinary

☐ **14d. This program operates as a component of a larger education program.** A description of this larger overall program is included with this application and labeled as "3-C." The description

- identifies the name of the overall program;
- cites the number of students who can be served by the overall program, including the students who can be served by the special education program; and
- delineates method(s) the program uses to alert parents when their child is specifically enrolled in the special education program.

15a. Name of **on-site program administrator:** _____

15b. Hours per week that this administrator works **at this location in the capacity of education director:**
(insert #) _____ hours

☐ **15c.** This administrator either works at this location or available by telephone whenever this location is providing services to students.

Enrollment Sources

Complete each applicable statement in this section, if any.

☐ **16a.** This program location accepts: ☐ **day student** and ☐ **residential-student** referrals from school districts.

☐ **16b.** This program location operates within the ☐ **residential treatment center** or ☐ **receiving home**, or ☐ **hospital** named: _____

☐ **16c.** This program location operates within a facility that is operated on behalf of the Connecticut Judicial Branch (Judicial Branch). The following **Information regarding that facility** is included with this application and labeled as "3-D."

- its name
- its operating agency
- its licensing status
- a list of each of its "program categories"

D. APPROVAL FROM OTHER AGENCIES

Administration of Medication

Check **either** #17a. **or** #17b.

☐ **17a.** The program's medical advisor or other licensed physician reviewed and approved the special education program's written policies and procedures governing the **prescribing and administering of medication, to ensure that policies and procedures align with current legislation**. Documentation of that approval is included with this application and labeled as "4-A."

☐ **17b.** The special education program **does not administer medication** to students under any circumstances.

☐ **18.** Local fire officials have approved each space the special education program utilizes, including space(s) operated by another entity. Documentation of the approval(s) is included with this application and labeled as "4-B."

☐ **19.** Local health officials have approved each space the special education program utilizes, including space(s) operated by another entity. Documentation of the approval(s), **which is not limited to "food service" categories**, is included with this application and labeled as "4-C."

Licensure of Residential Components

Complete each applicable statement in this section.

☐ **20a.** The special education program only provides services to day students.

☐ **20b.** The special education program provides services to students who reside at one or more of the following program(s):

- residential treatment center
- receiving home
- psychiatric hospital
- alternative to detention program
- secure girls detention center
- residential facility

A copy of the appropriate licensure to operate the residential component of each program that is not exempt from such licensure is included with this application and labeled as "4-D."

☐ **20c.** The special education program serves students who reside at the school in which this special education program operates. A copy of the appropriate licensure to operate the school's residential component is included with this application and labeled as "4-E."

☐ **20d.** The special education program provides services to students who reside at one or more of the following program(s):

- residential treatment center
- receiving home
- psychiatric hospital
- alternative to detention program
- secure girls detention center

There is no requirement that the residential component of one or more of the programs be licensed. A copy of documentation to that effect from the state agency that authorizes each program is included with this application and labeled as "4-F."

E. PROGRAM ADMINISTRATION

☐ **21.** This special education program has a clearly identifiable governing body that is responsible for the policies and activities of the program. The governing body ensures that the program is in compliance with all relevant federal and state laws and regulations and local requirements. The governing body ensures the program's continual compliance with the program's organizational agreement. A list of the names of the governing body is included with this application and labeled as "5-A."

☐ **22.** The governing body of this special education program has appointed the program's chief administrator and has delegated to him/her/them the authority that is sufficient to manage the program's affairs effectively.

☐ **23.** An organizational chart **for the special education program** is included with this application and labeled as "5-B." The organizational chart denotes

- each position related to any part of the program;
- indicates those position(s) that have administrative function(s) related to any part of the program;
- indicates those position(s) that have service-delivery function(s) related to any part of the program; and
- delineates each supervisory/subordinate relationship within the organization of the program.

☐ **24.** The special education program's administrative-related functions and responsibilities are assigned to individuals in accordance with the guidelines delineated on page 6 of this application. **Each administrative-related function or responsibility that can be undertaken only by an individual who holds the certification endorsements delineated in #27, is undertaken by an individual who holds such certification.**

☐ **25.** A copy of the **job description** for each position having a program administrator classification is included with this application and labeled as "5-C."

☐ **26.** A list of each program administrator is included with this application and labeled as "5-D." The list delineates the following for each individual:

- position classification(s) of the individual
- program location(s) at which the individual performs administrative function(s)

☐ **27a.** Each program administrator for this special education program holds appropriate Connecticut educator certification. Specifically, **each program administrator holds, at a minimum, current Connecticut educator certification for intermediate administration and supervision AND for at least one of the following endorsement areas:**

- comprehensive special education
- a specific area of disability
- an area of pupil personnel services (school social work, school psychological services, school speech and hearing services, school guidance and counseling services, and school health services)

☐ **27b.** For each program administrator, this application includes

- either a copy of the individual's relevant current Connecticut educator certification labeled as "5-E;" or

- an indication that the individual has continuously worked at the special education program, holding the same position since at least August 31, 1980, and labeled as “5-F.”

NOTE: The program’s education director must hold the two required certification endorsements delineated in item #26. In addition, each program staff member who has one or more of the following job titles or a job title similar to one of these, must hold the two required certification endorsements:

- assistant education director
- principal
- assistant principal
- dean of students
- curriculum coordinator
- supervisor of instruction
- site manager
- satellite manager
- program coordinator

The two required certification endorsements need not be held by the program’s chief administrator or by any designee of the chief administrator to whom the education director reports, unless the chief administrator or designee also undertakes a function or responsibility that requires the endorsements.

The program’s education director must be supervised and evaluated by the program’s chief administrator or designee regardless of whether the chief administrator or designee holds educator certification. However, if the education director also serves as the chief administrator he/she/they must be supervised and evaluated by the program’s governing body. Evaluation procedures for all administrators shall be aligned with the current Connecticut Educator Evaluation System.

The following functions and responsibilities may only be undertaken by an individual who holds the two required certification endorsements regardless of whether the individual is identified as an administrator:

- directing, coordinating, managing, and/or evaluating the program’s certified and/or licensed staff and any other certified and/or licensed service providers
- determining the program’s operational schedule
- assigning students to specific teachers and service providers
- ensuring the delivery of all required services to each student
- making determinations regarding the program’s curriculum
- imposing in-school suspensions of students
- suspending students
- conducting informal hearings for students who are being suspended
- providing required notice to parents of disciplinary actions
- coordinating safety and emergency procedures
- ensuring that program staff receive a copy of educational information (including individualized education programs [IEPs]) concerning enrolled students

- serving as liaison with residential staff and clinical staff who are not assigned to the education program
- coordinating discharge-related communication regarding enrolled students

The following administrative-related functions and responsibilities, in themselves, do not require certification or licensure and may be assigned either to an administrator who holds the two required certification endorsements or to an individual who does not hold the two required certification endorsements:

- interacting with school districts and other agencies in order to obtain educational information (including IEPs) concerning enrolled students and/or students who are being considered for enrollment;
- coordinating transportation
- communicating with parents regarding routine matters
- securing supplies
- supervising food services for students
- interacting with school districts and other agencies regarding contracts for services and matters related to payments in accordance with such contracts

F. PROVIDERS OF INSTRUCTIONAL SERVICES

☐ **28.** A copy of the **job description** for each “provider of instructional services” position classification is included with this application and labeled as “7-A.”

☐ **29a.** A list of each individual, including substitute teacher(s), who provides instructional services to students within the special education program is included with this application and labeled as “7-B.” The list delineates for each individual:

1. position classification(s) of the individual
2. program location(s) at which the individual provides instructional services
3. subject area(s) in which the individual provides instructional services at each location
4. hours per week that the individual provides instructional services at each location

NOTE: An appropriate response for item #29-3 might be “all subjects.” However, “**special education**” is **not a subject area** and would not be an appropriate response to that item.

☐ **29b.** This application contains an alphabetical list by surname for each individual who provides instructional services and includes

- either a copy of the individual’s relevant current Connecticut educator certification labeled as “7-C;” or
- an indication that the individual has continuously worked at the special education program holding the same position since at least August 31, 1980, and labeled as “7-D.”

☐ **30.** The program’s procedures to ensure provision of required instructional services when a teacher is absent is included with this application and labeled as “7-E.”

NOTE: All instructional services that are provided as a component of a facility’s special education program (including physical education and vocational education) must be delivered by staff who hold current and appropriate Connecticut educator certification. In other words, all teachers or other providers of instruction must hold a certification endorsement relevant to each type of instructional service provided.

The Bureau examines staff educator certification and its appropriateness from two perspectives:

- The combination of educator certification areas (i.e., the “mix” of teachers) is such that all students enrolled in the program, whether at the elementary level or secondary level, are likely to receive instructional services from qualified staff.
- All instructional services are delivered to each enrolled student by individuals who possess the level of qualification specified in the IEP of each student.

Whenever a student’s IEP specifies that an amount of instructional services is to be delivered by a “special education teacher,” that amount of services must be provided directly by individual(s) who hold current Connecticut educator certification in either comprehensive special education or in the identified exceptionality of the student.

The Bureau will approve a staffing pattern that includes both individuals who possess educator certification in special education and individuals who possess educator certification in general education and/or certification in special subject areas. The Bureau approves the program’s staffing pattern if

- the mix of educator certification areas is sufficient to meet the IEP specifications for each special education student enrolled at the time the Bureau reviews the program for an initial approval or an approval renewal; and
- no individual is assigned responsibility for providing instruction in a subject area for which he/she does not hold appropriate educator certification.

In the event that the Bureau subsequently reviews the program and the certification mix is no longer adequate to meet the IEP specifications for each special education student enrolled, the program will be required to take corrective action as a condition of continued program approval.

In the event that a student's IEP does not specify the minimum required qualification for the provider(s) of special education instruction, the Bureau will assume that the provider(s) must hold current Connecticut educator certification in either comprehensive special education or in the identified exceptionality of the student.

G. PROVIDERS OF RELATED SERVICES

☐ **31.** A list of each individual who provides related services to students within the special education program is included with this application and labeled as “8-A.” The list delineates for each individual:

- position classification(s)
- whether the individual is employed by the special education program **or** the name of the individual’s employer **or** an indication that the individual is an independent contractor
- program location(s) at which the individual provides related services
- type(s) of related services the individual provides at each location

NOTE: “Related services” must be provided to a student whenever a planning and placement team (PPT) meeting, convened by the student’s school district, determines that the student must receive such services in order to make educational progress. Examples of related services include individual counseling, group counseling, speech and language therapy, occupational therapy, and physical therapy. The specific related services that must be provided to a student, if any, must be designed to meet the student’s unique educational needs. The student’s IEP must

- list each specific related service;
- how often the student must receive each service; and
- who must provide the service (i.e., the minimum level of professional expertise that the service provider must possess).

Each provider of a related service must be qualified to provide the service to a student who is enrolled in a special education program. Specifically, the provider must possess the minimum level of professional expertise required for provision of the service and must hold current Connecticut licensure and/or educator certification that authorizes provision of the service.

Further, if the related services provider is employed by the special education program (i.e., assigned to the staff of the program) the provider must hold the current Connecticut educator certification mandated for the position classification unless no such area of certification exists. For example, if the provider is a social worker assigned to the staff of the special education program, the provider must hold educator certification as a school social worker. If the provider is a clinical psychologist assigned to the special education program staff, the provider cannot hold educator certification as a clinical psychologist since no such certification endorsement exists and must therefore only hold a license that authorizes provision of the specific service.

Rather, the provider must hold a license that authorizes provision of the specific service. For example, if the provider is a social worker assigned to a program other than the special education program, such as the clinical department of a residential treatment center, the provider need not hold educator certification as a school social worker but must hold a license that authorizes provision of the specific service.

In the case of a student who has also been placed in a program such as residential treatment center that is affiliated with the special education program, a specific service can be both a component of the student’s IEP and the student’s plan of treatment services provided to the student by the affiliated program. Specifically, if the student’s PPT determines that a service such as individual counseling, which is already being provided to the student through the residential treatment center’s clinical department, is also required in order for the student to make educational progress. The service must be

- identified as a related service;

- delineated in the student's IEP; and
- provided by an individual who is qualified (i.e., certified and/or licensed) to provide the related service.

Similarly, if a student's IEP requires the provision of a specific related service and if an individual who is qualified to provide the service is an employee of the affiliated program, the special education program may make arrangements with the affiliated program for that individual to provide the service to the student.

The time of day during which a related service is delivered to a student is not, in itself, relevant to a determination of required related service provider qualifications.

☐ **32a.** The special education program has an agreement with the residential program, with which the special education program is affiliated, regarding the provision of certain related services (such as IEP-mandated counseling) to students enrolled in the special education program. A copy of the agreement is included with this application and labeled as "9-A."

☐ **32b.** The special education program is responsible for the provision of all services outlined in the student's program. **The special education program has one or more agreements with another entity such as**

- **a private agency;**
- **a local school district; and/or**
- **an individual contractor that delineates the roles and responsibilities of that entity regarding the provision of certain related services** (such as IEP-mandated counseling, speech and language therapy, physical therapy, etc.) to students enrolled in the special education program.

A copy of each such agreement is included with this application and labeled as "1-C."

☐ **33.** A copy of the **job description** for each individual, who is a provider of related services **and** who is employed by the special education program or who is assigned to the special education program on at least a .5 FTE basis, is included with this application and labeled as "9-B."

☐ **34.** For each individual who provides related services to students enrolled in the special education program, this application **includes**

- either a copy of the individual's current Connecticut educator certification and/or license that authorizes the individual to provide each service and labeled as "9-C;" or
- an indication that the individual has continuously worked at the special education program, holding the same position since at least August 31, 1980, and labeled as "9-D."

☐ **35.** The program provides each local education agency (LEA) with the appropriate information reflecting the verification of specialized instruction and related services for each student placed per agreement or as contracted with individual sending districts.

H. ADDITIONAL STAFF

☐ **36a.** A list of each individual who provides paraprofessional services to students within the special education program **and who is eligible to substitute teach**, is included with this application and labeled as "10-A." The list delineates for each individual:

- agency/entity that employs the individual
- position classification(s) of the individual
- program location(s) at which the individual provides paraprofessional services
- hours per week that the individual provides paraprofessional services at each location

☐ **36b.** A copy of the **job description** for each position classification of provider of paraprofessional services who **may provide substitute teacher services**, is included with this application and labeled as "10-B."

☐ **37a.** A list of each individual who provides paraprofessional services to students within the special education program and **who is not eligible to substitute teach**, is included with this application and labeled as "10-C." The list delineates for each individual:

- agency/entity that employs the individual
- position classification(s) of the individual
- program location(s) at which the individual provides paraprofessional services
- hours per week that the individual provides paraprofessional services at each location

☐ **37b.** A copy of the **job description** for each position classification of provider of paraprofessional services who **may not provide substitute teacher services**, is included with this application and labeled as "10-D."

☐ **38.** A list of each individual who interacts with students within the special education program and who has not been listed in item #35a., item #36a., or in section(s) E, F, or G, is included with this application and labeled as "10-E." The list delineates for each individual:

- position classification(s) of the individual
- program location(s) at which the individual interacts with students
- hours per week that the individual interacts with students at each location

☐ **39.** For each individual whose position classification(s) require that he/she/they hold a current Connecticut educator certification and/or licensure (**identified in item #37**) this application includes

- either a copy of the individual's current Connecticut educator certification and/or license that is required for the position classification(s) and labeled as "10-F;" or
- an indication that the individual has continuously worked at the special education program holding the same position since at least August 31, 1980, and labeled as "10-G."

☐ **40.** A copy of the **job description** for each position classification listed in response to item #37 is included with this application and labeled as "10-H."

I. DESCRIPTION OF PROGRAM SERVICES

☐ **41a.** A copy of the school calendar for the current regular school year session of the special education program is included with this application and labeled as "11-A."

☐ **41b.** During each regular school year session, the special education program provides each student, unless otherwise mandated by the student's PPT and documented in the student's IEP, with the opportunity to receive at least 900 hours of actual schoolwork over the course of a minimum of 180 school days. A worksheet that details compliance with this "900/180" mandate is included with this application and labeled as "11-B." The worksheet details

- the number of "full days" and the amount of actual school work provided during each full day;
- the number of "less than full" days (such as a day in which recreation activities are offered) and the amount of actual school work provided during each "less than full" day; and
- the number of "early dismissal" days and the amount of actual schoolwork provided during each "less than full day."

☐ **41c.** Admission to the special education program is limited to students whose IEPs provide less than 25 hours of actual schoolwork per week. Specifically, that limit is (*insert #*) _____ hours.

Extended School Year

Check *either* 42a. *or* 42b.

☐ **42a.** The special education program does not provide extended school year services.

☐ **42b.** The special education program provides extended school year services in accordance with the current IEP of each enrolled student. Each student's IEP requires the provision of such services.

☐ **42c.** The special education program operates according to a year-round schedule and the IEPs of student's enrolled reflect implementation of year round supports and services.

Mandated Subject Areas

43a. Check each applicable item below.

The special education program provides instruction in the following **mandated** subject areas:

| | | | |
|-----|-----------------------------|---|---------------------------------------|
| 1. | The Arts | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 2. | Career Education | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 3. | Consumer Education | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 4. | Health And Safety | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 5. | Language Arts | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 6. | Mathematics | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 7. | Physical Education | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 8. | Science | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 9. | Social Studies | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |
| 10. | Vocational Education | <input type="checkbox"/> regularly provided | <input type="checkbox"/> not provided |

☐ **43b.** The special education program incorporates instruction in one or more subject areas into the provision of another subject area. (A possible example: students receive instruction in “consumer education” during “math” instruction.) A specific description of each instance of “Incorporated Subjects” instructional method is included with this application and labeled as “11-C.”

☐ **43c.** The special education program blends instruction in multiple subject areas during the provision of a subject whose name is not listed in item #42a. (A possible example: Students receive instruction in “life skills” that blends instruction in “math,” “language arts,” “consumer education,” and “vocational education”). A specific description of each instance of this “Blended Subjects” instructional method is included with this application and labeled as “11-D.”

☐ **43d.** During certain times of the school day, the special education program provides instruction to students simultaneously in more than one subject area in one classroom.

☐ **44a.** A copy of the daily schedule for the special education program is a component of this application and is labeled as “12-A.” The schedule delineates the program’s hours of operation and notes the specific subject area(s) of instruction provided per class period.

☐ **44b.** With regard to fulfilling the 900 hours mandate cited in item #40b, the special education program’s schedule for the provision of instructional services does not include any periods of time in which instruction or any other service, is being provided by individual(s) who do not hold the current Connecticut educator certification required to provide the service.

Curriculum

☐ **45a.** The special education program has a written curriculum for each subject area in which instruction is provided. A sample section of the curriculum is being submitted to the Bureau as a supplement to this application. THE CURRICULUM SAMPLE HAS NOT BEEN INCLUDED WITHIN THE APPLICATION NOTEBOOK(S).

NOTE: The Department will return the curriculum sample to the special education program upon review.

☐ **45b.** The special education program’s written curriculum is aligned with the current Connecticut K–12 standards.

IEP Implementation

☐ **46a.** For each eligible student, the special education program fully implements the student’s current IEP as delineated on the IEP forms that have been approved for the student’s school district by the State Department of Education. **The special education program does not implement an education plan developed by the special education program or another entity for the student in lieu of the student’s IEP.**

☐ **46b.** The special education program ensures that each individual who is responsible for implementing part or all of the IEP, is familiar with the IEP’s requirements.

Effective Date of IEP Implementation

Complete ***either*** #46a ***or*** #46b.

☐ **47a.** The special education program fully implements the current IEP of each enrolled student who is eligible for special education—commencing with the student’s date of enrollment.

☐ **47b.** The special education program fully implements the current IEP of each enrolled student who is eligible for special education—commencing with the student’s date of enrollment except a situation in which the program enrolls a student **placed for other than educational reasons in an affiliated program**

on an emergency basis. In each such situation, the special education program

- follows written procedures to obtain a copy of the student's IEP;
- documents efforts related to the procedures; and
- within 20 school days either fully implements the student's IEP upon receipt of the IEP or discharges the student.

☐ **48.** Whenever a student's IEP does not address instruction regarding a particular subject area in which the student would receive instruction if the student were in a public school setting, the special education program provides instruction in the subject area at the student's grade level as identified in the IEP.

☐ **49a.** The special education program maintains sufficient instructional materials, supplies, and equipment required to implement fully the current IEP of each enrolled student.

☐ **49b.** In certain situations, the special education program obtains instructional materials for an enrolled student from the school district that is responsible for the student in order to enhance continuity of instruction.

☐ **50.** For each eligible student enrolled in the special education program, the program provides and/or arranges for the provision of, any and all, related services the student requires. The services are provided either during the student's regular school day or outside of the student's regular school day as specified in the student's IEP.

☐ **51.** No student is removed from the special education program during the required school day of instructional services in order to receive a non-instructional service, on a regular basis, without prior authorization from the student's PPT.

Statewide Assessments

☐ **52a.** The special education program participates in the administration of all required state-wide assessments during the prescribed testing window. The special education program ensures that all students participate in each required assessment and implements an alternative assessment for a student only if such assessment is required and decided by the student's PPT. The special education program maintains policy and procedures that address the administration of said assessment(s) to each student in accordance with the student's IEP. The policy and procedures indicate that the program

- appoints an assessment coordinator;
- provides the name of the assessment coordinator, in timely manner, to the Bureau;
- requires the assessment coordinator to complete annual training and/or other trainings required for assessment coordinators sponsored by the CSDE;
- provides immediate notification to the Bureau of any problems that might impact the assessment (e.g., test security, test administration, or dissemination of assessment scores);
- has established protocols to ensure assessment security; and
- provides any, and all, assessment modifications/accommodations as required by either the IEP of a student or a plan developed by the student's school district in accordance with Section 504 of the Rehabilitation Act of 1973.

52b. Name of the special education program's assessment coordinator:

☐ **53.** A list of students who will participate in statewide assessments or will participate in statewide assessments (unless discharged from the program prior to the testing dates) during the current school year is included with this application and labeled as “13-A.” The school district and grade level are identified for each student listed.

J. STUDENT DISCIPLINE

☐ **54.** The special education program's written policies and procedures include a policy regarding **suspension of students** (under the authority of the school district for each student). A copy of that policy is included with this application and labeled as "14-B." The policy includes at least the following elements:

- Each student and the parent(s) or guardian are informed of the rules of the special education program and the types of behaviors that may result in suspension from the program.
- No suspension of a student may exceed 10 school days.
- Unless an emergency exists, no student is suspended without an informal hearing by the administration of the special education program at which the student is informed of the reasons for the suspension and given the opportunity to explain the situation.
- A written record of each suspension of a student is maintained.
- Within 24 hours of the time a student is suspended, the special education program notifies the student's
 - school district,
 - parent or guardian,
 - and surrogate parent (if appointed) of the suspension at a standard at least equivalent to the standard utilized by the student's school district in providing such notification to parents.
- No suspension of a student for a particular behavior occurs if the student's IEP mandates an alternative response to the behavior.
- No further suspension of a student occurs upon notification from the student's school district that a PPT must meet to discuss the student's behavior before any further suspension of the student.
- In the event that a student is suspended repeatedly, the special education program makes a written request that the student's school district convene a PPT meeting to discuss the needs of the student.

K. POSITIVE BEHAVIORAL SUPPORTS AND INTERVENTION

☐ **55.** The written policies and procedures maintained by the special education program include policies and procedures regarding the choice and use of positive behavioral interventions and supports (PBIS), as well as, approaches utilized to support learning of new behaviors. These policies and procedures are consistent with those described in the *Guidelines for Identifying and Educating Students with Emotional Disturbance* issued by the Bureau. The policies and procedures identify the interventions, methodology and/or techniques employed within the program, and set forth a schedule for the review of the effectiveness of school-wide approaches to changing the behavior. A copy of these policies and procedures is a component of the application and is labeled as "14-C."

☐ **56.** The written policies and procedures of the special education program include a policy regarding **exclusionary time out**. A copy of that policy is included with this application and labeled as "14-C." Such policy shall include, but need not be limited to, a requirement that

1. Exclusionary time outs are not to be used as a form of discipline.
2. At least, one school employee remains with the student or is immediately available to the student such that the student and school employee are able to communicate verbally throughout the exclusionary time out.
3. The space used for an exclusionary time out is clean, safe, sanitary, and appropriate for the purpose of calming such student or de-escalating such student's behavior.
4. The exclusionary time-out period terminates as soon as possible.
5. If such student is a child requiring special education, as defined in Section 10-76a or a child being evaluated for special education, pursuant to Section 10-76d and awaiting a determination; and the interventions or strategies are unsuccessful in addressing such student's problematic behavior, such student's PPT shall convene as soon as practicable to determine alternative interventions or strategies.

☐ **57a.** The policies and procedures cited in item #55 and #56 also assert that any behavior interventions are subject to review by a student's PPT and do not prescribe the use of procedures such as restraint or seclusion as interventions. The use of restraint and seclusion are prohibited except in the event of an emergency.

☐ **57b.** The special education program maintains thorough documentation of, any and all, behavior interventions prescribed in a student's IEP/behavior intervention plan (BIP). Interventions implemented through a BIP are reviewed on a regular basis and revised by the PPT as needed.

☐ **58a.** The special education program implements a school-wide system of PBIS throughout the program. The system includes information regarding expectations for student behavior as well as age-appropriate consequences and rewards related to the behavioral expectations. The system also delineates specific intervention techniques that can be utilized by staff. The program ensures that such techniques are carried out with due regard for fairness, humanity, and the dignity of the individual. A copy of the system of PBIS is included with this application and labeled as "14-D."

☐ **58b.** This application includes staff specific documentation that indicates they have successfully completed training in the implementation of all elements of behavioral supports/interventions described in items #54 through #58a and labeled as "15-A."

☐ **59.** The special education program has an agreement with another entity, such as an affiliated residential program, which delineates the roles and responsibilities of that entity regarding the provision

of behavior supports and interventions to students enrolled in the special education program during the school day. A copy of the agreement is included with this application and labeled as “15-B.”

Human Rights Committee and Human Resource Committee

Check each applicable item (60a–60c).

☐ **60a.** This application includes a list of the special education program’s **Human Rights Committee** members and a copy of the committee’s meeting schedule and labeled as “15-C.”

☐ **60b.** This application includes a list of the special education program’s **Human Resources Committee** members and a copy of the committee’s meeting schedule and labeled as “15-D.”

☐ **60c.** The special education program does not have a Human Rights Committee or a Human Resources Committee

L. TRANSPORTAION

- ☐ **61a.** The special education program has appropriate procedures for staff or any other individual acting on behalf of the program (including staff from contracted transportation providers) when transporting students. These procedures are to ensure the vehicle's operator is properly licensed to operate the class of vehicle used for transport and has been trained to care for the student(s) being transported.
- ☐ **61b.** The special education program transports student(s) to and from home on a regular basis at the beginning and/or end of the school day.
- ☐ **61c.** The special education program contracts with another entity to transport student(s) to and from field trips or other community-based activities related to the program. A copy of the contract is included with this application and labeled as "16-A."
- ☐ **61d.** The special education program ensures that whenever students are transported on behalf of the program, the vehicle used for transport is in compliance with each applicable mandate that has been disseminated by the Department of Motor Vehicles.
- ☐ **62.** This application includes a list of each staff member of the special education program and any other individual acting on behalf of the program who is authorized to operate a vehicle for the purpose of transporting students and labeled as "16-B." The list delineates each class of vehicle that each staff member or other individual is authorized to operate.
- ☐ **63.** For each staff member or other individual who is identified in item #60, this application includes in alphabetical order by each individual's surname, a copy of an appropriate motor vehicle operator's license and labeled as "16-C."
- ☐ **64.** This application includes staff specific documentation indicating each staff member or other individual identified in item #60 has successfully completed the training described in item #59a and labeled as "16-D."
- ☐ **65.** The special education program has appropriate procedures to ensure that safe and appropriate transportation is available whenever required for the implementation of a student's IEP.
- ☐ **66.** The special education program has appropriate procedures to ensure that students are transported appropriately in cases of emergency. A copy of the procedures is included with this application and labeled as "16-E."

M. GENERAL POLICIES AND PROCEDURES

☐ **67.** The special education program maintains written policies and procedures that indicate the program is operating in accordance with the *Principles, Procedures, and Standards for the Approval of Private Special Education Programs* adopted by the State Board of Education, February 2021. These written policies and procedures are available for inspection by the CSDE, designees of the CSDE, LEAs, state child-caring agencies, parents and guardians of children enrolled in the program, and parents and guardians of children seeking enrollment in the program.

☐ **68.** The special education program complies with the provisions of

- the Individuals with Disabilities Education Act (IDEA) and its regulations;
- the Family Educational Rights and Privacy Act and its regulations;
- sections 10-76a through 10-76gg, inclusive, of the Connecticut General Statutes (CGS) and their regulations (whose subject matter is special education and related services);
- sections 17a-101a through 17a-101l, inclusive, of the CGS (whose subject matter is the reporting of suspected child abuse); and
- all other relevant federal and state laws and regulations and local requirements.

☐ **69a.** Each student enrolled in the special education program has the right to

- be free from physical, mental, or monetary exploitation;
- maintain privacy; and
- maintain personal dignity.

☐ **69b.** The special education program obtains informed written consent from the parent or guardian of a student prior to the student participating in any activity that might encroach upon the student's personal liberty.

Department of Children and Families Residential Placements

Check **either** #70a. **or** #70b.

☐ **70a.** The special education program does not provide services to children placed by the Connecticut Department of Children and Families (DCF) in a residential treatment center or receiving home.

☐ **70b.** The special education program ensures the provision of educational services to children placed by the Connecticut DCF in a residential treatment center or receiving home. It is understood that certain children who have been placed by DCF in the residential treatment program or receiving home affiliated with this special education program, under the terms of the memorandum, will likely receive education services in a setting other than the special education program.

☐ **71.** The written policies and procedures of the special education program include a policy regarding **conflict of interest**. A copy of the policy is included with this application and labeled as "18-A."

☐ **72a.** The written policies and procedures of the special education program indicate that the special education program provides and/or will provide in a timely manner, the following information to the CSDE:

- certified staff data form (ED 163) to the CSDE's Talent Office (annually)
- current approval from local fire and health officials indicating compliance with codes (annually by October 15th)

- immediate notification of any major legal proceedings
- reports of any complaint regarding the maltreatment of students enrolled**
- immediate notification of a change of the program's name
- immediate notification of a proposed change of ownership
- immediate notification of a proposed change of location
- immediate notification of a change of chief administrator
- immediate notification of change of education director
- immediate notification of any other conditions that might significantly alter the program and/or health and safety of the students
- a copy of the current appropriate licensure to operate any residential component affiliated with the program

**Must also be provided to LEAs who have contracts placing students within the program.

☐ **72b.** The special education program is familiar with the procedures delineated in the *Principles, Procedures, and Standards for the Approval of Private Special Education Programs*, adopted by the State Board of Education, February 2021. The program will follow the appropriate procedures for requesting changes in program between compliance cycles.

N. SAFETY ISSUES

☐ **73.** The written policies and procedures of the special education program include a policy regarding the emergency use of restraint and seclusion. A copy of the policy is included with this application and labeled as "18-B."

☐ **74a.** A crisis intervention team has been identified and appropriately trained to respond to emergency situations requiring the use of restraint or seclusion. A list of the crisis intervention team members and the date of their most recent training is included with this application and labeled as "18-C."

☐ **74b.** All staff hired by the program and responsible for direct service to students are appropriately trained to respond to emergency situations requiring the use of restraint or seclusion. A staff specific list of each staff member and the date of his/her/their most recent training is included with this application and labeled as "18-C."

☐ **74c.** The special education program maintains and reviews the **annual compilation** of information regarding each incident of physical restraint or seclusion of a student. Each incident description delineates the nature of the emergency that necessitated the use of physical restraint or seclusion.

☐ **74d.** The special education program reports any use of emergency restraint and seclusion to the CSDE. In addition, if a student sustains an injury during the course of a physical restraint or seclusion, the program submits a report of that injury to the CSDE via its restraint and seclusion data collection portal. This report includes the following information:

- student's name
- student's disability
- student's race
- nature of the emergency that necessitated the use of the restraint or seclusion
- a description of the restraint or seclusion
- a description of the injury to the student

Incident reports of restraint or seclusion in addition to reports of student injury are submitted through the data collection portal within two (2) business days of the incident.

☐ **75.** The written policies and procedures of the special education program include a policy regarding **smoking**. A copy of the smoking policy is included with this application and labeled as "19-A."

NOTE: The policy must prohibit smoking within each building that the special education program is located while school is in session and/or during student activities. In situations where another tenant(s) shares a building with the program, smoking must be prohibited within all of the building's sections occupied by the special education program.

☐ **76.** The special education program keeps on permanent file written procedures for staff and students to follow in case of an emergency or disaster and include the necessary modifications and accommodations for students who are deaf or hard of hearing, as outlined in their IEPs/language and communication plans. These procedures have been developed with the assistance of qualified fire and safety personnel and include provisions for the evacuation of buildings and the assignment of staff during emergencies. **The procedures are specific to each location of the program and appropriate for the individual needs of students enrolled.**

☐ **77.** The special education program, **at least monthly**, conducts emergency/crisis drills at each program location **while school is in session** and include actual evacuation of students to safe areas in order to

- ensure that each staff member on each shift is trained to perform assigned tasks;
- assure that each staff member on each shift is familiar with the use of the fire-fighting equipment in each location of the special education program to which the staff member is assigned; and
- evaluate the effectiveness of emergency plans and procedures.

☐ **78.** The special education program maintains a signed record of each emergency drill cited in item #75 in its permanent files.

Supervision of Swimming

Check **either** #79a. **or** #79b.

☐ **79a.** The special education program ensures that students, while receiving services from the program and/or during activities sponsored by the program, swim only under the supervision of a certified lifeguard and in areas posted as being safe. A copy of the lifeguard certification is included with this application and labeled as "19B."

☐ **79b.** Students never participate in a swimming activity while receiving services from the program and/or during activities sponsored by the program.

Swimming Pools

Check **either** #80a. **or** #80b

☐ **80a.** Each swimming pool that is located on the same grounds as the special education program, is enclosed with safety fences.

☐ **80b.** No swimming pool is located on the same grounds as the special education program.

O. ENROLLMENT

Referrals from School Districts

Check *either* #81a. *or* #81b.

☐ **81a.** Prior to the placement of a student into the special education program by a local school district, a representative from the special education program attends a PPT meeting conducted to develop, review, or modify the student's IEP. If necessary, the representative of the program participates in the meeting via telephone. The special education program only accepts a student if program staff have asserted that the IEP can, and will, be implemented fully from the first day of the student's attendance.

☐ **81b.** A contract is on file for each student placed by a public school district that reflects services outlined in the IEP as generated by the LEA through the PPT process.

☐ **81c.** The special education program does not accept referrals from local school districts.

Referrals from State Agencies

Check *either* #82a. *or* #82b.

☐ **82a.** The special education program **does not enroll students who have been placed for other than educational reasons** in a treatment program or other program affiliated with the special education program.

☐ **82b.** The special education program automatically enrolls students who have been **placed for other than educational reasons** in a treatment program or other program affiliated with the special education program. Each of the following is applicable to the policies and procedures of the special education program regarding each such student:

1. Except in emergency situations, knowledgeable staff from the special education program review the student's current IEP—developed for the student by a school district's PPT—in order to determine if the IEP can be fully implemented by the special education program. The special education program only enrolls a student if program staff have asserted that the IEP will be fully implemented from the first day of the student's attendance.
2. **In emergency situations**, the special education program enrolls the student upon the student's admission to the affiliated program with the understanding that **the enrollment is contingent** upon the capability of the special education program to fully implement the student's current IEP. Either it has been special education program to implement fully the student's current IEP. The special education program discharges the student if within 20 school days of enrollment, it has either been determined that the special education program is unable to fully implement fully the student's current IEP or that program staff have not received a copy of the current IEP.

Referrals from Parents

Check *either* #83a. *or* #83b.

☐ **83a.** The special education program does not accept referrals from parents or guardians.

☐ **83b.** The special education program accepts referrals from parents or guardians.

☐ **84.** The written policies and procedures maintained by the special education program include a written description of the program's admission procedures. The written procedures shall

1. describe the criteria for admission to the program;
2. identify the types and levels of need for students served by the program;

3. identify the ages, grades, and genders for students served at each location of the program;
4. describe the education program;
5. describe the criteria for termination of enrollment; and
6. identify the systems for collaboration with local school districts to ensure that students who are receiving services within the program as a result of a placement made for other than educational reasons, are educated in the least restrictive environment.

☐ **85.** For each student who is being considered for admission into the special education program or has been admitted and who presents serious disruptive behavior, the program reviews the student's current IEP and BIP, to ensure that each contains suitable provisions for addressing the student's behavior, including provisions for sufficient staffing and supervision to prevent, with reasonable assurance, harm to themselves or others; there are provisions for appropriate monitoring and review of the student's emotional and behavioral status; and that in the event the program believes that the IEP does not contain suitable provisions, the program makes a written request to the student's school district to ask that it convene a PPT meeting in order to address the program's concerns.

☐ **86.** A copy of the admissions packet for the special education program is included with this application and labeled as "20-A."

P. PLANNING AND DECISION MAKING

- ☐ **87.** In the event the special education program believes that the IEP of an enrolled student may require modification (i.e., the IEP does not adequately meet the student's current needs), the special education program requests that the school district convene a PPT meeting in order to discuss the student's IEP.
- ☐ **88.** The special education program refrains from making changes to the IEP of any student.
- ☐ **89.** Prior to a PPT meeting for an enrolled student, staff of the special education program drafts proposed IEP goal(s) and objectives and/or proposed modification(s) to the current IEP goal(s) and objectives. The special education program **does not** implement any proposed goal(s) and objectives until the PPT has included the goal(s) and objectives in the student's IEP.
- ☐ **90.** While the student is enrolled in the special education program, one or more of the student's teachers including a special education teacher, participates in each PPT meeting convened by the student's school district regarding the student.
- ☐ **91a.** The special education program conducts evaluations of the educational performance levels, strengths, and/or needs of each enrolled student in accordance with decisions of the student's school district PPT. Each component of any such evaluation is undertaken by individual(s) who are qualified to do so.
- ☐ **91b.** The special education program refrains from conducting any formal evaluations of an enrolled student's educational performance levels, strengths, and/or needs unless the student's school district PPT has authorized the program to conduct such evaluation.

Referrals for Special Education

Complete each applicable item.

- ☐ **92a.** Each student who is eligible for special education and enrolled in the program by a school district, has a current IEP that has been developed by a school district's PPT.
- ☐ **92b.** Each student who is eligible for special education and enrolled in the program by a public agency other than a school district has a current IEP that has been developed by a school district's PPT.
- ☐ **92c.** In the event a special education program staff member suspects that a student who is not eligible for special education and who is enrolled in the program by a public agency may be eligible for special education services, the special education program makes a written referral for special education to the school district that has responsibility for the student.
- ☐ **93a.** In accordance with the schedule developed by the student's PPT for each enrolled student, the special education program completes a report of student progress (**descriptive of progress toward IEP goals and objectives**) and forwards the report to the student's
- school district;
 - parent(s) or guardian; and
 - surrogate parent (if appointed).

Such reporting is understandable to the recipients and occurs as delineated in the contract and at least as often as the student's school district forwards progress reports (i.e., report cards) to parents of students who do not have a disability. A sample of the program's progress reports is included with this

application and labeled as “21-A.” A sample of documentation that progress reports are shared with parents (and surrogate parents, if applicable) is included with this application and labeled as “21-B.”

☐ **93b.** The program has procedures that permit and facilitate reasonable classroom observation of an enrolled student by the student’s parent or, as applicable, surrogate parent.

☐ **93c.** The program has procedures that permit and facilitate reasonable classroom observation of an enrolled student by the student’s school district or as specified in the contract/agreement.

Q. DISCHARGE

☐ **94a.** The written policies and procedures that the special education program maintains include procedures regarding the discharge of students from the program (i.e., termination of enrollment in the program).

☐ **94b.** The written policies and procedures indicate that the special education program never discharges a student without consulting with

- the student's parent(s) or guardian;
- the student's surrogate parent (if applicable);
- the agency that placed the student; and
- any other agencies that have responsibility for the student's educational program.

☐ **95.** The written policies and procedures indicate that the special education program communicates with agencies, prior to discharging the student, that have responsibility for the student (including the student's LEA) with regard to formulating plans designed to meet the student's educational and other needs upon leaving the program. A copy of these policies and procedures is included with this application and labeled as "22 A."

Inability to Meet Student's Needs

Complete each statement in this section that is applicable to the special education program's written policies and procedures regarding the discharge of students.

☐ **96a.** Prior to discharging a student due to behavioral problems or unacceptable progress in the special education program, the program exhausts other reasonable alternatives. In a non-crisis situation, these alternatives include, but are not limited to, scheduling and convening a multidisciplinary meeting to discuss and plan alternatives to discharging the student from the special education program. Whenever possible, this meeting takes place at least 30-calendar days prior to the projected date of discharge. The special education program ensures that the meeting notification is provided to all invited participants (including program staff, the student's parent[s] or guardian, the student's surrogate parent, if applicable, the agency that placed the student, and all other agencies that have a compelling interest in the student's educational welfare). The notification is disseminated at least two (2) weeks prior to the date of the meeting, even if the student's school district plans to utilize the meeting as a PPT meeting to plan for the student.

☐ **96b.** Prior to discharging a student due to behavioral problems or unacceptable progress in the special education program, the program exhausts other reasonable alternatives. In a crisis situation, these alternatives include, but are not limited to, a suspension of the student from the program for a maximum of 10 school days provided such a suspension is permitted under the provisions of Section 300.519 through Section 300.529 of the IDEA regulations; and the scheduling and convening of a multidisciplinary meeting to discuss and plan alternatives to discharging the student from the special education program. This meeting takes place as soon as possible and usually before the end of the student's suspension. The special education program ensures that the meeting notification is provided to all invited participants (including program staff, the student's parent[s] or guardian, the student's surrogate parent, if applicable, the agency which placed the student, and all other agencies, which have a compelling interest in the student's educational welfare), even if the student's school district plans to utilize the meeting as a PPT meeting to plan for the student.

Discharges Outside the Control of the Special Education Program

Complete each statement in this section that is applicable to the special education program's written policies and procedures when discharging students.

☐ **97a.** The special education program provides services to students who are enrolled in the special education program as a result of placement in an affiliated program, other than a hospital, by a state agency for other than educational reasons. In the event that a student is discharged from the affiliated program before the special education program and the student's school district have been able to communicate regarding plans for the student, the special education program notifies the school district immediately upon learning of the discharge.

☐ **97b.** The special education program provides services to students who are enrolled in the special education program while residing in a hospital. Assuming that the student's parent(s)/guardian(s) has granted consent, if required, upon learning of the student's discharge from the hospital—the special education program notifies the student's school district immediately.

☐ **98a.** The average duration of enrollment in the special education program is approximately *(insert #)* _____ months.

☐ **98b.** The duration of enrollment in the special education program is limited to *(insert #)* _____ months.

R. STUDENT FILES

☐ **99a.** The special education program maintains a written record for each student. This "education file" includes all administrative, treatment, and educational data that is pertinent to the student's enrollment in the special education program from the time of "consideration for admission" until the time the student leaves the program.

☐ **99b.** The education file maintained by the special education program specifically for each enrolled student, at a minimum, contains the following:

- IEP developed by the LEA prior to placement
- current IEP developed by a school district PPT
- cumulative health records
- consent forms signed by the parent(s)/guardian(s) allowing the special education program to authorize all prescribed medical care and emergency medical treatment, if any
- consent forms regarding routine screenings, (i.e., hearing/vision, conducted by the special education program), if any
- consent forms regarding immunizations provided by the special education program, if any
- documentation that the student's educational services are being provided in accordance with the SDE-DCF memorandum dated March 15, 1993, including a copy of a completed form DCF-2070 (documentation of the DCF determination regarding the parameters of the student's treatment boundaries), if the student has been placed by DCF within a residential facility affiliated with the special education program
- written record of any and each removal from class, including each suspension
- written documentation of notification to parents and school districts regarding any and all significant incidents, including emergency use of restraint or seclusion
- evaluations conducted by the program at the direction/authorization of the LEA
- as appropriate, a copy of a functional behavioral assessment and BIP
- reports to parents and school districts regarding progress toward achieving IEP goals and objectives in accordance with the IEP-delineated reporting schedule
- dated documentation that the progress reports were forwarded appropriately

☐ **100.** Upon discharge of a student whose placement in the program has been the responsibility of a public agency, the special education program forwards all records in the student's education file to the public agency (usually a local school district) that is responsible for the provision of education services to the student upon discharge.

☐ **101.** Upon discharge of a student, the special education program maintains a copy of the student's education file. The program informs the parent(s)/guardian(s) and surrogate parent, if applicable, that a copy of the student's file is maintained within the program. The special education program allows the parent(s)/guardian(s) and surrogate parent, if applicable, access to the copy of the file. The special education program also informs the student's school district that the program is maintaining a copy of the student's file.

Compliance with Public Act No. 01-176 - An Act Concerning Case Planning Information

Complete ***either*** #102a. ***or*** #102b.

☐ **102a.** This special education program serves students who have been placed in a detention center or another residential facility by the DCF and/or the Judicial Branch and/or by a school district. Prior to the discharge of any such student, the program provides a copy of any educational records in its custody to the school district that will be responsible for the student upon discharge from the program.

☐ **102b.** This special education program does not serve students who have been placed in a detention center or another residential facility by the DCF or Judicial Branch or a school district.

S. PERSONNEL MATTERS

☐ **103.** The written policies and procedures that the special education program maintains include written personnel policies.

☐ **104.** The special education program's written plan for ongoing staff development is included with this application and labeled as "23-A."

☐ **105.** The special education program's professional development policy contains the following elements that

- the special education program, at no cost, makes at least 18 hours per school year of professional development activities (relevant to the services of the program) available to its professional staff.
- the special education program documents each professional development activity (at least an agenda for the activity), the name and qualifications of the activity presenter(s), and "sign in" and "sign out" lists of activity participants.
- the special education program documents for its professional staff all relevant training provided outside the special education program.

Check *either* #106a. *or* #106b.

☐ **106a.** The special education program's professional development policy is a component of the program's written plan for professional development.

☐ **106b.** The special education program's professional development policy is a discrete component included with this application and labeled as "23-B."

☐ **107.** The special education program maintains a permanent individual personnel file for each employee and ensures that each file is confidential.

☐ **108.** The special education program obtains and maintains a record of prior work references before hiring staff who will work directly with students.

☐ **109.** Prior to hiring each staff member who works directly with students, the special education program requires that the applicant

- submit to a DCF background check, fingerprinting, and a criminal records check; and
- has completed the information required on the State of Connecticut Educational Employer Verification Form.

Evidence of the completion of such checks are maintained in the staff file and submitted within 30 days of hire.

☐ **110.** The special education program's written policies and procedures include procedures for supervising and evaluating the performance of each staff member in accordance with the staff member's job description and with relevant components of the program's professional development plan. A copy of an annual evaluation which aligns with the program's policies and an evaluation for Connecticut certified educators required through the current educator evaluation system is maintained in the staff file.

☐ **111.** For each special education program staff member who holds current SDE certification, the program documents the current certification in the staff member's personnel file. Additional licenses/certifications are also documented in the staff file.

T. FISCAL MANAGEMENT

☐ **112.** The special education program's governing body takes appropriate steps to ensure that the program is fiscally sound and that the facility's finances are handled according to standard accounting practices. To this end, the governing body is responsible for the

- review and approval of the program's annual budget;
- review and approval of an annual report completed by an independent auditor; and
- approval of any capital investment, expansion or reduction of services, or significant contractual obligation affecting the special education program.

☐ **113.** The special education program maintains an accurate accounting system, including an annual audit report prepared by a certified public accountant. The special education program will provide to the CSDE, upon request, information regarding the operation of the special education program on such forms as the Department may require. The special education program will provide this information, upon request, to the local school districts that have contract(s) or are considering contract(s) with the special education program.

☐ **114.** A copy of the program's most recent **annual audit report** is a supplement to this application. THE AUDIT REPORT IS NOT INCLUDED IN THE THREE-RING BINDERS.

Single Cost Accounting System

Complete *either* #115a. *or* #115b.

☐ **115a.** The special education program automatically serves students who receive services through a program licensed by the DCF as a residential treatment center (child-caring agency). A current **single cost accounting report** has been submitted to DCF by the agency that operates the special education program.

☐ **115b.** The special education program does not serve students who receive services through a program licensed by the DCF as a residential treatment center (child-caring agency).

☐ **116.** The special education program has adequate insurance covering fire and general liability as protection for enrolled students. Documentation of that insurance is included with this application and labeled as "24-A."

☐ **117.** The special education program has insurance that covers liability to third parties or enrolled students that arises through the use of any vehicle, whether owned or not owned by the program, used by any of the program's staff or agents conducting the program's business. Documentation of that insurance is included with this application and labeled as "24-B."

☐ **118.** The special education program has workers' compensation insurance. Documentation of that insurance is included with this application and labeled as "24-C."

U. ATTESTATION

☐ **119.** The program has received correspondence documenting support for the program from local school district(s) regarding the program. A copy of *(insert # [maximum of 5])* _____ correspondence is included with this application and labeled as "25-A."

☐ **120.** The program has received correspondence documenting support for the program from parent(s) regarding the program. A copy of *(insert # [maximum of 5])* _____ correspondence is included with this application and is labeled as "25-B."

121. CHIEF ADMINISTRATOR ATTESTATION

This is to certify that I, the undersigned, am authorized by the governing body of the private special education program _____, to function as the chief administrator. I am familiar with all components of this application. I believe that all statements and other documentation contained within the application are accurate and truthful.

Name: _____

Job Title: _____

Signature

Date

122. EDUCATION DIRECTOR ATTESTATION

This is to certify that I, the undersigned, am authorized by the governing body of the private special education program _____, to function as the education director. I am familiar with all components of this application. I believe that all statements and other documentation contained within the application are accurate and truthful.

Name: _____

Job Title: _____

Signature

Date