



Initial Referral Rights

Dear Parent,

The purpose of this letter is to inform you of your rights under *Public Act 12-173*.

Section 1B of P.A. 12-173 adds subsection (B) to subdivision (8) of subsection (a) of section 10-76d of the 2012 supplement to the Connecticut General Statutes and provides that upon the request of a parent, guardian, student or surrogate parent, the school district must provide an opportunity for that individual to meet with a member of the planning and placement team (PPT) prior to the referral (e.g., first) PPT. The purpose of having a meeting prior to the first PPT is to discuss the PPT process and the parent(s) concerns about the student. Such meeting shall be for the sole purpose of discussing the planning and placement team process and any concerns such parent, guardian, pupil or surrogate parent has regarding the child or pupil who requires or may require special education

If you would like to request a meeting to discuss the PPT process and/or student concerns, please contact your Building Special Education Secretary and a parent meeting will be scheduled.

Secondly, Public Act 12-173 provides the following:

Section 1D of P.A. 12-173 amends subdivision (8) of subsection (a) of section 10-76d of the 2012 supplement to the Connecticut General Statutes to add new language that states that immediately upon the formal identification of a student as eligible for special education, school districts must provide relevant information and resources that have been created by the State Department of Education relating to IEPs.

You may find the following resources helpful:

- Bureau of Special Education resources,
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
- "A Parent's Guide to Special Education in Connecticut",
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf
- "IEP Manual and Forms"
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>
- A Tool to Assist PPTs in Addressing the Unique Communication Needs of Students who are Deaf or Hard of Hearing", "Language and Communication Plan":
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language_Communication_Plan.pdf
- Secondary Transition (Including "Building a Bridge: A Transition Manual for Students",
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf>



- Helpful CT Resources for Families,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf
- “A Parent’s Guide to Special Education in Connecticut”:
In English: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf
In Spanish: http://www.sde.ct.gov/sde/lib/sde/pdf/DEPS/Special/Parents_Guide_SE_Span.pdf
- “The IEP Guide: Page by Page”
http://www.ct.gov/dds/lib/dds/family/iep_guide_page_by_page.pdf
- IEP Manual and Forms:
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>
- “Building a Bridge”:
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge.pdf> in English
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/BuildingABridge_Spanish.pdf in Spanish

Hard copies of these documents are also available at the school office or upon request from the building Special Education Secretary.

Thirdly, Public Act 12-173 provides the following:

Section 1 of P.A. 12-173 adds section G to subdivision (8) of subsection (a) of section 10-76d of the 2012 supplement to the Connecticut General Statutes by adding that upon the request of the parent, the school district shall provide the results of the assessments and evaluations of the student that will be used to determine the student’s eligibility for special education at least three (3) school days before the PPT meeting at which the results of the assessments will be discussed for the first time. The legislative intent is that this requirement applies only to those students who are going through the initial referral and special education identification process.

And lastly, Public Act 15-5, Section 277 provides the following:

Effective July 1, 2015, (Public Act 15-5, Section 277) parents/guardians now have the additional right to have the paraeducator assigned to their child, if any, to participate in all portions of any PPT meeting at which their child’s educational program is being developed, reviewed or revised. The new requirement applies to any position where an individual provides support to and/or works directly with the child and for which a license or certification is not necessarily required.

Please contact your building Special Education Secretary. if you wish assessment and evaluation results to be provided to you three school days before our scheduled PPT.