

**School Readiness Program Operations**

**PO-09-05**

(replaces SR-03-03)

- Priority School Readiness Districts  
 Competitive School Readiness Municipalities

**TO:** Mayors, Superintendents, School Readiness Council Chairs/Co-Chairs and Liaisons

**FROM:** Harriet Feldlaufer, Chief  
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Bureau of Early Childhood Education

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Department of Social Services  
Bureau of Assistance Programs

**SUBJECT:** School Readiness Spaces for Children with an Individualized Education Program (IEP)

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The Connecticut General Statutes C.G.S. Section 10-16o (9) requires that the School Readiness Grant Program “**Assure that children with disabilities are integrated into programs available to children who are not disabled;...**” The purpose of this policy is to give guidance to School Readiness Councils (SRCs), School Readiness Liaisons and School Readiness providers on the space type and reimbursement rate for children with disabilities who have an Individualized Education Program (IEP) from a school district.

Some preschool children who are enrolled in the School Readiness program may have a diagnosed disability or developmental delay and are determined to be eligible for a special education program and related services which are then described in each child’s IEP. The school district’s Planning and Placement Team (PPT) develops the IEP, which records the type of services, the length of services and the instructional site or location of the special education program and related services for that child. In order to provide support to eligible children who have an IEP and are in need of Full-Day/Full-Year child care, the following policy is in effect.

- If the child’s IEP calls for **less than 20 hours per week of a special education program and related services** and the total number of hours of the combined IEP and School Readiness program equals 8 to 10 hours per day for a minimum of 50 weeks that child is eligible for a Full-Day/Full-Year Space.
- If the child’s IEP calls for **20 hours or more per week of a special education program and related services** and the total number of hours of the combined IEP and School Readiness program equals 8 to 10 hours per day for a minimum of 50 weeks that child is eligible for an Extended-Day space.
- If the child’s Individual Education Plan (IEP) calls for **less than 15 hours of a special education program and related services** and the total number of hours of the combined IEP and School Readiness program equals a minimum of six (6) hours a day, five (5) days a week for 180 days, that child is eligible for a School-Day space.

SRCs shall establish a local policy that ensures adherence to the requirements of this PROGRAM OPERATION. The policy should incorporate the following:

- Development of a community-based system that supports and maintains ongoing communication between the public school special education personnel and the School Readiness providers.
- Obtainment of parent permission in order to access a child's IEP information.
- All children with an IEP be provided with a program that ensures continuity and consistency in the least restrictive environment. The parent(s), the School Readiness Program, and the public school/LEA (lead education agency) will collaborate to plan a program best suited to meet the goals in the IEP in the least restrictive environment. If the delivery of special education services is at location other than the School Readiness program, with the parents' permission, a defined process for ongoing communication between the two programs should be coordinated to ensure consistency of services in the least restrictive environment.
- All children with an IEP who are receiving special education and related services and are participating in any type of School Readiness space are entitled to all the School Readiness services as defined by the School Readiness legislation, Connecticut General Statutes sections 10-16o through 10-16u, as amended by Public Act 01-1 June Special Session, regardless of the space type.
- The School Readiness reimbursement may not be used to supplant the cost of the child's special education and related services, and special education funds may not be used to pay for a School Readiness space.
- Define the role and responsibilities of the School Readiness Liaison in determining the appropriate School Readiness space-type for a child with an IEP.

It is the responsibility of the SRCs and the Liaisons to share this information with their sub-grantees and ensure that each program is in compliance with the nonsectarian guidelines in order for sub-grantees to receive funding as a School Readiness program.

**For further information on this PROGRAM OPERATION please contact:**

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