

Instruction

Individualized Education/Special Education Program

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Any child who is identified as being in need of a special program, whether a student of the school district, of preschool age, or between three and 20 years of age inclusive, but not attending district schools, shall be referred to a Special Education Planning and Placement Team (PPT) which shall make an evaluative study to determine whether special education is required and to establish the scope of such program.

Planning and Placement Team (PPT)

The Planning and Placement Team for any student shall consist of at least the following:

1. a representative of the school district, other than the student's teacher, who is qualified to provide or supervise special education programming (usually the site administrator or designee);
2. the student's teacher;
3. one or both of the student's parents (subject to the provisions of 34 Code of Federal Regulations 300.345) or a representative chosen by the parent, or both;
4. the student when appropriate;
5. for a student being evaluated for the first time, a member of the assessment team and at least one person knowledgeable about assessment procedures.

(Note: All of the above are required by 34 CFR 300.344)

In addition to the above, a special education teacher, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to development of the student's Individualized Education Program and placement. If the student possesses limited English skills or is non-English speaking, a district representative should be included who is fluent in the student's primary language, knowledgeable about second-language acquisition, and competent in assessing limited English and non-English speaking students.

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The Individualized Education Program (IEP) shall be a written statement developed by the PPT including:

1. present levels of the student's educational functioning and academic achievement;
2. annual student objectives;
3. specific special education programs and services required by the student and the extent to which the student will be able to participate in regular educational programs.
4. projected date for initiation of Special Education programming and expected duration of such programs and services;
5. appropriate criteria to determine whether instructional objectives are achieved;
6. provisions for transition into regular classes if the student is to be transferred from a special day class or center of non-public school into a regular class in public school;
7. for a secondary level student, an Individualized Education Program (IEP) identifying activities through which the student can complete the district's required course of study and meet or exceed proficiency standards for graduation (ref: pg. 6153, Graduation);
8. for students with limited skills in English or who are non-English speaking students, linguistically appropriate goals, objectives, programs, and services;
9. documentation in the IEP file of the need for extended school year services if determined necessary by the PPT;
10. in addition to annual objectives included in the IEP, Special Education teachers or specialists shall develop and periodically review program activities for each student;
11. specific statement in the IEP if determined by PPT that a student needs occupational, career, or vocational training or education
12. the PPT shall review annually the progress of each handicapped student receiving special education services, or more often if recommended by any staff members working with the student.

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Transfers: When a student has had an IEP in another school district, the PPT shall make an evaluation of the student and develop an IEP as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If a student on an IEP transfers to another district or to a private school, the written IEP and any additional records relating to the student's program and achievements shall be forwarded to the receiving school on receipt of a request from the receiving school or the student's parents or guardians.

Independent Educational Assessment: If an independent educational assessment is necessary, it shall be conducted by a licensed Connecticut professional examiner who is not employed by, and does not routinely provide assessment for the State Department of Education or the local district.

Legal Reference:

Connecticut General Statutes

10-76a Definitions.

10-76b State supervision of special education programs and services. Regulations

10-76d Duties and powers of boards of education to provide special education programs and services

10-76g State aid for special education.

10-76h Special Education hearing and review procedure

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs

300.533 Placement procedures

300.550-556 Least restrictive environment