

Instruction

Individualized Education/Special Education Program

Any student, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is suspected of having a disability 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 the special education program, as required by federal and state statutes.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 60 days of the receipt of parental consent, or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Planning and Placement Team

The Planning and Placement Team (PPT) 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, the provision of special education. (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, where appropriate;
5. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures.

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

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets. The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under

evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

In addition to the above, the special education specialist, 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 the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included. Moreover, Connecticut State Statutes require an administrator, a parent/guardian, as well as the student, where appropriate, to participate in the Pupil Placement Team process.

Individualized Education Program (IEP)

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. The present levels of the student's educational functioning and, where relevant, academic achievement.
2. The annual goals and objectives.
3. The specific special education programs and services required by the student, and the extent the student will be able to participate in regular educational programs.
4. The projected date for initiation and expected duration of such programs and services.
5. Appropriate objective criteria upon which to determine whether the instructional objectives are being achieved.
6. Provisions for the transition into the regular class program if the student is to be transferred from a special day class or center or nonpublic school into a regular class in public school.
7. An Individualized Education Program (IEP) for a secondary level student shall state the activities by which the student can complete the district's required course of study and meet or exceed proficiency standards for graduation. (cf. 6146 - Graduation Requirements/Standards of Proficiency)
8. In the case of limited or non-English speaking students, the IEP should provide for linguistically appropriate goals, objectives, programs and services.
9. If the PPT determines that extended school year services are needed by a student, the need shall be documented in the IEP.
10. If the PPT determines that a student needs occupational, career or vocational training or education, it shall be specified in the IEP.
11. The PPT shall review annually the progress of each student with disabilities receiving special education or services, or more often if recommended by staff members working with the student, if approved by the administrator directly responsible for special education.

Transfers

When a student has been on an IEP in another school district, the district will implement the goals and objectives of the most recent IEP while the PPT undertakes an evaluative study of the student. The PPT may develop an IEP for the student and the PPT may use the previous IEP (if available) in developing the new one. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Students with Disabilities Identified as Deaf or Hearing Impaired

For a child identified as deaf or hearing impaired, the PPT shall develop and IEP which includes a language and communication plan which shall address;

- (i) the child's primary language or mode of communication;
- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child; and
- (vii) Communication and physical environment accommodations for the child.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by the State Department of Education or this district.

Legal Reference: Connecticut General Statutes

[10-76a](#) Definitions

[10-76b](#) State supervision of special education programs and services. Regulations. (as amended by PA [12-173](#))

[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.

PA [12-173](#) An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education.

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.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

Policy adopted: October 4, 2004

Policy revised: November 5, 2012