



Developing the IEP

Connecticut Parent Advocacy Center

1-800-445-2722

www.cpacinc.org



Connecticut's Resource for Children with Disabilities;
EMPOWERING AND EDUCATING FAMILIES

Outcomes...

Participants will:

- learn the key components of an Individualized Education Program (IEP)
- increase their understanding of how parents should be actively involved in the development of the IEP
- learn to use information about the child to ensure an appropriate program in the Least Restrictive Environment (LRE)

Developing the IEP as a Team

- Begins with an understanding of the laws governing education
 - Every Student Succeeds Act (ESSA)
 - Individuals with Disabilities Education Improvement Act (IDEA '04)



Framework



Every Student Succeeds Act (ESSA) is designed for all students, including students with disabilities.

We need to view our children within this context and help everyone else to see them as children first, then their special needs.

Every Student Succeeds Act (ESSA)



1. Accountability for results
2. An emphasis on doing what works based on scientific research
3. Parent involvement and choice
4. Highly qualified teachers

(formerly Elementary and Secondary Education Act and No Child Left Behind)

IDEA '04

- The Individuals with Disabilities Education Improvement Act (IDEA '04) guarantees a **free appropriate public education** (FAPE) to each child with a disability. Parents are expected to participate as full members of the team that develops of their child's Individual Educational Program (IEP).

Themes of IDEA '04

- Free Appropriate Public Education (FAPE)
- Appropriate Evaluation
- Least Restrictive Environment (LRE)
- Parent and Student Participation in Decision Making
- Procedural Safeguards
- Individual Education Program (IEP)

What is an IEP?

- The Individualized Education Program is the written plan that details each child's special education and related services
- The IEP is the centerpiece of IDEA '04
- All students receiving special education services must have an IEP
- The IEP must be reviewed annually

Developing an IEP

- The Planning and Placement Team (PPT) meeting
 - where families and school staff members together decide on an educational program
- The IEP document
 - which puts the decisions from the PPT meeting in writing
 - lists the services and supports the child will receive

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: _____ Age: _____ Current Grade: _____ H.S. Credits: _____ Grade Next Yr: _____ Gender: ☐ Female ☐ Male
Current Home School: _____ School Next Year: _____ Home School Next Year: _____
SASID #: _____ If your school district does not have its own high school, is the student attending his/her designated high school?
Case Manager: _____ ☐ Yes ☐ No ☐ NA
Student Address¹: _____ Student Instructional Lang: ☐ English ☐ Other: (specify) _____
Parent/Guardian (Name): _____ Home Dominant Lang: ☐ English ☐ Other: (specify) _____
Parent/Guardian (Address): ☐ Same _____ Student Home Phone: _____ Parent Home Phone: _____
Surrogate Name: _____ Parent Work Phone: _____ Misc. Phone: _____
Surrogate Address: _____ Most Recent Eval. Date: _____ mm/dd/yyyy Next Reevaluation Date: _____ mm/dd/yyyy
Most Recent Annual Review Date: _____ mm/dd/yyyy Next Annual Review Date: _____ mm/dd/yyyy

Reason for Meeting²: ☐ Review Referral ☐ Plan Eval/Reeval ☐ Review Eval/Reeval ☐ Determine Eligibility ☐ Determine Continuing Eligibility ☐ Develop IEP
☐ Review or Revise IEP ☐ Conduct Annual Review ☐ Transition Planning ☐ Manifestation Determination ☐ Other (specify) _____
Primary Disability: ☐ Autism ☐ Emotional Disturbance ☐ Multiple Disabilities ☐ Orthopedic Impairment ☐ Speech or Language Impaired ☐ Other Health Impairment
☐ Deaf – Blindness ☐ Hearing Impairment (Deaf or Hard of Hearing) ☐ Specific Learning Disabilities ☐ Traumatic Brain Injury ☐ OHI – ADD/ADHD
☐ Developmental Delay (ages 3-5 only) ☐ Intellectual Disability ☐ Specific Learning Disabilities/Dyslexia ☐ Visual Impairment ☐ To be determined

The next projected PPT meeting date is: _____ mm/dd/yyyy

- Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services) ☐ Yes ☐ No
- Is this an amendment to a current IEP using Form ED634? YES, attached is the ED634 and amendments (revised IEP pages 1, 2, 3 and other supporting IEP documents) ☐ No
If YES, what is the date of the IEP being amended? _____ mm/dd/yyyy

Team Member Present (required)

Admin/Designee: _____	Spec. Educ. Teacher: _____	OT: _____
Parent/Guardian: _____	School Psych: _____	PT: _____
Parent/Guardian: _____	Social Work: _____	Agency: _____
Surrogate Parent: _____	Speech/Lang: _____	Other: (specify) _____
Student: _____	Guidance: _____	Other: (specify) _____
Student's Reg. Ed. Teacher: _____	Nurse: _____	Other: (specify) _____

¹ Address of student's primary residence. ² May choose more than one

[illegible][illegible]

Parents please note: Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#Legal>) at the first PPT meeting following a child's initial referral for special education. In addition, the notice must also be provided to parents at the first PPT meeting where the use of seclusion as a behavior intervention is included in a child's IEP. ☐ A copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* has been provided to the parents on _____ (date).

Student: _____ Last Name, First Name
 DOB: _____ mm/dd/yyyy
 District: _____
 Meeting Date: _____ mm/dd/yyyy

PRIOR WRITTEN NOTICE

Actions Proposed	Reasons for proposed actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions proposed (dated)		Date these actions will be implemented
	<input type="checkbox"/> Educational performance supports proposed actions <input type="checkbox"/> Evaluation results support proposed actions <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other _____	<input type="checkbox"/> Achievement _____ <input type="checkbox"/> Adaptive _____ <input type="checkbox"/> Classroom Observation _____ <input type="checkbox"/> Cognitive _____ <input type="checkbox"/> Communication _____ <input type="checkbox"/> Developmental _____ <input type="checkbox"/> Health/Medical _____	<input type="checkbox"/> Motor _____ <input type="checkbox"/> Report Cards _____ <input type="checkbox"/> Review of Records _____ <input type="checkbox"/> Social Emotional Behavior _____ <input type="checkbox"/> Teacher Reports _____ <input type="checkbox"/> Other (specify and dated) _____	
Actions Refused	Reasons for refused actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions refused (dated)		
	<input type="checkbox"/> Educational performance supports refusal <input type="checkbox"/> Evaluation results support refusal <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other _____	<input type="checkbox"/> Achievement _____ <input type="checkbox"/> Adaptive _____ <input type="checkbox"/> Classroom Observation _____ <input type="checkbox"/> Cognitive _____ <input type="checkbox"/> Communication _____ <input type="checkbox"/> Developmental _____ <input type="checkbox"/> Health/Medical _____	<input type="checkbox"/> Motor _____ <input type="checkbox"/> Report Cards _____ <input type="checkbox"/> Review of Records _____ <input type="checkbox"/> Social emotional Behavior _____ <input type="checkbox"/> Teacher Reports _____ <input type="checkbox"/> Other (specify and dated) _____	
Other options considered and rejected in favor of the proposed actions	Rationale for rejecting other options	Other factors that are relevant to this action	Exit Information	
<input type="checkbox"/> Full-time placement in general education with supplementary aids and services. <input type="checkbox"/> No other options were considered and rejected. <input type="checkbox"/> Other options considered and rejected in favor of this action: _____	<input type="checkbox"/> Options would not provide student with an appropriate program in the least restrictive environment. <input type="checkbox"/> Other: (specify) _____	<input type="checkbox"/> There are no other factors that are relevant to the PPT decision <input type="checkbox"/> Information/concerns shared by the parents <input type="checkbox"/> Information/preferences shared by the student <input type="checkbox"/> Other: (specify) _____	<input type="checkbox"/> Date of exit from Special Education _____ <input type="checkbox"/> Returning to general education <input type="checkbox"/> Reason for exiting Special Education: _____	

Parents please note: Under the procedural safeguards of IDEA, a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections ☐ **was made available previously this school year (date)** ☐ **is enclosed with this document**. A copy of Procedural Safeguards in Special Education is available on school district website: <http://www> [Delete if not available on line]. If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730>.

Components of an IEP

IEPs must include:

- Present levels of academic achievement and functional performance
- Should align with the goals and objectives
- Must include parent and student input and concerns



Meeting Date: _____
mm/dd/yy

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(The following information was derived from: report data, documentation from classroom performance, observations, parent/student reports, and curriculum based and standardized assessments, including Smarter Balanced and CT Alternate Assessments results and student samples).

Parent and Student input and concerns	

[illegible]

Student:

DOB: _____

District: _____

Meeting Date:

Last Name, First Name

mm/dd/yyyy

mm/dd/yyyy

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Area (briefly describe current performance)	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
Behavioral/Social/Emotional: <input type="checkbox"/> Age Appropriate			
Communication: <input type="checkbox"/> Age Appropriate			
Vocational/Transition: <input type="checkbox"/> Age Appropriate			
Health and Development including Vision And Hearing: <input type="checkbox"/> Age Appropriate			
Fine and Gross Motor: <input type="checkbox"/> Age Appropriate			
Activities of Daily Living: <input type="checkbox"/> Age Appropriate			
Other: <input type="checkbox"/> Age Appropriate			

IEP: Secondary Transition

- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the team, and updated annually, (recently updated) thereafter, the IEP must include:
- At least two Post-School Outcome Goal Statements and annual goals with short-term objectives related to:
 - Postsecondary Education or Training
 - Employment
 - Independent living skills (which may include Community Participation), if appropriate
 - Transfer of Rights (age 18)
 - Summary of Performance (upon exiting)

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

TRANSITION PLANNING

1. ☐ Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.
☐ This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.
2. **Student Preferences/Interests – document the following:**
 - a) Was the student invited to attend her/his Planning and Placement Team (PPT) meeting? ☐ Yes ☐ No
 - b) Did the student attend? ☐ Yes ☐ No
 - c) How were the student's preferences/interests, as they relate to planning for transition services, determined?
☐ Personal Interviews ☐ Comments at Meeting ☐ Functional Vocational Evaluations ☐ Age appropriate transition assessments ☐ Other _____
 - d) Summarize student preferences/interests as they relate to planning for transition services: _____

3. **Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered)** _____

4. **Agency Participation:**
 - a) Were any outside agencies invited to attend the PPT meeting? ☐ Yes with written consent ☐ No (If No, MUST specify reason as listed in the IEP Manual) _____
 - b) If yes, did the agency's representative attend? ☐ Yes ☐ No
 - c) Has any participating agency agreed to provide or pay for services/linkages? ☐ Yes ☐ No (If Yes, specify) _____
5. **Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP**
 - a) **Post-School Outcome Goal Statement - Postsecondary Education or Training:** _____
☐ Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
 - b) **Post-School Outcome Goal Statement – Employment:** _____
☐ Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
 - c) **Post-School Outcome Goal Statement - Independent Living Skills (if appropriate):** _____
☐ Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)
6. **Please select ONLY one:**
☐ The course of study needed to assist the child in reaching the transition goals and related objectives **will include** (including general education activities):

☐ Student has completed academic requirements; no academic course of study is required – student's IEP includes **only** transition goals and services.
7. **At least one year prior to reaching the age of 18, the student must be informed of her/his rights under IDEA which will transfer at age 18.**
☐ NA (Student will not be 17 within one year) ☐ The student has been informed of her/his rights under IDEA which will transfer at age 18 ☐ No IDEA rights will transfer
8. **For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before: (specify date)** _____

Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.

Components of an IEP

- A statement of **measurable** annual goals, including both academic and functional goals
 - In CT, the IEP must also include measurable short-term objectives or benchmarks
 - Goals and objectives should relate directly to the present level of academic achievement and functional performance and align with the grade level general education curriculum standards

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

<input type="checkbox"/> Academic/Cognitive <input type="checkbox"/> Social/Behavioral <input type="checkbox"/> Communication <input type="checkbox"/> Gross/Fine Motor <input type="checkbox"/> Self Help <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <input type="checkbox"/> Health	<input type="checkbox"/> Postsecondary Education/Training <input type="checkbox"/> Other: (specify) _____	Enter Dates for Evaluating and Reporting Progress in Boxes Below								
<input type="checkbox"/> Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> <td style="width: 25%;">4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1	2	3	4	5	6	7	8
1	2	3	4							
5	6	7	8							
Measurable Annual Goal* (Linked to Present Levels of Performance) # _____ _____ _____ _____ _____		Eval. Procedure: _____ Perf. Criteria: _____ (% , Trials, etc.) _____								
Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal) Objective #1 _____ _____ _____ _____ _____ Objective #2 _____ _____ _____ _____ _____ Objective #3 _____ _____ _____ _____ _____		Eval. Procedure: _____ Perf. Criteria: _____ (% , Trials, etc.) _____								
Evaluation Procedures		Performance Criteria								
1. Criterion-Referenced/Curriculum Based Assessments 7. Behavior/Performance Rating Scale 2. Pre and Post Standardized Assessment 8. Smarter Balanced and CT Alternate Assessments 3. Pre and Post Base Line Data 9. Work Samples, Job Performance or Products 4. Quizzes/Tests 10. Achievement of Objectives (Note: use with goal only) 5. Student Self-assessment/Rubric 11. Other (specify) _____ 6. Project/Experiment/Portfolio 12. Other (specify) _____		A. Percent of Change F. Duration B. Months Growth G. Successful Completion of Task/Activity C. Standard Score Increase H. Mastery D. Passing Grades/Score I. Other: (specify) _____ E. Frequency/Trials J. Other: (specify) _____								
Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year) U=Unsatisfactory Progress – Unlikely to achieve goal N = No Progress – Will not achieve goal M = Mastered S = Satisfactory Progress – Likely to achieve goal NI = Not Introduced O = Other: (specify) _____										

*Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum, and to meet each of the student's other educational needs that result from the student's disability.

Page of Goal Pages

SMART Goals & Objectives

- **Specific**
- **Measurable**
- **Action Words**
- **Relevant**
- **Time-based**



Progress Reporting

Child's Progress Toward Goals and Reporting Progress

- **IEPs are required to include:**

A description of how and when progress toward meeting annual goals will be measured and shared

- **Reporting may include:**

Quarterly reports or other periodic reports sent at least as often as regular report cards

Accommodations and Modifications

- Must be specific and appropriate to meet the needs of the child as defined in the IEP
- Accommodations are changes made to instructions (such as materials, content enhancements, and tasks) that change **how** a student learns
- Modifications are changes to the content, which affect **what** the student learns

Student: _____ Last Name, First Name
 DOB: _____ mm/dd/yyyy
 District: _____ Meeting Date: _____ mm/dd/yyyy

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable the child: <ul style="list-style-type: none"> - To advance appropriately toward attaining his/her annual goals; - To be involved in and make progress in the general education curriculum; - To participate in extracurricular and other non-academic activities, and - To be educated and participate with other children with and without disabilities. Accommodations may include Assistive Technology Devices and Services	Sites/Activities Where Required and Duration
Materials/Books/Equipment: _____ _____	
Tests/Quizzes/Assessments: _____ _____	
Grading: _____ _____	
Organization: _____ _____	
Environment: _____ _____	
Behavioral Interventions and Support: _____ _____	
Instructional Strategies: _____ _____	
Other: _____ _____	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

STATE AND DISTRICT TESTING AND ACCOMMODATIONS

STATEWIDE ASSESSMENTS AND DISTRICTWIDE ASSESSMENTS section must be completed

STATEWIDE ASSESSMENTS

Check the grade the student will be in when the test is given.

- | | | | |
|-----------------------------------|----------------------------------|---|---|
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 6 |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 10 CAPT Science Only | <input type="checkbox"/> Grades PK-2, 9 or 12; testing not required |
| <input type="checkbox"/> Grade 11 | | | |

Standard Assessments and Alternate Assessment

Smarter Balanced Assessments; Connecticut SAT and the CTAA include English Language Arts and Mathematics. ALL students in grades 5 & 8 will also take the CMT Science Test or CMT Skills Checklist Science. Students in Grade 10 will ONLY take the CAPT Science or CAPT Skills Checklist Science.

Assessment Options: (Select Only ONE Option.)

- ☐ 1. Smarter Balanced Assessments (Includes CMT Science for grades 5 & 8)
- ☐ 2. CTAA - CT Alternate Assessment* (Includes CMT Skills Checklist Science for grades 5 & 8)
- ☐ 3. Grade 10 ONLY (Select ONE): ☐ CAPT Science ☐ CAPT Skills Checklist Science
- ☐ 4. Grade 11 ONLY Connecticut SAT

Administration Options: (Select Only ONE Option.) Accommodations will be provided.

- | | |
|------------------------------|---|
| <input type="checkbox"/> Yes | The student is participating in the Smarter Balanced Assessments or CAPT Science and requires designated supports and/or accommodations** |
| <input type="checkbox"/> Yes | The student is participating in the Connecticut SAT and will request accommodations*** |

* CTAA for grades 3-8 & 11 and CMT/CAPT Science Skills Checklists Eligibility & Learner Characteristics Inventory (LCI) should be used for guidance on eligibility requirements. Provide a completed copy of the LCI to the district test coordinator for required registration of students assessed with the CT Alternate Assessment (CTAA) and the CMT/CAPT Science Skills Checklists. A PPT decision to assess the student using the CTAA and/or the CMT/CAPT Science Skills Checklists must be recorded on page 3 of the IEP, Prior Written Notice.

**If accommodations are given, attach a copy of the Test Supports/Accommodations Form to the IEP and provide a copy to the district test coordinator for required registration.

*** Please note: There are two options for requesting accommodations. One option is through the College Board (CB) process: If all accommodations are approved through the CB process, test scores can be used for college admission and state accountability. The other option is through the State Allowed Accommodations (SAA) process: If accommodations are approved through the SAA process, test scores can ONLY be used for state accountability and NOT for college admission. Please make sure to discuss these options at a PPT meeting before completing this page of the IEP.

DISTRICTWIDE ASSESSMENTS

Check the grade(s) the student will be in when the tests are given.

- | | | | | |
|--------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Grade Pre-K | <input type="checkbox"/> Grade K | <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 3 |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 8 |
| <input type="checkbox"/> Grade 9 | <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Grade 11 | <input type="checkbox"/> Grade 12 | |

DISTRICTWIDE ASSESSMENTS

(Select all appropriate options.)

- ☐ N/A - No districtwide assessments are scheduled during the term of this IEP.

- ☐ Alternate Assessment(s)

Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.

Select one of the following options:

- ☐ No accommodations will be provided, OR
- ☐ Accommodations will be provided as specified on Page 8, OR
- ☐ Accommodations will be provided as specified below.

Student: _____
Last Name, First Name

DOB: _____
mm/dd/yyyy

District: _____

Meeting Date: _____
mm/dd/yyyy

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS:

- For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and:
☐ NA ☐ A behavioral intervention plan has been developed. ☐ IEP Goals and Objectives have been developed to address the behavior. ☐ Other (specify): _____
- For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:
☐ NA ☐ Recommendation: (specify) _____
- For students who are blind/visually impaired (VI): ☐ NA ☐ Instruction in braille or use of braille is being provided, as required. ☐ The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.
- For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction): ☐ NA ☐ The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on page 8 of the IEP– if so which format/accommodation utilized: ☐ Large Print ☐ Digital Text ☐ Audio ☐ Other (Specify): _____
- For students who are deaf or hard of hearing: ☐ NA ☐ See attached required Language and Communication Plan (Form ED638) – The PPT has determined (after considering the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology.

PROGRESS REPORTING

- A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:
☐ Quarterly ☐ Consistent with grade level report cards ☐ Other (specify): _____

EXIT CRITERIA

- Exit Criteria: Student will be exited from Special Education upon: (Check One) ☐ Ability to succeed in Regular Education without Special Education support ☐ Graduation ☐ Age 21 ☐ Other: (specify) _____

INFORMATION ON IEPs and SECONDARY TRANSITION

- Parents, including Surrogate Parents and the student if 18 or older have been provided (☐ electronically or ☐ in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter: ☐ Building a Bridge ☐ Parent's Guide to Special Education ☐ IEP Manual ☐ OTHER: _____
- The *Transition Bill of Rights* has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services: *Transition Bill of Rights*:
☐ is available on the school district website; ☐ is enclosed with this document; ☐ was already provided, reviewed and discussed this school year (date) _____

Services and Supports

- **Special Education, Related Services and Other Supports & Services for a child to:**
 - Advance toward annual goals
 - Progress in general curriculum
 - Participate in extra-curricular activities and non-academic activities
 - Be educated and participate with children who do not have disabilities

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

Special Education Services	Goal(s) #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)	End Date (mm/dd/yyyy)	Site*	If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)
Related Services								
*Instructional Site:	1. Regular Classroom	2. Resource/Related Service Room	3. Self-Contained Classroom	4. Community- Based	5. Other:			
Description of participation in General Education								

Note: Each Item #1-13 must include a response	1. Assistive Technology:	<input type="checkbox"/> Not Required	<input type="checkbox"/> Required: See Pg. 8		5. Length of School Day:	(Specify)	
	2. Applied (Voc.) Ed:	<input type="checkbox"/> Regular	<input type="checkbox"/> Special (specify)	<input type="checkbox"/> N/A	6. Number of Days/Week:	(Specify)	
	3. Physical Education:	<input type="checkbox"/> Regular	<input type="checkbox"/> Special (specify)	<input type="checkbox"/> N/A	7. Length of School Year:	(Specify)	
	4. Transportation:	<input type="checkbox"/> Regular	<input type="checkbox"/> Special (specify)	<input type="checkbox"/> N/A			

8. Total School Hours/Week: (Specify)	9. Special Education Hours/Week: (Specify)	10. Hours per week the student <u>will spend</u> with children/students who do not have disabilities (time with non-disabled peers):
---------------------------------------	--	--

11. Since the last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers? ☐ Yes ☐ No

12. Extended School Year Services: ☐ Not Required ☐ Required: See service delivery grid above or an additional page 11 for services to be provided ☐ Required: Continue to implement current IEP

13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc., with students who do not have disabilities: _____
☐ Not Applicable: Student will participate fully

b) If the IEP requires any removal of the student from the school, classroom, extracurricular, or nonacademic activities, (e.g., lunch, recess, transportation, etc.) that s/he would attend if not disabled, the PPT must justify this removal from the regular education environment. ☐ Not applicable: Student will participate fully

☐ The IEP requires removal of the student from the regular education environment because: (provide a detailed explanation – use additional pages if necessary)

Note: The LRE Checklist (ED632) must be completed and attached to this IEP if the student is to be removed from the regular education environment for 60% or more of the time. It is recommended that the LRE Checklist be utilized when making any placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act.

Related Services

- Are developmental, corrective, or supportive services required to assist a student with a disability benefit from special education



So what are Related Services?

- Speech-language
- Psychological services
- Physical and occupational therapy
- Counseling services
- School health services
- Parent training and counseling

Unless...



the related service required by the child
is considered special education rather
than a related service under State
standards

Least Restrictive Environment (LRE)

- To the maximum extent appropriate, children with disabilities, ...Are educated with children who are
- nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular
- educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Placement

- Program before placement
- First consideration to general education placement (specials, PE, Lunch...) with appropriate supports and services
- If "least restrictive environment" is not the general education classroom the team must include an explanation as to why in the IEP

Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

Required Data Collection
(Collect and/or update at every PPT)

For Children 3 years of age

Free Appropriate Public Education (FAPE) by age 3. ☐ Yes ☐ No

If the Oct 1st reported "Annual Review/PPT Meeting Date" and child's DOB indicate that the child did not receive FAPE by their 3rd birthday, why?

- ☐ Late referral (less than 90 days before 3rd birthday) ☐ Moved into district late ☐ Other (Specify) _____
- ☐ Child initially found not eligible at age 3 (re-referred to district at a later date) ☐ Parent Choice ☐ FAPE met via earlier PPT. Date of initial PPT was _____

Early Childhood (E.C.) Placement Settings (children ages 5 or younger OR grade is preschool):

1. Provide the hours per week the child participates in an early childhood program which is not provided as a part of the IEP (hours from pg 2): _____

2. Identify the E.C. Placement Setting where the child spends the majority of the week which is a combination of programming from both pages 2 AND 11:

- ☐ Regular E.C. Preschool or Kindergarten Program
- ☐ E.C. Special Education Program in **Separate Class**
- ☐ E.C. Special Education Program in **Separate School**
- ☐ E.C. Special Education Program in **Residential Facility**
- ☐ Home
- ☐ Service Provider Location (Itinerant Services) – applies only when a child does not spend time in any environment with non-disabled peers

Education Placement 3 to 21 years of age

1. Does the student live at any of the following locations?

- ☐ None of these locations (Default - 00)
- ☐ Temporary Housing Situation: Foster Home, Group Home, Safe Home, Supported Housing; and Temporary Shelters. (02)
(Housing that is subsidized by DCF, DDS, DMHAS or other state agency.)
- ☐ Hospital (03)
- ☐ Private Residential Facility (09)

Changes, Consolidation and Amendments

- Changes to an IEP can be made without a team meeting if parents and district agree and develop a written document to amend or modify the current IEP
- Districts shall encourage the consolidation of reevaluation meetings and other PPT meetings
- Amendments to the IEPs can be made by either the PPT or the parents and the district and that the IEP can be amended, rather than redrafting the entire document
- **A parent may request a copy of the revised IEP (with the amendments incorporated)**

Putting it all Together

The IEP is the primary vehicle for:

- Describing student's needs/strengths
- Defining appropriate services and supports
- Monitoring student progress towards meeting IEP goals



Putting it all Together

- It can serve as *one way* for parents and school personnel to communicate. It enables them, as equal partners, to make joint educational decisions.
- Resulting in:
 - Effective PPT meetings
 - Shared information - used to develop appropriate IEPs
 - Disagreements are less likely to end in dispute
 - Positive outcomes for students

For More Information

- **CT Parent Advocacy Center**
338 Main Street,
Niantic, CT 06357
1-860-739-3089
www.cpacinc.org
- **State Department of Education**
860-713-6912
www.portal.ct.gov

****special education section has special COVID info**