

6171.3Procedures

Instruction

Special Education

PLANNING AND PLACEMENT TEAM PROCEDURES

INTRODUCTION

The district complies with all state and federal regulations concerning the PPT/IEP process. Planning and Placement Team meetings are initiated and conducted for the purpose of designing the initial special education evaluation, determining special educational eligibility, determining special education placement, and developing, reviewing and revising the IEP for students with disabilities.

REFERRAL

A student will not be referred to special education unless the School Child Study Team (CST) process has been completed. This process assures that strategies in the regular education classroom have been developed, implemented and evaluated. If it is determined at the meeting that all strategies have been attempted and that significant progress towards meeting the student's identified needs have not been made, then a referral to special education is made.

A parent or outside agency, with the appropriate authority, may refer a student directly to special education. During these situations the student must first be referred to the CST using the Initial Referral form with a copy of the parent's written request. The CST makes the formal initial referral to special education by filling out the Notification of Initial Referral to Special Education form completed by the building CST Chairman.

The parent referral must be in writing with written issues defined. The 45-day school day time clock begins with either the parent written referral or verbal referral, whichever comes first. NOTE: The parent written request for a special education evaluation must be reviewed by a PPT and should not be held up at the CST level.

The referral to special education must include the following:

1. Notification of Initial Referral to Special Education CST form.
2. A copy of the Procedural Safeguards for Parents of Children in Special Education. This document outlines parental rights.
3. In most cases, the student's file should contain the Intervention Plan and the Report from the most recent CST meeting which outlines the prior intervention strategies which were attempted, and information used as the basis for the special education referral
4. Referrals should include the Reading and/or Math Worksheets used to review the student's prior educational services.

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PLANNING AND PLACEMENT TEAM PROCESS

The PPT/IEP meeting is required by law to convene in the following situations:

- a. to develop an evaluation plan for students referred for eligibility determination, as well as for students already identified but requiring further evaluation,
- b. to review the results of the evaluations and to identify the student as disabled if indicated,
- c. to develop an IEP, based upon evaluation results and to determine the proper placement,
- d. to review the special education program for a child on an annual basis or more frequently, if deemed necessary, and to make the necessary IEP modifications, adjustments or program changes, and
- e. to terminate special education and/or related services.

MEMBERSHIP

The membership of each Planning and Placement Team (PPT) is individualized to best serve the educational needs of the child.

The PPT membership must include the following individuals:

PPT Chairman – The School Psychologist is the chairman of building level PPT's. The Director of Special Services chairs central level PPTs for out-placed students. CPPT's are also used when special fiscal and staffing issues are involved with building level service to students.

Instructional Personnel - this individual is usually the regular education classroom teacher but may also be a special education teacher when appropriate.

Related Services personnel - this individual can be a school psychologist, school social worker, speech pathologist, physical therapist, occupational therapist, or any other related services professional.

For a child with disabilities who has been evaluated by an external agency, a regional service placement, or approved private special education facility, the district shall ensure that the representative of the out-placement agency, who is knowledgeable about the child's educational progress or the evaluation procedures used with the child and is familiar with the results of the evaluation is invited to the PPT.

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SURROGATEPARENT

The rights of a child are protected by the appointment of a surrogate parent in the following circumstances:

- a. when no parent can be identified or located.
- b. the whereabouts of the parents cannot be discovered after reasonable efforts to locate the parents have been made, or
- c. the child is a ward of the state.

The surrogate parent represents the child in all matters relating to the identification, evaluation, and educational placement and the provision of a free appropriate public education for the child.

In the above instances, notice is issued from the Department of Children and Family Services. The district's Director of Special Services will request from the State Department of Education the assignment of a surrogate parent. The surrogate parent has the same legal rights as granted to parents or guardians with respect to special education and related services. These include:

- a. consent for pre-placement evaluation, initial placement, and placement in private facilities,
- b. written notices in dominant language and issuance of such notices five (5) school days before the Planning and Placement Team meeting,
- c. right to participate in IEP development,
- d. right to see the assigned student's records, and
- e. right to initiate due process.

PROCEDURES FOR PARENT INVOLVEMENT IN THE PPT/IEP PROCESS

Parents must be invited to all IEP meetings which are scheduled to review, revise or develop the IEP.

Parents are invited to IEP meetings using the Parent Notification of PPT Meeting form.

The district makes a sincere effort to involve parents in IEP meetings and in IEP development.

The district records attempts to arrange a mutually convenient time and place for PPT/I-EP meetings including:

- a. records of phone calls attempted and the results of those calls,
- b. copies of correspondence and any responses received, and

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- c. records of visits to parent's home or place of employment and results of those visits.

Invitations to PPT/IEP meetings specify that parents must be invited to IEP meetings at least five (5) school days prior to the meeting.

The notice of PPT/IEP meetings must indicate its purpose, time, location, and describe who will be in attendance.

The notice must state that parents are given the opportunity to bring other individuals with them to the IEP meeting.

The parent invitation letter must indicate that PPT/IEP meetings will be held at a mutually convenient time and place.

The notice should further state that the school makes every reasonable effort to ensure parental understanding, including the use of interpreters at meetings. Evaluation results should be thoroughly explained. Parents should be encouraged to be active participants in the decision making process.

If PPT/IEP meetings are being conducted to revise the program for a child in an out-of-district placement, a representative from that facility is invited to contribute to the development of short-term instructional objectives.

The school may hold PPTs and develop IEPs without the parents if the school has made reasonable efforts to ensure parent participation.

TIMELINE

Except in cases where a parent has made an oral or written request, once the Notification of Initial Referral to Special Education has been sent to the parents by the CST, this establishes the initial referral date and begins the 45-school day timeline for the implementation of an IEP for in-school services and the 60 school-day timeline for the out-of-district placements.