

## **6171.4Procedures**

### **Instruction**

### **Special Education**

## **INDIVIDUALIZED EDUCATION PROGRAM PROCEDURES**

### **INTRODUCTION**

The district provides a free, appropriate public education for each preschool and school aged child requiring special education and related services. The district provides each child requiring special education and related services with a program appropriate to the child's needs as set forth in the child's Individualized Education Program (IEP).

The district has established procedures for developing, implementing, reviewing, maintaining, and evaluating Individualized Education Programs for each child requiring special education and related services. The IEP is based on the diagnostic findings of the evaluation study and the educational progress of the child. Changes in a child's IEP can occur only through recommendations made at a PPT meeting and are based upon the current IEP and any information relating to the child's current educational performance. The IEP shall be in effect at the beginning of each school year for every child with a disability.

### **PROCEDURES**

#### **SPECIAL EDUCATION PLACEMENT:**

The Planning and Placement Team has the primary responsibility for determining if a child referred to special education is a child with disabilities and is therefore eligible to receive special education services. Federal and state regulations mandate that parents (guardians) give written consent for the initial placement of their child in a special education program or for a private placement. The consent must be in writing and given prior to placement. Written consent is obtained by completing the Consent for Special Education Placement form and by obtaining the parent(s)/guardian signature. Parents must be informed of the following:

1. Parents have the right to refuse consent and, if given, may revoke consent at any time;
2. Parental failure to respond within ten (10) school days from the date of this notice shall be construed as refusal of consent;
3. if contested, the child's current educational placement will not change until due process proceedings have been completed; and
4. If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, must be placed in the public school program until the completion of all the proceedings.

#### **GENERAL IEP REQUIREMENTS:**

The Planning and Placement Team has the responsibility to ensure that:

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1. IEPs for each identified special education student are developed, implemented, maintained, reviewed, revised, and evaluated;
2. before a district places a child with a disability in, or refers a child to, a private school or facility, the agency initiates and conducts a meeting to develop an IEP for the student;
3. each child has a current IEP that was developed during a PPT meeting;
4. parents receive a copy of their child's IEP at the PPT meeting when it is developed and approved;
5. parents not in attendance receive a copy of the IEP within five (5) school days after the meeting;
6. IEP services are implemented within forty-five (45) school days of initial referral to special education for in-district placements and sixty (60) school days for out-of-district placements. The 45/60 school-day time line is exclusive of the time required to obtain parental consent for evaluation or placement;
7. annual reviews are conducted for the purpose of reviewing and revising all IEP's of special education children;
8. any IEP revisions, modifications, additions, or deletions must occur only through recommendations made at a PPT/IEP meeting.

### IEP COMPONENTS:

All IEP's must be recorded on the standard district IEP form. The use of this form ensures that the following required components are completely addressed:

- |   |                                |
|---|--------------------------------|
| 1. present level of educational performance | 14. vocational education       |
| 2. special education program                | 15. annual goals               |
| 3. related services required                | 16. short-term objectives      |
| 4. regular education service                | 17. performance criteria       |
| 5. modification in regular education        | 18. evaluation procedures      |
| 6. length of service                        | 19. evaluation schedule        |
| 7. recommended instructional setting        | 20. placement:                 |
| 8. list of implementors/staff responsible   | educational/non-educational    |
| 9. date services begin                      | 21. documentation of placement |
| 10. length of school day                    | decision                       |
| 11. length of school year                   | 22. exit criteria              |
| 12. transportation                          | 23. transition plan            |
| 13. physical education                      | 24. assistive technology plan  |

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#### OTHER PPT DOCUMENTATION:

In addition to those required components of an IEP listed above, the PPT must address the following components during IEP development or IEP annual review:

1. The length of the school day and year for children requiring special education is the same as for children in the regular education programs, unless otherwise specified in the IEP;
2. The inclusion of a special education student in the Connecticut Mastery Test (CMT) or any other system-wide testing process. Inclusion, with modifications, must be explored, and reasons for exclusion and modifications given;
3. Physical education services, specially designed if necessary, are made available to every child with a disability receiving a free appropriate public education; and
4. If the IEP team determines that a component of the IEP is not applicable, minutes of the PPT should so indicate.

Every component of the IEP form must be addressed and completed. In addition, other forms may be used depending upon the student's individual needs. They are as follows:

1. The Multidisciplinary Evaluation Report for Students Suspected of Having a Learning Disability form must be completed when a student is being considered as learning disabled;
2. The SED Eligibility Form

It is required that progress made towards the achievement of a special education student's IEP goals and objectives be reviewed at least once a year by a PPT. In addition, a report of progress toward the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents as often as the district reports progress to parents of students who do not have disabilities. These progress reports do not require a PPT.

Students with disabilities who are enrolled in a parochial school or other private school and are receiving special education and related services from IDEA funds shall:

1. have a Service Plan which is developed and reviewed by the school district;
2. have included in the meeting a representative of the parochial/private school to ensure that participation in the development of the instructional short term objectives; and
3. the public school remains the responsible party for compliance with IDEA.