

Series 6000

6159(a)

Instruction

Individualized Education Program/Special Education Program

Any child, whether a student of the school district, of preschool age, or between the ages of five and 20 years of age but not attending district schools, who is identified as being in need of a special program 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. 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, special education programming;
2. One or more regular education teachers;
3. One or both of the student's parent(s), or a representative chosen by the parent, or both;
4. Special education teacher;
5. Pupil services representative;
6. The student when appropriate;
7. 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 assessment procedures.

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 is limited or 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.

Individualized Education Program (IEP). The individualized education program shall be a written statement developed by the PPT including all State and Federal requirements and shall be completed on appropriate state forms.

Policy adopted: 04/12/01

Eastford Board of Education

Series 6000

6159(b)

Instruction

Individualized Education Program/Special Education Program (continued)

Transfers. When a student has had an IEP in another school district, the PPT shall make an evaluative study of the student and determine if the IEP from the previous district is appropriate in Eastford. If the student's previous IEP is not appropriate, a new IEP will be written.

If a student with 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 achievement shall be forwarded to the receiving school on receipt of a request from the receiving school and the student's parents or guardians.

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

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.

300.503 Independent educational assessment

300.533 Placement procedures

300.550-556 Least restrictive environment

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Eastford Board of Education