



# Commissioner's Back-to-School Meeting

Connecticut State Department of Education | August 15, 2017

[www.ct.gov/sde/backtoschool](http://www.ct.gov/sde/backtoschool)

## Resources from the Bureau of Special Education

### Identifying Children with Disabilities and the Individualized Education Program

**The Individuals with Disabilities Education Act (IDEA)** is a federal law that sets forth specific requirements that must be met so that each child with a disability who is found eligible for special education will receive an appropriate program to meet their specialized educational needs. To provide an appropriate, individualized program for each eligible child, a team composed of the child's parents or guardians, teachers, related service staff (such as speech pathologists, physical therapists, school psychologists, etc.), and school administrators is created to design the child's individualized education program (IEP). In Connecticut, this team is known as the planning and placement team (PPT).

Before an IEP is developed, the following steps must occur:

- **Child Find:** Each public school district is responsible for identifying, locating, and evaluating all children who may be eligible for special education. This is known as "Child Find." Parents, teachers, or other school personnel may refer a child for evaluation to determine whether a child may be eligible for special education.
- **Evaluation:** If the PPT suspects that a child may have a disability, school personnel will evaluate the child in all areas of suspected disability. When the evaluation process is completed, the PPT will meet to review the results of the evaluation and determine whether the child is eligible for special education and related services.

**Determination of Eligibility:** To be eligible for special education and related services, a child must be determined to have one of the following disabilities, *and* due to this disability, *require special education and related services*:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment/attention deficit
- Specific learning disability/dyslexia
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness
- Developmental delay (only for ages 3-5)

If the child is found eligible, the PPT designs an IEP.

*continued*

## **The Individualized Education Program (IEP)**

Under the IDEA, each IEP must contain specific content and must be reviewed by the PPT at least annually. Connecticut's 12-page IEP form contains the following information to meet these requirements:

### **Page 1: Basic information**

Including the child's disability, date of birth, grade level, school attended, address, parents' or guardians' name, annual IEP review date, most recent evaluation date, reevaluation date, reason for meeting, and meeting attendees.

### **Page 2: General Team Recommendations and Summary**

The general team recommendations and a summary of the meeting.

### **Page 3: Prior Written Notice**

The written notice of actions proposed and refused by the PPT, the reasons for such actions, and the criteria used to make the decisions.

### **Pages 4 and 5: Present levels of Academic Achievement and Functional Performance**

The present levels of academic achievement and the functional performance of the child and the input and concerns of both the parent and the child.

### **Page 6: Transition Planning**

The child's post-school interests, plans, and goals (page must be completed by age 16).

### **Page 7: Annual Goals and Short-Term Objectives**

Must be linked to present levels of performance as set forth on pages 4 and 5; each goal is on a separate page numbered "7."

### **Page 8: Accommodations and Modifications**

To enable the child to advance toward attaining his or her annual goals, to progress in the general

education curriculum, to participate in extracurricular/nonacademic activities, and to be educated and participate with children with and without disabilities.

### **Page 9: State and District Testing and Accommodations**

The assessments the child will participate in and accommodations the child needs to participate.

### **Page 10: Special Factors, Progress Reporting and Exit Criteria**

Considerations for children with behavior issues, limited English proficiency, blind/visually impaired, deaf/hard of hearing and print-related disabilities. This would also note when the child's progress will be reported and criteria for the child's exit from special education.

### **Page 11: Special Education, Related Services, and Regular Education**

The special education and related services to be provided to the child including the number of hours each week; the location, frequency, setting, and implementing and responsible staff members (by job title); the beginning and end dates; and other information including the need for specialized transportation, physical education, and assistive technology.

### **Page 12: Required Data Collection**

Preschool information and whether a child lives in a temporary housing situation, hospital, or private residential facility.

**For more information on identifying children with disabilities and the individualized education program, visit the Bureau of Special Education's PPT Process and IEP Forms page at [www.ct.gov/sde/PPT-IEP](http://www.ct.gov/sde/PPT-IEP).**