Special Education
Policies and *Procedures*
Manual
Department of Pupil Personnel Services

Manchester Public Schools

2014-2015

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For Pupil Personnel Services

Bureau of Special Education
Division of Teaching and Learning Programs and Services
Connecticut State Department of Education

Manchester

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Manchester Public Schools Pupil Personnel Services

Chapter 1 — Child Identification (Child Find)

In accordance with federal regulations, the District assumes responsibility for the location, identification and evaluation of all children from birth through age 21 who require special education and related services. All children who are suspected of having a disability and who are in need of special education are part of the child find process in our District.

This includes students who are:

- advancing from grade to grade;
- enrolled by their parents in private elementary or private secondary schools, including religious schools located in our District (regardless of the severity of their disability) (See Chapter 8); magnet programs which the district subscribes to; and
- wards of the state and children who are highly mobile, such as migrant and homeless children.

In addition, our District identifies students (Kindergarten through Grade 12) who may be gifted or talented (see page 4).

Manchester Public Schools Pupil Personnel Services

❖ Role of the Planning and Placement Team

The Planning and Placement Teams (PPT) in each of our schools ensure that the student meets the eligibility requirements of the Individuals with Disabilities Education Act as amended in 2004 ("IDEA") and state regulations.

In all cases, the Planning and Placement Team will not determine that a student has a disability if the suspected disability is because of a lack of instruction in reading or math. If the student is not proficient in English, our Planning and Placement team will not identify the student as disabled if the limited English proficiency is the cause for the suspected disability. They will, however, refer the student to the EL coordinator for an assessment.

❖ Child Identification Process

The District has a child identification process that includes the location, identification and evaluation of a child suspected of having a disability or suspected of being gifted and talented. Our Pupil Personnel Services Department coordinates the child identification process. The department and its staff use a variety of community resources and conduct many systematic activities in our efforts to identify children requiring special services. Our District staff members consult with appropriate representatives of private school students attending private schools located in our District such as the student's parents, teachers and administrators of those private schools located in our District in carrying out this process. The District assures that this process for students attending private or religious schools located in our District is comparable to activities undertaken for students with disabilities in our public schools.

Identification of Children Between the Ages of Birth to Age Three

The State's early intervention system, the Connecticut Birth to Three System under the IDEA, Part C, (the Individuals with Disabilities Education Act, the federal special education law) is responsible for identifying and providing services to children between the ages of birth and age three who are eligible to receive such services due to developmental delays or documented physical or mental conditions that have a high

probability of resulting in developmental delay. Because of their overlapping responsibilities, the State Department of Education and the Connecticut Birth to Three System have an interagency agreement intended to ensure that children with disabilities are provided needed services in a timely manner. The State Department of Education asks Districts to ensure that children between the ages of birth to three are referred to the Connecticut Birth to Three System for an evaluation. Therefore, when our District becomes informed of a child between the ages of birth to three who has or may have a disability, we will either (a) make a child referral directly to the Connecticut Birth to Three System via the statewide toll-free number and/or (b) provide the parent with the information so that they can make the referral themselves.

Parents may opt out of and/or opt not to be referred to the Connecticut Birth to Three System. They may request an evaluation from the District to determine if their child has a disability that may require special education. These parents are entitled to an evaluation from our District, even if the child is between the ages of birth to age 3. Our District is responsible for providing an evaluation but is not responsible for the provision of a free appropriate public education (FAPE) for eligible children until the child is age 3. In such circumstances, no child or family should be instructed to wait for an evaluation until their child turns age 3.

Manchester Public Schools Pupil Personnel Services

Transition to Special Education from the Connecticut Birth to Three System

The purpose of transition planning for children in the Connecticut Birth to Three System is to ensure that eligible children and their families experience a smooth and effective transition from the Connecticut Birth to Three System to our District.

- The District receives child specific information from the Connecticut Birth to Three System on those children who have been determined eligible and are receiving early intervention services. The District has a system of collecting and maintaining this data and other child specific information in order to track children receiving early intervention services over time to ensure that they are timely evaluated and provided a FAPE by age 3.
- The District has an assigned transition contact that is the primary person responsible for working with the Connecticut Birth to Three System and their programs on transition as well as one or more individuals who will attend all 90-day transition conferences convened by the Connecticut Birth to Three System. The District has the capacity to ensure the availability of school personnel to attend 90-day transition conferences throughout the calendar year – including during the summer months.
- The District will schedule a Planning and Placement Team (PPT) meeting to discuss the referral of a child to the District. The District will schedule the PPT meeting sufficiently early (preferably soon after the 90-day transition conference) to ensure that an eligible child will receive a FAPE no later than their third birthday. Identification of PPT meeting dates can be a part of the discussion at the 90-day transition planning conference and a component of the child's written transition plan developed at the transition planning conference with the birth to three program, the family and the District.
- The District ensures that the child's birth to three providers are part of the PPT decision-making process and that the child's birth to three information, including the child's Individualized Family Service Plan ("IFSP") is used in the decision-making process.
- If the child is scheduled to transition from the Birth to Three program to the District, and that child turns three years of age during the summer months, the District will determine if the child is eligible for a FAPE and whether the child requires extended school year services (ESY). If the child is eligible for the provision of FAPE and requires ESY services, the District will ensure the implementation of the IEP no later than the child's third birthday, regardless of the fact that this occurs during the summer months. If it is determined that the child is eligible for FAPE and does not require ESY services, then the IEP will be implemented on the first day of school.

- The Department of Education and the Connecticut Birth to Three System agree that late referrals to the Birth to Three System (33 months and older) should be made simultaneously to our District and the Connecticut Birth to Three System with the ultimate goal of ensuring that these children, if eligible, are provided with FAPE by their third birthday.
- In cases of children who are referred to the District at 34 or 35 months of age, the ultimate goal is to ensure that all eligible children are provided with a FAPE no later than their third birthday. In situations where that may not be possible, a "reasonable standard" would be the 45 school day rule – so that no more than 45 school days should pass from the date of referral to the implementation of the child's IEP, if that child is eligible for FAPE. Thus, a referral for a child who is close to age three may result in IEP services initiated after the child's third birthday.

Identification of Children Below School-Age

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For children who are not involved in the Connecticut Birth to Three System even under the age of 3, our District conducts on-going child find activities which include community screenings as well as individual child specific screenings to determine if a child requires further evaluation (and, to determine the eligibility of children age 3 and above for special education and related services.)

Public

Through this process, children who may require special education services are referred to the Planning and Placement Team for consideration for further evaluation. Parents and other referring parties may also contact the department of Pupil Personnel Services to refer a child to a PPT.

Identification of School Age Students (5-21 Years of Age)

Schools

- **Transfer Students**
  The principal or designee in each of our schools reviews the records of any new student transferring from another school system whether transferring from a District within Connecticut or from out of state. If the records indicate that the student has been identified as a student with disabilities and that the student requires special education and related services, the student is immediately enrolled in school and, in consultation with parents, given an appropriate program including services comparable to those described on the student's IEP. A Planning and Placement Team meeting will be held within 30 days to develop an IEP for Manchester Public Schools. For students transferring from another state, our District may also conduct an evaluation if determined to be necessary.

Pupil

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- **Currently Enrolled Students**
  Students attending our District schools receive the ongoing attention of professional personnel to help support their successful learning. Students whose behavior, attendance, or progress in school is considered unsatisfactory, at a marginal level of acceptance (i.e., potential drop-outs), or are suspended repeatedly, are promptly referred to a PPT by completing the District's standard referral form *(See Chapter 1 Appendix)* and notifying the parents within 5 school days of the referral by completing the Notice of Referral to PPT *(See Chapter 1 Appendix)*. A PPT is scheduled to discuss the referral concerns and to decide how the PPT will proceed *(See Chapter 4 Evaluation)*. Such students are identified through anecdotal records, conversations with parents, individual performance records and standardized test results.

Services

❖ Alternative Procedures and Programs Prior to PPT Referral

Before our District personnel refer a student to a Planning and Placement Team, alternative procedures and programs in regular education are explored and implemented where appropriate. Each school in our District has a team that provides a variety of alternative strategies to the teacher. This team is called the Scientific Research Based Intervention Team (SRBI). Parents are encouraged to collaborate with the teacher and other involved staff during this time.

Parents or school personnel may request assistance from the school's SRBI Team. The team works collaboratively with the classroom teacher and parents to develop and document strategies to assist the student within the regular education program. If the student's problems or difficulties persist, a prompt referral to a PPT is made.

Manchester

❖ Referral Form

A standard referral form is used to document all referrals to the Planning and Placement Team. This form is available on the Department of Pupil Personnel Services website and in each of our District's schools. Concerned parents and/or staff may complete the form. Once the form is completed, it is given to the school administrator or his/her designee. The completion of this referral form initiates the Planning and Placement Team process (signature on page 2 starts the clock). *(See Chapter 1 Appendix)*

Public Schools

❖ Pre-PPT Process

Oftentimes when a child has been referred for consideration for special education and or related services this can be a confusing process for parents and guardians. Due to the volume of information that will be reviewed, a meeting can be requested prior to the initial Planning and Placement Team meeting, to discuss the process. If the parent/guardian is unable to attend a meeting prior to the initial PPT they can also meet shortly after the first formal meeting with the building principal, one of the special education supervisors, or the assistant superintendent for pupil personnel services.

Pupil Personnel Services

At that meeting, the administrator will reviewing the following documents:

- "A Parent's Guide to Special Education in Connecticut"
- "Procedural Safeguards Notice Required Under IDEA Part B"
- "IEP Manual"
- "Stepping Forward: A Self-Advocacy Guide for Middle and High School Students"

Also, if the initial Planning and Placement Team meeting results in testing, upon request, the results of the assessments and evaluations will be made available to the parent/guardian three days prior to the Planning and Placement Team meeting in which eligibility determination may be discussed. Documentation of the above process is to be noted on page 2 of the IEP under meeting summary.

❖ Gifted and Talented Students

Students in our District in grades Kindergarten-12 who may be gifted and talented are identified, referred and evaluated using a process described in the Chapter 1 Appendix. While identification is mandated under state law, programming is permissive.

The definition of students requiring special education includes students identified as gifted and talented. In our District this includes any exceptional child who has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond those ordinarily provided in the regular school programs but which may be provided through special education as part of the public school program.

"Gifted and talented" means a child identified by the planning and placement team as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential. The term includes children with extraordinary learning ability and children with outstanding talent in the
creative arts as defined by these regulations.

"Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity or both. The term refers to the top five per cent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the District.)

"Outstanding talent in the creative arts" means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts. The term refers to the top five per cent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the District.)

Manchester Public Schools Pupil Personnel Services

Procedures for Identification

The parents must be notified in writing that a referral to the Planning and Placement Team (PPT) has been made to determine a child's identification as either gifted or talented. A PPT is a group of certified and/or licensed professionals, who represent each of the teaching, administrative and pupil personnel staffs and who participate equally in the decision making process; the PPT includes the parents. These shall be persons knowledgeable in the areas necessary.

The PPT must process the referral for an evaluation. The PPT must review existing data to determine if the child may be eligible as gifted and talented. If the PPT determines that sufficient information exists to determine eligibility, further evaluation is not necessary. The parents may challenge the refusal of the PPT to find a child gifted and talented by requesting due process, discussed further below.

Steps in the Process of the Identification of Gifted and Talented Students

1. Parents must be notified in writing when the student is referred to the PPT for a consideration of identification of gifted and talented and, after the PPT has reviewed the assessment information, notified in writing if the student has met the criteria for eligibility as gifted or talented.

2. If the District recommends further evaluations and use an individual assessment procedure (e.g., an individual intelligence test), certain procedural safeguards must be followed. Individual assessment requires proper notice and informed consent. Parents are notified that their child has been referred for evaluation and written consent for the evaluation must be obtained. Parents are informed of the results of the evaluation and informed whether or not the child has been identified as gifted and talented.
3. If group assessment procedures are used to identify gifted and talented students, consent to perform such assessments may not be required. Group assessments (e.g. achievement tests) given to all students within a District are nonspecific and, therefore consent is not required. If a group of students are to be evaluated specifically to determine identification as gifted and talented, notice and consent are required.
4. If a school district uses individualized assessment procedures, an individual PPT may be held with the parents to discuss eligibility. However, districts are not required to hold individual PPTs with parents, since an IEP will not be developed. For purposes of determining eligibility where either individual and/or group assessments are used, it is acceptable for the PPT to review student assessment data and to identify a group of gifted and talented students during a single meeting.
5. Parents have the right to review and inspect any educational records related to their child. This includes records related to the determination of a child's identification as gifted and talented.
6. If at any time in the evaluation process the parents disagree with the decisions of the PPT, the parents have the right to challenge those decisions. For example, if the parents disagree with the District's refusal to evaluate the child, the parents may request either a mediation or due process hearing to challenge this refusal. If the PPT determines that the child is neither gifted nor talented, the parents may challenge this determination by requesting either mediation or a hearing. Parents may request an independent educational evaluation to challenge the evaluations conducted by the District.
7. Parents have the right to obtain an independent evaluation of their child, conducted by a certified person not employed by the District.
8. Parents have the right to an independent evaluation at public expense if they disagree with an evaluation obtained by the District. "Public expense" means at no cost to parents. However, the District may initiate a due process hearing to show that the evaluation is appropriate.
9. The District is not required to provide programming for children identified as gifted and talented. Instead, programming is permissive. Parents, then, can ask for educational services that accommodate the educational needs of their children, but the District is not required to provide such special education services.

Manchester Public Schools Pupil Personnel Services

Child Identification Appendix

- District Referral Form (ED621)
- Parent Notice of Referral PPT Form (ED622)
- Position on the Education of Gifted and Talented Students
- Consent for Gifted Identification
- Before, During, & After the PPT Meeting Parent Checklist
- Pre-Planning and Placement Team Meeting Letter (PPT/34)
- Procedural Safeguards Including Restraints and Seclusions
- A Parent's Guide to Special Education in Connecticut
- IEP Manual (Revised 5/2014)
- Stepping Forward: A Self-Advocacy Guide for Middle and High School Students

Manchester Public Schools Pupil Personnel Services

School	Signature of School Administrator	Date Received

MANCHESTER PUBLIC SCHOOLS
REFERRAL TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

Student: _____ DOB: _____ Age: _____ Grade: _____

Parent/Guardian: _____ Primary Lang: ☐English ☐Other: _____

Address: _____ Referred by: _____

_____ Referral Date: _____

Telephone: _____ Relationship to Child: _____

1. AREA(S) OF CONCERN:

Manchester

Check major area(s) of concern, and briefly describe the child's behavior, or performance in each area checked. If you have identified more than one area of concern, circle the area you consider to be the highest priority.

☐ Academic ☐ Social/Emotional ☐ Gross/Fine Motor ☐ Activities of Daily Living

☐ Health Related ☐ Behavior ☐ Communication ☐ Other: (specify) _____

Public

A. Describe Specific Concerns:

B. Describe Alternative Strategies Attempted and Outcome: (Use additional pages if necessary.)

MANCHESTER PUBLIC SCHOOLS

PARENT NOTICE OF REFERRAL TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

Date: _____

_____
(Name of Parent/Guardian or Student)

_____
(Street Address)

_____
(City/Town) (State) (Zip Code)

Dear _____

The purpose of this letter is to advise you that your child, _____ ,_____
(Student's Name) (DOB)

has been referred for consideration of eligibility for special education services. The referral was made by:

_____ , on _____
(Name of person or team making referral) (Date)

The next step in the referral process is to schedule a Planning and Placement Team meeting (PPT). At this meeting the available information regarding your child's current school performance will be reviewed and evaluation procedures for determining eligibility for special education services will be considered. Parent participation in this process is very important. We ask that you make every effort to attend this meeting.

Enclosed with this letter are the following materials:

☐ A copy of the referral which outlines specific concerns and the information used as the basis for this referral, including alternative strategies employed prior to the referral.

☐ A copy of Procedural Safeguards in Special Education. If you would like a further explanation of these procedures please contact:
Shelly Matfess, Assistant Superintendent for Pupil Personnel Services , at (860)647-3452 ,

☐ A Planning and Placement Team meeting notice. (If a notice is not included with this letter you will receive one in a separate mailing.)

☐ Other: (specify) _____

Please be advised that you have the right to review and obtain copies of all records used as a basis for this referral.

If you have any questions, please contact, _____ _____
(Name) (Title)

at _____

Sincerely,

_____
(Name and Title)

Manchester Public Schools Pupil Personnel Services

ED622
January 2006

Student: _____ DOB: _____

2. Special Services History:

Are you aware of any special services provided for this child now or in the past? ☐ Yes ☐ No

If Yes, describe the type, location, and provider of the service.

3. Other Relevant Information:

Manchester

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4. Parent Notification:

Schools

Has the parent/guardian been notified about your concerns regarding this student? ☐ Yes ☐ No

If Yes, method of notification: _____

Date(s) parent/guardian was notified: _____

Pupil

Signed: _____ Date: _____
(Signature of individual completing this form)

***Please note:** The special education referral date immediately affords the student and parent(s) all special education procedural safeguards. This referral also "starts the clock" with respect to the timelines specified in RCSA 10-76d-13(a)(1) and (2) which provide that *"(1) The individualized education program shall be implemented within forty-five days of referral or notice, exclusive of the time required to obtain parental consent. (2) In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty days of referral or notice, exclusive of the time required to obtain parental consent.*" If a parent communicates in writing directly with a staff member that they wish to refer their child for an evaluation to determine her/his eligibility for special education services, the date the staff member receives this written communication constitutes the date of referral. If a parent communicates verbally with a staff member that they wish to refer their child for an evaluation to determine her/his eligibility for special education services, the staff member should provide the parent with a copy of this referral form and, when necessary, assist the parent in completing this form. It should be understood that, in all instances, this is a referral for an evaluation to determine eligibility for special education services. Actual eligibility for special education services is determined by the PPT only after an evaluation has been completed.

Personnel
Services

CONNECTICUT STATE BOARD OF EDUCATION ● HARTFORD

POSITION ON THE EDUCATION OF GIFTED AND TALENTED STUDENTS

Adopted June 21, 1993

The mission of the Connecticut State Board of Education is to ensure that "each child shall have. . . equal opportunity to receive a suitable program of educational experiences", as charged in Section 10-4a of the Connecticut General Statutes. The Board recognizes that there are some students with "extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs…" (CGS 10-76a(e)). The Board therefore affirms the following:

- As a matter of equity, the public schools should meet the education needs of gifted and talented students.
- Schools should expand enrichment opportunities for students who have been underidentified and underserved, including those from economically disadvantaged, racially and ethnically diverse backgrounds.
- Curricular and instructional modifications should occur in the regular classroom as a part of a systematically integrated approach to meeting the needs of all students.
- In addition to the regular classroom, a range of placement settings should be available for specialized instruction.
- All educators working with gifted and talented students should receive special training.

Manchester Public Schools Pupil Personnel Services

As required by statute, all students who are gifted or talented must be identified. The purpose of assessment should not be simply to label or to exclude, but rather to determine areas of unusually high performance or potential and to develop them to the maximum extent. The Board recognizes that there exists a broad spectrum of gifts and talents and that exceptionality may be exhibited in one or more specific areas, but not necessarily in all. For these reasons, assessment must be accomplished by methodologically defensible and multiple procedures which can include portfolio review, performance-based assessment, judgment by experts, bias-free standardized tests, as well as information from teachers and parents.

Connecticut schools should provide all students more challenging curriculum and instruction which nurture strengths, interests and abilities. All students, including those with exceptional gifts and talents, deserve a carefully planned educational program which is tailored to individual needs and which helps each develop their special abilities. In the ideal school, the learning experiences for all students should provide a wide range of activities that are designed to foster open-ended growth and to accommodate varying interests, abilities and learning styles.

Quality instruction for gifted and talented students is therefore differentiated by a continuum of service, faster pacing and greater depth and breadth, higher levels of abstraction and complexity, and presentation at an earlier age. Learning experiences which have been particularly successful with these students include in-depth investigations of special topics, directed independent study, regional or statewide off-campus courses, internships, mentorships, and peer teaching, all of which should respect each student's preferred learning style. In addition, all school staff should be sensitive to gifted and talented students' social and emotional development, which may not match their advanced intellectual, academic or creative development. Opportunities should be provided for both direct instruction and facilitation by those trained specifically to work with gifted and talented students, as well as by regular classroom teachers. These opportunities should be an integral part of the student's total program, occurring for a significant portion of school time.

Regular classroom instruction should be structured in ways that accommodate the needs of gifted and talented students and efforts should be made to enable all teachers to provide appropriate curriculum and instruction. It is essential to have a varied repertoire of other instructional settings available to provide suitable educational experiences for these students. Gifted and talented students also need opportunities to interact with each other for a portion of their school time. Interaction with others learning at a similar pace and level provides additional intellectual challenge, social and emotional support, and the opportunity to gain a more accurate perspective on their own abilities and those of others. Because this cannot occur without appropriate training, the Department is committed to helping school districts provide the necessary professional development activities.

No society can afford to neglect its human talent. The Board therefore encourages the state's public school districts to continue and to enhance their efforts to develop and implement a planned, suitable, challenging and integrated program of instruction for each gifted and talented student.

MANCHESTER PUBLIC SCHOOLS
CONSENT FOR GIFTED IDENTIFICATION

I. Identification Information:

Student: _____ DOB: _____

School: _____ Grade: _____

Parent/Guardian: _____

II. Consent Requirements:

Federal regulations mandate that parents (guardians) give written consent for the initial placement of their child in a special education program. State regulations require written consent for a private special education placement. In both instances the consent must be in writing and given prior to placement.

Included in this document are the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
B. Parental failure to respond within 10 school days from the date of this notice shall be construed as refusal of consent.

III. Placement Description

The following Gifted Identification is being proposed for your child, _____
(child's name)

The proposed Gifted Identification as described in an IEP dated: _____

(Note: An IEP must be developed prior to placement)

IV. Written Consent

☐ **I consent to** the special education placement described in item III, above. The criteria for Identification of Gifted was reviewed and the possible opportunities discussed. I understand that, for an initial placement in special education, my consent is valid for changes in my child's program or placement (except placement in a private program) if proper notice is given to me and I have not revoked my consent.

_____ _____
Parent/Guardian Signature Date

☐ **I do not consent to** the special education placement described in item III, above. I understand that by refusing consent for the initial placement in special education, I waive all rights to my child being identified as a gifted student at the time consent is refused.

_____ _____
Parent/Guardian Signature Date

Manchester Public Schools Pupil Personnel Services

Before, During & After the PPT Meeting

Preparing for the PPT Meeting & Development of The Individualized Education Program (IEP)

Before the PPT Meeting:

Communicate with your child to:

- ❑ check on current preferences, perceptions, needs, concerns, issues, desires;
- ❑ discuss your child's participation (if appropriate) in the PPT meeting; and
- ❑ determine what, if anything, your child wants to share with the team, and how you can assist.

Communicate with school staff to:

- ❑ establish current status of your child's performance/achievement and schedule observations, if necessary;
- ❑ clarify information contained in recent evaluations, obtain answers to puzzling questions and understand the connections between assessment information and instruction; and
- ❑ notify the PPT chair of any individuals, professional or not, you are planning to invite to the meeting, any agenda items you want addressed, and ask what the school staff plan to discuss.

Gather and compile:

- ❑ recent and all other relevant evaluations pertinent to this year's issues;
- ❑ the current and other relevant IEPs, to evaluate the extent of progress toward identified goals and objectives;
- ❑ the most recent and other relevant report cards;
- ❑ copies of any other important school records;
- ❑ a list of your concerns, issues, questions, ideas;
- ❑ documentation to support your request for any new services;
- ❑ a blank copy of the district's IEP form in order to be familiar with its requirements and to use it to guide your participation in program planning;
- ❑ all relevant correspondence and electronic and phone communication notes with school personnel and outside professionals;
- ❑ statements from you child regarding his/her concerns, questions, issues, goals; and
- ❑ possible solutions to challenges you have identified.

Invite:

- ❑ appropriate professionals who know the child and have information and insights to share with the team concerning any of the issues or areas of concern:
- ❑ a friend/companion for moral support; and
- ❑ an advocate, if necessary.

During the PPT Meeting:

Make sure you have:

- ❑ a translator if you need one;
- ❑ been offered a copy of the procedural safeguards;
- ❑ been given advance notice of the reason for the meeting.

Be a constructive and collaborative member of the team by:

- ❑ focusing on your child's strengths and needs;
- ❑ being a listener as well as a contributor;
- ❑ requesting explanations of any information/terms you do not understand;
- ❑ generously and appropriately sharing your extensive knowledge of your child;
- ❑ working with the rest of the team to develop an appropriate IEP that utilizes your child's strengths to meet his/her needs in the least restrictive environment.

Discussion with all other team members on:

- ❑ your child's strengths, needs and current levels of performance;
- ❑ what your child's progress has been in meeting the goals and objectives of the IEP that is being reviewed;
- ❑ accommodations and/or modifications needed for your child to benefit from instruction in the general classroom or other instructional setting;
- ❑ what portion of the program, if any, needs to be in a setting other than the general curriculum regardless of instructional setting;
- ❑ filling out the Least Restrictive Environment (LRE) checklist;
- ❑ your child's access to school-sponsored extracurricular activities;
- ❑ your child's level of participation in statewide assessments;
- ❑ when and how you and staff members will communicate with your child about his/her progress;
- ❑ how all staff members providing services to your child will have access to the IEP;
- ❑ the tasks for which individual members of the team are responsible (including you and your child);
- ❑ when the PPT will reconvene if additional time is needed;
- ❑ whether there is a need for an Assistive Technology Evaluation;
- ❑ whether there is a need for Extended School Year Services;
- ❑ whether your child is of appropriate age to begin formally planning for transition to the adult world.

If agreement has not been reached:

- ❑ check to make sure the written prior notice section of the meeting paperwork (page 3) has been discussed by the team and filled in; and
- ❑ ask questions that you need to so that you understand why an agreement was not reached.

After the PPT Meeting:

- ❑ review the IEP received from the school for accuracy; and
- ❑ follow through on all home activities that will support school efforts and tasks that you, as a team member, have agreed to undertake.

Manchester Public Schools Pupil Personnel Services

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Manchester Public Schools

45 North School Street
Manchester, Connecticut 06042

ADMINISTRATIVE OFFICES

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Assistant Superintendent
for Pupil Personnel Services
860-647-3448

Parent/Guardian
Address
City, State, Zip

Manchester Public Schools Pupil Personnel Services

Dear Parent/Guardian:

Your child has been referred for consideration for special education and or related services. Oftentimes this can be a confusing process for parents and guardians, therefore feel free to contact the building principal or designee, prior to the initial Planning and Placement Team meeting, to review the process with you. If you are unable to attend a meeting prior to the initial meeting, they can also meet shortly after the first formal meeting.

At that meeting, they plan on reviewing the following documents:

- "A Parent's Guide to Special Education in Connecticut"
- "Procedural Safeguards Notice Required Under IDEA Part B"
- "IEP Manual"
- "Stepping Forward: A Self-Advocacy Guide for Middle and High School Students"

Also, please be mindful that if the meeting results in testing, upon request, the results of the assessments and evaluations will be made available to you three days prior to the Planning and Placement Team meeting in which eligibility determination may be discussed. Please do not hesitate to contact the building principal or designee with your questions or concerns. Thank you.

Sincerely,

Shelly Matfess

Shelly Matfess, ED.M.
Assistant Superintendent
for Pupil Personnel Services

PPT/23
Revised 8/14

Procedural Safeguards Notice Required Under IDEA Part B

Manchester

Public

Schools

Pupil

Personnel

Services

Connecticut State Department of Education

Division of Family and Student Support Services

Bureau of Special Education

Revised September 2012 to include
Parental Notification of the Laws Relating to
the Use of Seclusion and Restraint in the Public Schools

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Manchester Public Schools Pupil Personnel Services

INTRODUCTION

The Individuals with Disabilities Education Improvement Act (IDEA), the federal law concerning the education of students with disabilities, requires schools to provide you, the parent, with a notice containing a full explanation of the procedural safeguards available under the IDEA and the IDEA regulations. A copy of this notice must be given to you **one time each year** and also when the following occurs:

- The first time you or the school district asks for an evaluation.
- You ask for a copy of these procedural safeguards.
- The first time in a school year you request a due process hearing or file a state complaint.
- A decision is made to take a disciplinary action against your child that is a change in placement.

Manchester Public Schools Pupil Personnel Services

The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under the IDEA regulations, which are the following:

34 CFR 300.148	Unilateral placement
34 CFR 300.151 through 300.153	State Complaint Procedures
34 CFR 300.9, 34 CFR 300.300	Parental Consent
34 CFR 300.502 through 300.503	Independent Educational Evaluation and Prior Written Notice
34 CFR 300.505 through 300.518	Other procedural safeguards, mediation, resolution process, impartial due process hearing
34 CFR 300.530 through 300.536	Discipline procedures
34 CFR 300.610 through 300.625	Confidentiality of Information

Each section has the federal citation printed with it; where there is a state statutory or state regulatory provision that coincides with the federal requirements, the state citation is provided.

GENERAL INFORMATION

DEFINITION OF SCHOOL DISTRICT

As used in this document, "school district" means a local or regional board of education, the state Technical Schools, the school districts operated by the Department of Correction and the Department of Children and Families, and the Department of Mental Health and Addiction Services in the provision of regular and special education to eligible clients.

PRIOR WRITTEN NOTICE

34 CFR 300.503; Connecticut Regulation Section 10-76d-8

Manchester

You have the right to get written notice no later than five school days after the Planning and Placement Team (PPT) meeting where the school district proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child. This is called prior written notice.

Public

CONTENT OF NOTICE

The written notice must tell you:

Schools

1. exactly what the school district proposes or refuses to do;
2. why the school district proposes or refuses to take action;
3. the other options the PPT talked about and the reasons why those were not done;
4. about each evaluation procedure, assessment, record or report that the PPT used as a basis for the proposed or refused action;
5. about other factors that were relevant to the PPT's proposal or refusal;
6. that you have protections under the procedural safeguards provisions of the IDEA;
7. how you can get a copy of these procedural safeguard protections; and
8. resources for you to contact to get help in understanding the IDEA as it relates to the provision of special education and related services for your child.

Pupil
Personnel
Services

NOTICE IN UNDERSTANDABLE LANGUAGE

The notice must be written in a way that would be easy to read and understand and provided in your native language or another mode of communication, unless it is clearly not possible to do so. If your native language or other means of communication is not a written language, the school district must make sure:

1. the notice is given orally or by another way to you;
2. you understand what is in the notice; and
3. there is written evidence that these two steps have been taken.

ELECTRONIC MAIL

34 CFR 300.505

If your school district offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail: Prior Written Notice, Procedural Safeguards Notice and notices related to a due process hearing.

PARENTAL CONSENT — DEFINITION

34 CFR 300.9; Connecticut Regulation Section 10-76d-8

Manchester

CONSENT MEANS:

1. You have been fully informed in your native language or another mode of communication about the action for which you are being asked to give consent;
2. You understand and agree in writing to let the school district take the action for which they are asking your consent. The consent describes this action and if school records are to be sent to someone, the school district tells you what records will be sent and to whom the records will be sent; and
3. You understand that you willingly give consent and you may withdraw your consent any time. If you wish to withdraw your consent, you must do so in writing. If the school district requests consent and you do not respond to the school district in 10 school days, the school district will take that to mean that you do not give your consent. If you withdraw your consent, the withdrawal does not affect the actions taken or the services provided to your child during the time the school district had your consent. The school district is also not required to change your child's education records to remove any reference that your child received special education and related services after you withdraw your consent.

Public Schools Pupil Personnel Services

When a child turns 18 years old, the child has all rights the parent used to have. A child will not get these rights if the court has said the child is not able to decide in a way that is good for the child. The school district shall give any notice required by the law to both the child and the parent even though the child would now have the rights that the parent used to have. When the rights pass from the parent to the child, the school district must notify the child and the parent of the transfer of rights.

PARENTAL CONSENT

34 CFR 300.300; Connecticut Regulation Section 10-76d-8

CONSENT FOR INITIAL EVALUATION

An initial evaluation (testing) is done to find out if a child is disabled and the kind and amount of special education services a child needs. Certain tests or ways of evaluating are selected for each child. These tests are not the tests that are given to all children in a school, grade or class.

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible for special education and related services without first providing you with prior written notice of the proposed evaluation and obtaining your consent as described above.

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability and in need of special education and related services.

Your consent for the initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

Your school district may not use your refusal to consent to one service or activity related to the initial evaluation as a basis for denying you or your child any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

If your child is enrolled in public school, or you are seeking to enroll your child in a public school, and you have refused to provide consent or failed to respond to a request to provide consent for the initial evaluation of your child, your school district may, but is not required to, seek to conduct an initial evaluation of your child by using the IDEA's mediation or impartial due process hearing procedures. Your school district will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances.

Manchester Public Schools Pupil Personnel Services

SPECIAL RULES FOR INITIAL EVALUATION OF WARDS OF THE STATE

When the school district seeks to evaluate a child for the first time, and the child is in the custody of the Commissioner of Children and Families and is not residing with the child's parent, the school district is not required to get the consent from the parent to determine whether the child is disabled and in need of special education services if:

1. after reasonable efforts, the school district cannot find out where the parent is located;
2. the rights of the parent have been terminated by the court; or
3. a judge decided that the right of the parent to make decisions about the child's education is to be made by a person appointed by the court.

A ward of the state, as used in the IDEA, means a child who, as determined by the state where the child lives, is a foster child, considered a ward of the State under State law, or is in the custody of a public child welfare agency. Ward of the state does not include a foster child who has a foster parent who meets the definition of parent as used in the IDEA.

CONSENT FOR INITIAL RECEIPT OF SERVICES

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

The school district must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you fail to respond or refuse to give consent for your child to receive special education and related services, or if you later withdraw your consent for your child to receive special education and related services in writing, your school district may not use the procedural safeguards (mediation or due process hearing) to reach an agreement or get a ruling that services may be provided to your child without your consent. Under these circumstances, the school district would not violate its responsibility to make available a free appropriate public education to your child and is not required to hold a PPT meeting or develop an individualized education program (IEP) for your child.

If you withdraw your consent in writing at any point after your child is first provided special education and related services, then the school district may not continue to provide such services but must provide you with Prior Written Notice before stopping the services.

Manchester

CONSENT FOR REEVALUATIONS

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can show it took reasonable steps to obtain your consent for your child's reevaluation **and** you did not respond.

Public

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the procedural safeguards procedures (mediation or impartial due process hearing) to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of IDEA if it declines to pursue the reevaluation in this manner.

Schools

CONSENT FOR PRIVATE SCHOOL PLACEMENTS

Pupil

Connecticut state regulations, Section 10-76d-8, requires school districts to obtain your consent before a child may be placed in a private school by the school district to receive special education and related services. If your child is already receiving special education and related services, and the PPT proposes a private school placement and you refuse to provide consent for the private school placement, the school district is required by Section 10-76h of the general statutes to file for due process to ensure your child is provided with a free appropriate public education. If you revoke your consent for the private school placement, the district is required by Section 10-76h to file for due process to ensure your child is provided with a free appropriate public education.

Personnel

If the proposed private school placement is the first time your child is to receive special education and related services and you refuse to provide consent for special education and related services, the school district may not use the procedural safeguards (mediation or due process hearing) to override your refusal to consent to the initial provision of special education and related services. If you indicate that you agree that your child is eligible for special education and related services and should receive special education and related services but do not agree with the private school placement, the school district is required to use the procedural safeguards (mediation or due process hearing) to ensure your child receives a free appropriate public education.

Services

If your child is attending the private school placement and you revoke consent for the private school placement but not consent for your child to receive special education and related services, the school district must use the procedural safeguards (mediation or due process hearing) to ensure your child receives

a free appropriate public education. If you revoke consent for the private school placement and revoke consent for your child to receive special education and related services, the school district may not use the procedural safeguards (mediation or due process hearing) to override the revocation of consent for your child to receive special education and related services.

The school district must develop and implement procedures to ensure that your refusal to consent to any of the services or activities listed above does not result in a failure to provide your child with a free appropriate public education. Also, your school district may not use your refusal to consent to one of these services or activities as a basis for denying any other service, benefit, or activity, unless another Part B requirement requires the school district to do so.

Manchester

DOCUMENTATION OF REASONABLE EFFORTS TO OBTAIN PARENTAL CONSENT

Anytime the school district seeks your consent, the school district must have a record of its reasonable efforts to get your permission. This record might include:

Public

1. telephone calls tried or made and the results of those calls;
2. copies of letters sent to you and any letters you send back to the school district; and
3. visits made to your home or workplace and the results of those visits.

Schools

OTHER CONSENT REQUIREMENTS

Your consent is not needed before the school district:

Pupil

1. reviews existing records of your child that the school district already has when the school district is evaluating or reevaluating your child; or
2. gives a test or other means of evaluation that is given to all children unless the school district gets permission from all parents before giving a test or other means of evaluation.

Personnel

If the school district files for a due process hearing (see **Due Process Procedures**, page 15) to determine whether it may conduct an evaluation or place your child who is already receiving special education in a private school and the hearing officer decides in favor of the school district, the school district may evaluate or place your child in a private school without your consent. If the dispute was about whether to conduct an evaluation and you disagree with the hearing officer's decision, you may go to either State Superior Court or Federal District Court to stop the school district from evaluating your child. If the dispute was about whether to place your child in a private school and you disagree with the decision of the hearing officer, you may go to either State Superior Court or Federal District Court, or you may withdraw consent for the provision of all special education and related services to your child.

Services

If you are home schooling your child or you have placed your child in a private school at your expense and you do not provide consent for your child to be evaluated for the first time or for reevaluation, or you fail to respond to a request to provide consent, the school district may not use the procedural safeguards (mediation or due process hearing) in order to evaluate your child without your consent. The district is not required to consider your child as eligible to receive services for parentally placed private school children if you refuse to provide consent for the initial evaluation or revaluation of your child.

INDEPENDENT EDUCATIONAL EVALUATION (IEE)

34 CFR 300.502; Connecticut Regulations Section 10-76d-12

GENERAL

You have the right to have the school district pay for an evaluation done by a person who does not work for the school district. This is called an Independent Educational Evaluation (IEE) done at public expense. You must disagree with the evaluation of your child obtained by the school district to be able to request an IEE at public expense. "Public expense" means that the school district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to you.

The school district may ask you for the reason you object to the evaluation done by the school district. You are not required to provide an explanation of your objections to the school district. The school district may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing for a due process hearing to defend the school district's evaluation of your child.

If you request an IEE, the school district must provide you with information about where you may obtain an IEE and about the school district's criteria that apply to independent educational evaluations.

RIGHT TO AN EVALUATION AT PUBLIC EXPENSE

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by the school district, subject to the following conditions:

1. If you request an IEE of your child at public expense, your school district must, without unnecessary delay, **either**: (a) file for a due process hearing to show that its evaluation of your child is appropriate; or (b) provide an IEE at public expense, unless the school district demonstrates in a due process hearing that the evaluation of your child that you obtained did not meet the school district's criteria.
2. If the hearing officer decides that the school district's evaluation is appropriate, the school district does not have to pay for the evaluation requested or arranged for by you. However, you still have the right to have an IEE done at your own expense.
3. You are entitled to only one IEE at school district expense each time the school district conducts an evaluation with which you disagree.

PARENT INITIATED EVALUATIONS

You have the right to obtain an IEE at your own expense. You may give the results of the evaluation to the school district. If you share the results of the evaluation with the school district, the school district must consider the results of the evaluation, if it meets the school district's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education to your child **and** the evaluation results may be used at a due process hearing.

Manchester Public Schools Pupil Personnel Services

REQUESTS FOR EVALUATIONS BY HEARING OFFICERS

A hearing officer may ask that a child receive an IEE. The school district must pay for this evaluation.

SCHOOL DISTRICT CRITERIA

When the school district pays for an IEE, the evaluation must meet the standards for evaluation used by the school district. This includes the location where the evaluation is done and the skills of the person doing the evaluation. The school district may not set additional standards or timelines when the school district pays for the IEE. The standards of the school district must not interfere with your right to have the IEE.

Manchester

CONFIDENTIALITY OF INFORMATION; ACCESS TO RECORDS

Public

DEFINITIONS

34 CFR 300.611

As used under the heading, Confidentiality of Information:

Schools

Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Education records means the type of records covered under the definition of "education record" in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act [FERPA] of 1974, 20 USC 1232g).

Pupil

Personally Identifiable
34 CFR 300.32
Personally identifiable means information that includes:

Personnel

1. your child's name, your name as the parent, or the name of another family member;
2. your child's address;
3. a personal identifier, such as your child's social security number of student number; or
4. a list of personal characteristics or other information that would make it possible to identify your child with reasonable clarity.

Services

NOTICE TO PARENTS

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. a description of the extent to which the notice is given in the native languages of the various population groups in the state; a description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the state intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
2. a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**
3. a description of all the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act and its implementing regulations in 34 CFR Part 99.

Manchester

Before any major activity to identify, locate, or evaluate children in need of special education and related services (also known as "child find"), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the state of these activities.

Public

ACCESS RIGHTS

34 CFR 300.613; Connecticut Regulations Section 10-76d-18

The school district must allow you to:

Schools

Inspect and review all education records kept or used by the school district that are collected, maintained, or used by your school district under Part B of IDEA. This means you have the right to review and inspect all education records concerning the identification of your child as a child eligible for special education, evaluation of your child to determine eligibility for special education, the educational placement of your child or your child's right to a free appropriate public education.

Pupil

The school district may take for granted that you have the right to inspect and review records unless the school district has been told that you do not have this right according to state law governing guardianship, separation and divorce.

Personnel

Section 10-76d-18 of the Connecticut regulations requires that the school district allow you to inspect educational records no later than 10 school days after you request to do so and within three school days if it is to prepare for a PPT meeting about your child's IEP or any due process hearing (including a resolution meeting or a due process hearing regarding discipline). In addition, if you make a request to review and inspect your child's educational records when school is not in session, the school district must make the records available for inspection within a reasonable period of time, but no more than 45 calendar days after it has received your request. This is a requirement under the Family Educational Rights and Privacy Act, which school districts are required to follow even though there is a different state standard based on school days.

Services

The school district must, in spite of the timelines noted above, comply with your request as soon as possible and before any PPT meeting, resolution meeting, or hearing (including a hearing about discipline).

Your right to inspect and review the education records includes:

1. your right to get a response from the school district to your reasonable requests for explanations and interpretations of the records;
2. your right to receive one free copy of the records. This is a right guaranteed by Section 10-76d-18 of the Connecticut regulations. You must ask for a free copy in writing. The school district has five school days to provide you with a copy of the requested records. The school district may charge for additional copies; however, the school district may not charge you for the additional copies if doing so would interfere with your right to review and inspect your child's records; and
3. your right to have a person acting for you inspect and review the records.

Manchester

RECORD OF ACCESS

34 CFR 300.614

Each school district must keep a record of the parties obtaining access to education records collected, maintained, or used under Part B of IDEA except access by parents and authorized employees of the school district, including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

Public Schools

RECORDS ON MORE THAN ONE CHILD

34 CFR 300.615

If any education records include information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information relating to their child.

Pupil Personnel

LIST OF TYPES AND LOCATIONS OF INFORMATION

34 CFR 300.616

On request, your school district must provide you with a list of the types and locations of education records collected, maintained, or used by the district.

Services

FEES

34 CFR 300.617

The school district may not charge a fee to look for records.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

34 CFR 300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request that the school district change the records. The school district must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request. If the school district refuses to change the information as you have requested, the district must inform you of this refusal and advise you of your right to a hearing to challenge the content of the record (see below).

Manchester

CHALLENGING THE CONTENT OF THE RECORD, OPPORTUNITY FOR A HEARING

34 CFR 300.619

The school district must, on request, provide you with an opportunity for a hearing to challenge the content of your child's education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

Public

HEARING PROCEDURES

34 CFR 300.621

Schools

A hearing to challenge information in your child's education records must be conducted according to the procedures for this hearing found in the Family Educational Rights and Privacy Act, the federal law that addresses access to educational records.

Pupil

RESULT OF HEARING

34 CFR 300.620

Personnel

If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must change the information accordingly and inform you in writing.

Services

If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the school district.
The explanation placed in the records of your child must:

1. be maintained by the school district as part of the records of your child as long as the record or contested portion is maintained by the school district; and
2. if the school district discloses the records of your child or the challenged information to any party, the explanation must also be disclosed to that party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

34 CFR 300.622

Unless the information is contained in education records, and the disclosure is authorized without your consent under the Family Educational Rights and Privacy Act, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of other agencies that participate in Part B of IDEA. Except under the circumstances described below, your consent is not required before personally identifiable information is released to officials of other agencies that participate in Part B of IDEA for purposes of meeting a requirement of Part B of IDEA.

Your consent or consent of an eligible child who has reached the age of majority under state law must be obtained before personally identifiable information is released to officials of other agencies that participate in Part B of IDEA providing or paying for transition services.

Manchester

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

Public

SAFEGUARDS

34 CFR 300.623

Schools

Each school district must protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.

One official at each school district must assume responsibility for ensuring the confidentiality of any personally identifiable information.

Pupil

All persons collecting or using personally identifiable information must receive training or instruction regarding the state's policies and procedures regarding confidentiality under Part B of IDEA and the Family Educational Rights and Privacy Act.

Personnel

Each school district must maintain for public inspection a current listing of the names and positions of those employees who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

Services

34 CFR 300.624

Your school district must inform you when personally identifiable information collected, maintained, or used under Part B of IDEA is no longer needed to provide educational services to your child. In Connecticut, school districts are required to maintain special education records for six years after the records are no longer needed to provide educational services to your child (i.e. graduation, exiting from special education, and transfer to another school district or private school). After this time period has elapsed, the school district must destroy your child's information if you request them to do so. A permanent record of your child's name, address, phone number, his or her grades, attendance records, classes attended, grade level completed, and year completed may be maintained without time limitation.

STATE COMPLAINT PROCEDURES

DIFFERENCES BETWEEN STATE ADMINISTRATIVE COMPLAINTS AND DUE PROCESS HEARINGS

The regulations for Part B of IDEA have different procedures for state administrative complaints and for due process hearings. As explained in greater detail below, any individual or organization may file a state complaint alleging a violation of any Part B requirement or any state statute or regulations relating to the provision of special education to eligible children by a school district, the Connecticut State Department of Education (CSDE) or any other public agency responsible for providing services under state statutes or regulations regarding the provision of special education and related services.

Manchester

Only you or a school district may file for a due process hearing on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education to the child.

Public

An investigation of a state administrative complaint must be completed within a 60-calendar-day timeline unless the timeline is properly extended. An impartial hearing officer must conduct a due process hearing (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45 calendar days after the end of the resolution period, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request.

Schools

The state administrative complaint and due process resolution and hearing procedures are described more fully below. The CSDE has developed model forms to help you file for a due process hearing and help you or other parties to file a state complaint. You may access this information on the CSDE Web site at **www.sde.ct.gov**. Under Quicklinks, click onto Special Education; scroll down to Legal/Due Process and look for the forms for Administrative Complaint, Mediation, Hearing and Advisory Opinion.

Pupil

STATE ADMINISTRATIVE COMPLAINT PROCEDURES

34 CFR 300.151; Complaint Resolution Process

Personnel

GENERAL

The CSDE has a written procedure for resolving any complaint, including a complaint filed by an organization or an individual from another state, and has a procedure for the filing of a complaint with the CSDE. The state complaint procedures are available on the CSDE Web site as indicated above (**www.sde.ct.gov**, Under Quicklinks, click onto Special Education; scroll down to Legal/Due Process and look for Complaint Resolution Process). If in its investigation of the complaint, the CSDE finds that a school district has failed to provide appropriate services, the CSDE must address:

Services

1. the failure of the school district to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); and
2. appropriate future provision of services for all children with disabilities.

STATE COMPLAINT PROCEDURES; TIME EXTENSION; FINAL DECISION, IMPLEMENTATION

34 CFR 300.152

The CSDE shall make and issue a decision about the issues in the complaint within 60 calendar days after the complaint is filed with the CSDE. The 60-calendar-day limit may be extended if the:

1. CSDE believes there are exceptional circumstances with respect to this complaint; or
2. complainant and the school district agree to mediation.

In making a decision, the CSDE shall:

1. carry out an on-site visit as appropriate, if the CSDE believes it must be done;
2. give the complainant a chance to give, orally or in writing, more facts about the complaint;
3. provide the school district with the opportunity to respond to the complaint, which may include:
    a. if the school district so desires, a proposal to resolve the complaint and
    b. an opportunity for the complainant and the school district to go to mediation.
4. review all the facts regarding the complaint and decide if the school district failed to meet the law or the regulations; and
5. send out a written decision to the complainant. The decision will rule on each issue raised in the complaint and contain the facts on which the decision was based, how the facts were related to the decision and the reasons for the decision.
6. Carry out other activities that may be appropriate to the investigation.

The carrying out of the CSDE's decision may include:

1. assistance to the school district by the CSDE;
2. talks to help the parent and the school district agree to terms to resolve the complaint; and
3. actions for the school district to take to meet the law.

STATE COMPLAINTS AND DUE PROCESS HEARINGS

You may also request a hearing even if a complaint has been filed; however, the CSDE will not look into any part of a complaint that is part of the due process hearing until the final decision of the hearing is made. Any issue in the complaint that is not part of the due process hearing must be resolved following the steps above in this section. If an issue is raised in a complaint that was already decided in a due process hearing with you and the school district, the hearing decision is final and will not be reviewed by the CSDE. The CSDE will inform the person who files the complaint that a review will not be done. If a complaint states that the school district has failed to carry out the final decision of the due process hearing, the CSDE shall resolve the complaint.

FILING A STATE ADMINISTRATIVE COMPLAINT

34 CFR 300.153; Complaint Resolution Process

The complaint must claim a violation that occurred not more than one year before the date that the complaint is received. An organization or a person may file a signed complaint in writing. The person or organization filing the complaint is called the complainant.

Manchester Public Schools Pupil Personnel Services

The complaint must state:

1. the school district or the CSDE or any other public agency that is responsible for providing services under Part B of IDEA or state statutes or regulations regarding the provision of special education and related services did not carry out the federal (IDEA) or the state laws that protect children who are disabled;
2. the facts on which the complaint is based; and
3. the signature and contact information for the person or organization filing the complaint.

If the complaint involves a specific child, the complaint shall include:

1. the name and address of the child;
2. the name of the school the child is attending;
3. in the case of a homeless child, the available contact information for the child and the name of the school the child is attending;
4. a description of the nature of the problem of the child, including the facts related to the problem; and
5. a proposed resolution of the problem to the extent known and available to the complainant at the time the complaint is filed.

The person or organization filing the complaint must send a copy of the complaint to the school district against whom the complaint is filed at the same time the complaint is filed with the CSDE. The mailing address for the CSDE is:

Connecticut State Department of Education
Bureau of Special Education
Due Process Unit, P.O. Box 2219
Hartford, CT 06145-2219
Fax: 860-713-7153

A model state complaint form is available on the CSDE website:

http://www.ct.gov/sde/lib/sde/PDF/DEPS/Special/Due_Process_Forms.pdf

It is not required that this form be used to file a complaint. However, please note that the information listed in the form is the information that must be provided when a complaint is filed with the CSDE.

Manchester Public Schools Pupil Personnel Services

DUE PROCESS PROCEDURES

GENERAL

34 CFR 300.507 and 300.511; Section 10-76h of the general statutes;
Sections 10-76h-1 through 10-76h-18 of the state regulations

You or the school district may file for a due process hearing on any matter relating to a proposal or refusal to initiate or change:

1. the identification of a child;
2. the evaluation of a child;
3. the educational placement of the child; or
4. the provision of a free appropriate public education to the child.

Filing for a due process hearing begins the special education administrative hearing process. You may hear the hearing process referred to as an "impartial hearing," "special education hearing," or "due process hearing."

The due process hearing request must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process hearing. This two-year limitation does not apply to you if you could not file for a due process hearing within the timeline because:

1. the school district specifically misrepresented that it had resolved the issues identified in the hearing request; or
2. the school district withheld information from you that it was required to provide you under Part B of IDEA.

For example, if you were not given a copy of the "Procedural Safeguards Notice Required under Part B of IDEA," the two-year limitation will start at the time a copy is properly given to you.

Manchester Public Schools Pupil Personnel Services

INFORMATION FOR PARENTS

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, or if you or the school district file for a due process hearing. When you ask for a due process hearing, the school district will tell you about the use of mediation as a means to settle the issues.

FILING FOR A DUE PROCESS HEARING

34 CFR 300.508; Section 10-76h of the general statutes;
Sections 10-76h-1 through 10-78h-18 of the state regulations.

In order to request a due process hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process hearing request to the other party. As indicated above, submitting a due process hearing request means the same thing as requesting a hearing. The due process hearing request must contain all the following information and must be kept confidential.

The due process hearing request must contain the following information:

1. the child's name;
2. the address of the child's residence;
3. if the child is homeless, the available contact information for the child;
4. the name of the child's school;

5. a description of the nature of the problem relating to the proposed or refused action, including the facts related to the problem; and
6. what will resolve the problem, to the extent known and available to the complaining party (you or the school district) at the time.

You or the school district may not have a due process hearing until you or the school district (or your attorney or the school district's attorney) files a due process hearing request that includes the information listed above.

Whoever files the hearing request must also provide the CSDE with a copy of the request. Send the copy to:

Connecticut State Department of Education
Bureau of Special Education-Due Process Unit
P.O. Box 2219
Hartford, CT 06145-2219
Fax: 860-713-7153

Manchester Public Schools Pupil Personnel Services

SUFFICIENCY OF HEARING REQUEST

For a due process hearing to go forward, it must be considered sufficient. The due process hearing request will be considered sufficient (if it has the information listed above) unless the party receiving the due process hearing request (you or the school district) notifies the hearing officer and the other party in writing within 15 calendar days of receiving the request that the receiving party believes the due process hearing request does not contain the required information. The hearing officer, within five calendar days of receiving this notice, must decide if the required information has been given and immediately notify you and the school district in writing of that decision. If the receiving party does not notify the hearing officer, the request for hearing would be considered to contain the required information.

AMENDING THE DUE PROCESS HEARING REQUEST

You or the school district may make changes to the due process hearing request only if:

1. the other party approves the changes in writing and is given the chance to resolve the dispute through a resolution meeting (see page 20, **Resolution Process**); or
2. the hearing officer gives permission, which may only be given at any time not later than five calendar days before the hearing begins.

If the complaining party (you or the school district) makes changes to the due process hearing request, the timelines for the resolution meeting (within 15 calendar days of the school district receiving the request and the time period for resolution (within 30 calendar days of the school district receiving the complaint) start again on the date the amended hearing request is filed with the school district.

SCHOOL DISTRICT RESPONSE TO A DUE PROCESS HEARING REQUEST

If the school district has not sent prior written notice to you (see page 2, **Prior Written Notice**) regarding the issues noted in your request for hearing, the school district must, within 10 calendar days of receiving your request for hearing, send you a response that includes the following information:

1. an explanation of why the school district proposed to or refused to take the action raised in the due process complaint;
2. a description of other options your child's PPT talked about and the reasons those options were rejected;
3. a description of each evaluation procedure, assessment, record or report that the school district used as a basis for the proposed or refused action; and
4. a description of the other factors that were relevant to the school district's proposed or refused action.

Providing this information does not prevent the school district from claiming that the content of your due process hearing request was insufficient.

Manchester

Except as provided immediately above, the party receiving a due process hearing request must, within 10 calendar days of receiving the due process hearing request, send to the other party a response that specifically addresses the issues in the due process hearing request.

Public

MODEL FORMS

34 CFR 300.509

The CSDE has developed a model form to help you file a due process hearing request and to help you and other parties to file a state administrative complaint. However, the school district or the CSDE may not require the use of these model forms. You may use the model form or another appropriate form, so long as it contains the required information for filing for a due process hearing request or state administrative complaint. The model forms are available on the CSDE Web site at **www.sde.ct.gov**. Under Quicklinks, click onto Special Education; scroll down to Legal/Due Process and look for the forms for Administrative Complaint and Hearing.

Schools
Pupil

DUE PROCESS HEARING PROCEDURES

34 CFR 300.511; Section 10-76h of the Connecticut General Statutes; Sections 10-76h-1 to 10-76h-18 of the Regulations of Connecticut State Agencies

Personnel

General

The 45-calendar-day timeline to complete the hearing shall commence:

Services

1. as soon as the hearing request is received by the school district or the 30-calendar-day resolution period or adjusted time period expires;
2. after the hearing officer deems the request to be sufficient (See page 17, **Sufficiency of Hearing Request**);
3. immediately following your notice to the hearing officer that you will not challenge the sufficiency of the hearing request; or
4. after 15 calendar days of your receipt of the school district's request for hearing if you do not challenge the sufficiency of the school district's request for hearing.

Before the start of the hearing, you and the school district will take part in a telephone call with the hearing officer. This is called a prehearing conference. During the call, you and the school district will try to work out the dispute, if possible, narrow the issues in dispute, and talk about scheduling the due process hearing.

IMPARTIAL HEARING OFFICER

The hearing will be held by a hearing officer who:

1. must not be an employee of the CSDE or the school district where the child goes to school or the school district responsible for the child's education;
2. must not have a personal or professional interest that would get in the way of his or her being fair in the hearing;
3. must be knowledgeable and understands the federal (IDEA) and state special education laws and regulations and the way these laws are understood by federal and state courts;
4. must have the knowledge and ability to conduct hearings, and be able to write decisions in accordance with appropriate, standard legal practice.

A person who would be a hearing officer is not an employee solely because he or she is paid by the CSDE to act as a hearing officer.

The CSDE, Due Process Unit, and the school district shall keep a list of the persons who serve as hearing officers. This list shall state the qualifications of each of those persons.

SUBJECT MATTER OF DUE PROCESS HEARING

The party (you or the school district) that files the due process hearing request may not raise issues at the due process hearing that were not addressed in the due process hearing request, unless the other party agrees.

TIMELINE FOR REQUESTING A HEARING; EXCEPTION

You or the school district must request a due process hearing within two years of the date you or the school district knew or should have known about the issue addressed in the hearing request. This timeline does not apply to you if you could not file the due process hearing request because:

1. The school district specifically misrepresented that it had resolved the problem or issue that you are raising in your hearing request; or
2. The school district withheld information from you that it was required to provide to you under Part B of IDEA.

HEARING RIGHTS

34 CFR 300.512

Manchester Public Schools Pupil Personnel Services

General

You have the right to represent yourself at a due process hearing. In addition, any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

1. be accompanied and advised by an attorney or persons with special knowledge or training about the problems of children with disabilities;
2. be represented at the due process hearing by an attorney;
3. present evidence, question (confront), cross-examine and require the attendance of witnesses;
4. prohibit the introduction of any evidence at the hearing that had not been given to that party at least five business days before the hearing. Evaluations that have been completed by that date and recommendations from the evaluations that one intends to use at the hearing shall be given at least five business days before the hearing;
5. obtain a written, or at your option, electronic, word-for-word record of the hearing; and
6. obtain written, or at your option, electronic findings of fact and decisions.

Manchester Public Schools Pupil Personnel Services

Parental rights at hearings

You have the right to have your child at the hearing and to open the hearing to the public. You have the right to be provided with the record of the hearing at no cost.

You have the right to represent yourself at a due process hearing.

Additional disclosure of information

The hearing officer may prevent you or the school district from giving any evidence at the hearing without the permission of the other party if you or the school district fails to meet the above timeline regarding the submission of evidence.

At least five business days prior to a due process hearing, you and the school district must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

RESOLUTION PROCESS

34 CFR 300.510

RESOLUTION MEETING

Within 15 calendar days of getting your due process hearing request and before the due process hearing begins, the school district must convene a meeting with you and the relevant members of the PPT who have specific knowledge of the facts identified in your due process hearing request. You and the

school district determine the relevant members of the PPT to attend the meeting. The school district must have a person at the meeting who has the authority to make a decision for the school district. The school district may not bring an attorney unless you bring an attorney.

The purpose of the resolution meeting is for you to discuss your due process hearing request, and the facts that form the basis of the due process hearing request, so that the school district has the opportunity to resolve the dispute.

The resolution meeting does not have to be held if:

1. you and the school district agree in writing not to have the resolution meeting; or
2. you and the school district agree to use mediation.

Manchester

RESOLUTION PERIOD

If the school district has not resolved the due process hearing request to your satisfaction within 30 calendar days of receiving the due process hearing request (during the time period for the resolution process), the due process hearing may begin except as noted below on page 18, **Adjustments to the 30-Calendar-Day Resolution Period**.

Public

The 45-calendar-day timeline for issuing a final due process hearing decision begins at the expiration of the 30 calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Schools

Unless you and the school district both agree not to have the resolution meeting or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and the due process hearing until the resolution meeting is held.

Pupil

If after making reasonable efforts and documenting those efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30- calendar-day resolution period, ask the hearing officer to dismiss your due process complaint. Documentation of the school district's efforts to obtain your participation must include a record of the school district's attempt to arrange a mutually agreed upon time and place, such as:

Personnel

1. detailed records of telephone calls made or attempted and the results of those calls;
2. copies of correspondence sent to you and any responses received; and
3. detailed records of visits made to your home or place of employment and the results of those visits.

Services

If the school district fails to hold the resolution meeting within 15 calendar days of receiving your due process complaint **or** fails to participate in the resolution meeting, you may ask the hearing officer to begin the 45-calendar-day due process hearing timeline.

ADJUSTMENTS TO THE 30-CALENDAR-DAY RESOLUTION PERIOD

The 30-calendar-day resolution period may be adjusted. The 45-calendar-day timeline for the hearing will start the day after one of the following events:

1. you and the school district agree in writing not to hold the resolution meeting;
2. after the mediation or resolution meeting starts but before the end of the 30-calendar-day resolution period, you and the school district agree in writing that no agreement is possible;
3. if you and the school district agree in writing to continue the mediation at the end of the 30-calendar-day resolution period, but later, you or the school district withdraws from the mediation process.

WRITTEN SETTLEMENT AGREEMENT

If at the resolution meeting you and the school district resolve the issues, you and the school district must enter into a legally binding agreement that is:

Manchester

1. signed by you and a person from the school district who has the authority to make the agreement; and
2. enforceable in any state court of competent jurisdiction (a state court that has authority to hear this type of case) or in a district court of the United States.

Public

AGREEMENT REVIEW PERIOD

You or the school district will have three business days from the signing of the agreement to change your minds and not have to go along with the agreement.

Schools

MEDIATION: SETTLING A DISPUTE WHEN THE PARENT AND THE SCHOOL DISTRICT DO NOT AGREE

Pupil

Mediation is a way to settle a dispute when the parent and the school district do not agree on:

1. the identification of the child;
2. the evaluation of the child;
3. the educational placement of the child; or
4. any other matter related to provision of a free appropriate public education to the child.

Personnel

Mediation is voluntary. This means that you and the school district have a choice to use mediation to resolve the dispute. Neither you nor the school district is required to agree to use mediation. The mediation cannot be used to:

Services

1. deny or delay your right to a hearing; or
2. deny any other rights that you have under the state or federal special education laws.

Before filing a state administrative complaint (see page 14) or before asking for a due process hearing or any time after filing a due process hearing request or during the due process hearing, you and the school district may ask for mediation by sending a letter to:

Connecticut State Department of Education
Bureau of Special Education-Due Process Unit
P.O. Box 2219
Hartford, CT 06145-2219
Fax: 860-713-7153

The Due Process Unit has a list of mediators and will assign a mediator from a rotating list who:

1. is trained in mediation;
2. does not have a conflict of interest;
3. is knowledgeable about the special education laws;
4. is an education consultant with the CSDE; and
5. does not provide direct services to the child who is the subject of the mediation.

Manchester Public Schools Pupil Personnel Services

The mediator will try to help settle the concerns of you and the school district. The mediation will be held in a timely manner and in a place that is close for you and the school district staff. The CSDE pays for the cost of the mediation process.

If you and the school district reach agreement on the issues, what you have agreed to will be put in writing and will be signed by you and the person from the school district who has the authority to sign the agreement. The mediation agreement shall state the discussions that occurred during the mediation, will remain confidential and may not be used as evidence in any subsequent due process hearing or court action that may follow the mediation. The mediation agreement is enforceable in any state court or in Federal District Court with jurisdiction over these matters.

ADVISORY OPINION PROCESS

Section 10-76h-6 of the Regulations of Connecticut State Agencies allows you and the school district to have a one-day hearing through the Advisory Opinion Process. After a hearing has been requested, you and the school district may agree to the Advisory Opinion Process by sending a letter or filling out the Advisory Opinion Process form and sending it to the Connecticut State Department of Education, Bureau of Special Education, Due Process Unit, P.O. Box 2219, Hartford, CT 06145 (Fax: 860-713-7153). The Advisory Opinion Process allows you and the school district to state your positions in a brief manner to a hearing officer in one day; there are limits on the amount of time you and the school district have to present your positions and the number of witnesses you and the school district may present. After listening to the arguments made by you and the school district, the hearing officer will tell you and the school district how the hearing officer thinks the issues would be decided if the parent and the school district went on to a full hearing. The hearing officer who does the Advisory Opinion is not the same hearing officer who would hold the full hearing. You and the school district do not have to accept the view of the hearing officer who gives the advisory opinion. You and the school district may go on to a full hearing if the issues are not settled by receiving an advisory opinion.

HEARING DECISIONS

34 CFR 300.513

DECISION OF THE HEARING OFFICER

A decision made by the hearing officer on whether your child received a free appropriate public education (FAPE) must be based on evidence and arguments that directly relate to FAPE, that is, on legal rights and principles.

In matters alleging a procedural violation (such as "an incomplete IEP"), a hearing officer may find that your child did not receive FAPE only if the procedural violations:

1. interfered with your child's right to receive FAPE;
2. significantly interfered with your opportunity to participate in the decision-making process regarding the provision of FAPE to your child; or
3. caused your child to be deprived of an educational benefit.

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district to follow the requirements in the procedural safeguards section of the federal regulations under Part B of IDEA (34 CFR 300.500 through 300.536), even if the hearing officer found that your child was not kept from receiving FAPE.

SEPARATE REQUEST FOR A DUE PROCESS HEARING

Nothing in the procedural safeguards section of the federal regulations under Part B of IDEA (34 CFR 300.500 through 300.563) can be interpreted to prevent you from filing a separate due process hearing request on an issue separate from a due process hearing request already filed.

FINDINGS AND DECISION; CONVENIENCE OF HEARINGS; STATE ADVISORY COUNCIL TO RECEIVE COPY OF DECISION; DECISIONS TO BE AVAILABLE TO THE PUBLIC

Within 45 calendar days of the start of the hearing timeline, a final decision in the hearing shall be reached and a copy of the decision shall be mailed to each of the parties. The hearing officer may allow extra time beyond the 45-calendar-day timeline when asked for by you or the school district. The hearing shall be held at a time and place that would make it easy for you and your child to attend.

The CSDE shall, after taking out any data that would make the identity of the child easily known, send the written findings of fact and decisions to the State Advisory Council for Special Education and also make them available to the general public. Final decisions are available on the CSDE Web site at **www.sde.ct.gov**. Under Quicklinks, click onto Special Education and the hearing decisions are listed at the top of the page.

Manchester Public Schools Pupil Personnel Services

APPEALS

FINALITY OF THE DECISION; APPEAL; IMPARTIAL REVIEW

34 CFR 300.514

FINALITY OF THE HEARING DECISION

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action to either State Court of competent jurisdiction or Federal District Court.

Manchester

CIVIL ACTION, INCLUDING THE TIME PERIOD IN WHICH TO FILE THOSE ACTIONS

34 CFR 300.516

Public

General

Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in State Superior Court or in a Federal District Court of the United States without regard to the amount in dispute.

Schools

Time Limitation for Filing an Appeal

The party (you or the school district) bringing the appeal has 45 calendar days from the date the decision is mailed to file a civil action.

Pupil

Additional Procedures

If you or the school district appeal the decision of the hearing officer to either State Superior Court or Federal District Court, the court:

Personnel

1. receives the records of the hearing;
2. hears additional evidence when asked by you or the school district; and
3. bases its decision on the greater amount (preponderance) of evidence and grants the relief that the court determines to be appropriate.

Services

Jurisdiction of District Courts

The District Courts of the United States have the authority to rule on actions brought under Part B of IDEA without regard to the amount of money in dispute.

RULE OF CONSTRUCTION

Nothing in Part B of IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of IDEA. This means that you may have remedies available under other laws that overlap with those available under IDEA, but in general, to obtain relief under those other laws you must first use the available administrative remedies under IDEA (for example, the due process hearing; resolution process, including the resolution meeting, if not waived; and impartial due process hearing procedures) before going directly into court.

Manchester Public Schools Pupil Personnel Services

THE CHILD'S PLACEMENT WHILE THE DUE PROCESS HEARING IS PENDING

34 CFR 300.518

Except as provided below and in certain circumstances as explained in the section following on disciplining a child with a disability, when a due process hearing has been requested, your child must stay where the child is placed when the due process hearing request is filed with the same services your child was getting. Your child must stay in this program until the matter is settled unless you and the school district agree to change the school program. If a hearing officer agrees with you that a change to your child's school program is appropriate, the order of the hearing officer must be carried out, even if a court review (see page 25, **Appeals**) has been asked for.

If your child is to enter public school for the first time, your child, with your consent, must be able to go to school until the completion of all proceedings and must be placed in the regular public school program until the completion of all proceedings.

If your child turns 3 years of age and is coming from a Birth to Three program, the school district is not required to provide the Birth to Three services that your child had been receiving.

If your child is found to be eligible for special education services and you consent for your child to receive services for the first time, the school district must provide the services that are not in dispute between you and the school district.

If the school district or you ask for a due process hearing after your child has been placed in an interim alternative educational setting (IAES) for disciplinary reasons for not more than 45 school days by the school district under the **Special Circumstances, Placement in an IAES** (see page 31) or by a hearing officer under the **Appeal: Expedited Due Process Hearing for Disciplinary Matters** (see page 32), your child must stay in the IAES until the hearing officer decides differently or until the end of the specified time (which shall not be more than 45 school days), whichever comes first, unless you and the school district agree to change the school program.

If the school district wants to change your child's program after the specified time in the IAES is up and asks for a hearing, your child would return to the school program that your child was in before being placed in the IAES while the due process hearing is held.

ATTORNEYS' FEES

34 CFR 300.517

GENERAL

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you, if you prevail (the case is decided in your favor, either in whole or in part).

In any action or proceeding brought under Part B of IDEA, the court, in its discretion, may order your attorney to pay reasonable attorneys fees as part of the costs to the school district or the CSDE (if the CSDE is a party to the case) if they prevail in the case, if your attorney:

1. files a request for a hearing or review by the court that is needless, is without good reason, or is without a proper basis (frivolous, unreasonable or without foundation); or
2. continues to litigate after it is clear that the matter is needless, is without good reason, or is without a proper basis; or
3. in any action or proceeding brought under Part B of IDEA, the court, in its discretion, may order your attorney or you to pay reasonable attorneys' fees as part of the costs to the school district or the CSDE if your request for a due process hearing or later court case was made for any improper purpose, such as to harass, to cause unnecessary delay, or needlessly increase the cost of the hearing or the court review.

AWARD OF FEES

A court awards reasonable attorney's fees according to the following: the amount of attorneys' fees that is decided is based on rates common in the area in which the hearing or court review arose for the kind and quality of services provided. No extra means may be used in figuring the fees ordered.

Attorneys' fees may not be ordered and related costs may not be returned to you in any hearing or court review for services provided after the time of a written offer to you to settle the matter if:

1. the offer is made within the time allowed by federal rule, or in the case of a hearing, at any time more than 10 calendar days before the hearing begins;
2. the offer is not accepted within 10 calendar days; and
3. the court finds that the relief finally given to you is not more than the offer to settle the matter.

An order for the return of attorneys' fees and other costs may be made to you if you succeed with your case if you had good reason for not taking the offer made by the school district to settle the matter if the final decision was not more favorable to you.

Manchester Public Schools Pupil Personnel Services

An award of attorneys' fees may not be ordered for:

1. any meeting of the PPT unless the PPT meeting is held as a result of a hearing or a court review;
2. a mediation (see page 22, **Mediation**); or
3. the resolution meeting (see page 20, **Resolution Meeting**).

The court may lower attorneys' fees whenever it finds that:

1. you or your attorney during the hearing or the court review unreasonably delayed a final resolution of the dispute;
2. the amount of the attorneys' fees goes beyond, without good reason, the hourly rate common in the area for the same type of services by attorneys who compare in skill, reputation, and training;
3. the time spent and legal services provided were excessive considering the type of hearing or court review; or
4. the attorney representing you did not give to the school district the required information when requesting the hearing when submitting the due process complaint.

However, the court may not lower attorneys' fees if the court finds that:

1. the school district or the state unreasonably delayed the final resolution of the hearing or the court review; or
2. the procedural safeguards under Part B of IDEA were violated.

Manchester Public Schools Pupil Personnel Services

PROCEDURES FOR DISCIPLINING CHILDREN WITH DISABILITIES

34 CFR 300.530

AUTHORITY OF SCHOOL PERSONNEL

Case-by-Case Determination

School personnel may consider any special concerns (unique circumstances) on a case-by-case basis when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with disability who violates a code of school conduct.

General

The school district may remove a child who violates a school rule from the current program to an Interim Alternative Educational Setting (IAES), another setting, or suspension, for not more than 10 school days in a row or for more than 10 school days in a school year and for additional removals of not more than 10 school days in a row in the same school year for separate incidents of misconduct provided the removals do not result in a change in placement. See **Change in Placement** on the next page .

A school district is required to provide services to a child who has been removed from his or her current placement for 10 school days or fewer in the same school year if the school district provides services to a child without a disability who has been similarly removed. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, the school district must, during any subsequent days of removal in that school year, provide services to the extent required below. See **Services During Removal,** below.

ADDITIONAL AUTHORITY

If the behavior that violated the code of school conduct was not a manifestation of the child's disability (see **Manifestation Determination** on page 30) and the disciplinary change of placement would exceed 10 school days in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **Services During Removal**. The child's PPT determines the interim alternative educational setting for such services.

Manchester Public Schools Pupil Personnel Services

CHANGE IN PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS

34 CFR 300.536

A change in placement occurs if:

1. the removal is for more than 10 school days in a row; or
2. the removals make up a pattern because:
   - they total more than 10 school days in a school year;
   - the child's behavior is very much like the child's behavior in previous incidents that resulted in other removals; and
   - of other factors such as the length of each removal, the total amount of time the child has been removed and the closeness in time of the removals to one another.

The school district shall determine on a case-by-case basis whether a pattern of removals is a change in placement.

If the school district seeks to change a child's placement for more than 10 school days and the behavior that led to this intended change was not a manifestation of the child's disability, the child may be disciplined in the same way and for the same amount of time that would be applied to a child who is not disabled. The child's PPT shall determine the educational setting.

SERVICES DURING REMOVAL

After a child has been removed from his or her school program for 10 school days in the same school year and the current removal is not for more than 10 school days in a row and is not a change in placement, the school staff along with at least one of the child's teachers shall determine the extent to which services are needed to enable the child to continue in the general education coursework, although in another setting, and to progress toward meeting the goals of the IEP. The student shall receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

If the removal is a change of placement, the child's PPT determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an interim alternative educational setting), and to progress toward meeting the goals set out in the child's IEP.

A child with a disability who is removed from the child's current placement for more than 10 school days and the child's behavior is not a manifestation of the child's disability (see **Manifestation Determination** below) or who is removed under special circumstances (see **Special Circumstances**, next page) must:

1. continue to receive educational services (have available a free appropriate public education) so as to enable the child to continue to participate in the general education curriculum, although in another setting (that may be an Interim Alternative Educational Setting), and to progress toward meeting the goals set out in the child's IEP; and
2. receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not happen again.

Manchester Public Schools Pupil Personnel Services

MANIFESTATION DETERMINATION

Within 10 school days of any decision to change a child's placement for more than 10 school days because the child violated a school rule, the school district with the parent and relevant members of the PPT (to be determined by the parent and the school district) shall review all relevant information in the child's school file, including the IEP, teacher observations and any relevant information provided by the parent to determine if the behavior in question was:

1. caused by or was directly or to a large extent related to the child's disability; or
2. the direct result of the school district's failure to implement the IEP.

If the PPT determines that either of the above applies to the child, the behavior in question shall be determined to be a manifestation of the child's disability. This decision is known as the manifestation determination.

BEHAVIOR WAS A MANIFESTATION OF THE CHILD'S DISABILITY

If the PPT determines that the behavior in question was a direct result of the school's failure to implement the IEP, the school district must take immediate steps to remedy the deficiencies.

If the PPT decides the behavior in question was a manifestation of the child's disability, the PPT shall do the following as appropriate to the circumstances presented:

1. If the school district had not already conducted a functional behavior assessment (FBA) before the behavior in question occurred, conduct an FBA and put into effect a behavior intervention plan (BIP) (a plan to improve the child's behavior so that the behavior that resulted in the change of the child's program does not happen again);
2. If a BIP is already in place, the PPT will review the BIP and modify it as necessary to address the behavior in question; and

3. Except as noted in the IAES section below, the school district shall return the child to the program that the child was in before being removed unless the school district and the parent agree to a change in the child's placement as part of the revised BIP.

NOTIFICATION

On the date the decision is made for a removal that would be a change in placement, the school district must notify the parent of that decision and provide the parent with a copy of the "Procedural Safeguards Notice Required under IDEA Part B".

SPECIAL CIRCUMSTANCES, PLACEMENT IN IAES

Manchester

A school district may place a child in an IAES for not more than 45 school days without regard to the manifestation determination in cases where a child:

1. carries a weapon to school or has a weapon at school, on school grounds or while at a school activity;
2. knowingly has or uses illegal drugs, or sells or tries to buy a controlled substance while at school, on school grounds or at a school activity; or
3. has caused serious bodily injury upon another person while at school, on school grounds or at a school activity.

Public
Schools

When the school district orders a child to an IAES for not more than 45 school days, the school district must hold a PPT meeting to determine the IAES.

Pupil

DEFINITIONS

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812[c]).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provisions of federal law.

Personnel

Serious bodily injury has the meaning given to the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

Services

Weapon has the meaning given to the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 1365 of title 18, United States Code.

APPEAL; EXPEDITED DUE PROCESS HEARING FOR DISCIPLINARY MATTERS

34 CFR 300.532

General

You may file a due process complaint to request a due process hearing if you disagree with:

1. any decision regarding placement made under these discipline provisions; or
2. the manifestation determination described above.

The school district may file a due process complaint to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

Manchester

Authority of the Hearing Officer

A hearing officer who meets the requirements of the impartial hearing officer described above in the section on due process must conduct the due process hearing and make a decision. The hearing officer may:

Public

1. return your child with a disability to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the section above Authority of School Personnel, or that your child's behavior was a manifestation of your child's disability; or
2. order a change of placement of your child with a disability to an appropriate interim alternative education setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

Schools

Pupil

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

Whenever you or a school district files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the heading **Due Process Procedures, Due Process Hearings**, except as follows:

Personnel

1. the CSDE must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is requested and must result in a determination within 10 school days after the hearing.
2. unless you and the school district agree in writing to waive the meeting or agree to use mediation, a resolution meeting must occur within seven calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

Services

The CSDE will arrange for an expedited hearing when a hearing is asked for as follows:

1. the school district thinks that keeping your child in the current school program is to a large extent likely to result in injury to your child or to others and the school district wants to put your child in an interim alternative educational setting (IAES) for not more than 45 school days;
2. your child is placed in an IAES and the school district wants to change your child's school program at the end of the IAES because the school district believes it is a danger for your child or others for your child to be in the school program that your child was in before being placed in the IAES and the school district asks for an expedited hearing. This hearing procedure may be repeated;
3. you challenge an alleged change of placement and believe your child has been kept out of school for more than 10 days in a row or for more than 10 days in a school year without the school district following the proper steps;
4. you do not agree with the school district placing your child in an IAES for a violation of the school district code of conduct concerning weapons, drugs or dangerousness; or
5. you do not agree with the manifestation determination.

Manchester Public Schools Pupil Personnel Services

Upon a request for a hearing for any of the matters noted in this section, the hearing shall occur within 20 school days of the date the hearing request is filed and shall result in a decision within 10 school days after the hearing.

Each party to a hearing:

1. has the right to keep any evidence from being presented at the hearing that has not been given to the other party at least five (5) business days before the hearing; and
2. shall give to all other parties all evaluations completed to date and the recommendations from the evaluations that the party wants to use at the hearing at least five (5) business days before the hearing.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

34 CFR 300.534

GENERAL

If your child has not been determined eligible for special education and related services and violates a code of student conduct, but the school district had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred that your child was a child with a disability, then your child may assert any of the protections described in this notice.

BASIS OF KNOWLEDGE FOR DISCIPLINARY MATTERS

A school district will be deemed to have knowledge that your child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. you expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency or to your child's teacher that your child is in need of special education and related services;
2. you requested an evaluation related to eligibility for special education and related services under Part B of IDEA; or
3. your child's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by your child directly to the school district's director of special education or to other supervisory personnel of the school district.

Manchester

EXCEPTION

A school district would not be deemed to have such knowledge if:

Public

1. you have not allowed an evaluation of your child or have refused special education services; or
2. your child has been evaluated and determined to not be a child with a disability under Part B of IDEA.

Schools

CONDITIONS THAT APPLY IF THERE IS NO BASIS OF KNOWLEDGE

If prior to taking disciplinary measures against your child, a school district does not have knowledge that your child is a child with a disability as described above under the subheadings **Basis of Knowledge for disciplinary matters** and **Exception**, your child may be subjected to the disciplinary measures that are applied to children without disabilities who engage in comparable behaviors.

Pupil

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Personnel

Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district and information provided by you, the school district must provide special education and related services in accordance with Part B of IDEA, including the disciplinary requirements described above.

Services

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

34 CFR 300.535

PART B OF IDEA DOES NOT:

1. prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
2. prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability.

Manchester

TRANSMITTAL OF RECORDS

If a school district reports a crime committed by a child with a disability, the school district:

Public

1. must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; and
2. may transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Education Rights and Privacy Act (FERPA).

Schools

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

34 CFR 300.148

Pupil

GENERAL

Part B of IDEA does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school district made a free appropriate public education available to your child and you choose to place the child in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR 300.131 through 300.144.

Personnel

Services

REIMBURSEMENT FOR PRIVATE SCHOOL PLACEMENT

If your child had previously received special education and related services under the authority of a school district and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the school district, a court or a hearing officer may require the school district to reimburse you for the cost of that enrollment if it is decided that:

1. the school district had not made available a free appropriate public education that could meet your child's educational needs in a timely manner before you enrolled your child in the private school; and

2. the private school program for your child meets your child's educational needs (the private school placement is appropriate).

The private school program provided to your child may be found to be an appropriate program for your child by a hearing officer or a court even if the private school does not meet the state standards that apply to the education provided by the school district.

LIMITATION ON REIMBURSEMENT

The return of the costs for the private school may be denied or reduced:

1. if at the last PPT meeting that you attended before taking your child out of the public schools, you did not:
   a. tell the PPT of not wanting the placement offered by the school district;
   b. state the concerns about the placement offered by the school district; and
   c. state the intent to enroll your child in a private school at public expense; or
2. if at least 10 business days (including any holidays that occur on a business day) before taking your child out of the public school, you did not:
   a. give notice in writing to the school district of not wanting the placement offered by the school district;
   b. state the concerns about the placement offered by the school district; and
   c. state the intent to enroll your child in a private school at public expense; or
3. if before you took your child out of the public school, the school district told you in writing of its intent to evaluate your child, giving the purpose of the evaluation, and you did not make your child available for evaluation; or
4. upon a court deciding that you did not act within reason.

Manchester Public Schools Pupil Personnel Services

The return of the costs:

1. shall not be reduced or denied because the parent did not tell the school because:
   - the school district kept you from giving notice as noted above;
   - you had not received notice from the school district that you had to tell the school district, as noted above, before putting your child in the private school if you wanted to get the school district to return the costs of the private school; or
   - having to tell the PPT, as noted above, would likely result in physical harm to the child; and
2. may, in the finding of the hearing officer or the court, not be reduced or denied because you did not tell the school district because:
   - you cannot read and write in English; or
   - having to tell the PPT, as noted above, would likely result in serious emotional harm to your child.

Parental Notification of the Laws Relating to the Use of Seclusion and Restraint in the Public Schools

Introduction

You have been provided with a copy of the "Procedural Safeguards in Special Education." The Procedural Safeguards document outlines your rights and the rights of your child under the federal Individuals with Disabilities Education Act (the IDEA) and the Connecticut statutes and regulations concerning the provision of special education and related services to children with disabilities.

The Board of Education is also required by state statute to inform you about a specific provision of the state statutes and regulations regarding the emergency use of physical restraint and seclusion or the use of seclusion as a behavior intervention in a child's IEP. **Every parent must be advised of these rights at the initial Planning and Placement Team meeting (PPT) held for their child even if the emergency use of physical restraint or seclusion or the use of seclusion as a behavior intervention in a child's IEP is not likely to occur with their child.**

On and after October 1, 2009, you 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" at the first PPT meeting following your child's initial referral for special education. If your child was eligible for special education prior to October 1, 2009, you will receive this notice at the first PPT meeting convened after October 1, 2009. In addition, the notice must also be provided to you at the first PPT meeting where the use of seclusion as a behavior intervention is included in your child's IEP.

Who are the children covered by the law ?

The state statute uses the term "person at risk" to describe the people generally covered by the statute. For the public schools, the "person at risk" is (1) a child requiring special education and related services who is receiving services from their board of education or (2) a child being evaluated to determine the child's eligibility for special education and related services. This notice uses the term "child" and this means a child who is eligible for special education and related services and is receiving services from their board of education or a child who is being evaluated to determine the child's eligibility for special education and related services.

What does "physical restraint" mean?

Physical restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head. It does not include: (1) briefly holding a child in order to calm or comfort the child; (2) restraint involving the minimum contact necessary to safely escort a child from one area to another; (3) medication devices, including supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a child from injuries due to a fall; or (5) helmets, mitts and similar devices used to prevent self injury when the device is part of a documented treatment plan or IEP and is the least restrictive means available to prevent self-injury.

What does "seclusion" mean?

Seclusion means the confinement of a child in a room, whether alone or with staff supervision, in a manner that prevents the child from leaving. In public schools, seclusion does not mean any confinement of a child where the child is physically able to leave the area of confinement such as in-school suspension and time-out.

What do I need to know about the emergency use of restraint and seclusion?

1. Life threatening physical restraint is prohibited. Life threatening physical restraint means any physical restraint or hold of a child that restricts the flow of air into a child's lungs, whether by chest compression or any other means.
2. Involuntary physical restraint may not be used to discipline a child; it may not be used because it's convenient and it may not be used as a substitute for a less restrictive alternative.
3. Involuntary physical restraint is to be used solely as an emergency intervention to prevent immediate or imminent injury to the child or to others. When a child is physically restrained, the child is to be continually monitored by a person who has the training as described in #7 below. Monitoring means direct observation of the child or observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed. A child who is physically restrained must be regularly evaluated for any signs of physical distress by a person who has the training as described in #7 below. The evaluation must be documented in the child's educational records.
4. Involuntary seclusion may not be used to discipline a child; it may not be used because it's convenient and it may not be used as a substitute for a less restrictive alternative.

Manchester Public Schools Pupil Personnel Services

5. When a child is involuntarily placed in seclusion as an emergency intervention to prevent immediate or imminent injury to the child or to others, the child is to be frequently monitored by a person who has the training as described in #7 below. Monitoring means direct observation of the child or observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed. A child who is involuntarily secluded must be regularly evaluated for any signs of physical distress by a person who has the training as described in #7 below. The evaluation must be documented in the child's educational records.
6. A psychopharmacologic agent (medications that affect the central nervous system, influencing thinking, emotion or behavior) may not be used with your child except as prescribed by a physician and administered according to the orders of your child's physician and in compliance with board policies concerning the administration of medications in the school.
7. A child may be physically restrained or removed to seclusion only by a person who has received training in physical management, physical restraint and seclusion procedures including training to recognize health and safety issues for children placed in seclusion. Additional training such as verbal defusing or de-escalation; prevention strategies; types of physical restraint; the differences between permissible physical restraint and other varying levels of physical restraint; the differences between permissible physical restraint and pain compliance techniques, monitoring to prevent harm to a child physically restrained or in seclusion and recording and reporting procedures on the uses of restraint and seclusion must also be provided.
8. Public schools are required to maintain a safe school setting. Public schools are allowed to use reasonable physical force when and to the extent there is a reasonable belief it is necessary to protect students or staff, obtain possession of a dangerous instrument or controlled substance upon or within control of a minor, protect property from physical damage or restrain a child or remove a child to another area to maintain order. The prohibitions listed in Items 1-5, above, do not conflict with the responsibility of public schools to maintain a safe school setting or use reasonable physical force as described here.

Manchester Public Schools Pupil Personnel Services

<u>If seclusion is used as a behavior intervention in my child's IEP, what can I expect?</u>

9. A public school may use seclusion as a behavior intervention if it's specifically addressed in your child's individualized education program (IEP). A "behavior intervention" means supports and other strategies developed by the PPT to address a child's behavior which may interfere with the child's learning or the learning of others.
10. Seclusion may only be used as a behavior intervention in your child's IEP if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by your child were tried but the child's behavior did not improve.
11. Seclusion may not be used as a behavior intervention for a child if it is known that the child has any medical or psychological conditions that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion.
12. Where seclusion is used as a behavior intervention, your child's IEP must specify:
    (a) the location of seclusion, which may be multiple locations within a school building;
    (b) the maximum length of any period of seclusion;
    (c) the number of times in a single day the child may be placed in seclusion;
    (d) the frequency of monitoring while the child is in seclusion; and
    (e) any other concerns addressed by the PPT concerning the age, disability and behaviors of a child where seclusion may be used as a behavior intervention.
13. The use of seclusion as a behavior intervention is to be limited to the time necessary to allow the child to calm down and return to school activities. A child may not be placed in seclusion for more than one hour unless necessary to prevent immediate or imminent injury to the child or to others. Seclusion may be continued over an hour only with the written authorization of the building principal or someone designated by the building principal. When the child may need to be transported, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the child or to others is a concern.
14. Any assessment data or other relevant information used by the PPT to decide if it is appropriate to use seclusion as a behavior intervention must be included in your child's IEP under "Present Levels of Academic Achievement and Functional Performance." Any medical or psychological evaluations used to decide whether there may be a medical or psychological reason why the use of seclusion is not appropriate for your child is also to be included with the data and other information.
15. The PPT must review at least annually the continued use of seclusion as a behavior intervention for the child.
16. If seclusion as a behavior intervention is repeated more than two times in any school quarter, the PPT must convene to review the use of seclusion as a behavior intervention, may consider additional evaluations or assessments to address the child's behaviors and may revise the child's IEP, as appropriate. You and the school should discuss when to convene this required PPT meeting taking into consideration the needs of your child. For example, your child is transitioning to a less restrictive setting (from a residential to day treatment program). You and the PPT have discussed that it may take some time for your child to adjust and that seclusion may be used frequently as your child adjusts to the new program. You and the PPT may decide that it is appropriate not to hold the PPT meeting at the time when seclusion is repeated more than two times in any school quarter as a behavior intervention but to schedule the PPT at a later date to review the use of seclusion as a behavior intervention.
17. A child may be removed to seclusion only by a person who has received training in physical management, physical restraint and seclusion procedures including training to recognize health and safety issues for children placed in seclusion. Additional training such as verbal defusing or de-escalation; prevention strategies; types of physical restraint; the differences between permissible physical restraint and other varying levels of physical restraint; the differences between permissible physical restraint and pain compliance techniques, monitoring to prevent harm to a person physically restrained or in seclusion and recording and reporting procedures on the uses of restraint and seclusion must also be provided.

18. A child placed in seclusion as a behavior intervention must be monitored as described in the child's IEP by a person specifically trained in physical management, physical restraint and seclusion procedures, which include training to recognize health and safety issues for children placed in seclusion to ensure the safe use of seclusion as a behavior intervention.
19. If you disagree with the use of seclusion in your child's IEP, you have the right to special education due process. You may request the school district agree to mediation to resolve your concerns, or you may proceed directly to a hearing to challenge the use of seclusion in your child's IEP as a behavior intervention. You may also file a complaint with the State Department of Education regarding the use of seclusion as a behavior intervention.
20. Any room used for seclusion must be physically comparable to other rooms in the building used for instructional purposes and must be of a size that is appropriate to the chronological and developmental age, size and behavior of the child. The room used must be free of any object that might pose a danger to the child who is placed in the room. If the door has a lock, the lock must be able to be disengaged automatically in the case of an emergency. The room must have an unbreakable observation window located in the wall or door to allow frequent visual monitoring of the child and any other person in the room.

What kinds of reporting is done by the schools on the use of restraint and seclusion ?

21. The school must document any use of physical restraint or seclusion in the child's educational record and, if an injury occurs, in the child's health record at school by filling out the State Department of Education standardized incident report.
22. Where restraint or seclusion is of an emergency nature, the incident report must include: (a) the nature of the emergency, (b) what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from happening if there were signs that this kind of an emergency was likely to happen, (c) a detailed description of the nature of the restraint or seclusion, (d) how long the child remained in seclusion and (e) what effect being in seclusion had on the child's medical or behavioral support or educational plan.
23. The school district must record each instance of the use of physical restraint or seclusion and the nature of the emergency that necessitated its use and include this information in an annual compilation on the district's use of restraint and seclusion.
24. Where seclusion is used as a behavior intervention, the incident report must provide a detailed description of the nature of the seclusion, how long the child remained in seclusion and what effect being in seclusion had on the child's medical or behavioral support or educational plan.

How will I be notified if restraint or seclusion is used with my child?

25. The school district must attempt to notify you on the day of or within twenty-four hours after the emergency use of physical restraint or seclusion. This notification may be made by phone, e-mail or other method of communication which may include sending a note home with the child. You must be sent a copy of the incident report no later than two business days after the emergency use of physical restraint or seclusion.
26. If seclusion is included in your child's IEP as a behavior intervention, you and the PPT determine a timeframe and manner of notification of each incident of seclusion. This information is to be included in your child's IEP.

Where can I find a copy of the State Statutes and Regulations Discussed in this Notification ?

The state statutes addressing the use of physical restraint or seclusion in the public schools are found in Section 10-76d(a)(8)(B) and Sections 46a-150 to 46a-154, inclusive of the Connecticut General Statutes. The state regulations are Sections 10-76b-5 to 10-76b-11, inclusive. The state statute concerning the responsibility of boards of education to maintain a safe school setting may be found in Section 10-220 of the statutes and, the state statute concerning the use of reasonable physical force may be found in Section 53a-18 of the general statutes.

You may find the state statutes on the www.cga.ct.gov Legislative website.
Once on the website, place the cursor on the "Statutes" link. Move the cursor down to "Browse Statutes" and click on it. You will see the statutes listed by Title; for Section 10-76d, look in Title 10; for Sections 46a-150 to46a-154, look in Title 46a and for Section 53a-18, look in Title 53.

A copy of the state regulations is available from the State Department of Education.

You may obtain a copy of the school district's written policies and procedures about the use of physical restraint or seclusion from **Shelly Matfess**. Any questions regarding this document, please feel free to contact **Shelly Matfess, Assistant Superintendent for Pupil Personnel Services at 860-647-3452** for further explanations.

You may also contact the State Department of Education for further explanations of this document. Contact the Bureau of Special Education in Hartford at (860) 713-6910.

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Manchester Public Schools Pupil Personnel Services

A Parent's Guide to Special Education in Connecticut

Manchester Public Schools Pupil Personnel Services

2007

Connecticut State Department of Education
Bureau of Special Education

Connecticut State Department of Education

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A Parent's Guide to Special Education in Connecticut

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Introduction

This document provides information for parents, guardians and other family members about laws, regulations, and policies affecting special education programs and services. These protections, rights and opportunities will best help students with disabilities reach their full potential when parents, families and schools work collaboratively. Setting high expectations for students and high standards for programs will provide the greatest opportunities for a successful adult life.

Special education laws and regulations are meant to protect a student with a disability to ensure that he or she receives the services and assistance that may be necessary to make meaningful progress in his or her education program. In Connecticut, the special education system is based on the federal special education law, Individuals with Disabilities Education Improvement Act (IDEA 2004) and its implementing regulations, in combination with the state's special education law, Connecticut General Statutes Section 10-76a to 10-76h, inclusive and the implementing regulations.

These laws are complex. The goal of this Guide is to help families understand the key concepts of the laws and how to be an effective partner with the schools in the special education process. This booklet has been developed to answer frequently asked questions regarding special education. For further assistance in understanding your rights or to receive a statement of your procedural safeguards, contact the Director of Special Education in your local school district. You may also write or call the Bureau of Special Education, Connecticut State Department of Education, P.O. Box 2219, Room 369, Hartford, CT 06145-2219, at (860) 713-6910. Additional resources are listed at the end of this Guide.

In consideration of its obligations under IDEA 2004, the Connecticut State Board of Education has stated that a unified and coordinated continuum of educational opportunities and supports, designed to address individual needs, serves and benefits all students. The Connecticut State Board of Education also supports the principle that *Connecticut's Common Core of Learning* defines common goals for all students, including students with disabilities. Connecticut's public education system has the duty to provide opportunities for all students to achieve these statewide student goals (motivation to learn, mastery of basic skills, acquisition of knowledge, competence in life skills and understanding society's values). The Board presumes that these goals are best achieved in the child's local school, although it recognizes that some children who present significant and/or unique needs require placement in alternate settings to achieve those goals.

Manchester Public Schools Pupil Personnel Services

Commonly Used Terms

Accommodations: Teaching supports and services that the student may require to successfully demonstrate learning. Accommodations should not change expectations to the curriculum grade levels. Examples include, extra time for assignments or tests, the use of taped textbooks, study carrel, etc.

Alternative Assessment: Use of assessment strategies, such as performance assessment and portfolios, to replace or supplement assessment by machine-scored multiple-choice tests.

Applied Behavior Analysis (ABA): An intensive, structured teaching program. Behaviors to be taught are broken down into their simplest elements. These elements are taught using repeated trials where the child is presented with a stimulus. Correct responses and behaviors are rewarded with positive reinforcement. When incorrect responses occur, they are ignored and appropriate responses are prompted and rewarded.

Manchester

Assistive Technology: Any item, piece of equipment or product system, whether acquired commercially, off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of individuals with disabilities.

Public

Behavior Intervention Plan (BIP): A plan and/or strategies, program or curricular modifications, and supplementary aids and supports developed by a planning and placement team (PPT) to teach a child appropriate behaviors and eliminate behaviors that impede his/her learning or that of others. It should be positive in nature, not punitive.

BSE: Bureau of Special Education

Schools

CSDE: Connecticut State Department of Education

Evaluation: Tests and other assessment procedures, including a review of information, that are used to decide whether your child is eligible for special education services and what services your child may need.

Pupil

Extended School Year (ESY): Special education and related services that are provided to a student: in accordance with the student's individualized education program (IEP); beyond the normal school year; and/or school day and at no cost to parents. The determination of the need for ESY services to a student is determined by the PPT on an individual basis.

Personnel

Family Educational Rights and Privacy Act (FERPA): A federal law, enacted in 1984, that gives all parents of students under 18 or students over the age of 18 or attending post-secondary schools, the right to see, correct and control access to student records.

Services

Free Appropriate Public Education (FAPE): Special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet state and federal requirements, include preschool, elementary school, or secondary school education; and are provided according to an IEP.

Functional Behavior Assessment (FBA): A FBA is an assessment that looks at why a child behaves the way he or she does, given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.

Identification: The decision that a child is eligible for special education.

Individualized Education Program (IEP): A written education program for a child with a disability that is developed by a team of professionals (administrators, teachers, therapists, etc.) and the child's parents; it is reviewed and updated at least yearly and describes the child's present performance, what the child's learning needs are, what services the child will need, when and for how long, and identifies who will provide the services.

Least Restrictive Environment (LRE): A child with a disability must, to the maximum extent appropriate, be educated with children who are nondisabled in the general education class in the school that he/she would attend if the child did not have a disability that required special education and related services. A child with a disability should not be removed from the general education setting unless the nature and severity of the child's disability is such that education in the general class with the use of supplemental aids and services cannot be achieved satisfactorily.

Manifestation Determination: When a child with a disability behaves in a way that violates the school's code of conduct and, as a result, the school seeks to change the child's education placement, a determination needs to be made as to whether the child's behavior is caused by the child's disability.

Manchester

Modifications/Adaptations: Changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the grade level or age appropriate expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications must be clearly acknowledged in the IEP.

Public

Office of Civil Rights (OCR): A branch of the U.S. Department of Education that enforces several Federal civil rights laws (such as, Section 504) that prohibit discrimination in programs or activities that receive federal financial assistance. These laws prohibit discrimination on the basis of race, national origin, gender, disability and on the basis of age.

Schools

Office of Special Education Programs (OSEP): A division of the U.S. Department of Education dedicated to improving results for children with disabilities ages birth through 21, by providing leadership and financial support to assist states and local districts. OSEP administers the Individuals with Disabilities Education Improvement Act (IDEA).

Pupil

PJ Settlement Agreement: *P.J., et al. v State of Connecticut Board of Education, et al*. was filed in 1991 in federal district court on behalf of five school-age children with mental retardation and their families against, among others, the Connecticut State Board of Education and the State Commissioner of Education. The lawsuit was later certified by the court as a class action. The class is made up of all school-age children in Connecticut identified with the label of mental retardation/intellectual disability who are not educated in the general classroom. On May 22, 2002, a settlement agreement was approved by the federal court and five goals and outcomes were established.

Personnel

Positive Behavior Supports (PBS): An approach to addressing challenging behaviors that includes functional assessment of the behavior, organizing the environment, teaching skills, rewarding positive behaviors, anticipating situations and monitoring the effect of interventions and redesigning interventions as necessary.

Services

Planning and Placement Team (PPT): A group of professionals who represent each of the teaching, administrative and pupil personnel staffs and who, with the parents, are equal participants in the decision making process to determine the specific educational needs of the child and develop, review and revise a child's IEP. A planning and placement team reviews referrals to special education, determines if the child needs to be evaluated, decides what evaluations will be given to the child, and determines whether the child is eligible for special education services.

Prior Written Notice: An explanation why the school district proposes or refuses to take an action. The school must inform parents of any actions proposed or refused by the PPT, a description of other options that the PPT considered, an explanation why those options were rejected including assessment information used to make the decision. All this must be done in writing. In Connecticut, prior written notice is attached to the IEP. The proposed action cannot be implemented until five school days from the date the parents receives the notice.

Regional Education Service Center (RESC): A Connecticut public educational authority formed by four or more boards of education for the purpose of cooperative action to furnish programs and services.

Section 504 of the Rehabilitation Act of 1973: A federal civil rights statute that protects the rights of persons with disabilities in programs and activities that receive federal financial assistance, which includes public schools.

Stay Put: The requirement that your child must stay in his or her current program or placement during the course of a due process hearing, unless you and the school district agree to a change.

Supplementary Aids and Services: Aids, services, program modifications, and/or supports for school personnel that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with students who are nondisabled.

Manchester Public Schools Parent Personnel Services

Special Education and Related Services

What is special education?

Special education is provided to a child with an identified disability who needs specially designed instruction to meet his/her unique needs and to enable the child to access the general curriculum of the school district. A child who is eligible for special education services is entitled by federal law to receive a free appropriate public education (FAPE). FAPE ensures that all students with disabilities receive an appropriate public education at no cost to the family. FAPE differs from student to student because each has unique needs. As a parent of a child who has or who may have a disability that requires specially designed instruction, you will work with a team of educators and, as appropriate, specialists to determine the needs of your child and to design an appropriate program to address your child's educational needs.

What are related services?

Related services are those services that are required in order for a child to benefit from special education. Related services may include, but not be limited to, psychological and counseling services, speech and language services, audiological services, guidance, social work, transportation, physical and occupational therapy and medical services that are required for diagnostic or evaluation purposes.

How am I notified of my child's rights?

You must be given a copy of *Steps to Protect a Child's Right to Special Education: Procedural Safeguards in Special Education* one time each year that your child receives special education. Additionally, a copy must be given to you when:

- your child is referred for an initial evaluation or you request an evaluation;
- you file a complaint or request a due process hearing; or
- you request a copy.

Manchester Public Schools Pupil Personnel Services

Eligibility

Who is eligible for special education and related services?

To be eligible for special education and related services:

- Your child must be between 3 and 21 years old;
- Your child must have one or more of the following disabilities, determined by the federal Individuals with Disabilities Education Improvement Act (IDEA 2004):
  - Autism
  - Deaf-blindness
  - Deafness
  - Developmental delay (for 3- to 5-year-olds, inclusive)
  - Emotional disturbance
  - Hearing impairment
  - Intellectual disability (mental retardation)
  - Multiple disabilities
  - Orthopedic impairment
  - Other health impairment (limited strength, vitality or alertness due to chronic or acute health problems such as lead poisoning, asthma, attention deficit disorder, diabetes, a heart condition, hemophilia, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome)
  - Physical impairment;
  - Specific learning disability
  - Speech or language impairment
  - Traumatic brain injury
  - Visual impairment including blindness
- The disability must adversely affect your child's educational performance; and as a result;
- Your child requires a specially designed instructional program to address his or her unique educational needs.

In Connecticut, a school district is also required to provide identification, referral and evaluation services for a child who may be gifted and/or talented. A district is not required, but has the option of, providing services to a child who has been identified as being gifted and/or talented.

What about children with disabilities placed by their parents in private schools?

Children with disabilities placed by their parents in private schools do not have an individual right to receive some or all of the special education and related services that he or she would receive if enrolled in a public school. The school district in which the private school is located is responsible for providing what special education services it designates to children with disabilities placed by their parents in the private elementary or secondary schools in its town.

Referral to Special Education

Manchester Public Schools Pupil Personnel Services

Before a child is referred to a planning and placement team, alternative procedures and programs in general education must be explored and, where appropriate, put into place in the classroom and used. School districts have teams in individual schools that provide a variety of alternative strategies to your child's teacher to use in the classroom. These teams are sometimes called child study teams, or student assistance teams. You may request assistance from your school's team. If your child's difficulties persist, you should complete a referral to special education.

What is a referral to special education?

A referral to special education is the first step in the process of determining if a child should receive special education services. The referral is a written request for an evaluation of a child who is suspected of having a disability and who may be in need of special education and related services. A referral to special education may be made by:

- the student, 18 years old or older;
- a parent, guardian or surrogate parent;
- school personnel; or
- other individuals from other agencies (e.g., physicians, social workers) to whom parental permission to make a referral has been given.

A prompt referral to a planning and placement team (PPT) is required for any child who has been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance.

What if my child hasn't started school, but I suspect a disability may exist?

If your child is over the age of 3, and you believe that he or she may have a disability, you may refer your child for an evaluation by submitting a written request to the director of special education in your local school district. For further assistance in referring your child for an evaluation, you may call the statewide Child Find Number 1(800) 445-2722.

What happens when a referral to special education is made?

When your child is referred to special education by someone other than you, you will receive written notice of this referral. You will receive a notice asking you to participate as a member of the school's planning and placement team (PPT) to review existing evaluation information that the school district has about your child and determine whether there is a need for any additional data or information. ***Your participation in this process is very important.***

The PPT may determine that the existing data provides enough information to determine that your child is eligible for special education or it may decide that the existing data does not support eligibility and refer your child for general education services. If the PPT decides that additional data are needed in order for it to determine whether your child is a child with a disability, you will work with educators and, as appropriate, specialists to design the evaluation procedures for your child. If you disagree with the decision of the PPT to conduct an initial evaluation, you may refuse consent for the evaluation. In this case, the school district may continue to pursue those evaluations by using due process. The school district is not required to pursue an initial evaluation of a child suspected of having a disability if the parent does not provide consent for the initial evaluation. If the PPT refuses to evaluate your child, you may exercise your due process rights to contest its decision. (See page 16 for further explanation of due process and mediation.)

Planning and Placement Team (PPT)

What is a Planning and Placement Team?

A planning and placement team reviews referrals to special education, determines if your child needs to be evaluated, decides which evaluations will be given to your child, and determines whether your child is eligible for special education services. *You are a valued member of the team*. The PPT is composed of:

- The parents of the child with a disability;
- At least one regular education teacher of the child (if the child is, or may be participating in the general education environment);
- At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
- A representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and is knowledgeable about the general curriculum and about the availability of resources of the school district;
- A pupil services personnel member (for example, a school psychologist, school social worker or guidance counselor);
- An individual who can interpret the instructional implications of evaluation results (who may be one of the previously listed team members other than the parent);
- If appropriate, the child with a disability; and
- At the discretion of the parent or the school, other individuals who have knowledge or special expertise regarding the child, including related services personnel.

You and the school district may agree in writing that the attendance of a required member of the PPT is not necessary and excuse that PPT member from attending the meeting where the excused team member's area of curriculum or related service is not going to be modified or discussed at the meeting. Additionally, you and the school district may agree in writing to excuse a required member of the PPT where the excused team member's area of curriculum or related service will be discussed at the meeting and the team member submits written input into the development of the IEP to the parent and the team prior to the meeting. You do not have to enter into such an agreement; if you don't agree to excuse the team member, the team member will be expected to attend the meeting.

Manchester Public Schools Pupil Personnel Services

Individualized Education Program (IEP) Team Meeting

What is an IEP Team meeting?

An individualized education program (IEP) team meeting is a meeting of the PPT to develop, review or revise an individualized education program for a child who has been determined to be eligible for special education and related services. The federal law uses the term IEP team but, in Connecticut the term more commonly used is PPT. The PPT is also responsible for reviewing, and as appropriate, revising your child's IEP periodically, but not less than annually. You and the school district may agree in writing to change your child's IEP between annual reviews without holding a PPT meeting. If you don't agree to change the IEP without holding a PPT meeting, the PPT meeting will be held.

At a PPT meeting, you have the right to:

- Expect the school district to ensure that you understand the proceedings of the meeting (which may include arranging for a language interpreter or sign language interpreter if necessary to allow you to understand the proceedings);
- Expect that the school district will use other ways to make sure you can participate in meetings. You and the school district may agree to use individual or conference telephone calls if you cannot attend;
- Tape-record the meetings as a means to help you understand the proceedings. A school district may also choose to tape-record the meeting. If the school district tape-records the meeting, the tape-recording becomes a part of your child's education record. If either the school district or the parent records the meeting, all participants in the meeting must be informed that they are being taped; and
- Invite advisors of your own choosing, at your own expense, to be present at and to participate in all portions of the meeting that are convened for the purpose of developing, reviewing and revising the IEP.

Manchester Public Schools Pupil Personnel Services

Individualized Education Program (IEP)

What is an individualized education program (IEP)?

If your child is determined to be eligible for special education services, you will begin the team process of developing an IEP to meet the specific needs of your child. The IEP is a written plan that describes in detail your child's special education program. Some key elements of a child's IEP include the following:

- Present levels of educational and functional performance;
- Measurable educational goals linked to present levels of academic and functional performance for the coming year and short-term instructional objectives derived from those goals;
- Evaluation procedures and performance criteria;
- An explanation of the extent, if any, to which your child will not participate in the regular education class, the general education curriculum or extracurricular activities;
- Modifications and accommodations your child needs to participate in the general education curriculum including nonacademic and extracurricular activities;
- Special education and related services required by your child including transportation and physical and vocational education programs;
- Recommended instructional settings and a list of people who will work with your child to implement the IEP;
- The date services will begin and end, and the frequency of the identified services;
- The length of the school day and year;
- Statement of accommodations and modifications needed to facilitate CMT/CAPT, or district-wide testing;
- Recommendations for participation in alternate assessments (if needed); and
- Transition service needs.

You must receive a copy of your child's IEP within five school days after the PPT meeting held to develop or revise your child's IEP.

Notice of PPT Meetings

How will I be invited to participate in PPT meetings?

To assure that you have the opportunity to participate in PPT meetings, the school district must try to schedule these meetings at a mutually agreeable time and place. If the meeting is scheduled at a time that is not agreeable to you, you can ask the school district to reschedule the meeting or to arrange for your participation in the meeting through an alternative method, such as a conference telephone call. The school district must notify you in writing at least five school days prior to the meeting to ensure that you will have an opportunity to attend the meeting. The school district may hold a PPT meeting without you being present if it has made repeated attempts to include you and you are unable to attend the scheduled

meeting. The school district must document the results of its attempts to have you participate in the meeting.

What information must be included in the notice of a PPT meeting?

The written notice of a PPT meeting is provided to you to help you participate in the PPT process. The written notice must state the purpose, time and location of the meeting and must be provided to you in your dominant language at least five school days prior to the meeting. The written notice must also:

- ✧ inform you who will be in attendance at the meeting;
- ✧ inform you of your right to invite other individuals to the meeting who have knowledge or expertise regarding your child or who may provide support; and
- ✧ invite your child to attend the meeting if your child is at least 16 years old (or younger if the team thinks it is appropriate), and the purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child.

Informed Consent

Manchester Public Schools Pupil Personnel Services

What does informed written consent mean?

Informed written consent means that you have been given all the information that you need to make a knowledgeable decision about a proposed activity by your school district regarding your child's education, and that you agree in writing when such written consent is required, to that proposed activity. You have the right not to give your consent. You also have the right to revoke your consent at any time. Your failure to respond within ten school days to a request for a written consent will be considered by the school district to be a refusal of consent except when your consent is being sought for a reevaluation of your child.

When must the school district obtain my written consent?

Your written consent is required in the following situations:

- ✧ Before your child is evaluated for the first time to determine whether your child is eligible for special education;
- ✧ Before your child's initial placement into special education;
- ✧ Before your child is placed in a private placement; and
- ✧ Before your child is reevaluated. (However, if the school can show that it made a good effort to get your consent for the reevaluation of your child, and you do not respond, then the school district may proceed with the reevaluation without having obtained your written consent.)

Written consent to evaluate your child for the first time is not the same as the consent that places your child into special education and related services. A separate written consent is required to begin your child's special education program.

What happens if I do not give written consent for the proposed activity?

If you should disagree with the proposed activity for which written consent is required and you do not give written consent for the proposed activity, the school district must take steps, as necessary, to ensure that your child continues to receive a free appropriate public education.

- ✧ If you refuse permission for the school district to conduct either an initial evaluation or reevaluation of your child, the school district *may* initiate due process procedures as a way for it to proceed with the recommended evaluation(s).

- ✧ If you do not give permission for your child to receive special education services, the school district *may* ***not*** use due process procedures as a way to *place your child into special education*. If you refuse consent for initial placement of your child in special education, you waive all rights to special education services and protections at the time consent is refused. You may still ask for a reevaluation or due process hearing on the evaluation or the appropriateness of the special education and related services being offered.

- ✧ If you refuse permission for the placement of your child into a private school for the purpose of providing your child with a special education program, the school district *must* initiate due process procedures, unless the private placement being offered is for the initial placement of a child in special education in which case the school district may not use due process procedures.

If you refuse written consent for any proposed activity for which written consent is required, your child's current educational placement will not change unless you and the school district reach agreement on a different course of action or until due process procedures have been completed.

What if I want to withdraw my written consent after it has been given?

Giving written consent is voluntary. You can withdraw your written consent at any time by notifying the school district in writing. Withdrawing your written consent does not affect the actions taken or the services provided during the time the school district had your permission.

Must the school district obtain my written consent each time there is a proposal to change my child's program or placement?

Manchester

No. Once services have started, you or the school district may propose changes to your child's program or placement at a PPT meeting. The school district must provide you with prior written notice of the proposed changes. Your written consent is not required to implement the changes to your child's special education program except when your child is placed initially into a private school for the purpose of receiving his/her special education program. However, if you do not agree with the proposed changes to your child's program, you have the right to initiate due process to stop the changes from occurring. (See page 17 for a further explanation of due process procedures.) If you do not pursue due process review, the proposed changes to your child's program will go forward.

Public
Schools

Evaluation

What is an evaluation?

Pupil

An evaluation study is the process used by the PPT to determine your child's specific learning strengths and needs, and to determine whether or not your child is eligible for special education services. It must be sufficiently comprehensive to identify all of your child's special education and related services needs, whether or not those needs are commonly linked to a specific disability category. The evaluation study must be conducted in a nondiscriminatory way and tests must be validated for the purpose for which they are being used. All assessments must be provided and administered in the language or form of communication with which your child is most comfortable, unless it is clearly not possible to do so.

Personnel

As the parent, it is essential for you to share with the PPT all the important information you have about your child's skills, abilities and needs. You should also share results of evaluations you have concerning your child. The PPT must consider information from parents when making decisions concerning the child's program.

Services

The evaluation study will also include a review of information collected by the school district through informal and formal observations, a review of schoolwork, standardized tests and other school records and information from your child's teachers. The PPT will also review and consider any evaluations and information that you are able to provide. As an active participant in the PPT process, one of your responsibilities is to assist the PPT in the design of the evaluation procedures to be used in the study.

When is an evaluation needed?

When your child is referred to special education, an evaluation study will be conducted to determine if your child is eligible to receive special education services. Before this evaluation study can begin, you will receive a written notice that describes the tests and procedures to be used with your child. You have the right to withhold your written consent for the evaluation study or to revoke your consent at any time. A screening done by your child's teacher is not considered an evaluation.

How will I be informed of the results of the evaluation?

Once the evaluation has been completed, the planning and placement team will meet to interpret the evaluation data. The interpretation of the data will determine: 1) if your child has a disability; 2) if the disability is having an adverse affect on your child's education; and 3) whether your child requires special education and related services. You will receive a copy of the evaluation report generated by the PPT. You may also request a copy of any of the individual evaluation reports that were generated as part of the evaluation process.

Independent Educational Evaluation

What if I disagree with an evaluation conducted by the school district?

You have the right to obtain an independent educational evaluation (IEE) conducted by a qualified (licensed and/or certified) examiner who is not employed by your school district. When the school district agrees to pay for the IEE, the criteria under which the IEE is obtained, including the location and the qualifications of the examiner, must be the same as the criteria that the school district would use when it does its own evaluation.

Manchester

Who pays for an independent evaluation?

If you disagree with an evaluation conducted by the school district, you have a right to an independent educational evaluation at the school's expense, unless the school district can prove its evaluation is appropriate or the IEE does not meet the school district's criteria. If the school believes its evaluation is appropriate, it must initiate a due process hearing or pay for the IEE. If the school district initiates a due process hearing, a hearing officer will decide whether the school district's evaluation is appropriate. If the hearing officer decides in favor of the school district, you may still obtain an independent evaluation, but you will have to pay the costs associated with the independent evaluation.

Public
Schools

Do I need to inform the school district if I intend to seek an independent educational evaluation?

Although it is often helpful to consult with the school district when seeking an independent educational evaluation, you are not required to inform the school district in advance. Your decision to consult or not to consult with the school district will have no bearing on your right to ask that the independent educational evaluation be at no cost to you but instead paid by the school district.

Pupil

If I inform the school district that I am obtaining an IEE because I disagree with the school district evaluation and expect the school district to pay for the evaluation, what is the school district required to do and how long may it take for the school district to respond?

Personnel

The school district must, without delay; either agree to pay for the IEE or initiate due process procedures to defend the appropriateness of its evaluation.

Is the school required to accept the results of an independent education evaluation?

Services

The school district must consider the results of any independent educational evaluation, including the one you pay for, when making decisions regarding your child's educational program. However, the school district is not required to agree with or implement any or all of the results or recommendations of the independent educational evaluation. You may also submit the results of an independent educational evaluation as evidence at a due process hearing.

How do I find a professional or clinic to conduct an independent educational evaluation?

The school district must provide you with a list of qualified independent evaluators when you ask for an independent evaluation.

Reevaluation

What is the purpose of a reevaluation?

The purpose of a reevaluation is to determine:

- The educational needs of your child and whether the child continues to be a child with a disability;
- The present levels of academic achievement and related developmental needs of your child;
- Whether your child continues to need special education and related services; and
- Whether your child's IEP needs to be modified.

How often must my child be reevaluated?

The PPT must decide if your child needs a reevaluation at least once every three years. A reevaluation may occur sooner if conditions warrant, or if you or your child's teacher requests it. The federal law states that a reevaluation shall not occur more than once a year unless the parent and the school district agree otherwise.

Manchester

How is a reevaluation conducted?

The PPT team reviews the existing data and decides whether additional testing is required to determine if your child continues to be eligible for special education services. Existing data may include information provided to the PPT by the parent, teacher reports and assessments, and school staff observations. If the PPT decides that no additional information is needed to determine your child's continuing eligibility for special education services, it must inform you of that decision. If you believe additional information is needed to determine whether your child continues to be a child with a disability who requires special education services, you may request that the school district conduct additional assessments of your child. The school district must either conduct these assessments or request a due process hearing.

Public
Schools

Does the school district need my written consent to reevaluate my child?

The school must obtain your written consent before conducting a reevaluation of your child. If you refuse consent, your school district may continue to pursue consent for the reevaluation through mediation and/or due process hearing. If the school district can show that it has tried to get your consent for the reevaluation and you failed to respond to the school district's attempts to obtain your consent, the school district may proceed with the reevaluation as planned.

Pupil
Personnel
Services

Transition from the Connecticut Birth to Three System to Special Education

When should my child be referred by my Birth to Three program to my school district?

Your child's Birth to Three service coordinator will work with you from entry into the Connecticut Birth to Three System and throughout your early intervention services to identify when you are comfortable with sharing information about your child and/or making a formal referral to the school district. Transition will be discussed with you each time you have an individualized family service plan (IFSP) meeting with your service coordinator. It is recommended that a formal referral to your child's school district be made when your child is 2 and no later than six months before your child's third birthday. The earlier a referral is made the better, as this gives everyone plenty of time to meet each other and prepare for the transition out of the Birth to Three System. It is important to remember that Birth to Three services will end by the time your child has turned 3 and the goal is to have other services and support programs in place for you and your child after early intervention ends.

Who is responsible for convening the transition planning conference?

Your child's service coordinator from your child's Birth to Three Program is responsible for convening the transition planning conference. The purpose of the transition planning conference is to plan the 'next steps' for you and your child before your child turns 3. At a minimum, three important people need to attend the transition planning conference: you, your child's Birth to Three service coordinator and a representative from your school district. The transition planning conference is scheduled at a mutually convenient time for everyone including you and personnel from your school district. Your service coordinator will notify you and your child's school district of the date, time and place for the meeting. By law, the transition planning conference must take place *no later than 90-days* before and as early as nine months before your child's third birthday.

Should my school district participate in the transition planning conference?

Yes. By law, a representative from your school district is required to participate in the transition planning conference. The responsibility for the participation of the school district in this meeting is not limited to the 180 days that schools are in session. That means that your school district must participate in the transition planning conference even if that meeting needs to be scheduled during the summer months. Should the school district find it difficult to attend the transition meeting, the law allows for their participation by telephone conference call.

Manchester Public Schools Pupil Personnel Services

When must my school district convene a planning and placement team meeting to design an IEP for my child?

There is no prescribed timeline by law for the scheduling of a PPT meeting for children transitioning from a Birth to Three program to special education. However, the law is clear that all special education activities must take place before the child turns 3. Special education activities include the referral, evaluation, determination of eligibility for special education and the development of the individualized education program for your child. All of those special education activities take place through the PPT. If your child is eligible for special education, your child's IEP must be implemented by their third birthday. In order for the special education and related services to be provided by your child's third birthday, all PPT meetings and activities must be completed before your child's third birthday.

Is my Birth to Three Provider part of the PPT?

Federal law requires that, an invitation to the initial PPT meeting be sent to your child's service coordinator and/or any other representatives from your child's Birth to Three program. The Birth to Three providers can participate in the PPT by sharing information about your child including your child's last Individual Family Service Plan (IFSP). When these individuals participate in the PPT meetings for your child, they can assist you, your child and the school district in the transition process and in making the transition both smooth and effective.

What happens if my child turns three over the summer months?

School districts must still conduct all of their required activities including: convening PPT meetings to discuss your child's referral, planning your child's evaluation, determining your child's eligibility and if eligible, developing an IEP. All of these activities will occur before your child turns 3 even during summer months. During the PPT to develop the IEP, the members of the PPT, including you, must decide if your child will require extended school year (ESY) services. ESY is the special education and related services that take place outside of the regular school calendar, including during the summer months. If the PPT determines that your child is eligible for special education, and is eligible for ESY services, then your child's special education and related services will be provided by your child's third birthday even if that falls during the summer months. If your child is determined eligible for special education and related services, and is not eligible for ESY services, then your child's special education and related services will be provided by the first day of school.

What happens if my child is referred to the school district late?

In cases of children who are referred to the school district at either 34 or 35 months of age, the goal of school districts will be to provide your child's special education and related services by age three, however, because of the late referral, this may not be possible. In these situations, a reasonable standard for school districts would be to use a 45 school day rule that exists in Connecticut regulation concerning special education. That means that no more than 45 school days shall pass from your child's referral to the provision of special education and related services if your child is found eligible for special education.

Is there important information that I am responsible to provide?

In order for children to begin receiving their special education and related services, parents must provide documentation that a child's immunizations are up-to-date and provide documentation from a recent visit to the doctor. There is a state form that must be completed. It is often printed on blue paper and can be obtained from your service coordinator, the school and/or the transition booklet that you receive from the Birth to Three Program. If your child is eligible for special education, the health form must be completed and submitted to the school before your child's special education services begin.

Manchester

Transitioning from High School to Post-School Activities

What about transition services at the secondary level?

Public

- At the annual PPT meeting following your child's fifteenth birthday (or younger, if determined appropriate) you will begin to discuss transition planning from school to adult life. Your child must be invited to this PPT meeting, and all subsequent PPT meetings until he/she either graduates from high school with a regular diploma or until the end of the school year in which he or she turns 21.

Schools

- At the same PPT, your child's IEP will be planned and must include:
  - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills; and
  - The transition services needed to assist the child in reaching those goals.

Pupil

- The term "transition services" is defined as a coordinated set of activities for a child with a disability that:
  - Is designed to be within a results-orientated process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;
  - Is based on the individual child's needs, strengths, interests and preferences; and
  - Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Personnel
Services

Before your child graduates high school with a regular diploma or completes the school year in which your child turns 21, the school district must provide your child with a summary of his or her academic achievement and functional performance. This Summary of Performance (SOP) must include recommendations on how to assist your child in meeting his or her post-high school goals. The SOP must be completed during the final year of your child's high school education. You can view the SOP form on the CSDE website at http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730.

Placement

Where will my child receive his/her special education and related services?

Your child, to the maximum extent appropriate, must be educated with his/her nondisabled peers in the general education class in the school that the child would attend if he/she did not have a disability that required special education and related services. This is referred to as the LRE or least restrictive environment. The removal of your child from the general educational environment to another instructional site such as a special class or separate school should only occur when the nature or the severity of the disability is such that educating your child in the general educational environment with the use of supplementary aids and services can not be achieved satisfactorily. If your child's IEP, with the use of supplementary aids and services, cannot be implemented in the school that the child would have attended, the PPT must find an appropriate educational placement for your child as close as possible to your child's home.

What is a Regional Educational Service Center (RESC)?

Manchester

A RESC is a public educational authority formed by four or more local boards of education for the purpose of cooperative action to provide programs and services to school districts. There are six RESCs in Connecticut, covering six geographical areas of the state.

What is an approved private special education program?

Public

An approved private special education program is a private program that provides special education and related services to children. Although it is not a public agency, an approved private special education program must meet the standards that were established by the State Board of Education. See the directory of state approved private special education programs at http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730.

Schools

Who is responsible to pay for the costs if the PPT places my child in a RESC or an approved private special education program?

The board of education of the school district in which you reside is responsible for the costs of the placement.

Pupil

Who is responsible to pay for the costs if I place my child in a private placement?

You are responsible for the costs of the placement.

What can I do if I believe my child must be placed in a private school in order to receive an appropriate education?

Personnel

You can, on your own, place your child in a private placement. If you place your child in a private placement, you may seek reimbursement for the cost of the enrollment by filing for a due process hearing. Full or partial reimbursement is not guaranteed and will depend on a finding by a hearing officer or a court that the school district did not make a free appropriate public education available to your child in a timely manner, and that the private school meets your child's educational needs.

Services

If you plan to place your child in a private school and seek reimbursement from the school district, you must do the following:

- ✧ Inform the school district at the last PPT meeting before you remove your child from the public school of your intention to enroll your child in a private school at public expense, advise the PPT that you do not want the public school's proposed program, and state your concerns about the recommended program; or

- ✧ Provide the school district with written notice at least ten business days prior to the enrollment of your child in the private school. You must state your concerns with the school district's IEP, the program or services proposed by the school district and your intention to enroll your child in a private school.

Failure to inform the school district of your intention to make a private placement and seek reimbursement from the school district could result in a hearing officer's decision to reduce or deny reimbursement for the private placement. However, the award may not be reduced or denied if you can show that:

- ✧ Giving notice would have resulted in physical or serious emotional harm to your child;
- ✧ The school prevented you from giving notice;
- ✧ You were unaware of the requirement to give notice because you never received a copy of *Steps to Protect a Child's Rights to Special Education: Procedural Safeguards in Special Education* and the school district did not inform you of the need to give notice; or
- ✧ You cannot read and write English and were not otherwise provided the information.

What if my child attends a public, charter, magnet school, Vocational Agriculture Center or a Connecticut Technical High School?

A child with a disability retains all rights under IDEA in each of these schools. School personnel must ensure that your child's IEP is implemented and all services are delivered. A resource guide entitled *Students with Disabilities and Parental Choice in Connecticut* is available at http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/ParentalChoice.pdf.

Manchester Public Schools Pupil Personnel Services

Notice of Proposed or Denied Change: Prior Written Notice

How will I be informed of decisions regarding my child's special education program?

Your school district must provide you with prior written notice when a school district makes a decision to change or not to change the identification, evaluation, educational placement or the provision of FAPE to your child. Prior written notice is found on page three of your child's PPT meeting paperwork. This prior written notice must be provided to you at least five school days before the school district can implement its decision to change or not to change the identification, evaluation, educational placement or the provision of FAPE to your child. The prior written notice provided to you must be written in a way that is easy for you to read and understand, unless it is clearly not possible to do so. If your language is not a written language, the school district must take steps to ensure that the notice is given to you orally or by some other means. The school district will help you to understand the notice and document its efforts in this regard.

What must be included in written notice?

Written notice must include the following:

- ✧ What the school proposes or refuses to do;
- ✧ The reasons for the proposed or refused action;
- ✧ A description of any other options considered and why those options were rejected;
- ✧ A description of each evaluation procedure, test, observation, record or report the district used as a basis for proposed or refused action;
- ✧ A statement that you have protections under the procedural safeguards; and
- ✧ Sources you may contact to get help in understanding your procedural safeguards.

Confidentiality and Access to Educational Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends school beyond the high school level.

Can I see my child's educational records?

If your child is under 18-years old, you have the right to inspect and review his/her school records unless your rights have been terminated under state law. The school district must provide you with the

opportunity to inspect and review your child's school records within ten school days of your request, or within three school days of your request if you need the information to prepare for a PPT meeting or to prepare for a due process proceeding. Your request must be in writing.

Can anyone else see my child's school records without my consent?

School district employees can access your child's education records when they need to do so in order to perform their job responsibilities. If your child transfers to a different school district, the employees of the new district also have access to your child's school records. In addition, school districts are required by law to share information with certain government agencies, including the State Department of Education, and to organizations conducting studies for, or on behalf of, educational agencies or institutions.

The school district is required to keep a record of persons, other than school district employees, who access your child's school records. You may request from your school district an opportunity to review the school district's policy or procedures regarding the access to educational records.

How can I obtain a copy of my child's school records?

Manchester

Connecticut law gives you the right to receive one free copy of your child's records. Your request for a copy of your child's school records must be submitted to the school district in writing. The school district may take up to five school days to provide you with a copy of your child's records. The school district may charge a fee for any additional copies of your child's school records that you request.

Public

What should I do if I find false or misleading information in my child's school records?

Schools

You may request in writing that the school district change your child's school records if you believe them to be inaccurate, misleading, or to violate the privacy or other rights of your child. When you ask the school district to change your child's records, the school district must act upon the request within a reasonable period of time. If your request is refused, you have the right to a hearing under the FERPA. If, as a result of the hearing, the hearing officer denies your request to change your child's records, you have the right to place a statement in your child's records regarding your concerns. This statement must be maintained in your child's records as long as the documents you object to are maintained, and your statement must be released whenever those documents are disclosed. You may ask your school district for a copy of its student records policy to review your rights to challenge the content of your child's records.

Pupil

Do I have a right to review my child's record when he becomes an adult student?

Until your child reaches age 18, you have access to all educational records maintained by the school. After the transfer of rights to your child upon reaching the age of majority (see next section), you have the right of access to your child's educational records only if you have your child's written consent for access unless you maintain your child as a dependent for tax purposes.

Personnel

What if I move?

If you move within Connecticut, the staff at the new school district in which you enroll your child must notify the school district where your child previously was enrolled and the school district in which your child was previously enrolled must, within ten days, send your child's education records to the new school. The new school district must provide services that are comparable to the services described in your child's IEP until or unless the school district develops a new IEP.

Services

Transfer of Rights upon Reaching Age of Majority

When are parental rights transferred to the student?

When your child reaches age 18 (age of majority), or is declared an emancipated minor, all rights under special education law will transfer to your child unless a court has appointed a legal guardian for your child. At least one year before your child turns age 18 the school district must inform both you and your child of the transfer of these rights. Once these rights have been transferred, you will still receive all required procedural notices, but your child may grant or withhold consent as appropriate.

Surrogate Parents

If you have been appointed as a surrogate parent of a child with a disability, you represent the child in all matters relating to identification, evaluation, placement and provision of FAPE. A surrogate parent has all the rights of the parent in the PPT process including:

- ✧ The receipt of written notice of meetings and prior written notice of proposed or refused changes in the child's educational program;
- ✧ The attendance at PPT meetings (regarding referral of the child for evaluation, planning or review of evaluation and reevaluation results, determining eligibility, developing and reviewing the IEP, and determining transition needs);
- ✧ The granting or withholding of written consent when written consent is needed for a proposed activity;
- ✧ The initiation of due process procedures to resolve disputes; and
- ✧ The review of educational records prior to the transfer of rights and request changes of any inaccurate or misleading records.

Manchester

Disciplinary Procedures

Code of student conduct applies to all students, including special education students.
Unless an emergency exists, your child has the right to an informal hearing by the school administration before being suspended or removed from his or her education program. Your child should be informed of the reasons for the disciplinary action at this time and given an opportunity to explain the situation.

Public

Schools

Does my child have the right to receive educational services during a suspension from school?

Removal of up to ten consecutive school days in any school year:
If your child has violated the school district's discipline code, he/she may be suspended for a period not to exceed 10 consecutive school days. The length of the removal must be comparable to the length of the removal that would be applied to nondisabled child who breaks the same rule. The school district is not required to provide services if the removal does not exceed ten consecutive school days in the same school year and if the school district does not provide services to a nondisabled child who has been suspended from school for removals that do not exceed 10 consecutive school days in the same school year.

Pupil

Personnel

Removal of more than 10 school days in a school year: Change in Placement
If in the same school year, your child has been subjected to a series of short term removals that add up to more than 10 school days in a school year, school personnel must decide whether the removals constitute a change in placement. A change in placement occurs if:

- ✧ The removal is for more than 10 consecutive school days; or
- ✧ The child has been subjected to a series of removals that constitute a pattern:
  - The series of removals total more than ten school days in a school year;
  - The child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
  - Additional factors such as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Services

Determination that removals do not constitute a change in placement:
If school personnel decide that a series of removals for more than ten school days in a school year do not constitute a change in placement, school personnel, in consultation with one of your child's teachers, determine the extent to which education services are needed to enable your child to continue to participate in the general curriculum and to progress toward meeting the goals set out for your child in his/her IEP. The child shall receive, as appropriate, a functional behavior assessment and behavioral intervention services and modification that are developed to address the behavior so that it does not recur.

Determination that removals are a change in placement:

If school personnel determine that the series of short-term removals is a change of placement, your child's PPT determines the appropriate educational services to enable your child to continue to participate in the general education curriculum and to progress toward meeting the goals in the IEP.

Is my child protected from being disciplined for behaviors related to his or her disability?

If it is determined by you and relevant members of the PPT that the behavior that your child engaged in was caused by, or had a direct and substantial relationship to your child's disability, or that the behavior was the direct result of the school district's failure to implement the IEP, then your child may not be removed from the current educational placement (except in the case of weapons, drugs, or infliction of serious bodily injury) and the PPT must conduct a functional behavioral assessment, if one hasn't been done, and implement a behavioral intervention plan or review an existing one and modify it, as necessary, to address the behavior and return the child to the placement from which the child was removed, unless the parent and the school district agree to a change in placement as part of the modification of the behavior intervention plan. If the group determines that your child's disability did not cause your child's behavior, your child may be disciplined as any other child, except that the school district must continue to provide services to enable your child to progress in the general curriculum and to advance appropriately toward attaining the annual goals set out in his or her IEP.

Manchester Public Schools Pupil Personnel Services

This determination of the relationship between your child's behavior and your child's disability is referred to as the manifestation determination. Within ten school days of the decision to change the placement of a child with a disability, a manifestation determination must be made.

If you disagree with the manifestation determination, you have the right to initiate due process. Your child will remain in the disciplinary placement pending the decision of the hearing officer or until the expiration of the time period imposed for the misconduct, whichever comes first, unless you and school district agree otherwise.

Removal for up to 45 school days for offenses involving weapons, drugs, serious bodily injury or danger to self or others:

The school district may place your child in an interim alternative education setting (IAES) for up to 45 school days, whether or not the behavior is found to be a manifestation of your child's disability, if your child:

- ✧ Carries a weapon to school or a school function, or is in possession of a weapon in school or at a school function;
- ✧ Knowingly possesses or uses illegal drugs, or sells or solicits the sale of controlled substances while at school or a school function; or
- ✧ Inflicts serious bodily injury upon another person while at school, or at a school function.

Additionally, a hearing officer may place your child in an IAES if the hearing officer determines that keeping your child in the current placement is substantially likely to result in an injury to your child or to others.

If your child is placed in an IAES for up to 45 school days, the child must receive necessary services to enable him/her to continue to participate in the general curriculum and to progress toward meeting the goals set out in his/her IEP and, if appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. Placement in an IAES for matters that relate to drugs, weapons, serious bodily injury is made by the PPT. For matters related to the safety of your child or others, a hearing officer determines the IAES. Your consent is not required, but you may initiate due process if you disagree with the school district's decision to place your child in an IAES. If you initiate due process, your child will remain in the IAES pending the outcome of the due process proceedings or the expiration of the time for which he/she was placed in that setting, whichever occurs first.

Special Education Complaint Resolution Process

What is the special education complaint resolution process?

The special education complaint resolution process is a mechanism whereby a parent and/or other interested party or parties may file a written complaint with the Bureau of Special Education alleging that the local school district has violated a requirement of federal or state law concerning special education. Bureau staff will not look into any part of a complaint that is also part of a due process hearing until the final hearing decision has been made. If an issue raised in a complaint was already decided in a due process hearing with the same parties, the hearing decision is final and the issue raised in the complaint will not be reviewed. Similarly, if an issue involving the same parties was decided in a due process hearing, the issue will not be considered through the complaint resolution process. A complaint alleging that a school district has failed to carry out a final decision of a due process hearing must be resolved by the Bureau of Special Education of the State Department of Education.

How long do I have to file a complaint?

A complaint must be filed within one year of the time it is believed that the school district failed to follow the law.

How will I be notified of the results of the complaint investigation?

A written report of findings, conclusions, corrective action and recommendations, if appropriate, will be mailed within 60 calendar days of receipt of the request, unless an extension is granted for extenuating circumstances.

A complaint form is in the appendix of this Guide.

You can file a complaint by writing to:	The complaint should state the following:
Connecticut State Department of Education Bureau of Special Education P.O. Box 2219, Room 359 Hartford, CT 06145-2219 FAX: (860) 713-7153	• The school district is not carrying out IDEA or state laws that protect children with disabilities; and • The facts on which the complaint is based.

Manchester Public Schools Pupil Personnel Services

Mediation

What is mediation?

Mediation is a way to settle a dispute when you and school district do not agree on:

- ✧ How or whether your child is disabled;
- ✧ Evaluating your child;
- ✧ Placing your child in a school program that meets his or her needs; or
- ✧ Any other matters related to providing your child with a free appropriate public education that meets his or her needs.

Both you and the school district must agree to enter into mediation before it can occur. The mediation session will be held in a place and at a time that is convenient for both you and the school staff.

What happens during mediation?

The mediator will try to help you and the school district settle your differences. If you and the school district reach agreement on the issues, what you have agreed to will be put in writing. The mediation agreement is a

legally binding contract enforceable in court. If you and the school district cannot reach agreement, the mediator will certify in writing that mediation has not resulted in an agreement. Discussions that take place during mediation are confidential and cannot be used as evidence at any subsequent due process hearing or court action.

Who may act as a mediator?

The State Department of Education, Bureau of Special Education, has a list of mediators and will assign a mediator on a random basis from a list of individuals who:

- ✧ Are trained in mediation techniques;
- ✧ Do not show favor to either the parent or the school district;
- ✧ Are familiar with special education laws;
- ✧ Are education consultants with Connecticut State Department of Education; and
- ✧ Do not provide direct service to the child who is the subject of the mediation.

May I bring an advocate or lawyer to the mediation conference?

Manchester

You may bring an advocate and/or lawyer with you to help you in the mediation conference. The school district may also bring a lawyer to the mediation conference. You will be responsible for the cost of your attorney's fees.

Do I have to try mediation?

Public

Mediation is voluntary and may not be used to:

- ✧ Deny or delay your right to a hearing; or
- ✧ Deny any other rights that you have under state or federal special education law.

Schools

A Request for Mediation form is in the appendix of this Guide.

Placement during Due Process Procedures

What happens to my child while a due process hearing is ongoing?

Pupil

While a due process hearing is pending, your child's classification, program, or placement cannot be changed from what they were at the time a due process hearing was requested unless you and the school district agree otherwise. This is referred to as stay-put. However, there are exceptions to the stay-put provision. If you request due process because you disagree with a decision to remove your child from his/her education placement to an interim alternative education setting (IAES) for matters related to weapons, drugs or infliction of serious bodily injury, your child will remain in the IAES pending the decision of the hearing officer or the expiration of the time for which he or she was placed in that setting, whichever occurs first unless you and the school district agree otherwise. If you request a due process hearing to challenge a manifestation determination, stay-put would not apply and your child's placement could be changed while the due process procedures were happening.

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Due Process Hearing

When may I request due process hearing?

You may ask for a due process hearing within two years of the time the school district proposes or refuses to:

- ✧ Consider or find that your child is disabled;
- ✧ Evaluate your child;
- ✧ Place your child in a school program that meets his or her needs; or
- ✧ Provide your child with a free appropriate education that meets his or her needs.

If you have not been given a copy of *Steps to Protect a Child's Right to Special Education: Procedural Safeguards in Special Education*, the two-year limit begins when you receive one. The two-year limit would not apply if the school told you that the issues had been resolved when in fact the issues had not been resolved.

What is a due process hearing?

Due process is a way of ensuring fairness in the decision-making process regarding your child. If you disagree with a proposed or refused action regarding your child's education, you may initiate due process in order to resolve the disagreement. The due process hearing is a legal process in which a hearing officer appointed by the Due Process Unit of the Bureau of Special Education, State Department of Education, decides the resolution of a disagreement between you and the school district. A school district may request a due process hearing as well. Due process procedures include advisory opinions, hearings and expedited hearings.

What has to happen before a due process hearing can begin?

The party receiving a request for a hearing, usually the school district, has 15 calendar days from the date the hearing request is received to notify the hearing officer and the other party in writing if they think the request for a hearing does not include required information. The hearing officer has to make a decision as to the adequacy of the hearing request within five calendar days. Once the hearing officer has reviewed these responses, the individual will decide if any other changes must be made to the hearing request. For more detailed information on how to request a hearing, please review *Steps to Protect a Child's Right to Special Education: Procedural Safeguards in Special Education*. The procedural safeguards are posted on SERC's website http://www.ctserc.org/ and on the CSDE website http://www.sde.ct.gov/sde/. The school district may place a copy of the procedural safeguards on the school's website.

Once a request for a hearing is made by the parent, several things will occur, some at the same time. The school district must offer to meet with you and relevant members of the PPT that have specific knowledge of the facts identified in the due process complaint within 15 calendar days of receiving notice of your request for a hearing. This is referred to as a *resolution meeting*. This resolution meeting gives both you and school staff a chance to discuss the due process complaint and resolve the problem. If you do not bring an attorney to the resolution meeting, the school cannot have an attorney at the meeting. If the dispute is not resolved within 30 days of receiving the complaint, the due process hearing the 45 day timeline to issue a hearing decision begins.

Does a resolution meeting have to be held?

No. You and the school can agree in writing to not hold the resolution meeting. Additionally, a resolution meeting would not have to be held if you and the school decide go to mediation.

Where and when does a hearing occur?

The hearing will be held at a time and place that will make it easy for you and your child to attend. When a hearing is requested, several things have to happen. If the school has not sent prior written notice to you regarding the issues raised in your request for the hearing, the school must, within ten calendar days of receiving your request for the hearing, send you a response that explains why the school did what it did, what other options the PPT took into consideration, why those options were rejected and what evaluation information the school district is relying on.

From the start of the 45 day timeline, a final decision will be made by the hearing officer. A copy of the decision shall be mailed to each of the parties. The hearing officer may grant specific extensions of time beyond the 45 calendar day timeline for certain reasons at the request of either party.

What happens during a hearing?

You and the school district may present evidence, including expert testimony, cross-examine witnesses, and compel the presence of any witnesses. You and the school district must exchange copies of all documents and the names of all witnesses you intend to present no later than five business days prior to the hearing. Evaluations to be used at the hearing must be presented no later than five business days prior to the hearing. You must also provide this information to the hearing officer by the same deadline. A record of the hearing will be made. You have the right to obtain a written, or, at your request, electronic copy of the word for word record of the hearing as well as the hearing decision.

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May I bring an advocate or lawyer to the hearing?

You may bring an advocate and/or lawyer with you to help you at the hearing. The school district may also bring a lawyer to the hearing. The school district must make you aware of any free or low-cost legal services available when:

- ✧ You ask for it; or
- ✧ You or the school district asks for a hearing.

If you receive a written hearing decision in your favor, you may file a lawsuit in state or federal court for an order that the school district pay you the reasonable costs of your attorney's fees.

Protection of Child's Anonymity

The State Department of Education shall (after removing data that would make the identity of your child known) send the written findings of fact and decisions to the State Advisory Council for Special Education and also make them available to the general public by posting the decisions on the department's website. A Request for Impartial Special Education Hearing form is in the appendix of this Guide.

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Expedited Hearing

An expedited hearing is a hearing that is held quickly so that a situation can be addressed without undue delay. In an expedited hearing, the hearing must occur within 20 school days of the date the hearing is requested and the hearing officer must make his or her decision within ten school days of the close of the hearing. The parties involved in the hearing must exchange information to be presented as evidence at least two business days prior to an expedited hearing. An expedited hearing will be arranged when the following occurs:

- ✧ The school district thinks that keeping your child in the current placement is highly likely to result in injury to your child or to others and the school district wants to put your child in an IAES for no more than 45 days;
- ✧ The school district does not want your child, who is placed in an IAES, to return to his or her original placement at the end of the 45 day period because it believes your child is likely to injure him/herself or others in that placement;
- ✧ You believe that the school district has improperly removed your child for more than ten consecutive school days;
- ✧ You believe that the school district has improperly removed your child for more than ten school days in a school year;
- ✧ You do not agree with the school district's placement of your child in an IAES; or
- ✧ You do not agree with the manifestation determination.

The hearing officer may order that your child be returned to the placement from which he or she was removed or placed in an interim alternative education setting for no more than 45 school days if it is determined that keeping your child in the current placement will more than likely result in injury to the child or to others. The hearing officer may not order a placement in an IAES for more than 45 school days at any one time. However, the school may ask for this process to be repeated.

Advisory Opinion

What is an advisory opinion?

An advisory opinion is a non-binding opinion issued by a hearing officer after consideration of a brief presentation of information by both the parents and the school district. Based upon this non-binding opinion, you or the school may decide not to bring the matter to a full due process hearing and, instead, settle the dispute.

What happens in the advisory opinion process?
You and the school district will each have 45 minutes to present your case to a hearing officer. Each party may present one or two witnesses during their allotted time and introduce reliable and essential documents such as the most recent IEP, revisions to the IEP, educational evaluations, progress reports, transcripts, independent evaluations, and teacher narratives. You and the school district must exchange copies of any documents and the names of any witnesses you intend to present no later than five calendar days prior to the advisory opinion. You must also provide this information to the hearing officer at the same time. You will have 15 minutes to respond to the school district's presentation, and the school district will have 15 minutes to respond to yours. Afterwards, the hearing officer will render an oral opinion. No record will be made of the advisory opinion process.

May I bring an advocate or lawyer to the advisory opinion hearing?
You may bring an advocate or lawyer and up to two witnesses with you to the advisory opinion session. The school district may also bring a lawyer and up to two witnesses. You will be responsible for the cost of your attorney's fees.

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What can I do if I disagree with the advisory opinion?
An advisory opinion is non-binding and does not restrict your right or the school district's right to engage in other forms of resolution such as mediation or due process hearing.

Are advisory opinions confidential?
Public
Advisory opinion sessions are not open to the public and no record of the proceeding is made. The advisory opinion is confidential and may not be used as proof in any future due process hearing.

A form that may be used to request a hearing and an advisory opinion is in the appendix of this Guide.

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Timelines

Here are important timelines concerning the special education process.

From the date of the initial referral to special education:	Written notice of referral shall be sent to the parents no later than five school days after the date of the referral
IEP implementation:	The IEP shall be implemented within 45 school days from referral (not including time needed to obtain consent) and The IEP shall be implemented within 60 school days for students in out-of-district placement (not including time needed to obtain consent)
Parental consent for evaluation, placement or private placement:	Within ten school days of the date of the notice or PPT meeting in which the parent participated
Prior to PPT meetings:	Parental receipt of written notice at least five school days prior to a PPT meeting
From IEP meetings:	Parental receipt of a copy of the IEP within five school days of the IEP meeting
From the receipt of the IEP:	Implementation of the IEP five school days after parent receipt of the IEP or as otherwise indicated on the IEP
Reevaluation:	At least once every three years unless the parent and the district agree a reevaluation is not necessary, at the request of the parent or staff working with child and not more often than once a year unless the parent and district agree
From the start of the timeline:	45 calendar days after wrap-up of resolution meeting if held, to mailing of the final decision, unless hearing officer grants an extension (No extensions may be granted for an expedited hearing)
From the filing of complaint:	60 calendar days to the mailing of the decision, unless an extension is granted due to extenuating circumstances

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Steps to Getting Services

What Happens If My Child Is Having Trouble Learning In School?

If your child is having trouble in school, you should contact the teacher or the principal to discuss your concerns. Some school districts have teams consisting of school personnel that review student problems and suggest academic and/or behavioral strategies in an attempt to change or improve student performance. Please be prepared to provide information that may be helpful to the team. Whether or not this process is going on, you can make a referral for special education services. The chart below will guide you through the special education process.

	Parent/Guardian	School District
Referral	Make a written referral to determine eligibility for special education and related services or believe that your child has significant learning problems ✧ Receive a copy of parent rights (procedural safeguards) ✧ Have questions answered ✧ Ask for information about advocacy groups or area parent support groups	✧ Make written referral to determine eligibility for special education and related services if child is suspected of having a disability ✧ Contact parent, explain referral process, and provide copy of procedural safeguards
Before PPT Meetings	✧ Review procedural safeguards information ✧ Seek support, if needed ✧ Bring support person(s) to meetings, if needed ✧ Bring concerns, questions, and suggestions to meeting ✧ Ask to participate in meeting or a telephone conference	✧ Notify parent of meeting(s) and participants ✧ Determine mutually agreed time and place for meeting(s) ✧ Consider parent request for alternative means of meeting participation ✧ Provide a copy of procedural safeguards ✧ Arrange for appropriate school personnel to be present
Evaluation	✧ Provide information for evaluation process (e.g., medical, family, and educational history; perceptions of child's strengths and needs at home and in community) ✧ Provide input, in collaboration with the school district to determine the specific assessments needed to evaluate ✧ Receive notification of the evaluation decision ✧ Provide consent to evaluate if you wish for the evaluation to occur ✧ Withhold consent if you do not agree with the evaluation(s) to be conducted ✧ If it is determined that no evaluation is needed, receive in writing the reasons for not conducting the evaluation(s) ✧ Receive a copy of procedural safeguards	✧ Collect information from parent, teacher, and others ✧ Review existing information in collaboration with the parent to determine the specific assessments needed to evaluate the child ✧ Notify parent of the evaluation decisions ✧ Obtain parent/guardian permission to evaluate ✧ Complete evaluation ✧ If determined that no evaluation is needed, provide in writing reasons for not conducting the evaluation to parent and person who made the referral ✧ Provide parent with procedural safeguards
During the Eligibility Meeting	✧ Ask questions about evaluation results ✧ Share information about child's strengths and needs ✧ Contribute to the determination of eligibility	✧ Summarize, interpret and document evaluation results ✧ Determine eligibility for special education services ✧ Provide copy of eligibility determination to parent at end of meeting ✧ Notify parent of their right to an

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	Parent/Guardian	School District
		independent evaluation if there is a disagreement about the evaluation results ✧ If child is not eligible for special education services consider eligibility for services under Section 504, if appropriate
During the Individualized Education Program (IEP) Meeting	If child *is eligible* for special education services: ✧ Share information about child ✧ Assist in development of goals and objectives/benchmarks ✧ Contribute to the determination of appropriate special education and related services to be provided ✧ Contribute to the determination of appropriated educational placement ✧ Give permission for child to receive special education and related services (initial placement only) *OR* ✧ Withhold consent if you do not agree with the special education program being recommended	If child *is eligible* for special education services: ✧ Develop IEP that will enable the child to be involved in and progress in the general curriculum which includes: child's strengths and needs; annual goals and short-term objectives/benchmarks; appropriate special education and related services; and appropriate educational placement
Annual Review (The IEP meeting that reviews the educational status and special education placement)	✧ Gather school papers and other information that may be helpful at the meeting ✧ Bring support person(s) to meeting if desired ✧ Review child's progress in current IEP goals and objectives ✧ Assist in the development of a new IEP	✧ Notify parent of meeting and participants ✧ Gather information on child's progress, including involvement and progress in the general curriculum ✧ Review current IEP ✧ Develop new IEP that will enable the child to be involved in and progress in the general curriculum ✧ Discuss and document the need for extended school year services ✧ Discuss graduation, if appropriate
Reevaluation	✧ Provide consent or refuse consent ✧ Provide input in collaboration with the school district to determine the specific assessments needed to evaluate ✧ Receive notice of the reevaluation decisions ✧ Provide information for reevaluation process (e.g. medical, family and educational history; perceptions of the child's strengths and needs at home and in community, progress during year) ✧ Provide information from doctors or other professionals that might be helpful ✧ Request an evaluation sooner than the three years if you feel there is a change in your child's educational needs	✧ Notify parent that a three-year reevaluation needs to be done ✧ Explain reevaluation process ✧ Answer questions ✧ Obtain parental consent to reevaluate ✧ Review existing evaluation data, in collaboration with the parent to determine the specific assessments needed to evaluate ✧ Notify parent of the evaluation decisions ✧ Hold meeting to determine continued eligibility ✧ If child continues to be eligible, hold IEP meeting and determine appropriate special education and related services and educational placement

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Resources

Who can I contact for help in understanding my rights?

For assistance in understanding your rights, you may write or call the director of special education in your local school district or contact the Bureau of Special Education, Connecticut State Department of Education, P. O. Box 2219, Room 369, Hartford, CT 06145-2219 at (860) 713-6910.

In many communities there are social service organizations to which you may turn for help in understanding your rights. These groups may be affiliated with state and national advocacy groups. Local directors of special education may also have information about local groups and meetings are often publicized in newspapers.

Other sources of information are:

Connecticut State Department of Education
Website: http://www.ct.gov/sde/

State Education Resource Center (SERC)
25 Industrial Park Rd.
Middletown, CT 06457
(860) 632-1485
Website: http://www.ctserc.org

Connecticut Parent Advocacy Center, Inc. (CPAC)
338 Main Street
Niantic, CT 06357
(800) 445-2722
Website: http://www.cpacinc.org

Connecticut State Child Find Number
(800) 445-2722

U.S. Office of Civil Rights
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110-1491
(617) 289-0111
FAX: (617) 289-0150; TDD: (877) 521-2172
Website: http://www.ed.gov/about/offices/list/ocr/docs/howto.html
(for Section 504 and Americans With Disabilities Act (ADA) complaints)

Other State Agencies

Connecticut Birth to Three System
460 Capitol Avenue
Hartford, CT 06106
(800) 505-7000
Website: http://www.birth23.org

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Connecticut Commission on the Deaf and Hearing Impaired
67 Prospect Avenue
Hartford, CT 06106
(800) 708-6796 (TTY/Voice)
Website: http://www.state.ct.us/cdhi

Board of Education and Services for the Blind (BESB)
184 Windsor Avenue
Windsor, CT 06095
(860) 602-4000; (860) 602-4221 (TDD)
Website: http://www.besb.state.ct.us

Bureau of Rehabilitation Services (BRS)
25 Sigourney Street, 11th Floor
Hartford, CT 06106
(800) 537-2549; (860) 424-4839 (TDD/TTY)
Website: http://www.brs.state.ct.us

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Department of Mental Retardation
460 Capitol Avenue
Hartford, CT 06106
(860) 418-6000
Website: http://www.dmr.state.ct.us

Public

Office of Protection and Advocacy for Persons with Disabilities
60-B Weston Street
Hartford, CT 06120
(800) 842-7303 (V/TTY); (860) 297-4300
Website: http://www.ct.gov/opapd

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Free or Low Cost Legal Assistance

Statewide Legal Services of Connecticut, Inc.
(800) 453-3320 or (860) 344-0380
Statewide Legal Services is a legal aid telephone Hotline program.
The legal services programs in Connecticut are a group of nonprofit organizations that provide legal assistance in civil matters to low-income persons. Services are free. Eligibility depends on income, family size, assets and legal issue. Applicants should call Statewide Legal Services as the first step to find out if they qualify for services.

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Office of Protection and Advocacy for Persons with Disabilities
60-B Weston Street
Hartford, CT 06120
(800) 842-7303 (V/TTY); (860) 297-4300
Website: http://www.ct.gov/opapd

Services

Center for Children's Advocacy, Inc.
University of Connecticut School of Law
65 Elizabeth Street
Hartford, CT 06105
Tel: 860- 570-5327
Website: http://www.kidscounsel.org

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Appendix

1. Request for Mediation Form
2. Request for Impartial Special Education Hearing
3. Request for Advisory Opinion
4. Special Education Complaint Form

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Connecticut State Department of Education
Bureau of Special Education
Due Process Unit
P.O. Box 2219, Room 359, Hartford, CT 06145-2219
Fax: (860) 713-7153

Request for Mediation

I request a mediation concerning _____ , _____
(name of student) **(date of birth)**

_____ **who is currently within the jurisdiction of**
(address of residence of student)

the _____ **and attends** _____
(school district) **(name of the school the student attends)**

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_____	_____	_____	_____
Parent Signature	**Date**	**District Signature**	**Date**
_____	_____	_____	_____
Telephone	**Fax**	**Telephone**	**Fax**

Public

The date of the IEP meeting at which the parties failed to reach agreement: _____

Description of the nature of the issues in dispute, including related facts:

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_____

_____

_____

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_____

Proposed resolution of the issues to the extent known and available at this time.

_____

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_____

_____

_____

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Please provide three mutually agreeable dates for the mediation, which will be held within 30 days of this request. _____ _____ _____

From these dates, one will be selected for the convening of the mediation.

Please forward to the above address and, as appropriate, the parents or the school district.

Connecticut State Department of Education
Bureau of Special Education
Due Process Unit
P.O. Box 2219, Room 359, Hartford, CT 06145-2219
Fax: (860) 713-7153

Request for Impartial Special Education Hearing

I request an impartial hearing concerning _____ , _____
(name of student) **(date of birth)**

_____ **who is currently within the jurisdiction of**
(address of residence of student)

the _____ **and attends** _____
(school district) **(name of the school the student attends)**

_____ _____ _____
Print Name **Signature** **Date**

_____ _____
Telephone **Fax**

The date of the IEP meeting at which the parties failed to reach agreement: _____

Description of the nature of the issues in dispute, including related facts:

_____

_____

_____

_____

Proposed resolution of the issues (to the extent known and available at this time).

_____

_____

_____

_____

Please forward to the above address and, as appropriate, the parents or the school district.

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Request for Advisory Opinion

We request an advisory opinion. We understand both parties must agree to an advisory opinion and we are not required to pursue an advisory opinion prior to a hearing.

_____	_____	_____	_____
Parent Signature	**Date**	**School District Representative**	**Date**

Two mutually agreeable dates for the advisory opinion: _____ , _____

From these dates, one will be selected for the advisory opinion.

Please forward to the address on the front of this form and, as appropriate, the parents or the school district.

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Connecticut State Department of Education - Bureau of Special Education

Special Education Complaint Form

This is a recommended form for the filing of special education complaints. You do not have to use this form to file a complaint although it will help you to include the required information.
(Questions may be directed to Bureau staff at 860-713-6921 or 860-713-6938.) Please complete this form and forward to the parents (as appropriate) and responsible school district with a copy to:

State Department of Education
Bureau of Special Education
P. O. Box 2219 – Room 359
Hartford, CT 06145-2219
Fax: (860) 713-7153

Date: _____ Person/Agency filing the Complaint: _____

Address: _____ Phone: _____
(street)

_____
(town) (state) (zip)

Parent's Name (if different): _____ Phone: _____

Child's Name: _____ Date of Birth: _____
(last) (middle) (first)

Education Agency (school district): _____

Name of School the Child Attends: _____ Disability Category: _____

Child's Address: _____
(street)

_____
(town) (state) (zip)

Be specific as to why you believe that a requirement of the Individuals with Disabilities Education Act has been violated. Include a description of the relevant facts, the nature of the child's problem and a proposed resolution of the problem to the extent known and available at this time. Please forward a copy of this complaint to the education agency. If necessary, you may attach additional sheets as well as documentation of your complaint allegations.

_____

_____

_____

_____

_____

_____

_____

Signature of Complainant:

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State of Connecticut

M. Jodi Rell, Governor

State Board of Education

Allan B. Taylor, Chairperson
Janet M. Finneran, Vice Chairperson
Beverly R. Bobroske
Alice L. Carolan
Edna N. Chukwurah
Donald J. Coolican
Sloan W. Danenhower
Lynne S. Farrell
Theresa Hopkins-Staten
Patricia B. Luke
Timothy J. McDonald

Valerie Lewis (ex officio)
Commissioner of Higher Education

George A. Coleman
Interim Commissioner of Education

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The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Affirmative Action Administrator, State of Connecticut Department of Education, 165 Capitol Avenue, Hartford, Connecticut 06106, (860) 713-6530.

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Division of Teaching and Learning Programs and Services

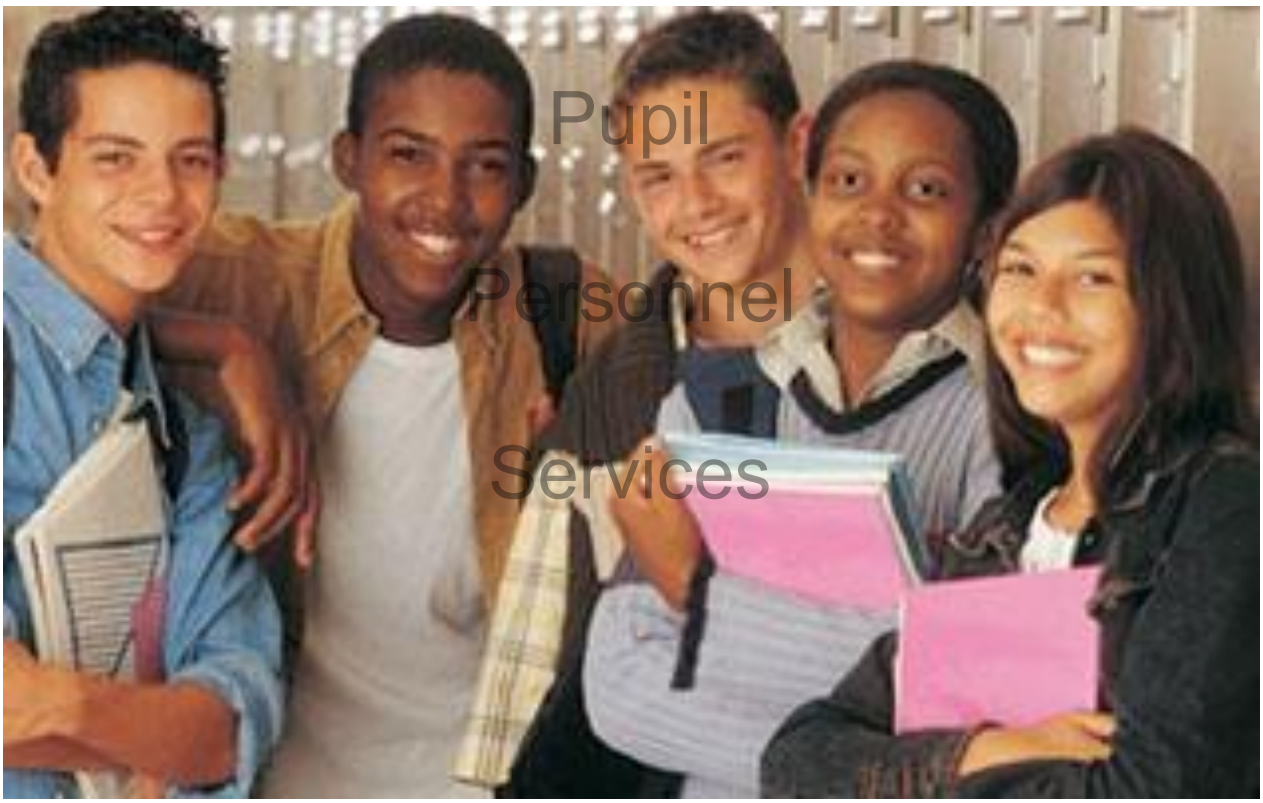
Bureau of Special Education

IEP MANUAL AND FORMS

Manchester Public Schools Pupil Personnel Services

January 2006

Revised December 2006
Second Revision February 2009
Third Revision October 2010
Fourth Revision March 2013
Fifth Revision December 2013
Sixth Revision May 2014



IEP Manual and Forms

State of Connecticut IEP Forms

Effective January 2006
Revised December 2006
Second Revision February 2009
Third Revision October 2010
Fourth Revision March 2013
Fifth Revision December 2013
Sixth Revision May 2014

Introduction

The United States Department of Education, Office of Special Education Programs (OSEP), has advised states that all IEPs written on or after July 1, 2005, must comply with the requirements of the 2004 Reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA). The position of the Connecticut State Department of Education, Bureau of Special Education, is that the January 2006 and February 2009 revised IEP forms serve a number of purposes. The first purpose is to help insure compliance with the statutory requirements of IDEA and State Law. In addition, these forms assist as a data collection and student educational program-planning tool. Therefore, the State Department of Education has directed that all IEPs written for students in the State of Connecticut be completed on these forms.

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The following commentary (January 2006, Revised December 2006, February 2009, March 2013, December 2013 and May 2014) is provided to school districts in Connecticut to assist in utilizing the IEP forms. The October 2010 Revision involves ONLY the inclusion of a revised page 12 in the forms section with no update to the commentary section of the IEP Manual. Changes were made to pages 1, 2, 10, and 12 of the IEP form (ED620) in March 2013. Please carefully review the commentary related to those IEP pages as well as minor clarifications included in the commentary for IEP page 6 (pg. 10) and IEP page11 (pg. 28). The sections of the Manual that relate to data collection for children ages 3-5 (i.e., IEP pages 2, 12 and the Manual Addendum) have been updated to align with the instructions in the most recent SEDAC Manual. Guidance regarding Prior Written Notice timelines (page 3) was added in December 2013 to clarify revised state regulation Section 10-76d-8(a)(5); related change on page 3 of ED620. Revisions on IEP page 9 and subsequent IEP Manual guidance regarding the change in the statewide assessment to the Smarter Balanced Assessments and the Connecticut Alternate Assessment (CTAA) were added in May 2014.

Please note, not every field in the IEP has a corresponding description. Written comments or questions regarding IEP forms may be sent to the Bureau of Special Education, P.O. Box 2219, Room 369, Hartford, CT 06145-2219, phone: 860-713-6910 (e-mail: gail.mangs@ct.gov). See the Bureau website at http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#IEP for the IEP and other forms.

1

PPT COVER PAGE

(Revised March 2013)

General Information

The intent of this page is to indicate:

- demographic information about the student and parents;
- the purpose of the Planning and Placement Team (PPT) meeting;
- a list of the PPT members present;
- eligibility determination; and
- amendment to an IEP.

Pages 1, 2 and 3, are designed to stand alone if the purpose of the PPT meeting is other than to develop or revise an IEP. These pages can serve as the record of the meeting and can be used to provide parents with "Prior Written Notice" of the outcome of the meeting. Conversely, if an IEP is being developed or revised, these pages can be attached to the IEP to provide all required information relative to the development of the document.

If, by mutual consent of the parents and district, an IEP is being amended, pages 1, 2, 3 and supportive documentation will serve as a record of the agreed upon changes.

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Meeting Date

On this page, and on all subsequent pages, the date of the meeting at which the information for the form was generated should be entered in the space provided in the top right hand corner of the page, and the student's name, date of birth and school district in the space provided in the header of each page. If this is an amendment to an IEP, see **Amendment to an IEP** page 3 of this manual.

Current Enrolled School

Current Enrolled School is the school of attendance, where services are being provided to the student at the time the meeting is being held. It is the school where the student sits and is educated.

Current Grade and Grade Next Year

Current Grade is the grade the student is in on the day of the meeting.

Grade Next Year is the grade the student will be in the next school year.

Current Home School

Current Home School is the school in the district the student would attend if not disabled. Additionally, if the student attends a School of Choice, the School of Choice is her/his home school (e.g., Charter, Vo-Ag and Magnet Schools).

School Next Year and Home School Next Year

School Next Year is the school where services will be provided to the student during the next school year.

Home School Next Year is the school in the district the student would have attended next school year if not disabled. Additionally, if the student attends a School of Choice, the School of Choice is his/her home school (e.g., Charter, Vo-Ag and Magnet Schools).

SASID #

Districts should use the State Assigned Student Identification Number (SASID). All data at the state level will be submitted and retrieved using the SASID number.

School District without a High School

If the school district is one of the following, complete this prompt; otherwise please check NA.

Bozrah	Brooklyn	Canterbury	Columbia	Eastford	Franklin
Hartland	Lisbon	Norwich	Pomfret	Preston	Salem
Sherman	Sprague	Sterling	Voluntown	Winchester	Woodstock

Student Instructional Language

Student Instructional Language is an instructional decision of the school based on district criteria. In SEDAC, this item is called *English Proficiency* and is addressed by *yes* or *no*.

Parent/ Guardian Name & Address and Surrogate Parent Name & Address

Provision has been made for the student's address. It is intended that the address of the student's primary residence, (i.e., where s/he spends most of her/his time), be entered on the *Student Address*[1] line and the name and address of the parent/guardian with whom the child lives for the majority of the time be entered on the *Parent/Guardian* lines below. If the parent/ guardian's address is the same as the student's, check "same." This convention was adopted to help district staff identify where the student is to be transported if special transportation is required. If the student is in an out-of-home placement, enter the address of the parent whose address generates your district's jurisdiction (nexus) on this *Parent/Guardian Address* line. It is recognized that there are various forms of living arrangements and guardianships for students. Districts should feel free to fill in these fields with the most appropriate information for their use. Additionally, spaces have been provided for phone numbers and districts should, likewise, use them for their convenience. If the student is represented by a Surrogate Parent, please indicate the name and address of the Surrogate Parent in addition.

Most Recent Evaluation Date and Next Reevaluation Date

In the *Most Recent Evaluation Date* and *Next Reevaluation Date* fields, respectively, record the date of the most recent evaluation which served to determine eligibility for special education services and the date that the next reevaluation is due. As used here, the *Most Recent Evaluation Date* and *Next Reevaluation Date* fields do not refer to the date that a student was tested but rather, to the date that a PPT reviewed evaluation results and made a decision regarding eligibility for special education services. For example, if a child has recently been identified as eligible for special education services for the first time, her/his initial evaluation date would be the date of the PPT meeting that reviewed the results of an initial evaluation and determined that the student was eligible for special education services. For this student, the next reevaluation date would be no more than three years from the exact date of this PPT meeting. This next reevaluation date would be the latest date that a PPT could meet to review the results of a reevaluation, consider the appropriateness of the student's program, and determine continuing eligibility for special education services.

Most Recent Annual Review Date

In the *Most Recent Annual Review Date* field, record the date of the most recent Annual Review PPT meeting where the student's progress for the previous year was reviewed and the IEP was revised. OR Record the date of the Annual Review PPT meeting where the first IEP was developed for a student who was initially determined to be eligible for special education services.

Next Annual Review Date

In the *Next Annual Review Date* field, record the date of the next Annual Review PPT meeting where the student's progress for the previous year will be reviewed and the IEP will be revised. This PPT meeting date may be no more than one year (365 days) from the exact date of the Most Recent Annual Review PPT meeting identified above.

Reason for Meeting

Under *Reason for Meeting*[2] indicate the purpose of the meeting by checking the appropriate response. Recognize that it is possible for a PPT meeting to be convened for several different reasons so make certain to check all responses that apply. The reasons checked should match the *Purpose of Meeting* on the **Parent Notice of PPT Meeting (form ED623)**. NOTE: "determine continuing eligibility" was added to the IEP as of 3/2013.

Primary Disability

Although it is possible that a student may have more than one disability, enter the disability which is most indicative of the student's primary disability. Disabilities eligible for special education services under IDEA or Connecticut statutes are as listed below.

(01) Intellectual Disability (ID)	(06) Orthopedic Impairment	(10) Multiple Disabilities
(02) Hearing Impairment (Deaf or Hard of Hearing)	(07) Other Health Impairment	(11) Autism
	(7A) ADD/ADHD (Sub-Category of OHI)	(12) Traumatic Brain Injury
(03) Speech Or Language Impairment	(08) Specific Learning Disability	(15) Developmental Delay (Ages 3 to 5 only)
(04) Visual Impairment	(09) Deaf-Blindness	
(05) Emotional Disturbance		TBD-no code

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Other Health Impaired

Other Health Impairment (OHI) means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that –

(i) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia: and

(ii) adversely affects a child's educational performance.

The federal definition for OHI can be found 34 C.F.R. Section 300.8(c)(9).

ADD/ADHD

ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactive Disorder) is a sub-category of OHI and has been added so that the Department can distinguish OHI students with ADD/ADHD from students with other health related problems that are reported in this disability category. For a child to be identified as ADD/ADHD, the child must first meet the overall eligibility requirements for OHI and then, meet the more specific requirements for ADD/ADHD.

Multiple Disabilities

It should be noted that the category of Multiple Disabilities is not simply that two or more disabling conditions are present but that the combination meets the conditions defined below. The federal law defines Multiple Disabilities as:

> "…concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness." (34 C.F.R. Section 300.8(c)(8))

Eligibility

The PPT must determine, based on all available relevant information, whether or not the child is eligible as a student with a disability and as a result requires special education and related services. If the answer is "yes", the specific disability should be checked in *the Primary Disability* checklist also on **Page 1**. The State Department of Education has developed guidelines to assist school districts and families in determining eligibility for special education and related services. The following guidelines are available on the SDE website (http://www.sde.ct.gov/sde/): ADD/ADHD, Autism, Emotional Disturbance, Intellectual Disabilities, Specific Learning Disabilities, and Speech or Language Impairment.

Amendment to an IEP

If this is an amendment to a current IEP, check **YES** and identify the date of the IEP being amended. The consent form (ED634) is **only** used when the district and family agree to amend an existing IEP without going to a PPT meeting. If the PPT is meeting to review and revise the IEP, **NO** should be checked for this prompt. See the October 13, 2006, SDE Blog for guidance regarding obtaining a signed agreement.

If this is an amendment, complete pages 1, 2 and 3 of the PPT packet and attach the supporting documents for the amendments. The meeting date that should be used on the top of pages 1, 2 and 3 should be the date that the parent and school district discussed and agreed upon the amendments(s) to the IEP. In making changes to an IEP without a meeting, the parents and the school must agree that convening a PPT is not necessary in order to amend the current IEP and ED634 must be signed by the parent. Federal Statute states "the parent of a child with a disability and the local educational agency may agree not to convene an IEP meeting for the purposes of making such changes [after the annual review], and instead may develop a written document to amend or modify the current child's IEP." (H.R. 1350 Section 614(d)(3)(D)) The signed *Agreement to Change an IEP without Convening a PPT Meeting* must be attached to pages 1, 2 and 3 of the PPT packet.

Team Members Present

It is not required that Planning and Placement Team members sign page 1 under *Team Members Present*. The names of the people attending the meeting are to be indicated. Signatures are not required. If a person is listed next to "other," identify the person's role/position related to her/his purpose for being at the meeting.

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2 LIST OF PLANNING AND PLACEMENT TEAM (PPT) RECOMMENDATIONS AND MEETING SUMMARY

(Revised March 2013)

Recommendations

In the PPT Recommendations section, space is provided for an itemized list of the PPT recommendations that were made by a student's PPT. For example: (1) Student is identified as having a specific learning disability and is eligible for special education services; (2) Provide three hours per week of special education resource time; (3) Review student progress in three months; (4) The special education teacher and classroom teacher will meet to collaborate for 15 minutes weekly during the next three months regarding appropriate modifications to the classroom curriculum, instruction and assignments; and (5) An evaluation will be conducted to determine eligibility, etc. It is important that this section be sufficiently specific so that both parents and school district staff know what is being recommended by the student's PPT. It is good practice to review these recommendations at the conclusion of each meeting. You may use multiple copies of **Page 2** if necessary.

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Meeting Summary

A meeting summary is only required for children ages 3 through 5 with an IEP (see below and Addendum) or 2-year-old children with an IEP. This section is optional for all other students. For older students, the use of the Meeting Summary section is a decision to be made by the student's PPT. There is no statutory requirement that parents sign the Meeting Summary to indicate their agreement with the content. It should also be noted that the Meeting Summary is not a verbatim transcription of a student's PPT meeting. Most often the Meeting Summary is used to encapsulate the discussion that occurs at a PPT meeting, to clarify any issues that may arise, and to elaborate on the elements of *prior written notice*. If necessary, more than one **Page 2** can be used.

Children 3 through 5

Use Page 2 to capture the following for 3-, 4- and 5-year-old children receiving special education and related services, including 2-year-old children with an IEP who will turn age 3 in a school year:

1. **The Early Childhood Program a Child Attends:**

   Identify the early childhood program that a child participates in beyond his/her IEP services identified on **Page 11** (e.g., Head Start, School Readiness, nursery school, preschool, or any other early childhood program that is designed for children without disabilities). Example: "Maria attends Alice in Wonderland Preschool Program."

2. **The Total Early Childhood Program Hours Per Week:**

   Identify the total hours per week that the child participates in an early childhood program. For example, George attends Mother Goose Nursery School 5 days a week, 2 hours per day, totaling 10 hours per week.* The total hours per week should NOT include the special education and related services that a child receives as a result of his/her IEP which are documented on **Page 11.**

   **NOTE: The 10 hours per week that a child participates in an early childhood program will also be recorded on Page 12, the IEP data collection page.*

Restraint and Seclusion

As of 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. Specify the date on which the parents/ guardians were provided with a copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools.* This document must be provided to parents/ guardians at the first PPT meeting following a child's initial referral for special education and at the first PPT meeting where the use of seclusion as a behavior intervention is included in a child's IEP. Every parent must be advised of these rights at the initial Planning and Placement Team meeting (PPT) held for their child even if the emergency use of physical restraint or seclusion or the use of seclusion as a behavior intervention in a child's IEP is not likely to occur with their child.

3

PRIOR WRITTEN NOTICE

(Revised December 2013)

General Information

The purpose of Prior Written Notice is to provide written communication to parents of the *Action(s)* that has been proposed or refused by a Planning and Placement Team. (Although the federal law requires notice to parents for *Refused Actions*, teams more often meet to initiate an *Action* not refuse one). The process for completing **Page 3** flows from left to right across the page.

Actions Proposed

The Team identifies the Action(s) proposed. The Team then needs to indicate the *Reasons for the Action(s)*, and the *Evaluation Procedures, Assessment, Records, or Reports Used as a Basis for the Action Proposed*. Finally, the Team completes the *Date the Proposed Action(s)* will be implemented.

Manchester

Prior Written Notice Timelines:

Section 10-76d-8(a)(5) of the special education regulations that went into effect on July 1, 2013, states as follows:

"Written notice required by this subsection may be provided to the parents at the PPT meeting where such PPT proposes to, or refuses to, initiate or change the child's identification, evaluation, or educational placement of the child with a disability or the provision of a free appropriate public education to the child with a disability. If such notice is not provided at the PPT meeting, it shall be provided to the parents of the child with a disability, or to the parents of a child who may be eligible for special education and related services, not later than ten days before the PPT proposes to, or refuses to, initiate or change the child's identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child."

Public Schools Pupil Personnel Services

The Bureau of Special Education guidance is as follows:

Districts have only two options for providing Prior Written Notice (PWN):

1. The first (and preferred) option is to give the parents the completed PWN at the PPT meeting. This allows the implementation of the IEP to take place within a reasonable timeframe; this would include implementation the next school day *if* both the parents and district agree. Document parents' receipt of the PWN and agreed upon implementation date on page 2 of the IEP. If the parents are provided with the PWN at the meeting, but do not agree with the proposed or refused actions, then the reasonable timeframe for implementation of the IEP is ten school days from receipt of the PWN. The complete IEP, if not provided at the PPT meeting along with the completed PWN, must, in all cases, be sent to the parents within five school days.
2. If the PWN is not given to the parents at the PPT meeting, the second option is to send the IEP, with the PWN, to the parents within five school days. For example, if the PPT takes place on a Monday, then the IEP, with the PWN, must be sent by the following Monday (five school days). Parents must receive the PWN at least ten school days prior to the implementation of the IEP *unless* the parents and district agreed to an earlier IEP implementation date at the PPT meeting. As above, document the agreed upon implementation date on page 2 of the IEP.

Adherence to these timelines is mandatory.

Actions Refused

The Team identifies the Action(s) refused. The Team then needs to indicate the *Reasons for the Refused Action(s)*, and the *Evaluation Procedures, Assessment, Records, or Reports Used as a Basis for the Action Refused*.

The team also needs to indicate *Other Options That Were Considered and Rejected In Favor Of the* Proposed Actions, and *Rationale For Rejecting These Other Options* and finally, *Other Factors that are Relevant To This Action.*

Actions typically proposed or refused by the PPT include: conduct an initial evaluation, conduct a reevaluation, determine the student is or is not eligible for special education and related services, implement an IEP, continue an IEP, revise an IEP, change placement, discontinue specific services, and exit from special education.

An IEP is *Implemented* as a result of an initial eligibility determination or an Annual Review.

An IEP is *Continued* when there is no change to the IEP. This option cannot be used for an Annual Review.

An IEP is *Revised* or amended between Annual Reviews.

A change of placement occurs when a student is placed into an interim alternative educational setting or the IEP is revised that approves placement into a RESC or an approved private special education program.

This item is used when specific services (Language, Speech, Hearing, Occupational Therapy, or Physical Therapy) are being discontinued, but the student continues to be eligible for other special education and/or related services.

The District is conducting an initial evaluation or a reevaluation.

The student is exiting from special education services.

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If more than one Action or Refusal is listed in the first column, but they cluster together for the purposes of columns 2 and 3, only one **Page 3** is required (e.g., *Determine that student is eligible for Special Education / Related Services* and *Implement IEP Dated*). Multiple **Page 3's** may be needed if the PPT endorses more than one Action or Refusal which cannot be clustered and cannot be described together in columns 2 and 3.

Exit Information

If the PPT exits a student from special education eligibility, check the box; provide the date and the reason for the student exiting special education. If the student is returning to general education check the box.

Procedural Safeguards

In the field at the bottom of the page that begins with *Parents please note:* the recorder must indicate, by checking one of the two boxes provided, that the Procedural Safeguards in Special Education document was either given to the parents previously in the current school year, or is enclosed with the current IEP. Parents must be given a hardcopy of the Procedural Safeguards in Special Education, therefore just providing them on a web site address, does not meet this requirement.

> *A copy of the procedural safeguards available to the parents of a child with a disability shall be given to the parents, 1 time per year, except that a copy also shall be given to the parents--*
>
> *(A) upon initial referral or parental request for evaluation;*
> *(B) upon the first occurrence of the filing of a complaint under subsection (b)(6);*
> *(C) upon request by a parent.* (H.R. 1350 Section 615(d)(1)(A))**;** *and*
> *(D) upon a change in placement resulting from a disciplinary action.*

Parent Resources

If parents need assistance in understanding the provisions of IDEA, they may contact their child's principal, the district's special education director or 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 Connecticut" (in Spanish and English) and other resources contact SERC at (800-842-8678) or go to: http:/www.ctserc.org or http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730#Legal.

4 & 5 PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

General Information

This page is the initial page of the actual IEP and should be completed for every child eligible for special education and related services. *Present Levels of Academic Achievement and Functional Performance* should be used to provide a holistic view of the student through a variety of means, including current classroom-based assessments, district and/or state assessments, and classroom-based observations, which includes parent, student and general education teacher input in all relevant areas. The determination of the student's present level of performance should use a variety of technically sound assessment tools and strategies to gather academic and functional information. The evaluation must not discriminate on a racial or cultural basis. The evaluation must include the assessment of a student in his/her native language.

The analysis of the data and information presented regarding the student's present level of performance must directly assist the PPT in determining the educational needs of a student in relationship to the student's involvement and progress in the general curriculum or appropriate preschool activities. The assessment data used, may vary depending on whether this is an initial evaluation, annual review, or a reevaluation. Standardized assessments may not necessarily provide the adequate information needed to determine the educational needs of a student in relationship to the general curriculum. A comprehensive evaluation should include other assessments to capture academic achievement and related developmental needs. Therefore, curriculum-based assessments, portfolios, running record, student work, etc. may be appropriate information sources for identifying present levels of academic and functional performance in relation to general education curriculum.

If this is a reevaluation, an annual review, or a revision of a current IEP, the student's current level of performance should include a description of the student's progress toward meeting the annual goals of the current/previous IEP.

It is particularly important that this page include student strengths, as well as areas of concern that were identified during the assessment, including parent, student and general education teacher input on strengths and concerns. When completing this page, the PPT should focus on how the student's strengths and concerns/needs affect the student's involvement and progress in the general curriculum. As part of the process of defining the student's current level of performance, the PPT should identify what the student currently knows and can do.

This page is important to the development of the IEP as it defines the need for specialized instruction and determines how that specialized instruction should look in terms of goals, supports, and services. The remaining pages of the IEP should be directly aligned with the information on this page. **Pages 4** and **5** are intended to provide a place for the PPT to include a general summary of performance levels rather than to provide a detailed report of all evaluation results. Detailed evaluation information should be found in separate evaluation reports. For any data that is recorded on **Pages 4** and **5** the PPT must document the source of the data (classroom-based assessments, district and/or state assessments, and classroom-based observations, parent, student and general education teacher input, etc.).

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Parent and Student Input and Concerns

The input and concerns from parents and students must be considered in the development of the IEP. The PPT should specifically record input from parents and student. For example, 1) the parent is concerned that their child needs a hands-on approach in science class rather than a lecture style and 2) the parent shares that their child has made good progress in both reading and math this school year.

Academic and Functional Performance Areas

The focus of this column should be how the student is currently performing. The statements written in this column should clearly articulate what the student currently knows and can do in relationship to his/her involvement and progress in general curriculum or appropriate preschool activities. If the student is performing at the appropriate age/grade level, the PPT can record that information as such. Not every Area of Academic and Functional Performance listed on pages 4 and 5 of the IEP needs to be completed across the entire row. Complete "only those areas that meet the child's needs that result from the child's disability to enable the child to be involved in or make progress in the general education curriculum; and meet each of the other needs that result from their child's disability." (§614(d)(1)(A)(i)(ii)) If the student's present levels of performance represent a discrepancy between the age/grade level expectation and performance, the PPT should provide details in this column. If the student's present level of performance includes the use of supplemental aids and services, the PPT can record that information. Generalized psychological data (e.g., WISC, etc.) that does not neatly fit into a specific area can be reported under "other" on **Page 5**.

Strengths

Strengths may include a relatively strong area for the student; a strength when compared to peers, or particular motivational or interest area. Statements about the student's strengths can support instructional decisions related to motivation, learning styles, and learning preferences. If the student's strength is supported by the used of supplemental aids and services including assistive technology, the PPT can record that information. For example, "when using a slant board, the student can write legibly."

Concerns/ Needs (requiring specialized Instruction)

The PPT uses the information provided by the parents and student and the information provided in the first two columns of "Present Levels of Academic Achievement and Functional Performance" as the basis for making decisions related to *Concerns/Needs* to be addressed in the current IEP. Issues that are identified as a concern/need should result in corresponding goals and objectives. According to H.R. 1350 Section 614(d)(1)(A)(i)(II), goals and objectives are designed to meet the child's needs that result from the child's disability. Therefore, the concerns/needs detailed in this column which have a marked impact on the child's educational performance and requires specialized instruction should result in a corresponding annual goal. If there are concerns raised that do not rise to the level of needing specialized instruction, then the PPT may note these under options discussed and considered by the PPT but rejected in favor of the proposed actions and should be recorded on **Page 3**: *Prior Written Notice.*

Impact of the Student's Disability on Involvement in the General Curriculum or Participation in Appropriate Preschool Activities

Care should be taken to describe how the student's disability specifically impacts her/his involvement and progress in the general curriculum <u>or</u> participation in appropriate preschool activities. In completing the *Concerns/Needs* and *Impact of the Student's Disability on Involvement and Progress in the General Curriculum or Appropriate Preschool* Activities columns, it may help to think in terms of "if-then" statements. (i.e., if there is a concern, then what is the impact on the student's participation and progress in that area?) To illustrate, for a high school student with a learning disability, one might indicate "that the student's level of decoding skills and reading rate make it difficult for her to complete independent reading assignments in the content areas and require accommodations to such assignments". For a student with significant language and motor delays, one might indicate that "the severity of language and motor delays limits the student's understanding of oral and written language and limits written expression to such an extent that he cannot participate in written and oral activities in the classroom without accommodations and modifications."

For students who are placed in an out-of-district placement (e.g., RESC or Approved Private Special Education Programs) the impact statement continues to refer to the student's involvement and progress in the general education curriculum or appropriate preschool activities referenced back to the placing District. The impact of the disability may be so great to require curricular modifications and behavioral accommodations that cannot be met in the public school setting.

The goals and objectives are directly related to the concerns and build on strengths. The level, intensity, and type of special education supports and services are determined by the goals and objectives. The *Program Accommodations and Modifications* **(Page 8)** are developed to address the impact the student's disability has on participation and progress in general education curriculum or participation in preschool activities.

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6 TRANSITION PLANNING

(Revised February 2009, March 2013)

General Information

Transition planning and related goals and objectives are an integral part of the IEP beginning at the annual review following a student's 15th birthday, or earlier if determined appropriate by the PPT, and annually thereafter. If the student has not reached the age of 15 and transition planning is not required or appropriate at this time, check the box for not applicable. If this is either the first IEP to be in effect when the student turns 16 (or younger if transition planning is needed) or the student is 16 or older and transition planning is required, check the second box.

Student Preferences/ Interests

Item 2 is included to ensure that students are **actively** involved in planning for their secondary program as it relates to postsecondary education or training, employment and independent living (which incorporates community participation). Personal interviews, informal/formal assessment, comments at PPT meetings and functional vocational assessments are necessary to identify student interests/preferences as they relate to IEP transition planning. In the space following Item 2a, please indicate whether the student was invited to attend her/his PPT meeting. After Item 2b, please indicate if the student DID attend her/his PPT meeting. These two items will be collected as new transition data points in SEDAC. In the space following "Other" in Item 2c, the team should document the activities undertaken including, but not limited to, career exploration activities, job shadowing, situational assessments, and parent interviews, that were used to identify preferences/interests as they relate to transition planning. After Item 2d a brief summary of the student's interests and preferences should be provided.

Age-Appropriate Transition Assessment

Item 3 is included to ensure that a student's interests, preferences, strengths and needs are assessed on an on-going basis and the results are used to develop and identify appropriate, measurable annual IEP goals with short-term objectives and transition services. After Item 3, please indicate the name(s) and date(s) of any age-appropriate transition assessments administered since the last PPT meeting. Results from these assessments may be recorded as present levels of performance on pages 4 and 5 of the current IEP and should be used to develop Post-School Outcome Goal Statements and annual IEP goals and objectives.

Agency Participation

Item 4 is included to provide evidence that the PPT has considered whether a representative of an outside agency/service is appropriate to be invited to participate in the transition planning and development of transition goals and services in a student's IEP (e.g., *postsecondary education, vocational education, integrated employment [including supported employment], adult services, independent living, community participation*). This ensures that the transition planning is comprehensive and well coordinated.

After Item 4a, please check "YES" if any representatives from outside agencies were invited to attend the PPT meeting and written consent was obtained from the parent/guardian or student (if over 18). Please note that an outside agency representative may NOT attend a PPT meeting without written permission. If the response is "NO," specify the reason for not inviting any outside agency representative. You MUST choose from the following choices for a "NO" response:

1.) **No, not appropriate** to invite a representative from an outside agency;

2.) **No, written consent to invite a representative was not provided** - (inviting an outside agency may be appropriate but written consent was not granted); or

3.) **No, no outside agency was invited**. (This was not done by the district.)

Item 4c provides a place for the PPT to describe any services or linkages that participating agencies have agreed to provide.

Post-School Outcome Goal Statement(s) and Transition Services

Item 5 provides the team with key transition information related to a student's projected postsecondary goals as required by the IDEA (i.e., postsecondary education *or* training, employment and if determined appropriate by the PPT, independent living/community participation). In Connecticut's IEP, the "postsecondary goals" required by the IDEA are called Post-School Outcome Goal Statements.

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Beginning not later than the first IEP to be in effect when the student turns 16 or younger if determined appropriate by the PPT, EVERY student who has an IEP MUST have at least **two** Post-School Outcome Goal Statements and annual goals with short-term objectives: One Post-School Outcome Goal Statement and annual goal with short-term objectives must be related to postsecondary education *or* training and a second Post-School Outcome Goal Statement and annual goal with short-term objectives must be related to employment. If independent living is determined by the PPT to be an appropriate postsecondary goal area for a student, he/she must also have a Post-School Outcome Goal Statement and annual goal with short-term objectives related to independent living.

Post-School Outcome Goal Statements (PSOGS) must be written as measurable statements that are generally understood to refer to those goals that a student hopes to achieve after leaving secondary school (IDEA 2004 Part B Regulations, 34 C.F.R. §300.320(b)). Each PSOGS must include a phrase such as "After graduation," or "Upon exiting high school". A Post-School Outcome Goal Statement does NOT include the *process* of pursuing or moving toward a desired outcome. For example, "After high school John will explore attending a four-year college" is NOT an appropriate PSOGS because "exploring" is a process and cannot be measured as completed or not completed. "John will attend a competitive four-year college after graduating from high school" is a good example of a PSOGS that deals with postsecondary education or training. Additional examples of postsecondary goals/PSOGS may be found in the Indicator 13 training section of the National Secondary Transition Technical Assistance Center (NSTTAC) website: http://www.nsttac.org/content/nsttac-indicator-13-checklist-form-b-enhanced-professional-development%20.

For each PSOGS that is written in Items 5a, 5b, and 5c, there must be at least one annual goal with short-term objectives written on a goal page (page 7) of the student's IEP. The checkbox underneath that Item (5a, 5b, and 5c) must also be checked. Beginning with the October 2009 SEDAC data collection, all students whose IEP will be in effect when they turn 16 (or younger if determined appropriate by the PPT) must have at least two annual goals and related objectives in the area of transition: one annual goal related to the PSOGS about postsecondary education *or* training AND a second annual goal related to the PSOGS about employment. The student might also have at least one annual goal with short-term objectives related to the PSOGS about independent living if determined appropriate by the PPT.

All items on page 6 of the IEP must be completed at the Annual Review when the student is 15-years-old so that it is in place on his/her 16th birthday (or younger if the PPT determined that transition services are needed prior to age 16). Every IEP that includes transition goals and objectives is considered to be a "Transition IEP" and all items in the IEP must contribute to helping a student move toward meeting his/her postsecondary goals (i.e., Post-School Outcome Goal Statements).

Course of Study

All items on page 6 address the requirements that for **all** students receiving special education and related services, the IEP developed at the annual review following their 15th birthday and all subsequent IEPs MUST reflect consideration of the need for transition services. The IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to postsecondary education or training, employment, and, if appropriate, independent living skills. For some students, specific skills training may not be needed in the area of *Independent Living* that now incorporates *Community Participation*. When appropriate, a student's program should include both instruction (school-based activities) and community experiences (community-based activities).

Item 6 provides information regarding how a student's course of study is related to her/his postsecondary goals and Post-School Outcome Goal Statements. Check the first box in Item 6 if a student is currently in a course of study (including general education activities) that is needed to assist the student in reaching his/her transition goals and includes classes that are contributing credits necessary for the student to obtain a high school diploma. **Elaborate on the specifics of the course of study as it relates to the student's Post-School Outcome Goal Statements, annual goals and related transition services.** If a student has completed academic requirements and has amassed sufficient credits to obtain a high school diploma, has no academic course of study and is only working on IEP annual goals with short-term objectives related to secondary transition, check the second box in Item 6.

NOTE: Such students may also have functional academic goals as part of their transition planning.

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Transfer of Rights

IDEA requires that at least one year prior to reaching age 18, the student be informed of her/his rights under IDEA that will transfer to her/him at age 18.

Summary of Performance

The *Summary of Performance* must be completed for a student 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 team must identify and record the date by which the *Summary of Performance* will be completed in the following year. The *Summary of Performance* must be reviewed with the student and parent/guardian, but does not need to be addressed in a formal PPT meeting.

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7 MEASURABLE ANNUAL GOALS AND SHORT TERM OBJECTIVES

(Revised February 2009)

General Information

Measurable annual goals and short term objectives should align with the present levels of academic achievement and functional performance. Annual goals and short term objectives should relate directly to the information recorded on **Page 4** or **5** under concerns/needs (requiring specialized instruction). Specified annual goals and objectives should align with the grade level general education curriculum standards, functional performance requirements and the Connecticut Frameworks: Curricular Goals K-12 and the Connecticut Preschool Frameworks.

The IEP includes measurable annual goals and short-term objectives or benchmarks that describe each student's expected learning outcomes. Annual goals are used to estimate what outcomes you can expect a child to achieve in an academic year based on the student's present levels of performance. Short-term objectives and benchmarks describe meaningful intermediate and measurable outcomes between the student's current performance level and the annual goal.

This is a generic goal and objectives page. By checking one or more of the boxes at the top of the page, one can use this page for nine specific goal areas. If none of the options provided applies; check *Other* and write in a different goal area. Multiple measurable Annual Goals and Short Term Objective pages may be necessary.

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☐ Gross/Fine Motor ☐ Post secondary Education/Training
☐ Self Help ☐ Employment ☐ Independent Living ☐ Health ☐ Other: (specify) _____

Goals and Objectives

It is important that goals and objectives be specific, be measurable and, to the extent appropriate, relate to the student's achievement in the general education curriculum or appropriate preschool activities. The following is an example of such a goal and related objectives.

> Goal #1: Given the district's 4th grade math curriculum scope and sequence, [student's name] will demonstrate mastery of the 4th grade goals for math applications, as measured by completion of the objectives.
>
> Objective #1: When given a word problem involving fractions, [student's name] will solve the problem correctly by reading a word problem (or having it read to her/him) and choosing the correct operation.

For Objective #1 of Goal #1, one might select "4" [Quizzes/Tests] from the *Evaluation Procedures* table and enter it on the *Eval. Procedures* line; select "E" [Frequency/Trials] from the *Performance Criteria* table and enter it on the *Perf. Criteria* line; and then enter "75%" on the (%, Trials, etc.) line. This would indicate that this objective will be successfully met when multiple quizzes and tests reviewed by the teacher demonstrate that the student can read a written problem containing fraction concepts (or have it read to her/him), choose the correct operation, and solve the problem correctly, for 3 out every 4 problems given over time.

Eval. Procedure:	4
Perf. Criteria:	E
(%, Trials, etc.)	+75%

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Objective #2 Given a fraction word problem, [student's name] will read the problem (or have the problem read to her/him) and give a written description of all the steps that must be taken to correctly solve the problem.

For Objective #2 of Goal #1, one might select "9" [Work Samples, Job Performance or Products] from the *Evaluation Procedures* table and enter it on the *Eval. Procedures* line; select "I" [CMT Scoring Criteria] from the *Performance Criteria* table and enter it on the *Perf. Criteria* line; and then enter "Score of 1 or higher" on the (%, Trials, etc.) line. This would indicate that this objective will be successfully met when work samples reviewed by the teacher demonstrate that the student can read a written problem (or have the problem read to her/him) and write a description of all of the steps that must be taken to correctly solve the problem scoring a 1 or better according to the CMT Scoring Criteria for math.

Goal #2 Given his/her interest and skills, [Student name] will investigate two jobs and determine what kind of post secondary training or education is required for each job.

Objective #1 Given a copy of the local newspaper, [student name] will select two job descriptions that meet his/her interest from the want ads and underline the words that describe the skills or requirements for each job.

For Objective #2 of Goal #2, one might select "6" [Project/Experiment/Portfolio] from the *Evaluation Procedures* table and enter it on the *Eval. Procedures* line; select "G" [Successful Completion of Task/Activity] from the *Performance Criteria* table and enter it on the *Perf. Criteria* line; and then enter "100%" on the (%, Trials, etc.) line, indicating that the task has been successfully completed when the project reflects that the student has selected two job descriptions that meet his/her interest from the want ads and has underlined the words that describe the skills or requirements for each job.

Evaluation Procedures and Performance Criteria

The sections entitled *Evaluation Procedures* and *Performance Criteria* are designed so that one can select an evaluation procedure for both the goal statement and also for each of the objectives. Currently, Connecticut regulations require short term objectives derived from the annual educational goals for all students that have an IEP and that evaluation procedures and performance criteria be specified for all short term objectives. The annual goal may be measured in terms of the achievement of the short term objectives that are written to address the goal or separate evaluation procedures may be utilized for the goal. Evaluation procedures and performance criteria should be individually determined based on the student's present levels of academic and functional performance and the task demands of general education or appropriate preschool activities.

To the right of each *Goal* and *Objective* field, space is provided to indicate the Evaluation Procedure (*Eval. Procedure*) and Performance Criterion (*Perf. Criteria*) to be utilized with the *Goal* or *Objective*. If it is necessary to specify a percent change, number of trials, standard score increase, months growth, etc., space is provided in the field labeled *(%, Trials*, etc.). When taken as a whole, the evaluation procedures, performance criteria and goals/objectives should be compatible, aligned, and clear.

Reporting Progress

The area at the bottom of the page entitled *Progress Reporting Key* lists letters and corresponding terms to be used to indicate whether or not progress is sufficient to achieve the goal by the end of the IEP, e.g., M = Mastered, S = Satisfactory Progress - Likely to Achieve Goal, U = Unsatisfactory Progress - Unlikely to Achieve goal, etc. (Note: This reporting key is utilized for both goals and objectives.) When selecting *Other* to report progress, the district must specify what "other" means.

In the four columns on the right side of the page, space is provided to report on progress toward both the goal and objectives (see example below). In the shaded boxes immediately under the heading *Enter Dates For Evaluating and Reporting Progress in Boxes Below*, space is provided to enter up to eight dates for progress reporting. The boxes provided next to the measurable annual goal and next to each of the three objectives can then be used to record evaluation

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results for each of the dates entered in the set of shaded boxes at the top of the page. (Note: It is important that these reporting dates be entered when the IEP is written so that parents will know when to expect reports on their child's progress. The dates entered should be consistent with **Page 10** of the IEP.)

The sample that follows has been completed to illustrate how this section might look at the end of a school year, assuming progress is being reported consistent with quarterly report cards. In the lower set of boxes, the *NI*, *S* and *M* stand for *Not Introduced, Satisfactory Progress - Likely to Achieve Goal*, and *Mastered*, respectively. Again, the position of these progress indicators in the lower boxes corresponds to the dates for the reporting periods entered in the top set of boxes. To illustrate, for the 4/30 Progress Report, the student was making satisfactory progress, as indicated by the "S" in the box that corresponds to that date (box #3).

Enter Dates for Evaluating and Reporting Progress in Boxes Below			
1 *11/28*	2 *2/2*	3 *4/30*	4 *6/15 RC*
5	6	7	8
Report Progress Below (Use Reporting Key)			
1 *NI*	2 *S*	3 *S*	4 *M*
5	6	7	8

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Transition Goals and Objectives

For students who have transition goals and objectives (mandatory for any student whose IEP will be in effect when she/he turns 16 or older and may apply to younger students if determined appropriate by a PPT), there must be a minimum of two (2) annual goal pages (page 7) related to transition in every IEP (effective as of the October 1, 2009 data collection): One annual goal page for postsecondary education *or* training and one annual goal page for employment. (The student might also have at least one annual goal with short-term objectives related to the PSOGS about independent living if determined appropriate by the PPT.) In addition, for all students age 15 or older (so that the IEP will be in place on the student's 16th birthday), all items on **Page 6**, **Transition Planning**, must be completed and the box located above the *Measurable Annual Goal* heading (on Page 7) must be checked as noted below.

☒ *Check here if the student is 15 or older. (Note: **Page 6**, Transition Planning must be completed if this box is checked*)

For every Post-School Outcome Goal Statement written in Items 5a, 5b, and 5c on Page 6 of the IEP ("Transition Planning"), the appropriate box for annual goals and related objectives under that PSOGS must be checked and the checkbox for the same goal area must also be checked on the top of Page 7. Since every student must have a PSOGS for postsecondary education *or* training on Page 6, the postsecondary education/training box must be checked at the top of page 7 and at least one annual goal with short-term objectives must be written for that goal area. As there must also be a second PSOGS in the area of employment, at least one annual goal with short-term objectives must be written on another page 7 for that goal area with the appropriate box checked. (There must also be an annual goal with short-term objectives written in the area of independent living [and the independent living box checked at the top of Page 7] *if* the PPT has determined that a PSOGS in the area of independent living is appropriate for the student.)

To appropriately incorporate annual goals related to a student's PSOGS, the checkboxes at the top of page 7 of the IEP related to secondary transition are now as follows: Postsecondary education/training; employment; and independent living (which incorporates community participation).

NOTE: For students aged 16 – 21 who are working on transition goals (i.e., postsecondary education/training, employment and if appropriate, independent living), MORE than one box may be checked for **each** annual goal as some goals may relate to transition as well as to one or more of the other categories noted at the top of page 7. In addition, since transition areas are not directly correlated with state curriculum standards and many students receive the majority of their instruction in general education classrooms, some transition goals and objectives may be addressed within general education. For example, a student may be working on an annual goal in

the area of self-advocacy. The checkboxes for Academic/Cognitive or Communication as well as Postsecondary Education/Training may be appropriately checked since a student who is planning to attend college or receive further training will have to know how to advocate for him/herself in order to receive disability-related accommodations and/or services. Similarly, a student may be working on an annual goal related to functional math skills; this goal may relate to the Academic/Cognitive, Employment and Independent Living categories.

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8 PROGRAM ACCOMMODATIONS AND MODIFICATIONS- INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES - AND COLLABORATION/SUPPORTS FOR SCHOOL PERSONNEL

General Information

IDEA 2004 places an emphasis on involving children with disabilities in the general curriculum, including appropriate preschool activities. H.R. 1350 Section 614(d)(IV) requires the IEP to include a statement of the program modifications or supports for school personnel that will be provided to enable the child to:

- advance appropriately toward attaining his/her annual goals;
- be involved in and make progress in the general education curriculum;
- participate in extracurricular and other non-academic activities; and
- be educated and participate with other children with and without disabilities.

Program accommodations and modifications must be specific and appropriate to meet the needs of the child as defined in the IEP. The purpose of accommodations and modifications is to enable the child 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 are changes to instruction (such as materials, content enhancements, and tasks) that change *how* a student learns. Accommodations may include assistive technology devices and services. An assistive technology device is any piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device [H.R. 1350 Section 602(1)]. An assistive technology service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device [H.R. 1350 Section 602(2)]. Modifications are changes to the content, which affect *what* the student learns. Modifications include curricular changes in the content standards or the performance expectations. For example, the content standard may be that students will learn multiplication facts and the performance standard is that the students will achieve mastery of the multiplication facts 0-9. A continuum of accommodations should be used and evaluated for their effectiveness before moving to modifications.

This page must be completed for all general as well as special education instruction as appropriate. When the PPT determines the special education and related services a student will receive, it must also (1) consider the accommodations and modifications, including those for nonacademic and extracurricular activities, that the student requires, and (2) the supports required for school personnel to implement the IEP.

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Accommodations, Modifications, and Assistive Technology Devices and Services

This section is broken down into specific areas for accommodation and modification considerations. The PPT should list the specific accommodations, assistive technology devices and services, and modifications as they relate to the individual needs of the student listed on **Pages 4** and **5**, as well as the goals and objectives written on **Page 7**.

Many accommodations are effective instructional practices and are used for all students by effective teachers; however, it should be noted that the distinction between accommodations and effective instructional strategies is what an individual child needs as a result of his/her disability and must have in order to be involved and progress in general education curriculum. For example, highlighting key vocabulary words is an effective instructional strategy that most teachers employ as part of their practice; however, this specific student with a learning disability must have key words highlighted. So, although highlighting key words is something that is already done in the seventh grade classroom, the PPT should record that this student must have key words highlighted in order to ensure that this accommodation is provided. Conversely, not all effective instructional strategies, although they enhance the instruction of the student with a disability, are necessary to address the student's needs. For example, in the case of a student with an emotional disturbance, having a study guide for tests is a good practice for learning,

however, based on the PPTs assessment of the student's progress and present level of performance, it is not required in order to address the student's specific learning needs as they relate to the student's disability. PPTs should be judicious in the decisions regarding accommodations, assistive technology, and modifications in order to ensure that the selection specifically addresses the learning needs of an individual student as they relate to the disability and the participation and progress in general education curriculum, appropriate preschool activities, extra-curricular and non-academic activities, and participation with students without disabilities.

Sites/Activities where Required

When completing **Page 8**, make certain to utilize the column entitled *Sites/Activities Where Required and Duration* to indicate the *site or activity* where the selected accommodations/modifications are required and the duration of these accommodations/modifications. For example, for Behavioral Interventions and Support, the PPT might recommend a behavior intervention plan for "all classes for the entire year", while for accommodations *to Tests/Quizzes/Assessments*, the PPT might recommend reading the test and quizzing aloud to the student for "language arts classes for the first semester". When completing this section, the most common error is a failure to indicate the duration of recommended accommodations/modifications. Simply writing "All classes" in this space is not sufficient. The correct entry would be, in its simplest form, "All classes, all year." Similarly, for support in an extracurricular activity, the PPT might select a peer support in the *Other* section and then specify that this adaptation is required for "drama club for the entire year". For a student whose behavior is disruptive in unstructured settings, the PPT might recommend cueing the expected behavior and proximity touch control in the Behavioral Interventions and Support section, and then specify that these accommodations are required for the settings under which they are necessary. The PPT should consider how the accommodations/modifications or assistive technology devices and services will appropriately serve the specific needs of the student in the various types of settings and activities that student will encounter throughout the school day and year. Not all the items need to be implemented all day long for every school setting or activity. As in the selection of accommodations/modifications and assistive technology devices and services, assuming that every item should be implemented all the time in every setting may result in poor, rather than effective implementation of an IEP, and create an unnecessary dependence on the accommodation/modification/assistive technology device or service.

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Required Supports for Personnel

Federal law requires the IEP to include supports that staff might need in order to implement this IEP. With respect to *Frequency and Duration of Supports Required for School Personnel to Implement this IEP,* the following are examples of supports that might be specified in this section: (1) "All staff who will work with [student's name] should receive ten hours of disability-specific training in the area of Autism. This training should be provided during the first two weeks of school by [title, role, or competency area of person providing training]"; (2) "An instructional assistant (paraprofessional) to be provided to assist the teacher of each general education class which the student attends between now and the next PPT scheduled for January 15, 2007"; (3) "The school psychologist will collaborate with [child's name] teacher for 20 minutes per week for the first six weeks of school to cooperatively plan activities which will encourage [child's name] to establish and maintain friendships with classmates"; or (4) "All staff who require [student's name] to complete written assignments or provide [student's name] with support during the completion of written assignments will receive at least 4 hours of training in the use of text to speech and work prediction software. Follow-up support will be provided throughout the school year."

Typically, these supports are in the form of teacher training, paraprofessional support in the classroom or consultation by a special education teacher or related services provider. See page 21 *Responsible Staff and Service Implementer* for a discussion of paraprofessional support.

Frequently Used Accommodations and Modifications

Materials/Books/Equipment:			
Access to Computer	Calculator	Manipulatives	Supplementary Visuals
Alternative Text	Consumable Workbook	Speech to Text Devices	Highlighted or Color Coded Texts
Alternative Worksheets	Large Print Text	Spell Check	Word prediction or Voice Recognition Software
Tests/Quizzes/Assessments:			
Alternative Tests	Oral Testing	Simplify Test Wording	
Extra Credit Options	Pace Long Term Projects	Student Write on Test	
Hands-on Projects	Preview Test Procedures	Test Study Guide	
Limited Multiple Choice	Prior Notice of Tests	Extra Time–Tests/Projects/Written Work	
Objective Tests	Reduced Reading	Rephrase Test Questions/Directions	
Orally Read Tests/Directions	Shortened Tasks		
Grading:			
Audit Course	No Handwriting Penalty	Modified Grades Based on IEP	
Grade Improvement	Pass/Fail		
Organization:			
Assignment Pad	Desktop List of Tasks	List Sequential Steps	Provide Study Outlines
Assign Partner	Electronic Organizers	Pencil Box for Tools	Templates for Written Work
Daily Assignment List	Extra Space for Work	Post Assignments	Give One Paper or Section at a Time
Daily Homework List	Folders to Hold Work	Post Routines	
Environment:			
Adaptive Work Space	Preferential Seating	Minimizing or Structure transitions	
Clear Work Area	Study Carrel	Reduction of auditory or visual stimulation	
Behavior Intervention/Support:			
Behavior Contracts	De-escalation Strategies	Set/Post Class Rules	
Break Between Tasks	Emergency Plan	Chart Progress and Maintain Data	
Contingency Plan	Peer Supports/Mentoring	Modeling Expected Behavior by Adults	
Cue Expected Behavior	Positive Reinforcement	Parent/Guardian Sign Homework	
Daily Feedback to Student	Proximity/Touch Control	Parent/Guardian Sign Behavioral Chart	
Instructional Strategies:			
Assign Study Partner	Immediate Feedback	Provide Models	Have Student Restate Information
Check Work in Progress	Mimed Clues/Gestures	Review Directions	Provide Notes/Outline to Student
Concrete Examples	Multi-Sensory Approach	Review Sessions	Provide Student With Vocabulary Word Bank
Cueing/Prompts	Number Line	Use Manipulatives	Support Auditory Presentations with Visuals
Extra Drill/Practice	Personalized Examples	Use Mnemonics	Visuals to Support Instruction
Highlight Key Words	Pre-teach Content	Computer Supported Instruction	

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9 TESTING AND ACCOMMODATIONS

(Section Revised May 2014)

Completion

Page 9 must be completed for all students.

Enrolled Grade When Assessed

All Connecticut (CT) public school students in grades 3-8 and 11 must be assessed on one of two statewide tests in English Language Arts (ELA) and Mathematics (MATH): the Smarter Balanced Assessments or the Connecticut Alternate Assessment (CTAA). Students in Grades 5 and 8 are also assessed on the Connecticut Mastery Test (CMT) Science or the CMT Skills Checklist Science. Students in Grade 10 are also assessed on the Connecticut Academic Performance Test (CAPT) Science or the CAPT Skills Checklist Science.

Statewide Assessment Participation

Check one box to indicate the grade in which the student will be enrolled at the beginning of the testing window. The "*Grade 10 CAPT Science Only*" box indicates that the student will only take the CAPT Science assessment. Check the box labeled "*Grades PK-2, 9 or 12; testing not required*" if the period of the IEP covers a non-tested grade.

Statewide Assessment Options

All special education students in grades 3 - 8 and 11 and grade 10 for Science must participate in statewide testing. Select only ONE option.

1. **Smarter Balanced Assessments –** This option also includes CMT Science for grades 5 and 8.
2. **CT Alternate Assessment (CTAA) –** This option also includes CMT Skills Checklist Science for grades 5 and 8.
3. **Grade 10 ONLY (Select ONE):** ❒ CAPT Science OR ❒ CAPT Skills Checklist Science.

For additional information, refer to the Student Assessment Web page.

Statewide Administration Options

Accommodations may be provided for the Smarter Balanced Assessments, CMT/CAPT Science and for the CTAA.*

Check ***Yes*** if you are selecting at least one accommodation for the Smarter Balanced Assessments, CMT/CAPT Science or the CTAA. Attach the completed *Test Supports/ Accommodations Form* to the IEP and provide a copy to the district test coordinator. Accommodations MUST also be entered on the CSDE Accommodations Collection Website.

A student identified as an English learner (EL) (formerly English language learner–ELL) who is attending a school in the U.S. for the first time (the 50 states and District of Columbia only) for less than 12 months is allowed a one-time only **EL exemption from reading and writing tests.** The exempted student must take the English proficiency assessment (the Language Assessment Scales (LAS Links)). The student may be given an exemption for *only one* administration of the Smarter Balanced Assessments or the CTAA and may not be exempted again in subsequent years. **Students meeting the criteria for the EL exemption are not required to take the ELA assessment, but must take the Math and Science assessments.** For further information, please see Connecticut's English Language Learner Exemption Guidelines.

Check ***Yes*** or ***No*** as appropriate.

* *CTAA and CMT/CAPT Science Skills Checklists Eligibility & Learner Characteristics Inventory (LCI)* should be used for guidance on determining which students are eligible for taking an alternate assessment (i.e., the CTAA or the CMT/CAPT Science Skills Checklists) instead of the standard statewide assessment. Provide a completed copy of the LCI to the district test coordinator for required registration of students assessed with the CT Alternate Assessment (CTAA) or the CMT/CAPT Science Skills Checklists on the CSDE Accommodations Collection Website. **A PPT decision to assess the student using the CTAA or the CMT/CAPT Science Skills Checklists must be recorded on page 3 of the IEP, Prior Written Notice.**

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Districtwide Assessment Participation

If districtwide assessments are not scheduled for all students of the same age/grade during the term of the IEP, check the box labeled "N/A."

In all instances where a student is exempted from a districtwide assessment, the PPT must determine how the student will otherwise be assessed. A statement must be provided as to why the child cannot participate in the standard assessment and why the alternate assessment specified is appropriate for the child.

Specifying Accommodations

The *Test Supports/ Accommodations Form* for the appropriate assessment is required for each student who will be given accommodations on the Smarter Balanced Assessments, CMT/CAPT Science or the CTAA. The form does not need to be completed for students who do not require testing accommodations. The *Test Supports/Accommodations Form* must be completed by the district, state Approved Private Special Education Program (APSEP) or Regional Education Service Center (RESC) attended by the student. The *Test Supports/Accommodations Form* and directions for completing it can be found on the State Department of Education Website. The completed form should be attached to the IEP and a copy given to the district test coordinator. These accommodations should also be entered on the CSDE Accommodations Collection Website. Please call (860) 713-6855 or (860) 713-6837 for questions related to assessment accommodations.

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Accommodations

All of the accommodations for the Smarter Balanced Assessments, CMT/CAPT Science and the CTAA are indicated on the *Test Supports/Accommodations Form*. The complete list of accommodations and the parameters for their use can be found in the State Department of Education publication entitled *Assessment Guidelines for Administering Connecticut's Statewide Assessments*.

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Electronic Submission of Accommodations to CSDE

The CSDE must be notified of all accommodations for students in Grades 3 through 8, 10 and 11. Notification is accomplished through electronic submission of the *Test Supports/Accommodations Form*. The *Test Supports/Accommodations Form* may be completed at any time by a PPT, but the information on the form must be submitted electronically *prior* to test administration.

Schools

Please call (860) 713-6855 or (860) 713-6837 with specific technical questions related to the submission of accommodations information on the CSDE Accommodations Collection Website.

National Assessment of Educational Progress (NAEP)

Each year some Connecticut schools are selected to participate in the National Assessment of Educational Progress (NAEP). The NAEP is administered by the United States Department of Education as a means of monitoring educational attainment on a national basis. Representative samples of fourth, eighth and twelfth-graders in cooperating states and territories of the United States are tested in selected content areas. In odd-numbered years (e.g., 2015, 2017), the number of participating schools increases and the results are used to assess achievement for the state as a whole. Since it is critical that participants accurately represent Connecticut's public school population, some students with disabilities and/or limited English proficiency will be selected and should participate in the testing.

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NAEP does not offer an alternate assessment for students with disabilities or English learners (EL), but the standard assessment allows a variety of accommodations that students use in other assessments and in their classrooms. It is important to recognize that the NAEP is not administered in every grade and that not every student in a tested grade will participate. Due to this limited participation, and the range of allowable accommodations, it is not necessary for PPTs to specify accommodations for the NAEP separately.

As standard practice, a student selected for NAEP should participate in the assessment with, to the extent possible, the same accommodations that the student would be provided during other assessments or during daily instruction. When selecting NAEP accommodations for a student, educators are reminded that NAEP does not produce results for individual students or schools, unlike Connecticut state assessments. All results are summarized only at the **state** or **national level**. In other words, the NAEP assessments do not impose consequences for the student or the school and are instead intended purely to provide a picture of educational performance and progress.

Please contact Renée Savoie, NAEP State Coordinator, at (860) 713-6858 with specific questions regarding NAEP.

10 SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

(Revised March 2013)

General Information Related to Special Factors

Items 1-4 provide a place for the district to document that the PPT has complied with IDEA 04, that the team:

"…(i) in the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

(ii) in the case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP;

(iii) in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

(iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child'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 child's language and communication mode; and (v) consider whether the child needs assistive technology devices and services." (H.R. 1350 Section. 614 (c) (B))

Effective July 1, 2012, Public Act 12-173 requires that the Individualized Education Program for any child identified as deaf or hard of hearing shall include a language and communication plan developed by the planning and placement team for such child. The *Language and Communication Plan* is the required documentation reflecting that the PPT has deliberated regarding the individualized special communication considerations and informs the development or revision of the student's current levels of performance as well as other areas outlined in the student's IEP, including modifications and accommodates and specially designed instruction identified in the goals and objectives. The Language and Communication Plan is included in the IEP using form ED638. All students with an identified hearing loss, regardless of the primary disability indicated on the IEP for the purposes of special education eligibility, must have a LCP,

Progress Reporting

IDEA 04 requires the PPT to describe when periodic reports on the progress the child is making toward meeting the annual goals will be provided. (H.R. 1350 Section 614(d)(1)(A)(i)(III))

Exit Criteria

Exit Criteria applies to every special education student, not just students now being exited. This field indicates the anticipated criteria to be used in the future which will determine that the student no longer requires special education services.

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11 SUMMARY: SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION

(Revised March 2013)

General Information

The intent of **Page 11** is to give the reader a "snapshot" view of the service provisions of the student's IEP. It includes a description of:

- Special Education Services;
- Related Services;
- Participation in the regular education curriculum;
- Service time requirements; and
- Least Restrictive Environment information.

Special Education Service

Special Education Service, sometimes referred to as "specially designed instruction", is an instructional service (e.g., *language arts instruction* or *math instruction)* delivered by a certified teacher or someone under the direction of a certified teacher (e.g., an instructional aide or paraprofessional). If a "resource room" teacher provides instruction in a regular education classroom, this is still considered special education hours, but the *Instructional Site* would be "*1*".

Related Services

Although a Related Service need not have its own **Page 7** Goal, each Related Service needs to support one of the **Page 7** Goals. H.R. 1350 Section 602 (26)(A) and (B) defines *related services* as:

"The term 'related services' means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children."(A) "The term does not include a medical device that is surgically implanted, or the replacement of such device." (B)

Frequency

Frequency may be indicated in a way that most accurately reflects the service implementation (i.e., 3 hours/week, 2, 45 minute periods/week, 1 hour/month). Examples of non-acceptable entries are "once per week" or 3 times per month.

Responsible Staff and Service Implementer

Although *Responsible Staff* and *Service Implementer* are two separate fields, they may or may not be the same person. Only provider roles or titles (e.g. special education teacher, Speech and Language Pathologist, etc.) are necessary, not the persons' names. The use of the generic phrase "special education staff" is not acceptable. For example, if the service implementer is a paraprofessional, that needs to be clearly identified. Responsible staff is the professional(s) responsible for designing specially designed instruction, monitoring the implementation of the IEP and reporting progress towards achievement of the annual goals. Service Implementers are the school staff responsible for direct instruction and implementation of the IEP goals and objectives.

If an Instructional Assistant/Paraprofessional is utilized to provide support to a classroom of students (e.g., a "classroom paraprofessional"), the Planning and Placement Team should record this on **Page 8** under *Frequency and Duration of Supports Required for School Personnel to Implement this IEP.* If, on the other hand, an Instructional Assistant/ Paraprofessional is being utilized to provide specially designed instruction or a related

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service to a child under the supervision of a certified or licensed service provider (i.e., a "one-to-one paraprofessional"), this service should be recorded under the *Special Education Service* or *Related Services* heading, as appropriate, in the grid at the top of **Page 11**. If the Instructional Assistant/Paraprofessional time is reported here, the title of the certified or licensed staff member who is supervising the provision of these services must be included in the *Staff Responsible* field. The *Service Implementer* field would be the Instructional Assistant/Paraprofessional and the certified staff person. The amount of time each implementer will work directly with the child should be specified under *Description of Instructional Service Delivery*. See the examples that follow.

Start and End Date

The start date is the date that the services related to a specific goal and objective in the IEP will begin. Specific special education and related services may begin at different times. The end date is the date that specific services related to a specific IEP goal will end. Generally, but not always, services start and end consistent with the school calendar.

Instructional Site

The *Instructional Site* is not the program or the placement and should not be confused with *Program Location* (e.g. out-of state placement, magnet school, etc.). It is the setting at which the services will take place. The *Instructional Site* categories should be used for students ages 3-21. Report only one instructional site in the instructional site column. If a student receives some specialized instruction (e.g. math, goals 1 and 2) in the regular classroom and some specialized instruction (e.g. math, goals 1 and 2) in the resource room, report the services for both settings using two rows in the service delivery grid under Special Education Services. See the third example for clarification.

Description of Instructional Service Delivery

This section should be used as needed to describe delivery of instructional services that require further clarification. For example, if this is a co-taught class and the student is receiving services from both a general and an additional teacher, such as a special education teacher or related services professional, it may be helpful to designate "co-taught class". In the case of a rotating schedule, the student may receive 5 periods during week 1 and then 4 periods during week 2. It may be helpful to designate "rotating schedule" in this column. It may also be helpful to use this column to record specific information about grouping arrangements, particularly with reference to related services, such as 1:1 or small group instruction.

Participation in General Education

Description of Participation in General Education is a brief statement of the extent of the student's involvement in the general education curriculum (i.e., science, social studies, specials, lunch, etc.) for example: "The student will participate in fifth grade classes in math, language arts, P.E., music, art, science and social studies."

S/L as a Special Education Service

Connecticut policy allows Speech/Language services to be a special education service or a related service. If Speech/Language is the primary service to the student, then it should be listed in the upper portion of the grid as a *Special Education Service*. If the Speech/Language service is assisting the student in benefiting from another special education service, then it should be listed in the lower portion of the grid as a *Related Service*. If the child's disability is Speech or Language Impaired and the student has additional needs for specialized instruction, both speech and language services and specialized instruction are listed in the upper portion of the service delivery grid as special education services.

Note: Consultation Services

Goals are written for instructional/educational outcomes for students, not for services per se. Theoretically, a number of services could satisfy any particular instructional goal. Consultation services cannot stand alone as a sole service. There must be some direct student contact for instruction accompanying consultation. Consultation time (which is actually a support for the teacher) is listed on **Page 8** under *Frequency and Duration* of *Supports Required for School Personnel to Implement this IEP.*

Items 1 - 13

Items 1 to 13 must include a response.

Assistive Technology

If *Assistive Technology* is required, check the *Required* box in #1 and provide the detail on **Page 8: Accommodations/Modifications.**

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Total School Hours per Week

This is defined as the total number of hours per week the student is required to be in attendance (i.e., the time during which, if the student is not present, s/he would be marked tardy or absent). *Total School Hours/Week* includes homeroom, hallway passing time, lunch and recess, etc. This is a weekly number, not a yearly number and therefore should not be confused with the "nine hundred hours of actual school work", which are required by Connecticut General Statutes Section 10-16. If a student's IEP includes a requirement for an extended day program, the time spent in that program should be included in *Total School Hours*. If a student's IEP provides for a shortened school day, then the *Total School Hours* should accurately reflect the shortened day.

Special Education Hours per Week

Special Education Hours/Week on **Page 11** should coincide with the total of the *Special Education Services* in the top portion of the grid, regardless of where that special education instruction takes place (e.g., in the classroom, the resource room, the community, etc.). This number of hours does not include related services hours. It will be necessary to convert *periods/day*, or *hours/month* to an *hours/week* format for Item #9.

Time with Non-disabled Peers

Item 10 is used to report the time the student will spend with nondisabled students. Sometimes, the special education and related services come to the child in the general education classroom.

The simplest way to calculate *Time with Non-disabled Peers* is:

Total School Hours **-** Service time outside of the regular class = *Time with Non-disabled Peers*

A student with 30 total school hours and zero (0) hours of service time outside of the general education class = 30 hours of *Time with Non-disabled Peers* (TWNDP). In a second example, a child with 30 total school hours and five (5) hours of service time outside of the regular class = 25 hours of *Time with Non-disabled Peers*. School staff is directed to Special Education Bureau Chief George P. Dowaliby's memo related to "Time with Non-Disabled Peers (TWNDP) Data Collection – Community-Based Job Placements and in Regular Classroom Settings" mailed to Directors of Special Education and Pupil Services on December 18, 2002.

The Department calculates the percentage of TWNDP, by dividing the TWNDP by the Total Hours. Thus, if a student spends 25 hours per week with non-disabled peers, out of 30 total school hours, the percent of TWNDP is 83%. If a student spends 5 hours per week with non-disabled peers, out of 30 total school hours, the percent of TWNDP is 17%.

The following three examples are provided to help you understand and report hours accurately, especially TWNDP. In the first example, hours and minutes are used; in the second, periods and rotating schedules are used; and in the third, the same math goals are delivered in two different sites to demonstrate using one site in the Instructional Site column.

Information in these three fields is reported in the Department's special education data collection, currently known as SEDAC. Please note that when information about hours is reported to the Department, minutes are reported as decimals and rounded up; thus 15 minutes is .25 but rounded up to .3; similarly 30 minutes is reported as .50; 45 minutes is reported as .75 but rounded to 8.

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Example One – Hours and Minutes Reported

Special Education Service	Goal #	Frequency	**Responsible Staff**	**Service Implementer**	**Start Date**	**End Date**	**Site**	**If needed, description of instructional service delivery (e.g. small group, co-taught classes, etc.)**
Math Instruction	5,6	2.5 hrs/wk	Special Education Teacher/General Education Teacher	Special Education Teacher/General Education Teacher	9-4-05	6-15-06	1	Co-taught class
Reading	7,8	2.5 hrs/wk	Special Education Teacher	Special Education Teacher	9-4-05	6-15-06	2	
Reading and Math Instruction	5, 7	1 hr/day	Special Education Teacher	Special Education Teacher	6-20-06	8-10-06	5	Summer Instruction* Not reported for TWNDP
Related Services								
Speech/Language Services	1,2,3	1 hr/wk	Speech/Language Pathologist	Speech/Language Pathologist	9-27-05	6-15-06	2	Small group
Occupational Therapy Services	4	1 hr/month	Occupational Therapist	Certified Occupational Therapist/OT Assistant	9-4-05	6-15-06	2	1:1 (OT sees the student 1 hr every other month)
Physical Therapy Services	9	30 min/wk	Physical Therapist	Physical Therapist	9-4-05	6-15-06	1	During co-taught math class
Description of Participation in General Education	All curricula areas and school activities, except for 3 periods/week of unified arts							

8. Total School Hours/Week: (Specify) **30 hours/week**	9 Special Education Hours/Week: (Specify) **5 hours/week**	10 Hours per week the student <u>will spend</u> with children/students who do not have disabilities (TWNDP): **26 hours 15 min** *2 hrs 30 min + 60 min + 15 min = 225 min = 3 hrs 45 min* *30 hrs – 3 hrs 45 min= 26 hrs 15 min*

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* Summer hours do not count for items 8, 9 and 10.

In this example the PPT has recommended the following services:

- Two and half hours per week of specially designed instruction in the area of math (to address goals #5 and 6), which will be provided in the student's regular classroom (Site 1) by the general education and special education teachers in a co-taught model;
- Two and half hours per week of specially designed instruction in the area of reading (to address goals #7 and 8), which will be provided in a resource room (Site 2) by a special education teacher;
- One hour per day of specially designed instruction during the summer (from June 20, 2003 through August 10, 2003) in the areas of reading and math (to address goals #5 and 7) which will be provided in the student's home (In this example Site 5 is "Other" and the PPT would have entered "home" in the space provided in Item 5 in the Instructional Site section to the right of the grid, i.e., 5. *Other* <u>home ;</u>

- One hour per week of Speech/Language Services (to address goals #1, 2 and 3), which will be provided in the related services room (Site 2) by a Speech /Language Pathologist;

- One hour per month of Occupational Therapy Services (to address goal #4), which will be provided in the Resource/Related Service Room (Site 2) by a Certified Occupational Therapist and a Certified Occupational Therapy Assistant (COTA) working under the supervision of a licensed Occupational Therapist;
- 30 minutes per week of Physical Therapy Services (to address goal #9), which will be provided in the general education classroom (Site 1) by a Physical Therapist; and

  Note: (In some instances, a special education teacher and a related services provider are implementing a co-teaching model (i.e., both are providing services to the student simultaneously). In order to record this model on the grid on **Page 11** the amount of service the special education teacher is providing is indicated on the top portion of the grid, and the amount of service the related services person is providing is indicated on the bottom portion of the grid. Please note that, if added together, these two numbers will be more time than the actual seat time of the student. The grid indicates service delivery time, not student seat time.)

- Although this student is receiving accommodations and modifications for reading and math, she participates in all other school activities. In place of 3 unified arts periods/week, she receives Resource/SLP/OT/PT services instead.

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Example Two – Periods and Rotating Schedule Reported

Special Education Service	Goal #	Frequency	**Responsible Staff**	**Service Implementer**	**Start Date**	**End Date**	**Site**	**If needed, description of instructional service delivery (e.g. small group, co-taught classes, etc.)**
Math Instruction	5,6	9 per/10 days	Special Education Teacher	General Education Teacher	9-4-05	6-15-06	1	Rotating schedule
Reading	7,8	5 per/wk	Special Education Teacher	Special Education Teacher/Instructional Assistant	9-4-05	6-15-06	1	Special education teacher will see the student 2 out of 5 per/wk
Study Skills	2,3	2 per/wk	Special Education Teacher	Special Education Teacher	9-04-05	6-15-06	2	
Related Services								
Counseling	1	3 per/month	Social Worker	Social Worker	9-4-05	6-15-06	2	Flexible schedule depending on student need
Description of Participation in Regular Education	Fully participating in all academic and all other school activities except 2 periods per week from an elective							

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 (TWNDP):
30 hours/week	**8 hours 40 min/week** *202 min + 225 min + 90 min = 517 min/60 min = 8.616 hours (using a 45 minute period)*	**28 hours** *33 min + 90 min = 123 min = 2 hr 3 min = 2 hr (rounded)* *30 hrs - 2hrs = 28 hrs*

Example Three – Same Goal Reported in Two Different Instructional Sites

Special Education Service	Goal #	Frequency	Responsible Staff	Service Implementer	Start Date	End Date	Site	If needed, description of instructional service delivery (e.g. small group, co-taught classes, etc.)
Math Instruction	5,6	2.5 hrs/wk	Special Education Teacher/General Education Teacher	Special Education Teacher/General Education Teacher	9-4-05	6-15-06	1	Co-taught class
Math Instruction	5,6	1.5 hrs/wk	Special Education Teacher	Special Education Teacher/Paraprofessional	9-4-05	6-15-06	2	Small group/individual instruction
Reading	7,8	2.5 hrs/wk	Special Education Teacher	Special Education Teacher	9-4-05	6-15-06	2	

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Extracurricular Activities

This particular item is somewhat unique in that it asks for one year's worth of past information, not future, or proposed services like most items on the IEP. The specific question to be answered for this item is: "Has the student participated in school sponsored extracurricular activities with non-disabled peers since the last annual review?"

Use the following to guide you for a "Yes" response:

- The extracurricular activity was school sponsored and has a stated purpose. This would not include, for example, an after school activity run by a community organization, but would include an interscholastic or intramural sport or homework club;
- There was a minimum of 50% non-disabled peers in this extracurricular activity;
- There was an adult supervisor or advisor, usually associated with the school;
- The extracurricular activity met on a regular basis (at least 5 times per year). This would exclude activities such as assemblies, field trips, or food drives;
- The student attended at least 50% of the sessions;
- Student participation was totally voluntary;
- The extracurricular activity was not offered for academic credit; and
- The extracurricular activity is likely listed as an activity in the high school or middle school student handbook.

Extended School Year

When completing *Item 12*, the need for *Extended School Year (ESY)* services must be considered for each student. This does not mean that these services must be provided for every student, only that the need for ESY services must be considered for each special education student. If required, the specific services, the starting and ending dates of these services, the site where services will be provided, and, if needed, the description of instructional service delivery should be recorded in the grid on **Page 11** of the IEP. If there is insufficient space on the grid on one **Page 11**, districts may use a **Page 11** for school year services and another **Page 11** for extended school year services.

Item 13 is a requirement of IDEA 04. For *Item 13a* one must specify the extent to which a student will not participate in general education classes and in extracurricular and other nonacademic activities. For example, if a student is to receive three hours of instruction per week in a special education resource room, a correct response to *Item 13a*, would be: "[Student name] will be out of his classroom for three hours per week to receive instruction in a special education resource room."

Justification for Removal

Item 13b requires a justification for the removal from regular education as described in *Item 13a*. Enter a response(s) which best describes why the PPT recommended that the student be removed from regular classes. When a PPT considers removal of a student from the regular education program it is important for the team members to be aware that IDEA requires placement of special education students in regular classrooms "to the maximum extent appropriate" with the use of

supplementary aids and services provided in the general education classroom. Thus, the decision as to whether any particular student should be educated in a regular classroom setting, all of the time, part of the time, or none of the time, is dependent on the needs and abilities of the particular child, and should not be based upon the student's particular disability category.

LRE Checklist

NOTE: The LRE Checklist (ED632) must be completed and attached to the 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.

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REQUIRED DATA COLLECTION
(Revised February 2009 and March 2013)

General Information

Page 12, the Required Data Collection page is not part of the IEP. The data collected on Page 12 are required to meet state and/or federal data requirements. The data captured on this page should be collected at the PPT for an Initial Eligibility Determination if the student is found eligible for special education and related services or yearly at the student's PPT that represents the Annual Review. The data collected and reported on Page 12 should be accurate. The data reported should not effect decisions reached by the student's PPT as part of the IEP. For example, data reported under *Graduation* are used to calculate a school district's graduation rates. Such data are not intended to impact decisions made by the PPT regarding a student's exit criteria on Page 10 of the IEP.

Page 12 is the *Required Data Collection* page that is used to assist school districts in reporting data in SEDAC. As such, it is an administrative task. Although Page 12 is not part of the official IEP, we recommend that Page 12 should be reviewed by the PPT and a copy given to the parents and retained as part of the PPT packet.

Note that Page 12 data ARE REQUIRED for all students with service plans. For further information regarding students with services plans, please refer to the SEDAC Handbook.

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For Children Age 3

FAPE By Age Three: If FAPE has not been met by the child's third birthday for those children who have been referred by the Birth to Three System, the school district must identify and report the reason why a FAPE was not provided by the child's third birthday.

Placement/Settings for children 5 or younger

***NOTE – This entire section has been updated**

Early Childhood Placement/Setting: When recording the Placement/Setting for children who are 5 years of age or younger, the child's PPT should select one of six (6) early childhood placement/setting choices that describe a child's educational setting. The information collected for a child's placement/setting will be used by the school district to prepare and submit the School District's October 1st data to the State Department of Education through SEDAC. School districts need to understand and report the appropriate placement/setting for children ages 3 through 5. The six early childhood categories reflect the environments where children ages 3 through 5 spend their day, rather than solely reflecting the environment in which children receive their special education and related services.

Before starting, it is helpful to know what the definitions of each placement/setting are and what factors to use in selecting a correct code. Please note that the order of the placement/setting choices for children with disabilities ages 3 through 5 does not reflect a continuum from least to most restrictive.

The Age 3-5 Placement/Settings categories include:

1. Early Childhood Preschool or Kindergarten Program – this placement/setting represents a composition that includes 50% or more of children who are typically developing
2. Early Childhood Special Education Program in a Separate Class – this placement/setting represents a composition that includes less than 50% of children who are typically developing
3. Early Childhood Special Education Program in a Separate School - this placement/setting represents a composition that includes less than 50% of children who are typically developing and who receive their special education and related services in a separate school

4. Early Childhood Special Education Program in a Residential Facility - this placement/setting represents a composition that includes less than 50% of children who are typically developing and who receive their special education and related services in a Residential Facility
5. Home – this placement/setting represents a child that does not participate in any early childhood program and receives special education and related services at home
6. Service Provider Location (Itinerant Services) – this placement/setting represents a child that does not participate in any early childhood program and receives special education and related services at a designated location

Determining the Appropriate Early Childhood Placement/Setting

The selection of the appropriate early childhood placement/setting is determined by a decision tree. The following Decision Rules should be used to select the most appropriate placement/ setting for children, ages 3 through 5.

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- Start by considering Decision Rule #1 – Does the child spend any time in a program or service where 50% or more of the population consists of students without disabilities? To answer this question districts must consider whether a child participates in an early childhood program outside of his/her IEP and the child's IEP services.
- If the response is yes, select Early Childhood Preschool or Kindergarten Program;
- If the response is no, consider Decision Rule #2 - Does the child spend any time in a program or service where less than 50% of the population consists of students without disabilities?;
- If the response is yes, select Early Childhood Special Education in a Separate Class;
- If the response is no, consider the next Decision Rule – and so forth until the appropriate placement/setting for a child, ages 3 through 5, has been identified.

Use this method to help select the most appropriate setting. More details are provided below.

Early Childhood Preschool or Kindergarten Program - This describes a program/classroom **where a minimum of 50 percent or more** of the classroom composition consists of *children without disabilities*. This category includes a child's participation in *any early childhood program*. The selection of this placement/setting is not limited to the program/classroom in which a child receives his/her special education and related services. Early childhood programs can include but are not limited to the following:

- Head Start Classroom
- School Readiness Classroom
- Integrated Classroom (e.g., reverse mainstreaming)
- Charter or Magnet School Classroom
- Private Preschool Program/Classroom
- General Education Preschool Classroom offered to 3- and/or 4-year-old children by the Public School
- Group/Center-based Child-Care
- Kindergarten Classroom
- 1st grade Classroom

Select the placement/setting code, **Early Childhood Preschool or Kindergarten Program**, even if the child receives his/her special education and related services in another type of setting. The key to ensuring valid and accurate data is represented by answering yes to whether the child participates in *any early childhood program* with children without disabilities.

The determination of whether a child participates in an Early Childhood Preschool or Kindergarten Program is not based upon whether the school district provides and/or purchases an early childhood placement/setting as a part of a child's IEP. Programs or services that provide custodial care, such as home day care, should not be included in determining whether the child participates in an early childhood program.

The Early Childhood Preschool or Kindergarten Setting is to be used when a child participates in any type of early childhood setting, program or scheduled activity that includes 50 percent or more of children without disabilities. For example, if a child receives only speech services at the district's elementary school, but also participates in a nursery school during the week, the school district would select "Early Childhood Preschool or Kindergarten" as the child's setting. Other examples of early childhood settings in which a child may participate include playgroups such as those operated through Family Resource Centers (FRCs), a library playgroup, a Y program, etc.

If, at the time of the SEDAC October Data Collection, the school district operates a classroom that meets the definition that at least 50 percent or more of the children attending are children without disabilities, the school district would select category "Early Childhood Preschool or Kindergarten Program." If the classroom composition changes during the course of the school year, the school district would need to select the category that applies at the time of the child's IEP. For example, if later in the school year, the composition changes to reflect that 60% of the children are those with disabilities, and 40% of the children are typically developing, the school district could not report the placement/setting Early Childhood Preschool or Kindergarten Program. Note that if a child also attends a regular early childhood program in addition to the program provided to the child through an IEP, the school district would report in the category "Early Childhood Preschool or Kindergarten Program."

In selecting an Early Childhood Preschool and/or Kindergarten Program, there are two additional pieces of information that must be considered. Each piece of information is related to the amount of time that a child participates in a program where 50% or more of the composition is comprised of children without disabilities. This information will be found in two (2) places on the student's IEP. Information about whether or not a child participates in an early childhood program OUTSIDE of the public school can be found on Page 2 of the IEP which identifies the hours per week that a child participates in an early childhood program. The other place where information can be found is on Page 11 of the IEP, which identifies the child's participation with non-disabled peers during a school week. If either Page 2 or Page 11 of the IEP indicates that a child participates in a program where 50% or more of the class composition consists of typical peers, the placement/setting will be an Early Childhood Preschool and/or Kindergarten Program.

Early Childhood Special Education Program in a Separate Class – This placement/setting represents a program/classroom that includes less than 50% children who do not have disabilities. This placement/setting includes a classroom with less than 50% of children without disabilities in regular school buildings, trailers or portables outside regular school. If the child does not attend any Early Childhood or Kindergarten Program (as defined above) and attends a program that meets this definition, report the child as attending an Early Childhood Special Education Program in a Separate Class.

Early Childhood Special Education Program in a Separate School – This placement/setting represents a program/classroom that includes less than 50% children who do not have disabilities in a Separate School. This placement/setting includes a classroom with less than 50% of children without disabilities in a RESC program, an approved private special education program or other like Separate School. If the child does not attend any Early Childhood or Kindergarten Program or an Early Childhood Special Education Program in a Separate Class, report this child as attending an Early Childhood Special Education Program in a Separate School.

Early Childhood Special Education Program Residential Facility – This placement/setting represents a program/classroom that includes less than 50% children who do not have disabilities in a Residential Facility. This placement/setting includes a classroom with less than 50% of children without disabilities in facilities such as the American School for the Deaf, Perkins School for the Blind, etc. If the child does not attend any Early Childhood or

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Kindergarten Program or an Early Childhood Special Education Program in a Separate Class, or an Early Childhood Special Education Program in a Separate School then report this child as attending an Early Childhood Special Education Class in a Residential Facility.

Home – If the child does not attend any of the above settings but receives some or all of his/her special education and related services at Home, report the child's setting as Home. Select this code even if the child also receives special education in a Service Provider Location.

Service Provider Location (Itinerant Services) -– If the child does not attend any of the above settings report that child's setting as in a Service Provider Location. The child's services may be provided individually or in a small group of children. Services may be provided in a school, hospital, or other setting.

Education Placement 3 - 21 years of age

This section must be completed for all students ages 3 – 21.

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Early Intervention Participant (EIP)

NOTE: This section has been deleted. The information is no longer collected via the IEP.

Public

Primary Reason for Educational Location

This field must be completed for all students. Please note that **"Resolution Agreement"** refers only to an agreement between a parent and board of education made as the result of a resolution session convened in response to a parent's request for a due process hearing. The **"Mediation Agreement"** box should be checked only if the agreement made between a parent and board of education regarding a student's educational location was the result of a mediation proceeding held with the participation of a mediator from the Bureau of Special Education. **"Settlement Agreement"** refers to any other agreement reached between a parent and board of education that was not the result of a mediation proceeding or a resolution session.

Schools

For information regarding educational placements made as a result of these agreements and their eligibility for state grants, please review the memo *LEA Excess Cost Grant and State Agency Placement Grant for Placements in Facilities Approved or Not Approved for Special Education*. A link to this memo is set forth below.

Pupil

The **"District transition/vocational program or age-appropriate community-based program"** box should be checked for any student (ages 17 – 21) who is receiving transition services and whose educational placement is in a district transition/vocational program or age-appropriate community-based program as identified in the PSIS system as one of the following three facility codes:

Personnel

1. "82" Institution Code: Any adult service provider that holds a current and valid contract as a vendor with a state agency (i.e., BRS, DDS, DMHAS, BESB) (e.g., the Kennedy Center in Trumbull is 144-01-**82)** or a program operated by a district that is located on a college or university campus or in a community setting (e.g., the Hamden Transition Academy at SCSU is 062-01-**82**);

Services

2. "90" School Code (may be "90 - 98" if the district has more than one program) with an Institution Code of "11": A district operated special education program that provides ONLY transition/vocational services and is in a location other than a public school (e.g., apartment, church, municipal administration building, private school campus) (e.g., West Hartford's WAAVE Program that is on the campus of Northwest Catholic High School has a code of 155-**90**-11); or

3. "11" Institution Code with a School Code in the "60's": A transition/vocational program that is operated by a district whose base of operation is located within a public high school (e.g., the Academy of Western Connecticut, based in Danbury High School, is coded as 034-**61-11)**.

These codes are necessary for determining the "home school" status of transition-age students. A link to more information may be found in the December/January 2009 issue of the *Bureau Bulletin:*(http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Updates/BulletinJanuary2009.pdf).

Residence if a student does not live at home

If a student does not live at home, where does he/she live? This field must be completed to identify where the student lives.

Out-of-District Placement

If student's placement is not in a district program, who/what entity initiated the placement? This field must be completed for those students who are attending an out-of-district program.

For further information about the State Agency Placement Grant and the LEA Excess Cost Grant, please review the memo issued by the Bureau of Special Education on October 31, 2008 *LEA Excess Cost Grant and State Agency Placement Grant for Placements in Facilities Approved or Not Approved for Special Educatio*n. A link to this memo may be found in the October, 2008 issue of the *Bureau Bulletin:* (http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Updates/BulletinOctober2008.pdf).

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Graduation

At the annual review conducted during a student's 9th grade year, the school district must project the year in which the student is anticipated to graduate (within 4 to 7 years). This data is to be reported via SEDAC in the Oct. 1st collection following the determination at the annual review. This field may only be reported once and cannot be updated or changed due to a student's failure to progress sufficiently toward graduation in the projected year. This field is a federal data requirement necessary to calculate graduation rate.

Public

If the student is determined eligible for the first time, after the 9th grade year, the school district is still required to project and report the year in which the student is anticipated to graduate. This data must be reported via SEDAC in the Oct. 1st collection following identification for special education and related services.

Schools

If the student was first determined eligible in one district and that district reported the anticipated graduation year via SEDAC in the Oct. 1st collection following the 9th grade annual review and the student subsequently transfers to a different school district, the new receiving school district must review the previously reported anticipated graduation data. If the new district of fiscal responsibility determines that the originally reported graduation data is no longer accurate, a revised anticipated graduation year may be submitted in the first SEDAC submission following the student's transfer to the new district.

Pupil

If the student was first determined eligible in another state and subsequently transfers to a CT public school district, the CT school district must project and report the anticipated year of graduation in the first SEDAC submission following the student's transfer to into the CT public school district.

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Addendum

Additional Information regarding IEPs for Children Ages 3 through 5

(Revised March 2013)

Page 2 Meeting Summary

The Meeting Summary is NOT optional for children age 2 through 5 with an IEP. The Meeting Summary must be used to record any early childhood program in which the child participates that represents a ratio where 50% or more of the class composition includes children without disabilities. The recorded information on **Page 2** represents the child's participation in an early childhood program that does not represent the child's IEP services. The definition of an "*early childhood program"* does not include custodial care programs such as home day care.

Page 11 General Education, Special Education, and Time with Non-Disabled Peers

Page 11 of the IEP should only include the general education and special education services provided by the school district and time with non-disabled peers should be calculated accordingly. Therefore, the total school hours per week should only include the hours that the child participates in a district program as a part of his/her public education. The special education hours per week should equal the total hours per week of special education services listed on the top portion of the grid regardless of the location of where the special education instruction takes place. Note that the hours spent by the child in an *early childhood program* that is NOT provided by the school district or is NOT in the child's IEP should not be included (e.g., Head Start, School Readiness, nursery school, or other such program). Accordingly, the time with non-disabled peers recorded on **Page 11** should not include the hours per week that the child participates in an early childhood program that is recorded on **Page 2** of the IEP.

SEDAC Reporting

The identification of the early childhood setting/placement that is reported for a child who is between the ages of 2 through 5 INCLUDE the hours that a child participates in an early childhood program and/or the child's services of the IEP.

**For additional guidance for SEDAC reporting, please review the SEDAC Handbook*.

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Stepping Forward:

A Self-Advocacy Guide for Middle and High School Students

Manchester Public Schools
Pupil Personnel Services

(Formerly "An Educational Journey from Self Discovery to Advocacy")
Revised 2013

Acknowledgements

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Information for Students

Self-advocacy means speaking up for yourself. It requires knowledge of your personal strengths, preferences, interests, needs and rights as an individual. Self-advocacy involves acting in an assertive and appropriate manner to make your needs and desires known to others.

Transition planning involves thinking about your life after high school and developing a long-range plan in the areas of college, training, employment, and independent living. Middle school and high school are the times to focus on developing the skills you will need to compete and succeed in these areas. Transition planning also helps you identify and link with colleges, training programs, and state and local agencies that may provide services you need.

This guide was created for middle and high school students as an instructional tool for the development of self-advocacy skills and transition planning.

It is divided into 5 chapters:

Chapter 1	Disability Awareness
Chapter 2	Learning to Self-Advocate
Chapter 3	Transition: Career Planning and Community Connections
Chapter 4	Participating in Planning and Placement Team (PPT) Meetings
Chapter 5	Resources

The lessons within each chapter are arranged in order and are designed to build upon one another. You will have the opportunity to select and participate in activities that will help you learn more about yourself (your likes, dislikes, strengths, weaknesses, and needs). You will also have the opportunity to select and participate in a variety of activities that involve gathering information about your community (e.g., other people, programs, jobs, laws, transition planning options). Remember that everyone is unique and will progress through the various chapters and lessons at different rates. As you participate in this process, you will learn how to use the information you gather to make decisions, develop transition planning goals, and begin advocating for yourself.

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Journaling

Creating a journal will be an important part of your educational journey from self-discovery to advocacy. A journal can be a valuable record of your personal history and growth. As you look back on your journal, you may find valuable information about problems you faced and how you overcame difficulties. You will document experiences related to work, relationships, awarenesses, achievements, failures, and triumphs. A journal may help you have a better understanding of yourself.

Some people use journals as a personal record that they will not share with anyone, while others will create the journal to share as class work, for school credit, and/or as part of a career/college portfolio. You should talk with your teacher or counselor about whether your journal will be personal or if it will be shared with others.

Journal entries can be made in a spiral notebook, a binder with loose-leaf paper, or a document on your computer, smart phone, or tablet. Whatever you decide, be sure your journal is large enough to accommodate all the information you will gain about yourself, your community, and your life options.

Each journal entry should begin with the date of the entry. You are encouraged to personalize your journal entries with drawings, doodles, photographs, words, poetry, clip art, YouTube videos, and any other resources and materials that describe how you are thinking and feeling at the moment. Remember, this is YOUR journal. It is a reflection of YOU.

Your teacher may have you create a new journal every year, so it would be a good idea to save your old journal entries. An important outcome of your educational journey from self-awareness to advocacy involves being able to look back to where you started, and see how far you've come.

Your journey begins now!

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Learn more online:

How to Create an Online Journal

www.ehow.com/how_5778779_create-online-personal-journal.html

Information for Teachers

(Students may skip this page.)

The chapters in this guide are NOT meant to correspond with grade levels and can be taught as early as middle school. As with any instructional materials, information in this guide may need to be adapted to meet individual student strengths and needs. For example, some students will be ready to take a formal learning style inventory in middle school, while others may finish grade 9 without having a thorough understanding of their learning style.

Please keep in mind the following CT CORE Transition Skills when working with students. The Connecticut State Department of Education (CSDE) feels that students should work toward mastery of these key CORE skills in order to achieve success after high school. Development of self-advocacy and self-determination skills are incorporated with (or build into) each of the CORE skills.

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CT CORE Transition Skills

To the maximum extent possible, **each student** with a disability will be able to:

- Assist with the development of his/her Individualized Education Program (IEP).
- Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
- Demonstrate and accept responsibility for his/her independence and activities of daily living.
- Demonstrate skills needed to access appropriate transportation (both public and private).
- Explain his/her disability relative to individual strengths, needs, preferences and interests.
- Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
- Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
- Demonstrate skills to access appropriate healthcare to meet his/her individual needs.
- Demonstrate skills to access community resources and participate in the community with and without support (recognizing the need for interdependence).
- Demonstrate skills to access appropriate employment to meet his/her individual needs.
- Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.
- Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

(Transition Task Force, CSDE, 2013)

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CHAPTER 1

Disability Awareness

Whether your plans after high school involve work, college, training, or a combination of these, it is important that you understand your strengths and limitations, know how they affect your performance, and be able to communicate your learning style to others. The following action items will help you become aware of your disability and increase your ability to self-advocate.

- **Your disability does NOT define you!**

  You are a person first, who happens to have a learning disability, physical limitations or emotional difficulties. Or perhaps you have hearing or vision loss, autism, or an intellectual disability. You also have many other traits, qualities, and roles that describe who you are, for example, athletic, artistic, organized, good listener, kind to others, helpful, son, daughter, friend.

- **Know your disability and begin to accept your disability as a description of how you learn or function in a particular environment.**

  A student with a learning disability, for example, may struggle to do work in an algebra class, but have little difficulty participating in a game of basketball or giving an oral presentation. A student with Asperger's Syndrome may excel in a science class, while participating in school sponsored sports or clubs may be very difficult.

- **Accepting your disability may take time.**

  Learning about yourself - including your strengths, weaknesses, and your disability - is an ongoing process. It takes time to sort out all the information that you have been given about your disability. You may need to do research, ask questions, talk to other people who have similar disabilities again and again before you can fully understand how your disability impacts you.

- **Identify what accommodations work for you.**

  An accommodation is a change made to teaching or testing procedures in order to provide you with access to information and to create an equal opportunity for you to demonstrate your knowledge and skills. An accommodation does NOT change what you learn; an accommodation changes HOW you learn. You are still held to the same high standards as your classmates and are expected to learn all the required class content.

  Some common accommodations include - extended time to complete assignments or tests; oral or audio exams; preferential seating (for example, sitting closer to the teacher so that you can best see or hear instructions); a note taker; a computer with spell-check or voice-recognition capabilities; and computer programs for math and literacy support. An accommodation may also be a "safe place" or a "safe person" when you need a time out.

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Ask your teacher what accommodations may help you. Appropriate accommodations are determined based on your strengths and needs as well as the demands of the content area (like math or history) and the task. Accommodations might also be based be based on assessment information. Try several different types of accommodations and then decide which ones work best for you.

Make sure your accommodations are listed on page 8 of your Individualized Education Program (IEP). Also make sure that the types of accommodations that you are receiving match with the goals you have for yourself after high school. Students who may be receiving many types of accommodations, may not be able to get all of those accommodations on a college campus. For example, using a word bank or taking an open book exam may be allowed in high school, but not in most college classes.

If you do not have a copy of your IEP, ask your teacher or a family member for a copy. Asking is a beginning step of self-advocacy.

- **Learn that your identification as a person with a disability gives you certain rights to services and protection from discrimination.**

The Individuals with Disabilities Education Improvement Act (IDEA) entitles you to a free appropriate public education (FAPE) through the age of 21 or until you graduate from high school with a regular high school diploma. Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) offer individuals with disabilities protection from discrimination in public and private education and employment settings.

Did you know that you must disclose (or make others aware of) your disability in order to be protected by some provisions of these laws? It is important that you understand your rights under these laws, and that you are able to describe your disability clearly to others. For more information, please read *Lesson 1.4: Understanding Your Rights and Responsibilities under Disability Law*.

The following activities will help you identify your strengths, interests, and limitations and give you a better understanding of your disability.

Learn more online:
Accepting My Disability
www.going-to-college.org/myplace/disability.html

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Things That Make Me Special

List 25 things that make you special.

Think about:

- Your strengths
- Things you know how to do well (your abilities/skills)
- Things you enjoy doing
- Things you have done that you are proud of
- Your talents
- Important things you have learned
- Positive things about your personality

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(Maine Medical Center, n.d.)

LESSON 1.1

Identifying Successful People with Disabilities

Many famous people have achieved their life goals in spite of, or perhaps because of, their disability. Consider what Jay Leno, comedian and former host of *The Tonight Show*, had to say about turning his mild dyslexia into a competitive advantage:

> *"One thing about mildly dyslexic people – they're good at setting everything else aside to pursue one goal. I go five nights a week every week, no days off, no sick days. I figure that eventually things will go my way. Ambition wins over genius 99% of the time."*

Jay Leno's experience may not be common to all people with mild dyslexia, but it demonstrates how his disability has personally affected him.

Begin your journey to self-awareness by understanding how other people with disabilities have achieved success in their work and personal lives.

Activity

- **Research successful or famous people who have a disability.**

  Go online and search for "famous people with disabilities" or look at the list of successful people with LD and AD/HD at www.greatschools.org. Pick out one or two people who share your interests and talents, and learn about their personal and/or professional accomplishments.

Or See Next Page for Another Activity Option

Visit www.cpacinc.org/SteppingForward to watch:

Famous People with Disabilities

&

Famous People with Learning Disabilities

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Activities

- **Interview someone with a disability who has been successful in reaching his or her life goals.**

  If you don't know any successful adults with disabilities, contact your local Independent Living Center (ILC) and ask if they could recommend someone for you to interview. Contact information for the Connecticut ILC's can be found in the Resources section of this guide.

  Some interview questions to ask:

  - What personal and/or professional goals have you achieved?
  - What personal qualities or traits helped you to reach those goals (for example, hard work, perseverance)?
  - How do you describe your disability?
  - Did you need any accommodations or use any assistive technology?
  - Who were the people who helped you achieve your goals?
  - What role did education play in helping you achieve your goals?

- **Use the information from your research or interview to complete one of the following disability awareness projects:**
  - Give an oral presentation to your class
  - Write an article for your school newspaper or school website
  - Create a poster
  - Share the information with your family

  Think about how this person's disability is similar to or different from your disability. Are there feelings or experiences you have in common with the person you researched or interviewed?

Write your thoughts about having a disability in your journal.

You will complete a variety of activities over the next several years that will help you better understand yourself and your disability. By the time you graduate from high school you will be able to see how your personal awareness of your disability has expanded and how self-advocacy is a critical skill you use in all areas of your life.

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LESSON 1.2

Completing a Learning Style Inventory

Everyone has a particular learning style that describes the way he or she learns best. Some people need to see things in writing in order to learn and remember information. We call this style of learning visual (sight). Other people need to hear information. This style of learning is called auditory (sound). There are also people who learn best by doing a task. This style of learning is called tactile/kinesthetic (small/large movements). Most people use a combination of these techniques, but you may find that you use one technique more than the others.

In addition to describing the way you learn best, learning style inventories can help you identify whether you work better alone or in a group and whether you express information better orally or in writing. It is important that you know your own learning style. Knowing about learning styles can help you determine what types of accommodations you may need in the classroom as well as at home or in the work world.

You can begin to better understand your individual learning style by completing a formal learning style inventory. If you haven't already taken one, your teacher, counselor, or school psychologist can help you obtain a learning style inventory and review the results with you. There are many different inventories you can take. The following websites contain different types of learning style assessments. You may want to take a few to help determine how you learn best.

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Activities

- The **CITE Learning Styles Instrument** helps learner determine whether they prefer visual-language, visual-numerical, auditory-language, auditory-numerical, auditory-visual-kinesthetic, social-individual or social-group. CITE is available at: www.wvabe.org/CITE/cite.pdf
- The **Barsch Inventory** is a quick learning style assessment. The assessment will help determine if a learner has a visual, auditory, and Tactile/Kinesthetic. Access the Barsch Inventory at: www.iusb.edu/tutoring/barsch.php
- The **Index of Learning Styles Questionnaire** is designed to assess a person's learning styles in four areas: active/reflective, sensing/intuitive, visual/verbal, and sequential/global. Complete the questionnaire at: www.engr.ncsu.edu/learningstyles/ilsweb.html
- The **Learning Styles Chart** gives learning style descriptions, strategies to enhance learning, and resources that may be helpful for improving study skills. View the chart at: www2.fiu.edu/~keysj/LearningStylesChart.pdf
- The **Learning Strategies Outline** from Louisiana State University contains Learning Style tests including right/left brain dominance, personality, and sensory preferences and includes online workshops on test preparation, time management, note taking and comprehension, and overcoming test anxiety. Available at: http://cas.lsu.edu/my-plan-success/how-i-learn

Write your learning style and current accommodations in your journal.

Visit www.cpacinc.org/SteppingForward to watch:

My Learning Style

LESSON 1.3

Learning More about Your Disability

As you progress through school, you may have additional questions about your disability. There are a number of steps you can take to expand your knowledge and understanding of your disability.

Activities

- **Meet with your school psychologist, special education teacher, social worker or anyone else who is qualified to review the results of your most recent educational and psychological evaluations and assessments with you.**

  Ask questions until you truly understand what each assessment is designed to measure and how you performed on it. Write down the name of each evaluation you were given and, based upon the results, make a list of your learning strengths, weaknesses and needs. Make sure you understand why you are eligible for special education and related services based upon your performance on these evaluations. Also be sure you understand what types of special education services you receive, and why.

  Transfer this information to your journal.

- **Go online to get additional information about your disability.**

  There are a number of websites that provide information on specific types of disabilities. You can also find general information on topics such as self-advocacy, transition from school to adult life, assistive technology, etc. by searching online at www.kidshealth.org. Go to Teen Health and Search.

- **Read fiction and nonfiction books about people who have disabilities.**

  You can fulfill English or summer reading requirements and learn more about various disabilities at the same time. LDOnline offers a book list for kids with over 50 titles of books that relate to young people with learning disabilities and/or ADHD. You can list at www.ldonline.org/kids/books. Check out your local community or school library, or disability web sites, for books that relate to other types of disabilities.

Learn more about your disability online:

KidsHealth

www.kidshealth.org

LDOnline Book List

www.ldonline.org/kids/books

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- **Learn about the things you need to do to take care of your health as an adult.**

  If you take medication, have a chronic health care need like asthma, allergies, or diabetes, use hearing aids, orthotics, or a nebulizer, or have a mental health condition, it is important to learn as much as you can to make the transition easier and to help avoid emergency situations. It is also important to know what to do if an emergency does arise.

  The Center for Health Care Transition Improvement provides tools including videos, tip sheets, webinars, radio shows, and printable material to take with you such as a medical summary and emergency care plan (if necessary). Please visit the website at **www.gottransition.org** for more information.

  You should be able to answer the following questions:

  - Do I know my height, weight, birth date, and social security number?
  - What is the name of my condition and can I explain my health care needs?
  - Who do I call in case of an emergency?
  - What kind of medical insurance do I have and where can I get an insurance card?
  - What are the names of the medications that I take and what do they do?

    (A copy of your medications and your insurance card should always be kept in your wallet or purse, along with your doctor's name and phone number in the event of an emergency.)
  - How do I get prescriptions refilled?
  - Where can I get my medical records?
  - How do I schedule a medical appointment?

  Record this information in your journal and update it as necessary.

- **Research the availability of assistive technology (AT) that may be needed to help you at school, college, home, work, and in the community.**

  In the Individuals with Disabilities Education Improvement Act (2004), an assistive technology device is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability." (Sec. 602(1)(A); 34 CFR §300.5).

  Examples of AT devices include wheelchairs, walkers, screen readers, communication devices, highlighters, digital recorders, audio books, calculators, Mp3 players, tablets, laptops, and computer programs for reading and writing.

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The *Connecticut Assistive Technology Guidelines* indicate that AT is a very important part of the planning process as students transition from school to employment, community settings, and training and higher education. AT should be considered to help students:

- Complete transition assessments
- Fill out applications
- Communicating and completing tasks in community and employment settings
- Accessing and participating in training and college programs

When you are discussing AT at your transition PPT meetings, the following should be considered:

- What specific equipment will be needed and used?
- What are the student's training needs?
- Who will pay for the AT (family insurance, school district, family)?
- How will the equipment be updated, replaced, or repaired?
- Where will the equipment, manual, and other documents be kept?
- What will happen to the equipment upon graduation (will it be returned to the school or can the student buy the equipment from the school)?
- What will be needed in the settings after graduation? (AT needed for high school may be very different than technology needed for employment) (Connecticut Assistive Technology Guidelines, 2013)

As a young adult, it is your responsibility to learn about these aspects of your life now. At a transition workshop for parents, the mother of two young adults with severe hearing impairments spoke about the surprising phone call she received from her son, a freshman in college. Shortly after arriving at school he had called to ask what kind of batteries were needed for his hearing aid. He had no clue because his mom had always purchased and installed the batteries for him. Don't let this happen to you! Don't leave high school unprepared to manage your own healthcare and disability needs.

The Connecticut Tech Act Project can provide you with information on assistive technology services, devices, and funding possibilities. For more information on this project visit the Connecticut Tech Act website.

For a database on assistive technology and links and resources visit the Able Data website.

Learn more online:

National Health Law Program
www.healthlaw.org

Connecticut Tech Act Project
www.cttechact.com

Able Data
www.abledata.com

Visit www.cpacinc.org/SteppingForward to watch:

Assistive Technology in Action: Meet Sam
Assistive Technology in Action: Meet Jared
Assistive Technology in Action: Meet Nick

LESSON 1.4

Understanding Your Rights and Responsibilities under Disability Law

Individuals with Disabilities Education Improvement Act

The Individuals with Disabilities Education Improvement Act (IDEA) is the federal law that requires that special education and related services be provided to eligible students with disabilities. Under the IDEA, the public school district where you live is responsible for making sure that you receive special education and related services appropriate to your individual needs. How and where the services are provided is determined by the Planning and Placement Team (PPT) and should be included in your Individualized Education Program, or IEP. IEP's must be reviewed and updated at least once per year.

The PPT is made up of regular and special education teachers, a school administrator, parents, other specialists as needed (e.g., school social worker, psychologist, occupational therapist, physical therapist, speech and language therapist) and YOU. The PPT members are different for each student receiving special education services. The team makes decisions regarding your education therefore it is critical that you attend to participate in planning for YOUR future.

As the most important member of the PPT, you have the right to participate in meetings regarding:

- Planning and reviewing evaluation and reevaluation results
- Developing, reviewing and revising your IEP
- Transition planning (see Chapter 3)

As mentioned previously, the **Americans with Disabilities Act (ADA)** and **Section 504 of the Rehabilitation Act** may protect you from discrimination at school, college, and in employment, community, and housing situations. However, in some instances, you must disclose (or make others aware) that you have a disability in order to be protected by these laws. This is one of the reasons why it is so important that you develop a good understanding of your disability and accommodation needs, and that you learn how, and when, to communicate information about yourself to others.

It is also important that you know your rights and responsibilities under these laws. The next several pages provide a brief description of these two laws.

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The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) prohibits discrimination based on disability in any program or activity that receives federal funds. It was originally signed into law in July of 1990 and was revised in 2008 as the ADA Amendments Act (ADAAA). This includes schools, colleges, employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications. To be protected by the ADA as an individual with a disability, you must:

- have a physical or mental impairment that substantially limits major life activities;
- have a history or record of such impairment; or
- be perceived or regarded by others as having such impairment.

Your rights under the ADA:

Title I of the ADA requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. Title I prohibits discrimination in job application procedures; the hiring, promotion or discharge of employees and job training, pay, and other privileges of employment. It restricts questions an employer can ask about an applicant's disability before a job offer is made. Title I also requires that employers make reasonable accommodations (e.g., restructuring jobs, making work-sites and workstations accessible, modifying schedules, providing services such as interpreters, and modifying equipment and policies) to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship.

Title II of the ADA covers public agencies including state and local government and transportation services. Title II states that public transportation authorities may not discriminate against individuals with disabilities in the provision of transportation, including bus, subway, train, paratransit, and special transportation services. Title II also applies to all state and local public housing.

Title III of the ADA states that no individuals shall be discriminated against, on the basis of disability, in the full and equal enjoyment of goods, services, and privileges of accommodations of public places including those used for:

- Lodging (inns, hotels)
- Food service (restaurants, bars)
- Entertainment (movie theatres, concert halls, stadiums, museums)
- Public gatherings (auditoriums, convention centers, lecture halls)
- Sales (grocery stores, clothing stores, hardware stores, shopping centers)
- Services (laundromats, banks, hair salons, travel agencies, funeral homes, gas stations, accountants or lawyers, pharmacies, medical doctors, dentists, hospitals)
- Public transportation (terminals, depots)
- Exercise or recreation (parks, zoos, amusement parks, gyms, health spas, bowling alleys, golf courses)
- Education (elementary and secondary education, colleges, universities, postgraduate private schools)
- Social services (day care centers, senior citizen centers, homeless shelters, food banks)

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Public accommodations must comply with specific requirements to make buildings accessible, including policies, practices, and procedures to promote access. Accommodations must also provide effective communication for individuals with hearing, vision, or speech impairments.

Title IV of the ADA addresses telecommunication services for individuals with hearing and speech impairments. This provision requires telecommunication companies to provide interstate and intrastate communication by wire or radio 24 hours a day, 7 days a week. It also requires closed captioning of federally funded public service announcements.

Title V of the ADA addresses miscellaneous areas and includes a provision prohibiting either (a) threatening or (b) retaliating against individuals with disabilities or individuals attempting to aid people with disabilities who are trying to access their rights under the ADA.

Your responsibilities under the ADA:

- Apply only for jobs that match your basic qualifications (education, training, and experience).
- After you are hired, if you need accommodations to perform the job, you must identify yourself as a person with a disability and be able to clearly state your specific accommodation needs.
- Be prepared to provide updated written documentation of your disability (medical records, educational and psychological test results).
- If you think you have been discriminated against in any public program, you may file a complaint by visiting www.ada.gov/filing_complaint.htm.
- If you think you have been discriminated against in an employment setting, you may file a complaint by visiting: www.ada.gov/ada_title_I.htm.
- Learn information about ADA for students who are preparing for college at www2.ed.gov/about/offices/list/ocr/transition.html.
- Access general information about Section 504 and the ADA for students with disabilities at www.pacer.org/publications/adaqa/504.asp.

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Comparison Between the IDEA, Section 504, and the ADA

	The IDEA	Section 504	The ADA
Mission	Assures a free, appropriate, public education in the least restrictive environment. Students are entitled to services	Assures students with disabilities equal educational opportunity to be fully integrated into the mainstream Individuals must qualify for services	Assures ALL PERSONS with disabilities with equal opportunities and nondiscriminatory treatment in a broad array of areas, including those not covered under Section 504 (e.g., private businesses, state/local governments) Individuals must qualify for services
Scope	Applies to public elementary and secondary schools	Applies to any program or activity that receives federal financial aid	Applies to public or private employment, transportation, accommodations, and telecommunications
Coverage	Students requiring special education services, ages 3-21	All "qualified" individuals with disabilities	All "qualified" individuals with disabilities and qualified nondisabled persons associated with a person with a disability
Definition of Disability	List of disabilities provided	No list of disabilities provided. Physical or mental impairment that substantially limits one or more major activities; record/ history of such an impairment; or being regarded as having an impairment	No list of disabilities provided. Same criteria as Section 504. Broadens definition of "disability" by including a non-exhaustive list of "major life activities" and "major bodily functions" and modifies definition of "substantially limits" to be less rigid.

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	The IDEA	Section 504	The ADA
Identification Process	Places the responsibility for identification and evaluation on the school district at no expense to parent or student	Places the responsibility for identification on the student with a disability who must provide documentation. Cost of evaluation is responsibility of the student	Same as Section 504
Service Delivery	Special education services and auxiliary aids identified by Team and stipulated in the Individualized Education Program (IEP)	Services, auxiliary aids, and academic adjustments provided in the regular education setting	Services, auxiliary aids, and accommodations arranged for by designated ADA Coordinator unless "undue hardship" occurs for employers
Funding	Federal funds conditional to compliance with IDEA regulations	No authorization for funding attached to this Civil Rights statute	No authorization for funding attached to this Civil Rights statute

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(Adapted from Brinckerhoff, L.C., Shaw, S.F. & McGuire, J.M., 1993)

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act states that "no qualified individual with a disability in the United States shall be excluded from the participation in, be denied benefits of, or be subjected to discrimination under" any program or activity that receives federal financial assistance.

Almost all public and private colleges and universities receive federal financial assistance. Therefore, if you are attending college or any postsecondary training program that receives federal funds, you will be protected by Section 504.

Manchester

The school or college must insure that the programs offered are accessible to students with disabilities. However, a school cannot provide any service or accommodation if it does not know that one is needed. If you do not require any accommodations you can choose to keep information about your disability private. If you need accommodations, you will need to disclose information about your disability in order to receive them. Often when attending a college or university for the first time, it is a good idea to register with the Office of Services for Students with Disabilities on campus whether or not you feel that you will need accommodations. By doing so, you will be able to access accommodations at any point during the next two semesters more easily.

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Your rights under Section 504:

- You have the right to complete the regular college admission process without identifying yourself as a person with a disability.
- You have the right to receive appropriate and reasonable academic accommodations, including note-takers, interpreters, and assistive technology.
- You have the right to an accessible dorm room if dormitories are provided to students without disabilities.
- You have the right to participate in extracurricular activities offered by the school.

Your responsibilities under Section 504:

- Insure documentation of your disability and suggested accommodations is CURRENT (in most cases no more than three years old).
- Contact your high school counselor or the college's Office of Services for Students with Disabilities (if you have a college in mind) to find out what services and supports are available.
- Ask for classroom and/or testing accommodations at the beginning of the semester. Do not wait until you have done poorly on an exam to disclose your disability and accommodation needs.
- If a teacher or professor refuses to make an accommodation that you have requested, work with the Office of Services for Students with Disabilities or contact your school's ADA/504 Coordinator to help resolve the situation. You may also file a complaint with the Office of Civil Rights of the U.S. Department of Education within 180 days of the discriminatory action. You may file a complaint by visiting **www2.ed.gov/about/offices/list/ocr/docs/howto.html**.

Activities

Obtain more information on these laws by completing one or more of the following activities:

- **Assist your regular or special education teacher in providing an instructional unit on disability law.**

  Working as a class, determine the specific components of the laws that you would like to learn about. Break into small work groups and decide who is going to research and present specific components of disability law. The State Education Resource Center (SERC) and the Connecticut Parent Advocacy Center (CPAC) have a variety of curriculums and other publications that focus on IDEA, the ADA and Section 504. See the Resources section of this guide for additional information. You can also find information about these laws at your local library and on the internet.

- **Arrange for a guest speaker who is knowledgeable about disability law to give a presentation to your class.**

  For names of possible speakers, call the Connecticut Office of Protection and Advocacy or the University of Connecticut's A.J. Pappanikou Center for Excellence in Developmental Disabilities, Education, Research and Service (UCEDD) (See the Resources section of this guide for more information).

- **Identify former students or other adults with disabilities in your community, who have experience advocating for themselves.**

  Ask your teacher for assistance in locating possible speakers. Arrange for them to make a classroom presentation or provide a parent/student workshop focusing on their personal experiences with disability laws in school, community, and workplace settings.

- **Attend workshops that discuss college application procedures and student support services.**

  Ask your special education teacher or school counselor to give you an advance notice of these types of workshops.

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CHAPTER 2

Learning to Self-Advocate

Now it is time to learn how to advocate for yourself. It's natural to feel uncomfortable talking about your disability or asking for help. With practice, and time, it will become easier. State and federal laws such as the Individuals with Disabilities Education Improvement Act (IDEA 2004), the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act were passed to give you an equal opportunity to education and employment. These laws allow you to access the same facilities and programs available to individuals without disabilities. The ADA and Section 504 also give you the right to request specialized instruction, modifications to the curriculum, accommodations in non-academic and extracurricular activities, adaptive equipment or assistive technology devices, an aide, assistance with health related needs, school transportation, or other related services and accommodations.

It is your responsibility to take advantage of these laws by becoming a self-advocate. There are a number of steps you can take to learn how to speak up for yourself and get the help you need in order to be successful.

Activities

- **Describe your accommodation needs in terms of making things equal, rather than asking for an unfair advantage.**

  Some teachers or employers may think that providing accommodations for you is unfair or unnecessary. They may worry about the reactions of other students or employees who think you are receiving special treatment. Learn how to describe your accommodation needs in terms of making things equal. Clearly communicate that you need certain accommodations in order to be successful and that you are NOT asking for standards to be lowered.

- **Develop an assertive style of communication.**

  You can stand up for your rights, and be a role model to others, by being polite, respectful, and prepared. Do not be aggressive, demanding or confrontational. Remember the old adage, "you can attract more bees with honey than with vinegar." But, don't be passive either.

- **Practice, practice, and practice.**

  Speaking up for oneself is easier for some people than for others. For many, it takes time to develop good self-advocacy skills. Practicing self-advocacy skills while you are in middle school and high school can give you the confidence you will need to advocate for yourself as an adult.

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Activities

- **Identify barriers to effective communication and include specific self-advocacy objectives in your IEP.**

  Think about the areas in which you need to develop specific skills such as listening, asking for help or accepting criticism. These are all skill development areas that affect your ability to effectively self-advocate, and can be translated easily into goals for your Individualized Education Program (IEP). It is very important that you attend and participate in your Planning and Placement Team (PPT) meetings where your IEP will be discussed and developed. As you grow in confidence as a self-advocate, you may want to consider leading a portion of this meeting. You will learn more about this in Chapter 4.

- **Know when and when not to disclose your disability.**

  Disclose information about your disability only on a "need-to-know basis," or when you require accommodations. Safe people with whom to share information include your parents, doctor, teachers, school psychologist, counselor, college disability specialists, college professors, employer, and one or two trusted close friends. Do not use your disability as an excuse to try to obtain compassion or understanding regarding personal problems. It is important to share about yourself discreetly, knowing your audience and the reason for disclosing personal information.

Visit www.cpacinc.org/SteppingForward to watch:
Getting Accommodations,
Communication
& Mastering Soft Skills for Workplace Success

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LESSON 2.1

Developing a Personal Self-Advocacy Plan

Activity

The first step in learning how to self-advocate is the development of a personal self-advocacy plan. Creating a personal self-advocacy plan can help you begin to think about your individual needs as a learner. The plan can also be used to help you describe your accommodation needs to others.

In this plan you will describe your disability, learning strengths and weaknesses, needs, the type of teaching style or classroom accommodations that help you learn best, and any assistive technology you may need in order to be successful.

Your personal self-advocacy plan will also list any specific skill or behavior areas that you need to develop in order to be an effective self-advocate. Individualized self-advocacy goals need to be identified as part of the PPT and transition planning process, and written into your IEP every year.

Consider whether you need to develop skills in the following areas:

- Problem solving
- Asking for help (at school, home, work, and in the community)
- Listening
- Accepting feedback and constructive criticism
- Identifying and understanding communication styles (assertive, aggressive, and passive)
- Understanding body language and other non-verbal communication
- Persuasive communication
- Giving feedback and constructive criticism

It is best to review your personal self-advocacy plan at least once a year. You may also want to use this beyond high school as a personal development tool. "My Personal Self-Advocacy Plan" (found on the next page) may be an excellent objective to be written into your IEP.

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My Personal Self-Advocacy Plan

Name: _____

Grade: _____

Date: _____

My disability is:

My learning strengths are:

My learning weaknesses are:

I learn best when:

The specific classroom accommodations I need are:

I need to develop the following self-advocacy skills:

(CSDE, 2004)

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LESSON 2.2

Requesting Academic Accommodations

Activity

School is a great place to practice self-advocacy skills. One way to practice these skills is to request accommodations. You can begin by sharing your written personal self-advocacy plan with a trusted peer, classmate, sibling, parents and general or special education teacher.

You can practice different styles of communication and compare what it feels like to talk in a passive (soft-spoken, timid) manner, an aggressive (loud and demanding) manner, and an assertive (pleasant and polite) manner. You can also role play situations in which the teacher, professor or employer refuses to provide any accommodations. This activity will provide you with several opportunities to become comfortable with the process of asking for accommodations.

Next, select the classroom teacher with whom you feel most comfortable, and present your plan to that teacher. Schedule an appointment at a time that is convenient for the teacher. Bring specific documentation describing your disability. If you are nervous about meeting with the teacher privately, you can ask your special education teacher to accompany you for support and guidance.

Tips for requesting accommodations:

- Introduce yourself
- Share your learning style and strengths
- State your disability and any difficulties you are having in class or on the job
- Share what you do to accommodate your disability
- Request specific accommodations
- Thank your teacher for his/her time

Ask for feedback on how effective you were in describing your disability and accommodation needs. Remember that self-advocacy is a process. Learn from your mistakes, and have the courage to try again!

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Visit www.cpacinc.org/SteppingForward to watch:

Communication
&
Getting Accommodations

Frequently Used Accommodations and Modifications

Materials/Books/Equipment

Access to Computer
Alternative Text
Alternative Worksheets
Spell Check
Calculator Manipulatives
Consumable Workbook
Large Print Text
Word prediction or Voice Recognition Software
Supplementary Visuals
Speech to Text Devices
Highlighted or Color Coded Texts

Tests/Quizzes/Assessments

Alternative Tests
Extra Credit Options
Hands-on Projects
Limited Multiple Choice
Reduced Reading
Extra Time–Tests/Projects/Written Work
Oral Testing
Pace Long Term Projects
Preview Test Procedures
Prior Notice of Tests
Shortened Tasks
Simplify Test Wording
Student Write on Test
Test Study Guide
Objective Tests
Orally Read Tests/Directions
Rephrase Test Questions/Directions

Grading

Audit Course
Grade Improvement
No Handwriting Penalty
Pass/Fail
Modified Grades Based on IEP

Organization

Assignment Pad
Provide Study Outlines
Pencil Box for Tools
Extra Space for Work
Daily Homework List
Desktop List of Tasks
Assign Partner
Daily Assignment List
Post Assignments
Folders to Hold Work
List Sequential Steps
Electronic Organizers
Templates for Written Work
Give One Paper or Section at a Time
Post Routines

Environment

Adaptive Work Space
Clear Work Area
Preferential Seating
Study Carrel
Minimizing or Structure Transitions
Reduction of Auditory or Visual Stimulation

Behavior Intervention/Support

Behavior Contracts
Break Between Tasks
Contingency Plan
Positive Reinforcement
Proximity/Touch Control
De-escalation Strategies
Emergency Plan
Peer Supports/Mentoring
Daily Feedback to Student
Set/Post Class Rules
Parent/Guardian Sign Behavioral Chart
Chart Progress and Maintain Data
Cue Expected Behavior
Parent/Guardian Sign Homework
Modeling Expected Behavior by Adults

Instructional Strategies

Assign Study Partner
Provide Models
Review Directions
Multi-Sensory Approach
Number Line
Personalized Examples
Highlight Key Words
Provide Student With Vocabulary Word Bank
Immediate Feedback
Check Work in Progress
Concrete Examples
Review Sessions
Use Manipulatives
Use Mnemonics
Pre-teach Content
Support Auditory Presentations with Visual
Have Student Restate Information
Mimed Clues/Gestures
Provide Notes/Outline to Student
Cueing/Prompts
Extra Drill/Practice
Visuals to Support Instruction
Computer Supported Instruction

(CSDE, 2013)

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LESSON 2.3

Learning When and How to Disclose Information about Your Disability

Although self-advocacy means speaking up for yourself, it does not mean that you need to disclose information about your disability in all situations. Remember that your disability is, in large part, a function of your environment. For example, a painter with dyslexia (a reading disability) would probably not experience much difficulty with his or her disability on the job. On the other hand, a college student with the same disability would probably need specific supports and accommodations in order to do well in class.

You will need to make decisions about how and when to disclose information about your disability throughout your entire adult life. It is best to think about disclosing information regarding your disability on a "need-to-know" basis. Generally speaking, if you will not need any accommodations as a result of your disability, it is probably best to keep the information private. If you will need accommodations, the only way you will be able to get them under disability laws (ADA and Section 504), is by making your disability known. As an adult, the primary responsibility for requesting accommodations rests with you.

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Activities

- **As a class or in small groups, discuss the pros and cons of disclosing your disability.**

  Share personal examples of situations in which you have had to talk about your disability.

  - How did you feel?
  - Were you confident, uncomfortable or anxious in describing your strengths, weaknesses and need for accommodations?
  - How was the information received?

  Also talk about various situations in which no one knew you had a disability. Situations may include dating or socializing; classroom experiences; work or job application procedures; medical procedures or treatment; extracurricular or recreational activities; and community activities such as church or volunteer experiences. Explain why it was not important for you to disclose your disability in those situations.

- **As a group, using pages 29 and 30 , discuss three examples of how and when it would be best to disclose your disability in specific situations.**

  Situations could include applying for or working at a job; looking for an apartment or house; applying for college or training programs; using transportation; and visiting a medical office. Consider the following questions:

  - What are the pros of sharing that I have a disability?
  - What are the cons of sharing that I have a disability?
  - Under what conditions should I self-disclose regarding my disability?
  - Under what conditions should I keep my disability private?

Visit www.cpacinc.org/SteppingForward to watch:
411 on Disability Disclosure

Record information from the group discussions in your personal journal.

Disability disclosure and things to think about when applying for a job:

- Employers may NOT ask whether you have a disability during a job interview, although they may ask probing questions such as "This job is stressful for many people as it involves tight deadlines and coordinating multiple projects. How would you handle this?" If you voluntarily disclose your disability, however, an employer may ask you follow-up questions regarding your disability.
- Does the job require a pre-employment examination? These tests must measure your ability to do the tasks required by the job (for example, a proofreading test would be an appropriate skill measure for an editorial assistant position but probably not for a job as a server in a restaurant). An employer is only allowed to give you a pre-employment exam if this is something done with all prospective employees.
- Will you need accommodations in order to take the test? The employer must provide reasonable accommodations (such as extended time or use of a reader) in pre-employment examinations, but you will have to self-disclose in order to request the accommodations and may have to provide proof of your disability in order to receive them.
- Is a medical exam required? If all job applicants are required to have a medical examination, an employer may request that you have a medical examination, but only after an employment offer is made. Do you have any physical limitations that would get in the way of your ability to do the job? Can you perform the job with appropriate and reasonable accommodations?
- Will drug testing be done? Some employers may test applicants for illegal drugs. If you take a prescription medication for your disability, ask your doctor whether it is likely to show up in the test results. Decide whether or not you should disclose information about your prescription drugs prior to taking the drug test.
- Will you need accommodations to perform the essential functions of a job? In most cases, if you need accommodations to perform the essential functions of a job, the best time to disclose your disability is AFTER you receive a job offer, and BEFORE you begin work.

(Adapted from Brown, 2000)

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Learn more about employment rights and disclosure considerations:

The Americans with Disabilities Act: Civil Rights for You

by Dale S. Brown

www.ldonline.org/article/5999

Disability disclosure and things to think about when applying to college:

- A college admission form CANNOT require you to disclose whether or not you have a disability.
- Students may choose to disclose their disability during the admissions process. If you decide to disclose your disability to a college, this information CANNOT be used to deny admission. Colleges and universities cannot discriminate on the basis of disability.
- Disclosing a disability does NOT guarantee admission. Colleges and universities do not have to alter their admission requirements or standards. Students with disabilities must meet the same admissions criteria as all prospective students.
- Disclosing a disability can provide you with an opportunity to explain possible discrepancies in your academic record. For example, it is typical for students with learning disabilities to have good high school transcript grades and low SAT scores or vice versa. Does this describe you? If so, you may want to consider disclosing your disability during the application process either through the required essay or during a personal interview, if there is one. You can put your self-advocacy skills to good use by explaining how your academic strengths and weaknesses relate to your proposed course of study.
- If you choose not to self-disclose during the application process, you may still do so at any time after you have been accepted to a college or university. At that point you will need to go to the Office of Disability Support Services (or the department and/or person responsible for coordinating services for students with disabilities) and request services. You will also need to provide recent documentation of your disability. Be aware that you cannot disclose and expect an adjustment on classes that have already been taken.

(Adapted from Barr, Hartman, and Spillane, 1995)

Visit www.cpacinc.org/SteppingForward to watch:
College & Disability Services: Student Feud

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LESSON 2.4

Using Written Information to Support Your Advocacy Goals

Developing the ability to advocate for yourself requires more than just good oral communication skills. The written word can also be a valuable tool in helping to convey information to others. In fact, using written instead of oral communication is often better if you need to create a paper trail. A paper trail can provide a record of events that have occurred as well as requests that were made. Written information is also required in order to provide documentation of your disability and progress in school.

There are two important skill development areas involved in using written information to support your advocacy goals. The first area involves the use of written information to make your needs/concerns known. The second involves record keeping, so that you'll have ready access to important papers that can help document your need for services and/or accommodations.

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Letter Writing

Public

The Wrightslaw website and online newsletter, *The Special Education Advocate,* offer accurate, up-to-date information about special education law and advocacy for children with disabilities. The following information on letter writing was adapted from the article *12 Rules for Writing Great Letters.*

Communicating by writing a letter in written either a written or electronic format (e-mail) is a useful life skill. You can use written communication to:

Schools

1. Request information
2. State an opinion
3. Decline a request
4. Express appreciation
5. Create a paper trail

Pupil

Some letters have more than one purpose. It is important that your letter writing skills show your ability to convey your thoughts in words!

Personnel

Learn more online:
12 Rules for Writing GREAT Letters
www.wrightslaw.com/advoc/articles/12rules_letters.htm

Services

Activity

The following activity can help you develop skills in letter writing:

- **Select one of the reasons for writing a letter that is described on the previous page (1-5) and decide who you are going to address (your teacher, your boss, your parents, etc.).**
- **Using a blank document on your computer or three blank sheets of paper answer these questions.**

  On the first sheet write "WHY? Why am I writing this letter?"

  On the second sheet write "WHAT? What are my goals in writing this letter?"

  On the third sheet write "Other Thoughts." Brainstorm. Write down your thoughts. Make lists.

  Don't worry about writing in complete sentences or prioritizing. Your goal is to dump your thoughts from your brain onto these sheets of paper or documents. It doesn't need to take a long time for you to write down all your important thoughts. Do not allow yourself to obsess about details. Don't worry about spelling at this point. You should focus on the big picture.

- **Write your first draft.**

  Tell your story chronologically, (put events in the order in which they happened from first to last), weaving in the facts. Make your letter clear, concise, and easy to understand. Then, put it away for a day or two. Many times, letters that are written in anger, or when you are feeling emotional, require a "cooling off" period and revision time.

- **Read your letter aloud.**

  Think about whether your letter is brief, clear, interesting and accurate.

  Then, make the necessary edits. It is important that all spelling and punctuation are correct. Double-check your work using the spell check feature on your computer or have a dictionary handy.

- **Give your letter to at least one other person to read.**

  Your reader should be someone who will tell you the truth, who will critique your letter and share honest comments and suggestions. Ask this person if they understand:

  - what you are trying to accomplish;
  - what you want; and
  - what your goals are for writing this letter.

  If you haven't expressed yourself clearly and you find yourself explaining your points to the reader, STOP and write down your explanation. Then edit your letter, adding the information from your explanation.

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Use your high school years to perfect your letter writing skills. Develop cover letters to accompany:

- Employment resumes
- College applications
- Grant and scholarship applications

You may also want to use letter writing to advocate for causes in which you believe.

Below are some examples of opportunities to use letter writing to advocate:

- Write your representative from Congress to support disability or other legislation.
- File a grievance and/or complaint with a business or industry whose services or products are not satisfactory.
- Write to the newspaper or town committee to participate in community forums around issues of the economy, education or the environment.

(Adapted from Wright, 2007)

Record Keeping

As you BEGIN high school it is important that you obtain, organize and keep copies of all papers that document your disability. This information will be necessary to help you get accommodations either on the job or in college or other programs. These documents will also help determine if you are eligible for many adult services.

Make sure you have copies of the following information before you leave high school:

- Your most recent evaluations given by the school or an independent evaluator. These may include educational, psychological, neuro-psychological, speech and language, physical or occupational therapy, and vocational evaluations. Most colleges require documentation of your disability that was done within the past three years.
- Your report cards and any progress reports.
- Standardized test results such as the Smarter Balanced Assessment (which has recently replaced the Connecticut Academic Performance Test).
- Your most recent IEP and any behavior or service plans.
- Medical records related to your disability.

If you have difficulty with organizational skills, ask your teacher, transition coordinator, or parents to help you develop a record-keeping system.

(Adapted from Crabtree, 1998)

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CHAPTER 3

Transition: Career Planning and Community Connections

Did you know that most people find their jobs through family and friend connections? Having a broad network of family and friends who can support you in developing and reaching your goals is important. Friends and family members can help you make decisions, assist you in obtaining needed services, and refer you to others who can help with the career-planning process. For example, your Uncle David just might know an employee at the Department of Public Health who can help you explore your interest in food safety; or your neighbor down the street, who works at the local hospital may be able to assist you in your job search in the medical field.

The following are suggestions of things that you can do to expand your social network, receive help with career planning, and practice your advocacy skills. Work with your teacher, counselor, friend or family member to figure out how to follow through with one of these suggestions.

- **Develop a support network.**

  Identify family members and friends who can encourage and support you in reaching your goals. There are also state and national advocacy groups you can join to help you become a better self-advocate.

- **Develop mentoring relationships.**

  Mentors are people who provide information, support and encouragement. They are individuals who are available to listen to you, answer your questions, and offer suggestions regarding training; employment; college; and independent living. Studies have shown that students who have mentors are more successful in achieving their goals. A trusted teacher, a special aunt or uncle, your high school coach, minister, or supervisor at work are examples of individuals you may want to consider for a mentor.

- **Obtain information on person-centered planning tools that can help you plan for the future.**

  There are a variety of person-centered planning tools you can use to help you develop life and career goals. Tools such as MAPS, PATH, and Circles of Support can assist you with identifying the skills, supports and services you need to help you reach your goals. Go on-line and research these resources in more detail. Talk to your parents and teacher about the benefits of conducting a person-centered planning meeting for and with YOU!

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- **Take career interest inventories.**

  These paper and pencil or computer-generated inventories can help you identify your interests and skills, and match them to various occupations. You can ask your teacher or school counselor for career interest inventories. You might already have taken several career interest inventories as part of your Student Success Plan which all students in grade 6-12 must have (see page 37).

- **Participate in a variety of real, community-based work experiences.**

  While career interest inventories can help you obtain some beginning information about the types of jobs you might be interested in, there is no substitute for on-the-job experience. Job shadowing, informal interviews, situational assessments, part-time jobs, and volunteering can all provide you with the experiences and information you will need to narrow down your career choices.

- **Identify state and local adult service agencies.**

  Making the transition from school to adult life involves leaving an educational system that must provide you with a free and appropriate education and entering a system that is based upon eligibility and the availability of resources. Be sure to seek out organizations and agencies that can help you obtain the adult services you may need. A list of resources is provided at the end of this guide.

Visit www.cpacinc.org/SteppingForward to watch:
Vocational Rehabilitation Services: Jack's Jobs & Skills to Pay the Bills: Networking

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LESSON 3.1

Thinking about Your Life Five Years from Now

Although you may think it's too early to decide how you will earn a living, it is critical that you start exploring various career possibilities NOW. It is helpful to begin the process of career exploration by thinking about your skills and interests. There are no good or bad jobs, only good or bad job matches. The primary focus of your career planning process is on finding a good match between your interests and skills and the requirements of the job.

Activity

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- **To help you explore your vocational skills and interests, begin by making a list of:**
  - School subjects you like and in which you earn good grades
  - Your personality traits (for example, patient, friendly, talkative, organized)
  - Your physical traits (for example, strong, good with your hands, athletic)
  - Extracurricular activities in which you participate (for example, clubs, sports, hobbies)
  - Past or present work or volunteer activities
- **Also, think about the following:**
  - Do you prefer being inside or outside?
  - Do you like to sit, stand or move around?
  - Do you like to work with data (numbers, written information), people, or things?
  - Do you like to work alone or with others?
  - Do you like to work during the day or at night?
  - Do you like to work where it is quiet or where it is noisy?
  - Are you interested, willing, and/or financially able to go to college or trade school to receive additional education and training beyond high school?

Write a statement regarding your current career interests and record this information in your journal.

It should be interesting to see whether your career interests stay the same or change over the next several years.

There are a variety of career interest inventories you can take to help you determine your interests and possible career choices. There are also assessments that will match your aptitude and values to specific career fields. Your school's counseling department or career center can direct you to these inventories, as well as others on a school's computerized career system such as Naviance or Career Cruising. Some career assessments to check out include:

- Harrington O'Shea Career Decision Making System
- Transition Planning Inventory (TPI)
- Transition Skills Inventory (TSI)
- Picture Interest Career Survey (PICS)
- Reading Free Vocational Interest Inventory
- College Survival and Success Scale (CSSS)
- Ansell-Casey Life Skills Assessment (ACLSA)
- Career & Life Explorer (great for middle school students)

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Activity

- **Go online to www.driveofyourlife.org and search for more information about career interests inventories. Have fun taking this online inventory and learning more about yourself.**

Record the types of inventories you completed and the results of these inventories in your journal. Highlight the jobs or career clusters you plan to explore further.

To help you further identify careers you may be interested in, check out the Connecticut Business and Industry Association (CBIA) website at www.cbia.com/edf/CareerPathways.htm. The website contains videos that will give you a "real-life" look at career opportunities that are available, particularly in Connecticut.

Be aware that if you are a student receiving special education services, career exploration activities are REQUIRED as part of the transition planning process. Career exploration activities are also part of your Student Success Plan (SSP), Connecticut's version of an Individualized Learning Plan (ILP) that all students, including students with disabilities, in grades 6-12 should be working on. Make sure that both the SSP and transition planning for your IEP address similar career and academic goals. Learn more by visiting www.sde.ct.gov and searching for Student Success Plan.

Learn more online:

Drive of Your Life
www.driveofyourlife.org

Career Pathways Series
www.cbia.com/edf/CareerPathways.htm

NCWD Fact Sheet on Individualized Learning Plans
www.ncwd-youth.info/sites/default/files/FactSheet-ILP.pdf

According to IDEA, transition is a coordinated set of activities, developed and implemented throughout your high school years. These activities are designed to help you succeed in life after graduation. These activities may include not only classroom instruction but also community experiences, vocational evaluations, and related services.

Transition planning is a process that helps you:

- determine your strengths, interests, preferences and needs;
- identify post high school goals in the areas of college, training, employment, and independent living; and
- obtain the academic and functional skills needed to reach those goals.

The Planning and Placement Team (PPT) helps you to develop transition goals as part of your Individualized Education Program (IEP).

The Individuals with Disabilities Education Improvement Act (IDEA), requires that transition planning begin at the PPT meeting following your 15th birthday. During this meeting, long-term goals, called Post-School Outcome Goal Statements (PSOGS), are developed in the areas of postsecondary education or training, employment, and independent living skills (if appropriate). These statements define your long-term goals after high school AND provide the information needed to develop annual goals and short-term objectives on your IEP.

Developing a long-term goal gives you something to work toward. For example, if you are planning to go to college, it is important that you take the required number of English, mathematics, science, and foreign language courses in high school. Developing a long-term goal does NOT mean that you cannot change your mind for the remainder of high school. PSOGS must be reviewed and updated each year, usually at your annual PPT meeting.

Your PSOGS will be based on:

- your strengths and interests; and
- results of your career inventories, grades, and volunteer and work experiences.

This gives you the opportunity to change your goals and/or courses of study if you find that you are on the wrong track. Transition planning provides you with academic and work experiences to help you make informed decisions about your future.

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Think about your long-term goals and record them in your journal.

Be sure to share these goals with your parents and teacher and consider sharing them at your next PPT meeting.

Developing Transition Goals

- Are you organized with your school work?
- Do you ask for help when you don't understand something?
- Do you speak up for yourself to express your opinions, even if others disagree with you?
- Do you attend your Planning and Placement Team (PPT) meeting?
- Do you participate in your PPT meeting?
- Do you know your disability?
- Can you explain and/or describe your disability?
- Can you clearly state your accommodation needs?
- Do you take care of your personal health care needs, including hygiene; getting enough sleep at night, and going to the doctor and dentist for annual checkups and when you are sick?
- What are your strengths and interests?

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What do you want to do when you graduate from high school?

Remember to think about these major life areas when developing transition goals:

- Postsecondary education (2-year or 4-year college, training program, certificate program)
- Vocational training
- Competitive employment (including supported employment)
- Continuing and adult education
- Adult services
- Independent living and community participation

The publication *Building a Bridge: A Resource Manual for High School Students* (CSDE, 2009) is a transition manual that can help you take an active role in developing transition goals and objectives. Your school may have copies of this guide, or you can download a copy free of charge from the Connecticut State Department of Education's website at www.sde.ct.gov. Click on "Special Education" then "Secondary Transition Resources."

Building a Bridge contains checklists and other valuable information on transition, including self-advocacy, your IEP, your rights and responsibilities under the IDEA, and developing transition goals and objectives. Use this manual to help you develop and update your goals on an annual basis.

Learn more online:
Building a Bridge: A Transition Manual for High School Students
www.sde.ct.gov

If you are having difficulty developing transition goals, there are a variety of person-centered planning activities that can help. MAPS, PATH, and Circles of Support are all examples of person-centered planning tools that can help you identify and communicate your goals for the future. Person-centered planning attempts to identify and highlight the unique talents, gifts, and capabilities inherent in everyone. It assumes that you are the foremost expert on your wants and needs, and focuses on building a "community" of people who can help you move closer to your goals. An online course on person-centered planning is available at http://ilr-edi-r1.ilr.cornell.edu/PCP/01reading.cfm. The SERC library (see the Resources section of this guide) also has information on many of these planning tools.

Manchester

Write your transition goals for post-secondary education, employment, and independent living either in your journal or in a separate document or notebook if you don't wish to share your journal. Bring you goals to your next PPT meeting.

Public

It is important to remember that your goals in each of these transition areas may change over the next few years as you learn more about yourself and various school, work and adult living options. That's okay! Take advantage of your high school years to explore all these options. NOW is the time to think about and share your ideas, concerns, and questions about career planning, and what you would like to do when you graduate from high school.

View an online course on person-centered planning:
http://ilr-edi-r1.ilr.cornell.edu/PCP/01reading.cfm

Schools

Pupil

Activities

There are a number of hands-on and research-related activities that can provide you with additional information to help you make informed career and life decisions. Select from the following activities, or come up with your own ideas to learn more about employment and postsecondary education options and develop your leadership skills:

Personnel

- **Get a part-time job.**

  Try babysitting, lawn-mowing, bagging groceries, delivering newspapers, or working in an office, a restaurant, or store.

Services

  Write what you like and don't like about the jobs in your journal.

- **Volunteer.**

  Visit the Corporation for National and Community Service website at www.nationalservice.gov/serve-your-community/how-get-involved for information on volunteer opportunities. Your local library is also another source of resources on non-profit organizations in your town that may need volunteers.

- **Begin researching postsecondary education and training opportunities.**

  Options include 4-year colleges, community colleges, business and trade schools, and military service. Be sure to find out about the entrance requirements and application procedures.

If you're not sure where to pursue training or advanced education in Connecticut, go to www.univsource.com/ct.htm. This site has links to all Connecticut colleges and universities, and the programs they offer.

- **Participate in job shadowing or community-based training experiences.**

  These opportunities may be coordinated through your district's transition or School-to-Career programs.

  It is important to have as many different types of work experiences as possible during your high school years. Your work experiences give you the opportunity to try out jobs you are interested in, as well as jobs that are available in your local community. For example, even if you have little interest in working in the insurance industry, if your community has a large number of insurance companies, try it! You might discover aspects of the industry that you like or become aware of other jobs (such as receptionist, administrative assistant, accountant, or cafeteria manager) that exist within the company.

  Check out www.jobshadow.com for more information on job shadowing.

Record all work experiences in your journal.

List the company name, dates you worked, type of work you performed, the name of your supervisor, and any personal comments regarding the nature of work (such as what you liked or disliked about it). Also note whether it was a paid job, internship, or job shadow experience.

If you do not know the difference between these types of work experiences, ask your school counselor or transition coordinator. Keeping a record of work experiences will help you with career planning, as well as resume development. Job shadow forms are located at the end of this section.

- **Identify a mentor who can help you with the career-planning process.**

  Find out if your school has a formal mentoring program, or ask your transition coordinator or school counselor to help you locate a mentor. Your local chamber of commerce, civic organizations, or independent living center may be able to help.

- **Interview your parents, mentor, or other adults you know about their first job or career.**

  Are they working in that same occupation now, or have they changed careers? Did they need additional training or education to obtain a job or advance in their career? Are they satisfied with their vocational choice? If given the opportunity to go back in time, what would they change or do differently?

Take notes during your interview, and write a paragraph or two in your journal that describes this person's career development process. Be sure to include your own thoughts about career development.

You may also wish to participate in a class discussion about how people choose their careers.

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- **Conduct informational interviews with people who have jobs in which you are interested.**

  This interview differs from the previous activity in that it focuses more on learning about a specific occupation rather than the general career development process. You do not use informational interviews to ask for a job. Instead, use this opportunity to obtain information and develop a future contact in an occupational field. Scheduling the interview, preparing for and conducting the interview, and writing a thank you note upon the completion of the interview are all ways to practice your self-advocacy skills.

Manchester

Record information about the informational interviews in your journal. Include the name of the person interviewed, job title, the date and time of interview, and any information obtained.

Public

- **Look in a dictionary or online for definitions of the following words: vocation, occupation, career, and job.**

  How are they alike? How are they different?

Schools

Record this information in your journal.

Be aware that you may hear these words being used interchangeably in PPT meetings or in other career guidance situations.

- **Develop leadership skills.**

Pupil

Leadership training programs are vital to ensure that you are prepared for the challenges and opportunities of the future. The Connecticut Youth Leadership Forum (YLF) has been held on the grounds of the University of Connecticut campus in Storrs, Connecticut since 1999. This forum is sponsored by the nonprofit, Connecticut Youth Leadership Project (CTYLP) through donations from state agencies, grant awards and private individuals. Each year high school sophomores and juniors with various disabilities are selected, through a competitive process, to participate in four days of educational and motivational leadership activities. YLF applications are distributed to every school district in October or November of each year. You may also obtain an application online at www.ctylp.org. Applicants are selected on the basis of demonstrated leadership skills in their communities and schools and must complete a required essay and interview. Students who are selected to participate are also required to develop a team leadership activity to implement with their group in a school or community during the following year.

Personnel

Services

If you are interested in participating in the Youth Leadership Forum, see your transition coordinator, school counselor or director of special education or go online for an application.

- **Join a local self-advocacy or support group.**

  These groups can provide you with the support you may need to speak up for yourself. Some self-advocacy groups have a membership that is disability specific. For example, Autism Services and Resources Connecticut (ASRC) has social groups for young adults with autism; People First of Connecticut is for individuals with learning difficulties and developmental disabilities.

  Some groups are even age specific. Kids As Self-Advocates (KASA) is comprised of youth with disabilities aged 12 to 22 and their friends. The goal of KASA is to spread helpful, positive information amongst peers on issues related to living with special health care needs, education, and employment. Information on the national KASA organization can be found on their website at **www.fvkasa.org**. To find an advocacy group to meet your individual needs, contact the University of Connecticut's A.J. Pappanikou Center for Excellence in Developmental Disabilities, or your local Independent Living Center (see the Resources section of this guide).

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Learn more online:

Listing of CT Colleges and Universities
www.univsource.com/ct.htm

Corporation for National and Community Service
www.nationalservice.gov/serve-your-community/how-get-involved

Job Shadowing Information
www.jobshadow.com

National Mentoring Partnership
www.mentoring.org

Connecticut Youth Leadership Project
www.ctylp.org

Autism Services and Resources Connecticut (ASRC)
www.autismconnecticut.org

People First of Connecticut
www.peoplefirstct.org

Kids as Self-Advocates (KASA)
www.fvkasa.org

Job Shadow Interview Form

Business visited: _____ Date: _____

Position of person interviewed: _____

These are some sample questions you may want to ask in your job shadow interview:

1. How did you get started in this field?

_____

_____

2. What are the specific job requirements of your position?

_____

_____

3. What do you like most about your job?

_____

_____

4. What do you like least about your job?

_____

_____

5. What educational requirements are needed for this job?

_____

_____

6. What is the beginning salary range for this type of job?

_____

7. What are the hours you work at this job?

_____

8. Do you have to work overtime or on weekends?

_____

Other important information about this job:

_____

_____

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Post-Job Shadow Rating Form

Student name: _____

Name of business: _____

Type of job: _____

Rate your interest in the specific job you shadowed:

4 ———— 3 ———— 2 ———— 1 ———— 0

Very Interested	Somewhat Interested	Not at All Interested

Write down what you liked and/or disliked about this job visit.

Likes

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Dislikes

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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LESSON 3.3

Exploring Transition Options

Transition is all about making informed decisions about postsecondary education or training, having additional community-based work experiences, exploring independent living options, and identifying local and state adult service options. If you are 17 years old, your school district is required to notify you that all rights provided to your parents/guardians under federal special education law, the Individuals with Disabilities Education Improvement Act, will transfer to you when you turn 18. From this age forward, the PPT must send you a written notice of all future meetings. However, if you would still like to have your parent/guardian involved in the education planning process, Connecticut State Regulations (2013) allow students to put a statement in writing notifying the board of education that the parent/guardian will continue to have the right to make educational decisions on the student's behalf even though the student is 18 years old. If you need help writing or signing this statement, you can ask someone to help you. (Sec. 10-76d-12(e)).

You have now reached the age of majority and with this comes increased responsibility and independence. The following pages contain information and suggestions regarding exploring college and training programs, employment options, living options, and adult service options.

Exploring Postsecondary Education or Training Options

Does the career you wish to pursue require additional training or a 2-year or 4-year college education? Are you taking all the required courses in high school necessary to meet the admission requirements of the college or university?

Activities

Continue to explore different colleges and universities. The following activities can help:

- **Go online to find information on college planning.**

  One website that can assist you is www.collegeboard.org. Seek information on specific colleges that you think you might be interested in, and begin comparing them in terms of location, student population, cost, program and course offerings, and support services available to students with disabilities.
- **Attend workshops that can answer your questions about going to college.**
- **Tour colleges to determine preferences.**

  You might request that a student with a disability similar to yours gives you the tour (or meets with you during that time) so you can ask about his or her experience on campus.
- **Take the PSAT in 10th grade and the SAT and/or ACT in 11th grade.**
- **Talk with your school counselor.**

  If you are applying to college through the early admission process, check with your school counselor to ensure that you meet the application timelines.
- **Visit the following websites if you are planning to attend college:**
  - Heath Resource Center at the National Youth Transitions Center - www.heath.gwu.edu
  - Association on Higher Education and Disability - www.ahead.org
- **Review the accommodations you are receiving in high school.** (Refer to page 8 of your IEP.)

  Be aware that colleges do NOT provide modifications. You are expected to meet the same academic demands as all other students attending college. The PPT should consider removing modifications throughout high school if you are planning to go to college so your success without modifications can be determined.

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Exploring Community-Based Work Options

Are you ready to work, earn a paycheck, and gain practical on the job experience? Research has shown that students who perform paid work during their high school years have a better chance of finding and keeping a job after graduation. You can receive job training as part of your school's transition or School-to-Career programs. Also, talk to your school counselor and teachers about any opportunities in your community for an after-school job.

The Connecticut Department of Labor has a fun, easy-to-use website, designed specifically for students. *Today's Youth - Tomorrow's Workforce* website provides answers to your questions about preparing for work and college.

Visit the CT Department of Labor website for information on:

- Online networking
- Resumes and cover letters
- Interviewing
- Job applications
- Internet job search sites
- Internships and volunteering
- Self-assessment
- Career exploration
- Other youth employment related topics.

Learn more about employment:

CT Department of Labor

www.ctdol.state.ct.us

Youth Rules!

www.youthrules.dol.gov

Also check out **www.youthrules.dol.gov**, a site specifically designed for teenagers.

As you continue your career exploration, it is helpful for you to begin to narrow down your career choices to one or two occupational areas or clusters.

After several work experiences - internships, volunteer work, and/or paid employment - it is now important to focus primarily on jobs that you like. If you are seeking a full-time job immediately upon graduation from high school, talk to your teachers and parents about a variety of on-the-job training experiences in your preferred career area while you are in high school. It is critical that you graduate with some specific entry level vocational skills, but your training should also be broad enough to enable you to change jobs within your career area.

Record all your jobs and work experiences in your journal, and include them in your professional resume.

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Exploring Independent Living Options

Where do you want to live after graduation from high school? Where do you want to live five years from now? Ten years from now?

Where you live as an adult depends on two things:

1. How well you are able to live and support yourself with earnings from your full time job; and
2. Your personal preferences as to where and how you want to live.

It is important that you become knowledgeable about the different types of living options that may be available in your community.

Living situations can include:

- Family home, friend's or a relative's home
- Dormitory
- Renting a room
- Your own home/apartment/condominium rental or ownership
- Rent-subsidized apartment
- Supported living
- Supervised apartments
- Group homes
- Adult foster care

Visit and get to know these types of living options. Determine whether you are eligible for any of the supported living arrangements. Ask your parents, high school teacher, school counselor or social worker for additional information. Also develop a proposed timeline for movement from one living situation to another.

Be aware that many students with and without disabilities plan to live at home throughout college and for a few years beyond.

Record this information in your journal.

Learn more about housing options:
Disability.gov's Guide to Housing
www.disability.gov/resource/disability-govs-guide-housing

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Exploring Adult-Service Options

Work with your transition coordinator to determine if you might be eligible for any adult services. All state agencies have eligibility requirements and many have waiting lists. State agencies that provide services to individuals with disabilities include:

- Bureau of Rehabilitation Services (BRS)
- Department of Development Services (DDS)
- Bureau of Education and Services for the Blind (BESB)
- Department of Mental Health and Addiction Services (DMHAS)
- Department of Rehabilitation Services Deaf and Hard of Hearing Services

There are also a variety of private, not-for-profit agencies that can provide direct services. Information on private provider agencies in your area may be obtained from the Directory of Transitional/Vocational Service Providers available at www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Directory_Trans_Service_Providers.pdf. Website addresses and telephone numbers for the state agencies can be found in the Resources section of this guide.

Be aware that special education law, the IDEA, states that **the school district must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services** (34 CFR 300.321 (b)(3)). The PPT must also contact outside/participating agencies to provide information, services, and links to resources that can help to inform the development of more appropriate transition goals and objectives in your IEP. Information from adult service agencies can help to move you toward your post-school goals, even if a representative from your agency is not able to or it is not appropriate for him/her to attend a PPT meeting.

Activity

- **With your teacher's help, write down the names of adult service agencies that might be able to help you or provide you with information that is critical to help you reach your post-school goals.**
- **Find out how and when you will need to apply for services.**
- **Decide whether representatives from these agencies should be invited to your next PPT meeting to help with transition planning.**

Record this information in your journal.

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LESSON 3.4

Making the Transition from School to Adult Life

Are you ready to graduate? Have you finalized your plans for life after high school?

- What will you do when you graduate?
- Do you plan to get a full or part-time job, go to college, enter the military, or receive further vocational training?
- Will you live at home, in a college dormitory, in your own apartment, or in some other supported living situation?
- Have you acquired the skills you need to be successful in work, school, and independent living environments?
- Have all your IEP goals been met?

It is important for you to know that special education law, the IDEA, provides you with an opportunity to receive special education and related services through the age of 21 or until you receive a regular high school diploma. When you are getting close to completing your academic credits for graduation, if you feel that you do not yet have the transition skills necessary for adult life, you may want to consider asking your PPT about staying in school for an additional year or more to work on transition skills only.

Talk to your parents, teachers, or other adult mentors to help you decide whether you would benefit from additional years of public education that would only focus on preparing you for life after high school. Your friends or peers may not be the best people to help you make this decision. It is important that you talk with people who have experienced the responsibilities of adulthood and who can better appreciate the importance of a good education.

If you decide to stay in school, you do not necessarily have to receive your 13th year of education in your local high school. In fact, preparing for life after high school is best accomplished in a setting with non-disabled peers - students who are your age or older. Talk with your teacher and your PPT to discuss the options available to you to gain the skills that you need.

School districts throughout Connecticut are now required to consider allowing eligible students to participate in their high school graduation ceremony and other senior year activities with their classmates while withholding the actual diploma until the IEP objectives are met or the student turns 21. These students can then receive an additional year (or more) of community-based vocational training, work experiences, and/or educational services within an age-appropriate setting such as a college campus.

Remember that once you graduate from the public school system, you are no longer eligible for a free appropriate public education (FAPE) under the IDEA. Determine whether it is a good decision for you to take advantage of this opportunity to stay in school and better prepare yourself for the adult world.

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Activities

If you have achieved your IEP goals, however, and no longer require special education, there are several activities that will ensure a smooth transition from school to adult life:

- **If you plan to attend college immediately upon graduation, take the SAT or ACT.**

  If you need accommodations to take the test, make sure all the appropriate paperwork is completed. Meet with your school counselor and talk about the steps you need to complete and the timelines for this test. Be prepared to take the SAT or ACT in the 11th grade. You may also take this test again as a senior to improve your scores.

- **Submit your college applications during the fall of grade 12.**

- **Apply for any adult services for which you are eligible.**

  Keep scheduled appointments, self-advocate for your needs, and continue to keep updated academic, medical, and vocational records after high school.

- **Seek out the services of your local Independent Living Center (ILC).**

  ILC's help people with physical and/or mental disabilities to live independently in their communities. Services may include assistance in obtaining modifications to a home or vehicle, adaptive equipment, personal care assistance, advocacy, peer counseling, and independent living skills training. The locations and phone numbers of the Connecticut Independent Living Centers are listed in the Resources section of this guide.

- **Familiarize yourself with the services of the Connecticut Office of Protection and Advocacy (P&A).**

  This office advocates for the civil rights of people with disabilities. If you're having trouble finding services or are not satisfied with the services you receive, P&A can help. Contact information is available in the Resources section of this guide.

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- **Obtain assistance in finding a job through the Connecticut Department of Labor/CT Works Centers.**

  They offer free services including:

  Self Service and Career Resource Areas

  - Job listings
  - Resume paper, envelopes and stamps
  - Phone, fax, copier
  - Computers
  - Internet access, word processing
  - Resource information, videos
  - Information on education and skills training
  - Information and referral to other support services
  - Information on employment, wage and economic trends

  Core Workshops:

  - Internet job search
  - Resume basics
  - Online applications/resume
  - Career exploration
  - Interviewing techniques
  - Keep your spirits up
  - Stress management

  Learn more about employment resources:

  CT Works Centers
  www.ctdol.state.ct.us

  O*Net Online
  www.onetonline.org

  Voter Registration Information
  www.canivote.org

  A list of the CT Works Centers that can assist you in your job search is available on their website: www.ctdol.state.ct.us. Another great site to check out is www.onetonline.org.

- **Register to vote.**

  If you are 18 years of age, you can further develop your self-advocacy skills and civic responsibility by registering and getting out to vote. Contact the registrar of voters at your local town or city hall for additional information.

  Not sure if you are registered to vote? Check your registration information at www.canivote.org. Also, visit www.votesmart.org for information on elections and candidates.

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CHAPTER 4

Participating in Planning and Placement Team (PPT) Meetings

Developing the ability to effectively self-advocate involves not only learning new skills, but also seeking places where you can practice your self-advocacy skills. Your annual Planning and Placement Team (PPT) meeting is one of the best opportunities you have to develop your self-advocacy skills. It is important that you attend these meetings and become an active participant in the planning process. Remember that every student's experience participating in PPT meetings is different and the earlier you begin attending PPT meetings, even for a short time, the easier it will be to speak up for yourself. There are a number of things you can do to increase your ability to speak up for yourself at PPT meetings:

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- **Understand your rights and responsibilities as a member of the PPT.**

  PPT meetings are held in order to develop an appropriate Individualized Education Program (IEP) for YOU. The PPT has the responsibility for developing your education and transition goals (required by age 16) for the upcoming year and for determining what special education and related services you need in order to reach those goals. You have a right, and a personal responsibility, to participate as a member of the PPT!

- **Attend each and every meeting held to discuss and plan your IEP.**

  By law, IEP's must be reviewed and updated at least once per year. This is usually done at your annual PPT meeting. You can, however, request additional meetings to help you develop your IEP. It's been said that 80 percent of success is showing up. Increase your chances for success by being an active participant in all planning meetings.

- **Be prepared.**

  Before attending your next PPT meeting:

  - Review the meeting agenda (see a sample agenda on page 56)
  - Review your latest IEP and progress on goals
  - Compile a list of questions, concerns, and goals for the future
  - Practice talking about your goals, strengths, weaknesses, and accommodation needs

- **Take an active role in leading or facilitating your PPT.**

  Throughout the country, students are self-advocating and taking more responsibility for leading their own PPT meetings. Take advantage of your high school years to develop and practice the skills necessary for leading your own PPT.

The lessons in this chapter can help you become a more active participant in your PPT meetings.

Visit www.cpacinc.org/SteppingForward to watch: ***IEP Meetings: Video Simulation***

LESSON 4.1

Understanding Your Rights and Responsibilities as a Member of the PPT

Although you may feel uncomfortable attending a meeting with all adults and where the entire focus of the discussion is on you, it is vitally important that you participate in all of your PPT meetings. After all, it is your life and education goals that are being discussed and agreed upon during these meetings. Do you really want your parents and teachers to plan your life without your input?

To help you participate more fully in your PPT meetings it is important to have a basic understanding of your legal rights to special education and related services.

The Individuals with Disabilities Education Improvement Act (IDEA) is the federal law that gives you the right to participate in planning activities related to your education and transition from school to adult life.

Although you may attend your PPT meetings at any age and it is great practice for learning self-advocacy skills, it is especially important that you participate if the purpose of the meeting is to discuss transition planning. The IDEA defines transition services as a coordinated set of activities for a child with a disability that:

- Focuses on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Talk with your parents and teachers about learning to increase your involvement in the development of your IEP. Attendance, participation and facilitation of your PPT meeting is an excellent goal to be developed on your IEP.

By law, if your PPT is meeting to discuss transition services, then you must be invited to attend. Because your goals for the future are being discussed, it is important that you attend these meetings and become an active participant in the planning process.

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If you choose not to participate in your annual meeting, the PPT is still required to make transition decisions based on your individual needs, taking into account your interests and preferences. Develop alternative ways to make your interests, needs and preferences known to members of the team.

Think about the following questions:

- Can you attend your PPT meeting without participating?
- Can you participate in your PPT meeting without attending?

Review this list of ideas to help you take an active part in the PPT meeting:

- Prepare a list of your goals to bring to the meeting (request that this list be read if you are not able or decide not to attend);
- Create a collage of pictures showing your goals for the future;
- Bring a friend to help support you in describing your goals;
- Develop a PowerPoint presentation of your strengths, interests, needs and dreams for the future;
- Practice role-playing your participation in the upcoming PPT meeting with a trusted teacher, friend, or parents;

In your journal, write what active participation in your PPT meeting means to you. Be sure to describe how you will ensure that your needs, preferences and interests are taken into consideration when developing your IEP.

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LESSON 4.2

Reviewing the PPT Meeting Agenda

To help you understand the steps involved in a PPT meeting, obtain a copy of the PPT meeting agenda used by your school district. If your school district does not have a standard meeting agenda, you can refer to the sample agenda provided below. This agenda lists the typical areas that may be covered at each PPT meeting. Review and discuss each of the steps involved with your special education teacher or transition coordinator.

Make sure you ask questions about any terms you do not understand such as "procedural safeguards" or "triennial results."

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Sample Transition PPT Agenda

1. **Welcome/Introductions** (members present)
2. **Purpose of the meeting** (transition planning, annual review, and/or other items to be discussed)
   - **What does the student want to do after high school?**
   - **How do the purposes of this PPT meeting impact the student's post-school goals?**
3. **Procedural safeguards** (legal rights and responsibilities of student, family, and school personnel)
4. **Student's present level of academic and functional performance** - including triennial/re-evaluation results (if appropriate) – especially as related to student's post-school goals
5. **Discuss student's strengths, interests, preferences, and needs** – including how they relate to student's post-school goals
6. **Discuss and identify the student's Post-School Outcome Goal Statements** (PSOGS) in the areas of:
   - Postsecondary Education or Training
   - Employment or Career
   - Independent Living Skills (if appropriate)
7. **Discuss course of study** needed to help student reach post-school goals (examples: courses, transition activities, non-academic activities)
8. **Discuss transition services necessary to help the student achieve his/her post-school goals** (examples: additional transition assessments, instruction, community experiences, employment/work experiences, daily living skills, vocational evaluation, field trips, conferences, postsecondary course work, job shadowing, informational interviews, virtual work or college choice exploration)
9. **Develop IEP annual goals and objectives, discuss accommodations and/or modifications, and related services, summer school/tutoring** (called Extended School Year or ESY)
10. **Statewide/Standardized Assessments** - Smarter Balanced Assessment (formerly CAPT); SAT/PSAT administration including accommodations (if appropriate)
11. **Planning for triennial/re-evaluation testing** for coming school year (if appropriate)
12. **Assistive technology and/or behavior plan** (if appropriate) – especially as related to student's post-school goals
13. **Transfer of rights under the IDEA** – year before student's 18th birthday
14. For seniors or during student's last year before exiting high school – **last annual review PPT should include:**
    - Confidentiality of records,
    - Summary of Performance (SOP) – specifically page 6 to record additional contact information for student,
    - Review Post-School Outcome Survey (student will receive and should complete the survey one year after exiting high school), and
    - Services available after graduation including adult service agencies and other community supports.
15. **Adjourn meeting**

Record in your journal any questions, concerns and fears you may have regarding your participation in your PPT meeting.

LESSON 4.3

Understanding the Importance of Being Able to Lead Your Own PPT Meeting

As discussed previously, one of the goals of self-advocacy is that you are able to lead your own PPT meetings (either independently or with support) during your high school years. Remember that self-advocacy skills take time to develop. Speaking up for yourself may be hard to do, but it will become easier with practice. Taking an active role in all of your PPT meetings is an excellent way to practice those self-advocacy skills.

It is also important for you to consider that during your PPT meetings you will have the support of others who care about your future, including your parents or other family members, and school staff. This type or intensity of support will not be available in most work or postsecondary education settings where you will be required to speak up for yourself. So take advantage of practicing with support now.

To help you begin to appreciate the importance of self-advocacy, review the following list of environments and situations in which you may need to advocate for yourself upon leaving high school:

- Job interviews
- College entrance interviews
- Meetings with college professors or job supervisors to discuss accommodation needs
- Meetings with adult vocational services providers, such as the Bureau of Rehabilitation Services (BRS), to discuss eligibility and service issues
- Meetings with bank personnel to open a savings and/or checking account, acquire a debit card, complete credit qualifications for an auto loan, or a college loan
- Appointments at the Department of Motor Vehicles to take your learner's permit test and road test for your driver's license or register a car
- Registration to vote in the local, state and national elections
- Application to obtain a library card
- Medical or dental appointments
- Requests for a letter of recommendation
- Verbal complaints regarding poor services in a restaurant and/or store

Think about how your active participation in the PPT process might help you prepare for some of these adult situations. For example, you might consider whether you are developing skills in any of the areas listed below:

- Speaking about your strengths and needs
- Setting goals
- Problem solving
- Speaking in a group setting
- Listening

In your journal, record five situations in which you have advocated for yourself in the past month. Record five situations in which you will have to self-advocate in the future.

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LESSON 4.4

Determining How Involved You Will Be in Leading Your Next PPT Meeting

Discuss the role you will take in leading your next PPT meeting with your transition coordinator or special education teacher.

You may wish to begin your involvement simply by introducing the PPT members and stating the purpose of the meeting. Your transition coordinator or school administrator can then lead other parts of the meeting by asking appropriate questions and making sure that the conversation remains **student-centered** (focused on YOU). Each year, as you become more comfortable with the role of self-advocate, you will assume more responsibility in leading the meeting. You have the responsibility for advocating for how much and what types of support you will need to participate fully in the PPT meeting and develop needed goals and objectives as part of your IEP. Your opinion is valued and needs to be heard.

The following worksheet was developed to help you determine how involved you will be in leading your next PPT meeting and will help you develop a narrative for leading your next PPT meeting.

For more ideas about student-led meetings, go online and search for student-led IEP meetings.

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PPT Self-Advocacy Worksheet

Place a check mark next to each activity for which you will assume responsibilities and fill in the blanks to help you prepare for your next PPT meeting.

☐ **I will attend my next PPT meeting.**

☐ **I will participate in the following ways:**

☐ **Introduce myself**

*Hi, my name is*_____.

I want to welcome and thank you all for coming to my PPT meeting.

☐ **State the purpose of the meeting**

The purpose of this meeting is to

_____

_____.

☐ **Introduce the other PPT members (or)**

☐ **Ask the other PPT members to introduce themselves**

Would everyone please introduce themselves?

☐ **Ask someone to take notes for my IEP**

Mr./Mrs. _____*, would you please take notes for my IEP? Thank you.*

☐ **Ask PPT members to report on my academic progress and related services**

I would like an update on my progress this past year. Who would like to begin?

☐ **Describe my disability, strengths and weaknesses, and how I think I did in school this year**

As you all probably know, I am receiving special education and related services because I have been identified as having _____ *(describe your disability). Overall, I think I did* _____*in school this past year.*

My favorite subjects were:

_____

_____

My least favorite subjects were:

_____

_____

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The career exploration and transition activities I participated in were (for example, job shadow, interest inventory, volunteer work, internship, work experiences, paid employment): _____

_____

_____

*I needed the following accommodations and/or modifications:*_____

_____

Assistive technology I used included: _____

_____

Manchester

☐ **State my transition goals in the areas of postsecondary education/training, employment and independent living/community participation**

Public

*Upon graduation from high school I will attend/enroll in:*_____

Upon graduation I will work in the field of: _____

Upon graduation I will (independent living goal): _____

Schools

☐ **Describe my educational program for the coming school year, including goals and objectives, classes, clubs and sports**

*My educational goals for next year are:*_____

_____

Pupil

Classes/clubs/sports: _____

_____

☐ **State my concerns and needs and ask PPT members for input**

Personnel

I am most concerned about: _____

_____

_____

I believe I will need the following related services, accommodations and/or modifications, and assistive technology to be successful: _____

Services

_____

Does anyone have any suggestions to help me meet my goals?

☐ **Thank everyone for coming**

Thank you all for coming to and participating in my PPT meeting.

☐ **I will not attend my next PPT meeting but will make sure my interests, preferences, and needs are taken into consideration by the PPT when they develop my IEP. I will do this by completing the following activities:** _____

_____

(CSDE, 2004)

LESSON 4.5

Having a Successful PPT Meeting

You can increase your chances of having a successful PPT meeting by being prepared and actively involved in the meeting.

Before your next PPT meeting complete the following activities:

- Find out who will be attending, and determine whether you would like to invite anyone else.
- Decide what parts of the meeting you will be leading or directing.
- Review your last IEP and progress on goals.
- Identify your concerns and develop a list of questions.
- Think about new education, transition and self-advocacy goals you want to work on.
- Practice talking about your goals, strengths and weaknesses, and accommodation needs.
- Find out what jargon or acronyms are likely to be used at the meeting (such as IEP, SAT, BRS) and make sure you understand what they mean.

During the meeting:

- Speak up if you don't understand something.
- Ask team members to refrain from using any jargon or acronyms that you don't understand.
- Make sure that PPT members are talking to you, not about you.
- Get answers to the list of questions you prepared.
- If you disagree with some of the statements made about you, speak up and present your point of view.
- If you don't agree with the final decision made at the meeting, ask your parents to review the IEP with you at home and discuss your concerns in more detail. If you disagree with your parents, and you are 18 years old and your own legal guardian, you may wish to seek legal advice.

Participating in your PPT is one important way to develop your self-advocacy skills while you are still in high school. Take the time to re-read your Journal entries and see how much progress you have made in self-advocacy. Speaking up for yourself is a lifelong skill and nobody can do it better than you!

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We wish you much success in college, training, employment, and community opportunities. May your future include those gifts and skills that bring you happiness!

CHAPTER 5

Resources

The following is a list of Connecticut agencies and organizations that can provide you with information and/or services as you make the transition from school to adult life.

Connecticut Bureau of Education and Services for the Blind (BESB) - www.ct.gov/besb
184 Windsor Avenue, Windsor, CT 06095
(860) 602-4000 or 1-800-842-4510

Connecticut Bureau of Rehabilitation Services (BRS) - www.ct.gov/brs
25 Sigourney Street, 11th Floor, Hartford, CT 06106
(Spring 2014 moving to 55 Farmington Avenue, Hartford, CT 06105)
(860) 424-4844 or 1-800-537-2549
Call for the address and phone number of your local BRS office or visit their website.

Connecticut Department of Developmental Services (DDS) - www.ct.gov/dds
460 Capitol Avenue, Hartford, CT 06106
(860) 418-6000
Call for the address and phone number of your local DDS office or look in the blue pages of your phone book under State of Connecticut.

Connecticut Department of Labor (DOL) - www.ctdol.state.ct.us
200 Folly Brook Boulevard, Wethersfield, CT 06109
(860) 263-6000
Call for the address and phone number of your local CT Works Career Center or look in the blue pages of your phone book under State of Connecticut.

Connecticut Department of Mental Health & Addiction Services (DMHAS) - www.ct.gov/DMHAS
P.O. Box 341431, Hartford, CT 06134
(860) 418-7000
Call for the address and phone number of your local DMHAS office or look in the blue pages of your phone book under State of Connecticut.

Connecticut's Independent Living Centers (ILC's) - www.cacil.net

Center for Disability Rights (CDR) - www.cdr-ct.org
764-B Campbell Avenue, West Haven, CT 06516
(203) 934-7077 or (203) 934-7078 (TDD)

Disability Resources Center of Fairfield County (DRCFC) - www.drcfc.org
80 Ferry Boulevard, Suite 210, Stratford, CT 06497
(203) 378-6977

Disabilities Network of Eastern Connecticut (DNEC) - www.dnec.org
19 Ohio Avenue, Suite 2, Norwich, CT 06360
(860) 823-1898 (V/TDD)

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Independence Northwest (IN) - www.independencenorthwest.org
1183 New Haven Road, Suite 200, Naugatuck, CT 06770
(203) 729-3299 (V/TDD)

Independence Unlimited (IU) - www.independnceunlimited.org
151 New Park Avenue, Suite D, Hartford, CT 06106
(860) 523-5021

Connecticut Office of Protection and Advocacy for Persons with Disabilities (P&A) - www.ct.gov/opapd
60B Weston Street, Hartford, CT 06120
(860) 297-4300 or 1-800-842-7303

Connecticut Parent Advocacy Center, Inc. (CPAC) - www.cpacinc.org
338 Main Street, Niantic, CT 06357
(800) 445-2722 or (860) 739-3089

Connecticut State Department of Education (CSDE) - www.sde.ct.gov
165 Capitol Avenue, Hartford, CT 06106
(860) 713-6543

Department of Rehabilitation Services Deaf and Hard of Hearing Services - www.cdhi.ct.gov
67 Prospect Avenue, 3rd Floor, West Hartford, CT 06133
(860) 231-1690 or 1-800-708-6796

State Education Resource Center (SERC) - www.ctserc.org
25 Industrial Park Road, Middletown, CT 06457
(860) 632-1485

University of Connecticut A.J. Pappanikou Center for Excellence in Developmental Disabilities, Education, Research and Service (UCEDD) - www.uconnucedd.org
263 Farmington Avenue, MC-6222, Farmington, CT 06030-6222
(860) 679-1500 or (860) 679-1315 (TTY) or toll-free (866) 623-1315

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Manchester Public Schools Pupil Personnel Services

Manchester

Public

Schools

Pupil

Personnel

Services

Chapter 2 — Confidentiality

The District maintains records of students requiring special education and related services. The District maintains strict confidentiality of these student records and other personally identifiable information at collection, storage, disclosure, and destruction stages of handling. Parents and other appropriate persons are given proper and needed access to records. Our District establishes and implements policy and procedures which ensure that records are classified, filed, protected, kept confidential, reviewed, and when appropriate, destroyed according to the Individuals with Disabilities Education Act (IDEA), and the Family Educational Rights and Privacy Act (FERPA) and the state's Records Retention Schedule *(See Chapter 2 Appendix)*. Parents of students receiving special education and related services are notified annually of the availability of these policies and procedures. The written policies and procedures concerning education records are available to the public in the Assistant Superintendent's office.

Manchester

❖ Generation and Maintenance of Records

Public

Student records are defined as any records, files, documents, and other materials which are maintained in writing, found in computer memory banks, video, or audio tape, film, microfilm, and microfiche by the school system or persons acting for the school system. These records are collected, maintained, or used by the District in order to meet the requirements of IDEA. This includes records that are used for identification, evaluation and educational placement of a student for the provision of free appropriate public education.

Schools

Custodian of Records

The District has designated one official, Assistant Superintendent for, Pupil Personnel Services, who is responsible for ensuring the confidentiality of any personally identifiable information. This person is considered the custodian of records. The custodian of records ensures that all individuals who collect or use personally identifiable information receive training regarding the policies and procedures outlined in IDEA and the Family Educational Rights and Privacy Act, as well as in the District procedures.

Pupil

Access to Confidential Student Information

Personnel

Access to student records is only given to parents, a representative of the parents and parties who have been determined by our District to have a legitimate educational need. The District maintains, for public inspection at the Assistant Superintendent's office, a current list of the names and positions of those employees within the District who may have access to personally identifiable information *(See Chapter 2 Appendix)*.

Services

Record of Access

Our District maintains a record of the parties that have accessed a student's education record. With the exception of parents and authorized employees of our District, everyone who reviews a student's educational record is documented in the record of access. The record of access includes the name of the party having access, the date access was given, and the purpose for which the party was authorized to use the records *(See Chapter 2 Appendix)*.

Disciplinary Information

The District includes in the records of a student with a disability a statement of any current or previous disciplinary action that was taken against the student. Our District includes this statement to the same extent that this information is included in nondisabled student's records. The statement may include a description of the disciplinary action taken and any other information that is relevant to the safety of the student and other individuals involved with the student. If the student transfers from one school to another, the transmission of any of the student's records must include the student's current and previous disciplinary action that has been taken against the student.

When the District initiates disciplinary procedures applicable to all students, the District ensures that the special education and disciplinary records of the student with a disability are transmitted for consideration to the person or persons making the final determination regarding the disciplinary action.

Referral to and Action by Law Enforcement and Judicial Authorities

The District reports criminal acts committed by a student with a disability as the District does crimes committed by students without disabilities. The District ensures that when the District reports a crime committed by a student with a disability that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to which the District reports the crimes. The District transmits copies of the student's special education records only to the extent that the Family Educational Rights and Privacy Act permit the transmission.

❖ Parental Rights

Parental Inspection and Review of Educational Records

When reference is made to parent, this also includes eligible students and surrogate parents. Parents have the right to inspect and review all education records pertaining to their child that are collected, maintained or used by the District to meet the requirements of special education law. Our District presumes that the parent has the authority to inspect and review records relating to their child unless the District has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation and divorce.

A request to review and inspect records must be in writing. The District makes records available to parents within ten school days of the request. Records are made available within three school days of the request if information is needed to plan for any due process proceeding or a PPT meeting. A representative of the parent may inspect and review the records.

Our District will provide to parents an explanation and an interpretation of their child's records upon parental request. The District provides to parents, upon request, a list of the types and locations of education records collected, maintained or used by our District.

Cost for Records or Search and Retrieval

In Connecticut, the right to review and inspect the records includes the right to one free copy of the records. Parents are required to submit a written request for the records; the District must comply within five school days of the request. Our District may charge for additional copies if the fee does not effectively prevent parents from exercising their right to inspect and review the records. Our District does not charge parents a fee to *search for* or to *retrieve* the educational records of a special education student.

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NOTE: While test instruments are considered education records, any test instrument or portion of a test instrument for which the test manufacturer asserts an ownership or copyright interest may not be copied although they may be reviewed and inspected by parents. Our district retains test protocols one school year beyond the school year that the student is tested.

Limitations of Parents' Rights of Inspection and Review

Review and inspection of student records is restricted to information concerning the parent's own child. If our District maintains education records that include the names of more than one student, the parents of that student have the right to view information pertinent only to their child, or to be informed of that specific information.

❖ Rights of Eligible Students

Manchester

A student who has attained 18 years of age, an emancipated minor, or a student who is attending a post-secondary education institution has the right of access to his/her educational records and is afforded the right to privacy.

Public

The rights of parents regarding educational records under the Family Educational Rights and Privacy Act of 2003 are transferred to the student at age 18 or when she or he is attending postsecondary education. Because the rights given to parents under IDEA Part B are transferred to a student who reaches age 18, the rights regarding educational records are also transferred to the student.

Schools

When a student with a disability reaches age 18 (this includes those students incarcerated in an adult or juvenile, state or local correctional institution, but excludes those who have been determined to be incompetent under State law) our District does the following:

Pupil

- Provides all required notices to both the student and the parents;
- Transfers to the student all other rights accorded to the parents under IDEA (as revised in 2004) Part B;
- Notifies the student and the parents of the transfer of rights; and
- Transfers the rights regarding education records to the student.

Personnel

❖ Surrogate Parent

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

Services

- When the student requires or may require special education services **and**
- When the parent cannot be identified after our District has made reasonable efforts to discover their whereabouts **or**
- When the student is under the guardianship of the Commissioner of the Department of Children and Families **or**
- When the Commissioner of the Department of Children and Families is the student's statutory parent, **or**
- When the student is an unaccompanied homeless youth as defined by the McKinney Vento Homeless Assistance Act.

The surrogate parent has legal rights afforded to parents or guardians with respect to special education and related services. The surrogate parent represents the student in all matters relating to the identification, evaluation, educational placement and the provision of a free appropriate public education to the student. In the above instances, notice to our District is issued from the Department of Children and Families if they have been involved in the student's placement. The District will request from the State Department of Education the assignment of a surrogate parent.

❖ Amendment of Student Records

Request for Amendment

Parents or eligible students may request that the custodian of records amend their child's or their own confidential record (if the student is over 18 years of age) if they believe that information in the education record is inaccurate, misleading, or violates the privacy rights of the student. Within a reasonable period of time, the custodian of records will decide whether to amend the information in accordance with the parent's request.

Hearing to Amend Student Records

If the custodian of records refuses to amend the records, parents are informed of the refusal. They are advised of their right to a hearing with the District to challenge the information in the record on the grounds that it is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student. Hearings as a result of a parent request for amendment of a student's special education record are conducted in accordance with the procedures of the Family Educational Rights and Privacy Act.

These procedures are as follows:

- The hearing is held within a reasonable time after the District has received the request for a hearing from the parent or eligible student.
- The District provides the parent or eligible student notice of the date, time and place of the hearing reasonably in advance of the hearing.
- An individual (including an official of the District), who does not have a direct interest in the outcome of the hearing, conducts the hearing.
- The District provides the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised.
- The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- The District provides to the parents within a reasonable period of time after the hearing a written decision of the hearing.
- The hearing decision will be based solely on the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decisions.

Hearing Decision to Amend the Records

If the decision of the hearing is that the data are inaccurate, misleading or otherwise in violation of the privacy rights of the student, our District will inform the parent or eligible student of this in writing. The record will be revised accordingly.

Manchester Public Schools Pupil Personnel Services

Hearing Decision to Not Amend the Records

If the hearing finds that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, our District informs the parent or eligible student of the decision. The District also notifies them of their right to place, in the District-maintained student's record, a statement commenting on the contested information or setting forth any reason for disagreeing with the District's decision or both. Any explanation placed in the record of the student shall be maintained by the school system as part of the records of the student as long as the record or contested portion is maintained by the school system. If the District discloses education records to any party, any explanation having been placed in the record will also be disclosed.

❖ Release of Confidential Information

Manchester Public Schools Pupil Personnel Services

Parent Consent and Record Protection

Our District protects the confidentiality of personally identifiable information at all stages of handling; this includes collection, storage, disclosure and destruction of information. In all cases except where consent is not required under the Family Education Rights and Privacy Act (FERPA), the District obtains parental consent before personally identifiable information is disclosed to anyone other than officials of the District (who our District has determined to have a legitimate educational interest). This is also true when it is used for any purpose other than meeting a requirement of the IDEA. The District does not release information from education records to other providers of special education and related services (IDEA) without parental consent unless authorized to do so under FERPA and Connecticut State Statute.

Conditions when Prior Consent is not required to Disclose Information

In accordance with the Family Educational Rights and Privacy Act and Section 10-220h of Connecticut Education Law, the District may disclose personally identifiable information from a student's education record without parent/student consent if the disclosure is:

1. To other school officials, including teachers within the educational agency and consultants with whom the District contracts who have been determined by such agency/institution to have legitimate educational interests;
2. To officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer at the same time that the District transfers the records, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record. When the new school district informs us in writing that the student is enrolled, the District will transfer the record no later than ten days after receipt of the written notification;
3. To authorized representatives of the Comptroller General of the United States; the Secretary of Education; the U.S. Commissioner of Education; the Director of the National Institute of Education, or the Assistant Secretary of Education; or State Educational Authorities, under certain conditions as described below. The District will provide such authorized representatives access to student or other records, which may be necessary in connection with the audit, evaluation or enforcement of state and federally supported education programs. The District will not permit such representatives to collect personally identifiable data unless specifically authorized to do so by state and federal law;
4. In connection with a student's application for, or receipt of, financial aid;
5. To state and local officials or authorities to whom such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974;

6. To accrediting organizations in order to carry out accrediting functions;
7. To parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986;
8. In connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. Factors to be taken into account in determining whether personally identifiable information from the education records of a student may be disclosed include:
    - The seriousness of the threat to the health or safety of the student or other individuals;
    - The need for the information to meet the emergency;
    - Whether the parties to whom the information is disclosed are in a position to deal with the emergency; and
    - The extent to which time is of the essence in dealing with the emergency;
9. To comply with a judicial order or lawfully issued subpoena provided that the educational agency makes a reasonable effort to notify the parent or the eligible student in advance of compliance;
10. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests or student aid programs, and improving instruction; and
11. Between two or more schools in which the student is enrolled or receiving services.

Manchester Public Schools Pupil Personnel Services

When the District reports the commission of a crime committed by a student with a disability to the appropriate authorities, the District sends copies of the special education and disciplinary records of the student to the appropriate authorities to which the District reports the crime. The District also sends copies of the student's special education and disciplinary records to the extent permitted by the Family Educational Rights and Privacy Act *(See Chapter 2 Appendix)*.

❖ Duration and Destruction of Records

Our District's Department of Pupil Personnel informs parents when personally identifiable information, which was collected, maintained or used under IDEA is no longer relevant to the provision of educational services to a student and the District plans to destroy the information. (Also see note on page 3 of this chapter.) The District reminds parents that they or their child may need the information for Social Security benefits or other purposes in the future. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Parents may also request that the records be destroyed and if the District is no longer using it to provide education services to the student, the District destroys it. If there is an outstanding request to inspect the records, they will not be destroyed until that request is satisfied. Records of students placed by our District in regional education service centers and approved private special education programs are education records, therefore retention and destruction of this information is our obligation. The District notifies parents/guardians of the location of records that are maintained by these agencies and parents have access to the copy. The District considers records to be no longer needed to provide educational services to a student when the minimum retention period as recommended by the State of Connecticut is achieved *(See Chapter 2 Appendix)*.

Confidentiality Appendix

- Records Disposition (Disposal) Authorization
- Family Education Rights and Privacy Act (FERPA)-located at http://www.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf in the Family Policy Compliance Office of this website
- Current list of positions of those employees who may have access to personally identifiable information
- Municipal Records Retention Schedule for Educational Records (Schedule M8)-located at http://www.cslib.org/retschedules.htm
- Access Record form (ED628)

Manchester Public Schools Pupil Personnel Services

RECORDS DISPOSITION AUTHORIZATION

Connecticut Towns, Municipalities, and Boards of Education

Form RC-075 (Revised **01/2010**)

STATE OF CONNECTICUT
Connecticut State Library
Office of the Public Records Administrator
231 Capitol Avenue, Hartford, CT 06106
www.cslib.org/publicrecords

INSTRUCTIONS:

1. Use this form to obtain approval for disposition (destruction or transfer) of public records pursuant to CGS §7-109.
2. If this form is used for educational records, please ensure that the Superintendent of Schools reviews and signs the form.
3. If necessary, use additional forms. Each form must be signed. Please fill-out the form completely and legibly and submit to the above-listed address **at least 20 days prior** to the proposed date of disposition.
4. **Volume of Records:** Letter-size drawer = 1.54 cubic ft. / Legal-size drawer = 2.0 cubic ft. / Record carton (standard banker's box) = 1.0 cubic ft
5. After receiving approval, the original signed form must be retained in the Office of the Town Clerk. The originator of this form (custodian of the record) may keep a duplicate copy. Records that cannot be destroyed have been so noted.

LOCAL GOVERNMENT ENTITY:	**DATE:**
CUSTODIAN OF RECORDS:	**PHONE:**
ADDRESS ***(form will be returned to this address):***	

I hereby certify that the records listed below have met the retention requirements established by the Office of the Public Records Administrator in the form of approved records retention schedules. **No records listed, in our opinion, pertain to any pending case, claim, or action.**

GOVERNMENT AUTHORIZATION	**CUSTODIAN OF RECORD** ***(type or print):***	**SIGNATURE** ***(Custodian of Record)*****:**	**DATE:**
	HEAD OF MUNICIPALITY ***(type or print):***	**SIGNATURE** ***(Head of Municipality)*****:**	**DATE:**
EDUCATION AUTHORIZATION	**SUPERINTENDENT OF SCHOOLS** ***(type or print):***	**SIGNATURE** ***(Superintendent of Schools)*****:**	**DATE:**

SCHEDULE & SERIES # *(e.g., M1-080)*	**RECORDS SERIES TITLE**	**INCLUSIVE DATES OF RECORDS**		**VOLUME OF RECORDS** *(indicate cubic ft.)*	**PROPOSED DATE OF DISPOSITION**
		FROM	**THRU**		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

PUBLIC RECORDS AUTHORIZATION	**APPROVED** ***(Public Records Administrator):***	**DATE:**
	APPROVED ***(State Archivist):***	**DATE:**

PUBLIC RECORDS NOTES:

Manchester Public Schools Pupil Personnel Services

U.S. Department of Education
Safeguarding Student Privacy

The use of data is vital to ensuring the best education for our children. However, the benefits of using student data must always be balanced with the need to protect students' privacy rights. Students and their parents should expect that their personal information is safe, properly collected and maintained and that it is used only for appropriate purposes and not improperly redisclosed. It is imperative to protect students' privacy to avoid discrimination, identity theft or other malicious and damaging criminal acts. All education data holders must act responsibly and be held accountable for safeguarding students' personally identifiable information – from practitioners of early learning to those developing systems across the education continuum (P-20) and from schools to their contractors. The need for articulated privacy protections and data security continues to grow as Statewide Longitudinal Data Systems (SLDS) are built and more education records are digitized and shared electronically. As States develop and refine their information management systems, it is critical that they ensure that student information continues to be protected and that students' personally identifiable information is disclosed only for authorized purposes and under the circumstances permitted by law. All P-20 stakeholders should be involved in the development of these statewide systems and protection policies.

High quality data and robust data systems will help us measure our progress towards President Obama's goal for us to be first in the world in college completion by the year 2020 and better meet the needs of parents, teachers, and students. Whether we are referring to data collected by a State in aggregate form or student-level data stored by a school – we all share responsibility for those data, and how they are accessed and used in a secure manner that protects students' privacy and confidentiality. The current and proposed Family Educational Rights and Privacy Act (FERPA) regulations are a critical piece of this effort; however, it is equally important to consider that FERPA does not address the full scope of policies and procedures that should be in place to adequately protect student privacy in today's world of evolving technology and information use. As such, the U.S. Department of Education (Department) has begun several initiatives to provide technical assistance to States, districts, and schools to protect the privacy rights of students, promote the responsible use of data to inform education policy and practices and empower parents, teachers and students to use this information to advocate for their rights and improve their educational outcomes. Underlying all of the privacy initiatives of the Department are the Fair Information Practice Principles (FIPPs). The FIPPs were originally developed in 1973 by the predecessor agency of the Department, the U.S. Department of Health, Education, and Welfare. The FIPPs embody the core tenets underlying all privacy policies implemented by the Federal government from the Privacy Act to FERPA, from the Fair Credit Reporting Act to the Children's Online Privacy Protection Act and so on. As currently outlined by the Federal Trade Commission, the FIPPS include: notice/awareness, choice/consent, access/participation, integrity/security and enforcement/redress.

Each of the Department's initiatives emphasizes the need for all holders and users of data to understand their responsibilities under the law. The Department recognizes the important role the public has in driving this conversation to ensure that proper safeguards are in place to adequately protect the privacy of the Nation's citizens and its students. As such, the Department welcomes feedback on our efforts as described below.

Administration-Wide Privacy Efforts

The Department's work to safeguard students' personal information is part of a broader commitment throughout the Obama Administration to protect individual privacy. Efforts are underway across the Federal Government to protect privacy in areas such as commercial data, identity management, and cybersecurity.

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The Department actively participates in the Administration's activities, serving on the National Science and Technology Council's Subcommittee on Privacy and Internet Policy and working with the National Science Foundation to lead the Formal Cybersecurity Education track of the National Initiative for Cybersecurity Education (NICE). The mission of NICE is to establish an operational, sustainable and continually improving cybersecurity education program that promotes the use of sound cyber practices that enhance the security and privacy of our citizens. The Department is helping to lead the track of NICE that aims to bolster formal cybersecurity education in pre-kindergarten through 12th grade, in post-secondary education and in career and technical education programs. It focuses on the science (including computer science), technology, engineering and math (STEM) disciplines to produce an enhanced "pipeline" of skilled professionals and workers in the cybersecurity disciplines for both the private sector and government. The Department will continue to play an active role in Administration-wide efforts to protect privacy.

Chief Privacy Officer

Manchester Public Schools Pupil Personnel Services

The Department has hired its first Chief Privacy Officer. Kathleen Styles joins the Department from the U.S. Census Bureau where she most recently served as Chief of the Office of Analysis and Executive Support. In that role she managed a portfolio that included confidentiality, data management, the Freedom of Information Act (FOIA), privacy policy and coordination for the acquisition and management of data from other agencies. She has extensive experience with Federal data collections, including the decennial census, and with ensuring appropriate protections for large databases. Ms. Styles holds a J.D. from William and Mary and a bachelor's degree from the University of Virginia. She is a member of the Texas and District of Columbia bars, and has practiced law in both the Federal sector and private practice. In addition to legal training, Ms. Styles is certified in government information privacy.

As Chief Privacy Officer, Ms. Styles oversees a new division at the Department dedicated to advancing the responsible stewardship, collection, use, maintenance and disclosure of information at both the national level and for States, local educational agencies (LEAS), postsecondary institutions and other education stakeholders. Her office will help to ensure that the Department complies with applicable legal obligations and epitomizes the best practices we espouse. It will work with other Department offices to include privacy, confidentiality and data security requirements in Department policies and programs; coordinate the development and delivery of privacy training for all Department employees and contractors; oversee the Department's retention and disposition of records; coordinate the development of official Department guidance for the education field on topics such as data stewardship, electronic data security and statistical methods for data protection; serve on the advisory board that manages the work of the Privacy Technical Assistance Center; and enforce the following statutes: FERPA, the Protection of Pupil Rights Amendment (PPRA), the Military Recruiter provision of the Elementary and Secondary Education Act of 1965, as amended (ESEA), the Privacy Act of 1974, as amended, and FOIA.

Privacy Technical Assistance Center

The Department has established a Privacy Technical Assistance Center (PTAC) which serves as a one-stop resource for the P-20 education community on privacy, confidentiality and data security. PTAC is a resource for State educational agencies (SEAs), LEAs, the postsecondary community and other parties engaged in building and using education data systems. It is based out of the National Center for Education Statistics (NCES) and its work is overseen by the Privacy Advisory Committee, which, in addition to the Chief Privacy Officer is comprised of senior leadership from other areas of the Department, such as NCES, the Office of the Chief Information Officer, the Family Policy Compliance Office, the Office of the General Counsel, and the Office of Planning, Evaluation and Policy Development.

PTAC's role is to provide timely and accurate information and guidance about data privacy, confidentiality, and security issues and practices in education; disseminate this information to the field and the public; and provide technical assistance to key stakeholders. PTAC will share lessons learned; provide technical assistance in both group settings and in one-on-one meetings with States; and create training materials on privacy, confidentiality and security issues. PTAC will accomplish its mission by providing the services and materials described below.

- **A "Privacy Toolkit" –** The toolkit will include a list of FAQs; a library of commonly-cited resources related to data privacy, confidentiality and security; checklists of important items to include in data governance plans and data security plans; FERPA guidance developed by the Family Policy Compliance Office; SLDS Technical Briefs (discussed below); and short issue briefs on key privacy topics. The toolkit will be available online as well as distributed at conferences and through mailed thumb drives. This toolkit will be the cornerstone of the information that PTAC will provide to education agencies to use in developing a roadmap to ensure better safeguarding of information, that data are used responsibly and that all who have access to it are held accountable for its proper use and security.

- **Technical Assistance Site Visits –** PTAC will conduct technical assistance site visits to different SEAs annually to offer in-depth reviews of SEA data policies and practices to provide recommendations for how to tackle that SEA's specific governance, technological or other challenges relating to privacy, confidentiality and data security.

- **Training Materials –** PTAC's experts will develop training materials for use by education stakeholders that offer real-world examples of how to develop longitudinal data systems that allow for effective data exchange while still protecting privacy, securing data from unauthorized access and ensuring the proper governance protocols are in place. PTAC will also offer the trainings online through Webinars, and will make the materials available at regional meetings and national conferences.

- **Help Desk –** The PTAC help desk is a centralized location for education stakeholders to submit questions to the Department on privacy, confidentiality and data security issues. The process for submitting questions to PTAC involves calling a toll-free number, emailing or mailing a question.

- **Regional meetings –** Each year, PTAC will host four one-day regional meetings to share training materials with SEAs, LEAs, institutions of higher education (IHEs), early childhood education programs, and/or workforce staff.

PTAC will regularly update its resources to reflect legal or policy changes as well as lessons learned from the field. For more information on PTAC or to submit questions, please refer to its website at: http://nces.ed.gov/programs/ptac/.

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National Center for Education Statistics Technical Briefs

NCES has been working on a new series of technical briefs that further the national conversation on the best practices for overall data stewardship, which include data security and privacy protections related to SLDS. The methods in the briefs incorporate NCES statistical expertise with best practices from the field and consider various Federal data privacy laws, including, but not limited to FERPA. The technical briefs are intended to serve as fundamental resources for practitioners to consider adopting or adapting to complement the work they are already doing. These best practices are presented as voluntary methods and not a one-size-fits-all solution; it is essential that each institution's data policies account for all applicable Federal, State, local and tribal laws, as well as its community's needs.

For example, the Data Stewardship Technical Brief covers some best practices for managing personally identifiable information in electronic student education records. It recommends that educational agencies implement a privacy and data security program to protect personally identifiable information in electronic records and establish rules for permitted uses of that data. This brief explains that these policies and procedures are best developed by a data governance committee which would, among other things: lead the effort to inventory all personally identifiable information the organization collects and maintains, including how the information is used and who has access to it; determine if all personally identifiable information elements in the inventory are necessary and allowable to be collected and maintained; establish processes that verify the accuracy, completeness and age of the information elements maintained in the inventory; determine the sensitivity of each inventoried element and the risk of harm if that information was improperly disclosed; and set appropriate internal controls to restrict access to the data to only authorized users who have legitimate needs. In addition, the brief describes that it is necessary to inform the public regarding the existence of data systems that house personally identifiable information, explain what data elements are included in such a system and detail the public's right to review and appeal the contents of their individual records within that system. The best practices brief does not comment on the specifics of policies that should be implemented or how current procedures should be adjusted; it is expected that practitioners will implement data governance strategies that reflect the Federal and State requirements and best practices tailored to the local needs and laws of that community.

NCES has already released the following three briefs:

- Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records;
- Data Stewardship: Managing Personally Identifiable Information in Electronic Student Education Records; and
- Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting.

The technical briefs can be accessed online at http://nces.ed.gov/programs/ptac/TechnicalBriefs.aspx. NCES plans to release at least four more technical briefs in 2011, covering the topics of Electronic Data Security, Data Access for External Researchers, Data Sharing across Sectors and Training.

We seek public input on the briefs, as they serve as a way to begin a conversation among the various early learning, elementary and secondary, postsecondary, and workforce agencies and institutions within the States. This feedback will inform the national conversation on these critical topics, which will ultimately result in better resources for education stakeholders and better guidance emerging from the Department. The Chief Privacy Officer will use the technical briefs, public feedback and additional input solicited from the education field as well as from privacy, technology and security experts to develop the Department's non-regulatory guidance on these topics that will complement the final FERPA regulation.

The Department encourages the public to review these resources as they become available and to direct comments to: SLDStechbrief@ed.gov.

Family Educational Rights and Privacy Act Notice of Proposed Rulemaking

The Department has also released a Notice of Proposed Rule Making (NPRM) outlining proposed amendments to its regulations implementing FERPA. Over time, interpretations of FERPA have complicated valid and necessary disclosures of student information without increasing privacy protections and, in some cases, dramatically decreased the protections afforded students. As States develop their longitudinal data systems, the Department has been informed of significant confusion in the education field surrounding what are permissible disclosures of personally identifiable student information from education records. This

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confusion has led to delays in developing these systems or States proceeding in ways that may ultimately jeopardize student privacy. It was imperative for the Department to propose clarifying amendments to the FERPA regulations to ensure that these systems are being developed in ways that would allow States to meet the requirements of the American Recovery and Reinvestment Act of 2009 and the America COMPETES Act of 2007 and that do not put individual privacy at risk or create significant regulatory burdens. In addition, the NPRM proposes to expand who the Department may take enforcement actions against for improper redisclosure of student information and to clarify how directory information policies can be developed in ways that would provide greater protections to the privacy of student information and to the safety of students.

FERPA is a Federal law that protects the privacy of personally identifiable information from student education records. As the law applies to personally identifiable information contained in students' records, it is generally not applicable to other data that a school may collect, such as information on teachers (although there may be other State laws guiding the use and disclosure of that data). The law applies to all educational agencies and institutions, such as schools, school districts, and postsecondary institutions that receive funds under any program administered by the Department. Generally, schools must have written permission from the parent or eligible student in order to disclose any personally identifiable information from that student's education record. (An "eligible student" is a student who is 18 years old or attending a postsecondary institution at any age.)

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FERPA permits, but does not require, schools to disclose personally identifiable information from education records without consent under limited circumstances, commonly known as *exceptions*. See § 99.31 for the full list of exceptions to the consent requirement in FERPA. In addition to proposed changes to the enforcement provisions in FERPA, the NPRM proposes to provide additional information and clarity, as discussed in more detail below, on three of those limited exceptions to the general consent rule: (1) the directory information exception; (2) the audit or evaluation exception; and (3) the studies exception. While the Department strongly encourages those who control student data to proactively notify parents and eligible students prior to disclosing personally identifiable information from the student's education records, this is not always feasible. Nonetheless, when an exception to the general consent requirement in FERPA applies, specific information **must be** recorded in the student's file that describes what information was disclosed and to whom it was provided. In addition, a parent or eligible student must be able to obtain information on these disclosures by reviewing the student's education record.

The NPRM is published in the *Federal Register* with a public comment period of 45 days. We encourage all interested parties to submit comments. Comments may be submitted through www.regulations.gov. Elements of the proposed regulations are discussed below. The full NPRM can be found at www.ed.gov/fpco.

Highlights of the Proposed Changes in the NPRM Consist of:

Stronger Enforcement

The Department needs stronger, more specific and clearer enforcement authority against all entities that collect, receive or maintain FERPA protected data. Every entity that receives personally identifiable information from student education records has a responsibility to ensure that it is used only for authorized purposes, is protected appropriately and is not redisclosed unless permitted by FERPA.

The Department's current regulations only discuss the application of the enforcement process to educational agencies and institutions which have students in attendance. Consequently, the NPRM proposes that if an entity (which does not have students in attendance) that receives Department funds violates FERPA, the Department may bring an enforcement action against that entity. Because State data systems are under the

control of the SEA, it is especially necessary to ensure that FERPA's enforcement remedies apply directly to SEAs by including SEAs in the definition of an educational agency or institution for purposes of enforcement.

The NPRM proposes expanding the types of entities that are subject to the enforcement provisions to include SEAs, LEAs, postsecondary agencies, and any other entity that is the recipient of Department funds, such as nonprofit organizations, student loan guaranty agencies and student loan lenders. If the proposed changes in the NPRM are finalized, these entities would be subject to enforcement proceedings if they violate applicable FERPA provisions which may include, but are not limited to the following:

- Proposed written agreement requirement that would be applicable to State and local educational authorities permitting them to redisclose personally identifiable information from students' education records to organizations under the studies exception and a similar proposed written agreement requirement that would be applicable to State and local educational authorities designating an authorized representative, other than an employee, under the audit or evaluation exception (discussed below);

- Proposed requirement for State and local educational authorities to use reasonable measures to ensure that their authorized representatives appropriately use, protect and destroy the personally identifiable information (discussed below);

- Redisclosure recordkeeping requirements; and

- Requirements to return or destroy data that are applicable to organizations to which personally identifiable information from education records is disclosed to conduct studies under the studies exception and to authorized representatives of State and local educational authorities to which personally identifiable information from education records is disclosed to evaluate or audit education programs (discussed below).

The applicability of these requirements depends on which exception to consent the entity is using to obtain access to or make further disclosures of personally identifiable information from education records. Entities that do not have students in attendance but receive personally identifiable information under a FERPA exception would not be required to comply with the annual notification provision in FERPA or permitted to designate directory information. In addition, any personally identifiable information that these entities collect and maintain that are separate from the student's education record maintained by an educational agency or institution are generally not subject to FERPA. For example, a student loan guaranty agency may receive personally identifiable student data from a university that originated from the student's education file under the exception to FERPA for student aid administration. This data would be subject to FERPA. However, data that is subsequently collected by the guaranty agency directly from the student would not typically be covered by FERPA, but may still be subject to other applicable Federal, State, local or tribal laws.

Ensuring the Safety of Students

Schools must have the flexibility to implement directory information policies that reflect their specific needs and policies without endangering students or opening the door for abuses of that information by allowing schools to limit the use of directory information.

FERPA defines "directory information" as information contained in an education record of a student that would generally not be considered harmful or an invasion of privacy if disclosed. Directory information may include elements such as the student's name, address, telephone number, photograph, date of birth, place of birth, grade level or major field of study. If a school has a policy of disclosing directory information, it is required to give annual public notice to parents and eligible students of the types of information designated as directory information and of the right to opt out of having a student's information so designated.

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The NPRM proposes making two changes to the directory information exception with the goal of providing additional privacy and safety measures to protect students. The first proposed change would allow an educational agency or institution to specify in its annual public notice to parents and eligible students that disclosures of directory information may be limited to specific parties, for specific purposes or both. Many institutions have decided to forego designations of any directory information as they have concluded that such designations would put students at risk of becoming targets of marketing campaigns, the news media or even victims of criminal acts. These institutions then carry the burden of having to obtain consent for any use of the student's information, including more mundane uses such as yearbooks or graduation programs. A limited directory information policy would provide educational agencies and institutions the flexibility to designate directory information for more common uses without exposing their students to the risks of having their information released far more broadly.

The second proposed change would clarify that parents or eligible students may not prevent an educational agency or institution from requiring a student to wear or present a student ID or badge. The need for educational agencies or institutions to implement measures to ensure the safety and security of students should not be impeded by a parent or student using FERPA's directory information opt out provisions.

Manchester

Ensuring the Effectiveness of Publicly Funded Programs

Connecting K-12 and Postsecondary Data and Sharing Information to Improve Early Childhood and Workforce Programs

Public

States and local communities must have the ability to share student data to evaluate the effectiveness of education programs ranging from early childhood through adult education. In order to evaluate the effectiveness of their own education programs, States, school districts and high schools must be able to obtain college access, persistence, completion and remediation data on their former students from the postsecondary institutions that those students attend. School districts should be able to share student data with a local Head Start program so the Head Start program can evaluate whether its children were prepared to enter kindergarten ready to learn. Similarly, as States invest more resources preparing their citizens for an increasingly competitive economy, they need less burdensome ways of obtaining data to evaluate whether students enrolled in their postsecondary programs are obtaining jobs.

Schools

Pupil

The audit or evaluation exception under FERPA permits certain parties access, without prior written consent, to personally identifiable information from students' education records in order to conduct an audit or evaluation of State or federally supported education programs, or for the enforcement of or compliance with Federal legal requirements relating to those programs.

Personnel

The proposed amendments would define two terms, "education program" and "authorized representative." These terms are not currently defined in the FERPA statute or its regulations, and the NPRM proposes to define them in the following ways:

Services

- **An education program** would be defined as any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, regardless of whether the program is administered by an educational authority.

- **An authorized representative** would be defined generally as any entity or individual designated by a State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) – the Secretary, the Comptroller General of the United States, or the Attorney General of the United States – to conduct, with respect to Federal or State supported education programs, any audit, evaluation, or compliance or enforcement activity in connection with Federal legal requirements related to those programs.

The NPRM would also clarify that these officials may receive personally identifiable information from education records to conduct an audit or evaluation of the State or federally funded education programs of either the entity disclosing the personally identifiable information or the entity receiving the personally identifiable information. For example, an SEA may designate a State health and human services agency as its authorized representative in order to conduct an evaluation of one of the SEA's State or federally funded education programs, or one of the health and human services' State or federally funded education programs, such as Head Start. It is vital to ensure that all State or federally funded education programs are adequately preparing children for success in the next stage of life, whether that is in kindergarten or the workforce. It is critical that we assess all taxpayer funded programs so that we target our investments effectively and learn what works and what does not.

In order to increase the accountability of those using personally identifiable information from education records for an audit or evaluation, the NPRM proposes requiring a State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) to use a written agreement that designates any authorized representative to whom it will redisclose personally identifiable information from education records without consent. As we have previously stated in connection with the studies exception, the written agreements should not be entered into lightly or serve only as a pretense to allow the disclosure of personally identifiable student information. The decision for who should be made an authorized representative and what information is necessary to disclose should only be made after thorough deliberation. As proposed in the NPRM, the written agreement must:

Manchester Public Schools Pupil Personnel Services

1. Designate the individual or entity as an authorized representative;

2. Specify the information to be disclosed and that the purpose for which the information is disclosed to the authorized representative who is to carry out an audit or evaluation of Federal or State supported education programs, or to enforce or comply with Federal legal requirements that relate to those programs;

3. Require the authorized representative to destroy or return to the State or local educational authority or agency headed by an official listed in § 99.31(a)(3) personally identifiable information from education records when the information is no longer needed for the purpose specified and identify the time period in which the information must be returned or destroyed; and

4. Establish policies and procedures consistent with FERPA and other Federal and State confidentiality and privacy provisions to protect personally identifiable information from education records from further disclosure (except back to the disclosing entity) and unauthorized use, including limiting use of personally identifiable information to only authorized representatives with legitimate interests.

The NPRM emphasizes that the State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) is responsible for using ***reasonable methods*** to ensure that any entity designated as its authorized representative complies with FERPA. The NPRM seeks input on how ***reasonable methods*** should be defined. The Department intends to issue guidance on the best practices for written agreements, ***reasonable methods,*** and other related matters.

FERPA's recordkeeping requirements for data disclosures would remain unchanged by the NPRM. The recordkeeping requirements for personally identifiable information disclosed under certain FERPA exceptions includes recording which parties receive personally identifiable information from the education records and their legitimate interests in obtaining the information. The exhaustive list of the recordkeeping requirements is in § 99.32 of the current regulations. For example, if under the audit or evaluation exception an SEA designated the State health and human services agency as an authorized representative to evaluate the academic readiness of Head Start participants in elementary school, the SEA would be the responsible entity under § 99.32(b)(2)(i) for adhering to FERPA's recordation requirements.

Promoting Research on Effectiveness

States need accurate information to make administrative decisions about where resources are needed most and which investments are having the most impact. SEAs must have the ability to enter into agreements with researchers to conduct studies that can be used to improve instruction across districts within their own State. Studies such as these can help States save money by identifying effective practices and targeting limited resources accordingly, while simultaneously increasing the transparency of taxpayer investments.

The studies exception permits non-consensual disclosure of personally identifiable information from education records to an organization that is conducting a study for specified purposes, including a study to be used to inform ways to improve instruction, on behalf of an educational agency or institution. The NPRM proposes to amend the studies exception in the regulations to clarify that a State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) is not prevented by FERPA from entering into agreements with organizations to conduct studies and from redisclosing personally identifiable information from education records on behalf of educational agencies and institutions under §99.33(b) for purposes of conducting studies. Oftentimes school districts do not have the resources available to conduct the studies necessary to improve instruction. For example, an LEA may not have the funds to pay for the study or the staff to interact with the researchers and provide the needed information. Likewise, a study done only at the district level may not be comparable across districts or highlight patterns in similar programs. A study done by an SEA can make better use of limited resources through the consolidation of what would otherwise be individual efforts by districts. An SEA may also wish to conduct a study comparing program outcomes across districts to further assess what programs provide the best instruction and then duplicate those results in other districts.

The NPRM proposes to apply the current requirement for educational agencies and institutions to enter into written agreements with the organizations conducting studies under the studies exception to State and local educational authorities and agencies headed by an official listed in § 99.31(a)(3). The agreements:

1. Must specify the purpose, scope, and duration of the study or studies and the information to be disclosed;
2. Require the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
3. Require the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
4. Require the organization to destroy or return all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed.

Manchester Public Schools Pupil Personnel Services

Parents and students put their trust in the stewards of education data to ensure students' personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary. The Department deeply values this trust and strives to ensure it is doing all it can do to protect the privacy of our students as the uses of their data to improve education increase.

We welcome your feedback on our proposed amendments in the NPRM and encourage the public to comment at: www.regulations.gov ***by the deadline of 5/23/11.***

Manchester Public Schools

Listing of Employee Access to Student Records

Title	Extent of Access
Superintendent of Schools Assistant Superintendent of Curriculum & Instruction Assistant to the Superintendent of Personnel/Finance & Management	All
Custodian of Records Assistant Superintendent for Pupil Personnel Services Supervisors of Special Education Special Programs Facilitator Pupil Personnel Services Department Heads/Leaders	All Student Records – Current and Past
Principals and Assistant Principals	Records of all students assigned to classes within their buildings or being considered for transfer to their schools. High School Principal – records of students previously graduated or withdrawn
PPT Coordinators	Records of students in and being considered for special programs
Elementary & Secondary Classroom Teachers	Records of students enrolled in their classes
School Nurses	Records of all students enrolled in the building of their school assignment
Pupil Personnel Services Personnel: Pupil Personnel Department Heads Special Education Teachers Speech Pathologists School Social Workers School Psychologists Occupational Therapists Physical Therapists, etc.	Records of student whom they are asked to evaluate/observe, have evaluated or observed. All students currently assigned to or being considered for their programs or services. Students whom they are asked to consult.
Guidance Counselors	Records of currently assigned counselees

Manchester Public Schools Pupil Personnel Services

Guidance Department Head	Records of all students enrolled in middle and high school. Since records of past students are housed at the high school, access to these records for transcript purposes.
Title I Tutors/Trainers	Records of students currently assigned or being considered for assignment to their program
Secretaries: Elementary School Guidance, Middle, & High School Office of Superintendent Assistant Superintendent of Instruction & Personnel Director of Pupil Personnel Services Assistant Superintendent for Administrators Pupil Personnel Service Departments Special Education	By virtue of the fact that the job description of secretaries calls for filing, completing transcripts, forwarding records, typing evaluation reports, writing letters and completing assignments involving students in their schools or programs, access refers to their responsibility in maintaining student records in their respective schools under the supervision of the Custodian of Records
Aides, Instructional (Paid)	Assist teachers in recording and filing materials
Activities Directors Board of Education Members Cafeteria Workers Central Office Staff (other than those listed above) Custodians Library workers: clerks, aides, specialists Substitutes (unless long term and with permission from the Custodian of Records)	In adhering to the law providing for the protection of confidentiality and rights of parents and adult students, employees not falling in the above categories are restricted from access to student records.

Manchester Public Schools Pupil Personnel Services

Revised 2/2005

Municipal Records Retention Schedule M8

EDUCATION RECORDS

Manchester Public Schools Pupil Personnel Services

Item Number	Record Series Title	Minimum Retention Required	Disposition
	A. ADMINISTRATIVE RECORDS[1]		
	1. Athletic Department records		
M8-005	a. Sports Contract/Student Contract (including signature sheets for student handbooks)	At end of school year for which contract signed	destroy[2]
M8-010	b. Permission slips (to participate in sporting activities)	3 years	destroy[2]
(M11-085)	**2. Computer Terminal Sign-up Sheets**	1 month	destroy[2]
M8-020	**3. Free/reduced meal application and documentation**	3 years or until audited, whichever comes later	
M8-030	**4. Notification to parents (annual)** (regarding Student Behavior and Discipline, Bus Conduct, and Electronic Communications Systems, and the National School Lunch Program)	1 year	destroy[2]
M8-040	**5. Policy and Procedures manuals**	permanent; revise as required. Keep old policy and procedures separately.	retain permanently[3]
	6. Registration records		
M8-050	a. Adult education registration records	3 years or until audited, whichever comes later	destroy[2]
M8-055	b. After school program registration records	1 year	destroy[2]
M8-060	c. Pesticide application notification registration form	5 years (*CGS* Sec. 10-231c(f))	destroy[2]
M8-065	d. School registration records including residency documentation	3 years or until audited, whichever comes later	destroy[2]

Item Number	Record Series Title	Minimum Retention Required	Disposition
	A. ADMINISTRATIVE RECORDS[1] (cont.)		
M8-075	**7. Student portfolio work** (student produced work for grading assessment)	End of year at which student received grade	destroy[2]
M8-085	**8. Student teacher records**	2 years	destroy[2]
M8-095	**B. CHILD-STUDY TEAM RECORDS**[1]	6 years after student leaves the school district	destroy[2]
	C. EDUCATION INFORMATION[1] (including but not limited to):		
M8-105	**1. Curriculum**	Until superceded by new curriculum	destroy[2]
	2. Cumulative records[4]		
M8-115	a. Academic achievement (grades/transcripts)	50 years after student leaves the school district[5]	destroy[2,,6]
M8-120	b. Attendance records (days absent/ present/tardy)[7]	50 years after student leaves the school district	destroy[2]
M8-125	c. Awards	6 years after student leaves the school district	destroy[2]
M8-130	d. Basic biographical information	50 years after student leaves the school district	destroy[2,6]
M8-135	e. Diagnostic test results (non-special ed)	6 years after student leaves the school district	destroy[2]
M8-140	f. Extracurricular activities	6 years after student leaves the school district	destroy[2]
M8-145	g. Letters of recommendation	6 years after student leaves the school district	destroy[2]

Manchester Public Schools Pupil Personnel Services

Item Number	Record Series Title	Minimum Retention Required	Disposition
	C. EDUCATION INFORMATION[1] (Cont.):		
M8-150	h. Parent's[8]/eligible student's signed release forms, if required by school policy[9]	as long as records are maintained	destroy[2]
M8-155	i. Records of immunization[10]	50 years after student leaves the school district	destroy[2]
M8-160	j. Standardized group test scores	6 years after student leaves the school district	destroy[2]
M8-170	**3. Diplomas**	6 years after student leaves the school district[11]	destroy[2]
	4. Disciplinary records		
M8-180	a. Detentions	no requirement	destroy[2]
M8-185	b. Incident reports	no requirement	destroy[2]
M8-190	c. Referrals	no requirement	destroy[2]
M8-195	d. Suspensions/expulsions	For expunging the cumulative record, see *CGS* Sec. 10-233c(e)and 10-233d(f).[12]	destroy[2]
M8-205	**5. Enumeration Records/Field Sheets**	3 years	destroy[2]
M8-215	**6. Grade Books[1]**	current, plus 1 year	destroy[2]
M8-225	**7. Tardy slips from parents/guardians**	At completion of school year	destroy[2]
M8-235	**D. FAMILY WITH SERVICE NEEDS RECORDS[1]**	6 years after student leaves the school district	destroy[2]

Manchester Public Schools Pupil Personnel Services

Item Number	Record Series Title	Minimum Retention Required	Disposition
	E. HEALTH INFORMATION[1] (including but not limited to)		
	1. Cumulative records		
M8-245	a. Accident reports	6 years after student leaves the school district	destroy[2]
M8-250	b. Basic school entrance health histories	6 years after student leaves the school district	destroy[2]
M8-255	c. Child abuse forms	6 years after student leaves the school district	destroy[2]
M8-260	d. Cumulative health record (CHR-1, original or copy)[13]	6 years after student leaves the school district	destroy[2]
M8-265	e. Emergency care plans	6 years after student leaves the school district	destroy[2]
M8-270	f. Health assessment records (HAR-3)	6 years after student leaves the school district	destroy[2]
M8-275	g. Incident reports	6 years after student leaves the school district	destroy[2]
M8-280	h. Individualized health care plans	6 years after student leaves the school district	destroy[2]
M8-285	i. Medication administration records	until superseded by yearly summary on CHR-1 or 6 years after student leaves the school district	destroy[2]
M8-290	j. Parent authorizations for medications/ treatments	6 years after student leaves the school district	destroy[2]
M8-295	k. Parent's/eligible student's signed release forms, if required by school policy[7]	as long as records are maintained	destroy[2]
M8-300	l. Physician orders for medications/treatments	6 years after student leaves the school district	destroy[2]

Manchester Public Schools Pupil Personnel Services

Item Number	Record Series Title	Minimum Retention Period	Disposition
	E. HEALTH INFORMATION[1] (cont.):		
M8-305	m. Referral forms for services based on Results mandated screenings	6 years after student leaves the school district	destroy[2]
M8-310	n. Sports histories and physical-examination Reports	6 years after student leaves the school district	destroy[2]
M8-320	**2. Employee's emergency health information**	until superseded or until employee leaves school district	destroy[2]
M8-330	**3. Nursing protocols**	permanent; revise as required. Keep old copy separately	retain permanently
	4. Nursing records		
M8-340	a. Health assessment data	6 years after student leaves the school district	destroy[2]
(M8-285)	b. Individual-treatment or procedure logs/flow Sheets	see retention period for medication records	
M8-345	c. Nursing process notes	6 years after student leaves the school district	destroy[2]
M8-350	d. Third-party health records (from hospitals, clinics, and private providers)	6 years after student leaves the school district	destroy[2]
M8-360	**5. Physician's standing orders**	permanent; revise as required. Keep old copy separately.	retain permanently
M8-370	**6. Student's emergency information card**	until superseded or student leaves school district	destroy[2]

Manchester Public Schools Pupil Personnel Services

Item Number	Record Series Title	Minimum Retention Required	Disposition
M8-380	**F. PRIMARY MENTAL HEALTH PROGRAM RECORDS**[1]	no requirement	destroy[2]
M8-390	**G. PROFESSIONAL STAFF'S WORKING PAPERS/NOTES**[14,15]	no requirement	destroy[2]
M8-400	**H. PROGRAM DATA RECORDS** Statistical data (including but not limited to): Services provided or professional activities—e.g., number and type of daily visits, number of screenings, number of home visits, caseload records, etc. These records include both raw data files (or logs) and reports.[16]	no requirement	destroy[2]
	I. PUPIL PERSONNEL SERVICES[1] (including, but not limited to):		
M8-410	**1. School counselor case records**	6 years after student leaves the school district	destroy[2]
M8-420	**2. School nurse case records**	See E. HEALTH INFORMATION	
M8-430	**3. School psychologist case records**	6 years after student leaves the school district	destroy[2]
M8-440	**4. School social-work case records**	6 years after student leaves the school district	destroy[2]
M8-450	**5. School speech/language pathology case records**	6 years after student leaves the school district	destroy[2]
M8-460	**J. REPORTS TO STATE BOARD OF EDUCATION—** File Copies	3 years after audit	destroy[2]
M8-470	**K. SECTION 504 RECORDS**[1,17]	6 years after student leaves the school district	destroy[2]

Manchester Public Schools Pupil Personnel Services

Item Number	Record Series Title	Minimum Retention Required	Disposition
	L. SPECIAL EDUCATION and RELATED SERVICES (birth through 21) (including, but not limited to):		
M8-480	**1. Assessment/evaluation reports**	6 years after student leaves the school district	destroy[2]
M8-490	**2. Due process records,** including complaints, mediations, and hearings	6 years after student leaves the school district	destroy[2]
M8-500	**3. Individual Transition Plan (ITP)**	6 years after student leaves the school district	destroy[2]
M8-510	**4. Individualized Education Program (IEP) Records**	6 years after student leaves the school district	destroy[2]
M8-520	**5. Individualized Family Service Plan (IFSP)**	6 years after student leaves the school district	destroy[2]
M8-530	**6. Parent's/eligible student's release forms**	as long as records are maintained	destroy[2]
M8-540	**7. Planning and Placement Team (PPT) records:** notices, meetings, consent forms	6 years after student leaves the school district	destroy[2]
M8-550	**8. Referral forms**	6 years after student leaves the school district	destroy[2]
M8-560	**9. Test protocol**	at discretion of school administration	discard
M8-570	**M. STUDENT ASSISTANCE TEAM RECORDS[1]**	6 years after student leaves the school district	destroy[2]
	N. TRANSPORTATION		
(M1-265)	**1. Surveillance videotapes made on school buses**	2 weeks	recycle[18]
M8-580	**2. Bus routes**	3 years	destroy[2]

Manchester Public Schools Pupil Personnel Services

Item Number	Record Series Title	Minimum Retention Required	Disposition
	O. TRUANCY[1] (including, but not limited to):		
M8-590	**1. Record of parent conferences**	6 years after student leaves the school district	destroy[2]
M8-600	**2. Referrals**	6 years after student leaves the school district	destroy[2]

Manchester Public Schools Pupil Personnel Services

[1] Any student records maintained by the school district that have personally identifiable information must have an access log that is maintained with the records for the same retention period as required for the record.
[2] Municipalities/Boards of Education may destroy records only after receiving the signed approval form (RC-075, rev. 2/2005) from the Office of the Public Records Administrator. Retention periods established on this schedule are *minimum retention requirements*. Records may be retained for longer periods of time.
[3] Policy manuals over 75 years have potential historical value. School districts may request transfer to an appropriate repository.
[4] Copy remains with sending district; original accompanies student.
[5] When student graduates from high school (i.e., receives a diploma), the high school may discard grades K-8 transcripts.
[6] Education records up to and including World War II, may have historical research potential; disposal may include transfer to a local historical repository.
[7] This refers to the attendance record posted to the cumulative record; other attendance records should be maintained for six (6) years after the student leaves the school district.
[8] Any reference to parent in this document includes legal guardian.
[9] If a school district policy requires written consent of the eligible student or parent to release education records to an institution in which the student intends to enroll, written consent must be obtained. In the absence of such policy, however, the Family Educational Rights and Privacy Act (FERPA) stipulates that education records may be released to an institution in which the student intends to enroll *without* written consent of the eligible student or parent, provided there is a reasonable attempt to notify the parent or eligible student that the records were transferred. Upon request, the parent or eligible student must be given a copy of the records that were transferred.
[10] This can be a copy of the student's immunization record.
[11] If student fails to pick up diploma, it must be retained six years after student leaves the school district.
[12] Do not destroy until student graduates from high school.
[13] Copy remains with sending district; original accompanies student (according to *CGS* Sec. 10-206(d)).
[14] For specific retention periods referring to Special Education, see **L**.
[15] Includes teacher plan books.
[16] No personal identifiers included.
[17] Section 504 of the Rehabilitation Act of 1973.
[18] If the tapes become evidence in any kind of disciplinary proceeding litigation, if notice of pending action has been filed with the town clerk (*CGS* Sec. 7-101a(d)), or otherwise take on a status that would require a longer retention period according to the schedule, the tape would be retained for the amount of time specified by the retention schedule, and until all actions have been resolved.

MANCHESTER PUBLIC SCHOOLS
CONFIDENTIAL FILE
ACCESS RECORD

Student Name: _____ DOB: _____

Name of Individual Accessing Record (include name of agency)	Purpose for Accessing Record	Date of Access to Record

Manchester Public Schools Pupil Personnel Services

ED628
January 2006

Chapter 3 — Prior Written Notice and Consent

❖ Written Notice

Parents and eligible students are provided written notices at specific points throughout the special education process. These situations are identified in IDEA and Connecticut regulations. The State Department of Education's procedural safeguards document is provided to parents and eligible students at many of these times as well *(See Chapter 3 Appendix)*.

Age of Majority

Manchester

The District sends all required notices to both the student and the parent when a student reaches age eighteen. The only exception to this is for a student who has been determined to be incompetent under state law. Throughout this section, students age eighteen or older who have not been determined to be incompetent under state law are referred to as (an) "eligible student(s)".

Public

Description of Prior Written Notice

Prior written notice is a document that our District provides to parents and eligible students. This document serves to notify parents and eligible students, in writing, five school days before the District proposes to or refuses to initiate or change the student's identification, evaluation or educational placement or the provision of a free appropriate public education ("FAPE") to the student. This includes graduation from high school with a regular diploma or whenever a decision will affect the provision of a free appropriate public education. The term "regular high school diploma" does not include alternative degrees such as certificates of attendance or completion of a general educational development credential ("GED").

Schools

Pupil

The written prior notice will have the following information: [Page 3 of ED 620]

- Description of the action proposed or refused by the PPT;
- Explanation of why the PPT proposes or refuses to take the action;
- Description of any options the PPT considered and the reasons why those options were rejected;
- Description of each evaluation procedure, test, record, or report the District used as a basis for the proposal or refusal;
- Description of any other factors that are relevant to the PPT's proposal or refusal; and
- Statement that a parent or eligible student has the right to protection under procedural safeguards. If this notice is not an initial referral, prior written notice will include a description of how the procedural safeguards can be obtained. Prior written notice will include sources to contact to obtain assistance in understanding the provisions of IDEA.

Personnel

Services

Additional Situations Requiring Notice

In addition to the above information, IDEA requires notice to be given to the parents and eligible students for a disciplinary situation that results in placement in an interim alternative educational setting. The Connecticut regulations also require that notice be given to parents and eligible students in other situations in the special education process as described below. These are not prior written notice as described above, but each has its own set of required components.

Referral [ED 622]

Our District notifies parents and eligible students in writing within five school days after the date of a referral to special education *(See Chapter 3 Appendix)*. The notice contains the following elements:

- Reason for notice;
- Source of the referral;
- Date of the referral; and
- Statement of parental rights or eligible student's rights to review and obtain copies of all records used as a basis for referral.

A full explanation of all procedural safeguards available to the parent or eligible student is sent with the referral notice.

Manchester

Indication of the Convening of a Planning and Placement Team Meeting [ED 623]

At least five school days prior to a meeting to develop, review or revise a student's Individualized Education Program (IEP), the parent or eligible student is advised in writing of the right to participate as a member of the Planning and Placement Team.

Public

The elements of the notice include:

- The purpose for the PPT meeting;
- A time and location of the meeting with a statement that the meeting can be rescheduled at a mutually agreed upon time and place;
- Who will be in attendance and who will be invited to the meeting; and
- An indication that parents or eligible students can bring anyone of their choosing to the meeting.

Schools

Pupil

If the PPT's purpose is to develop transition goals and objectives as part of the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the PPT team, the notice of the PPT indicates:

- This purpose of the meeting;
- That the student is invited;
- Identification of any other agency that will be invited to send a representative with the written consent of the parent (also see chapter 5, page 2); and
- All other PPT meeting notice elements listed above.

Personnel

Initial Evaluation [ED 625]

Services

The notice to secure original consent for an initial evaluation includes the elements of prior written notice and the following elements:

- The reason for notice;
- A description of each evaluation procedure, test, record or report to be given or created;
- A statement that parents or eligible students have the right to obtain an independent evaluation as part of the evaluation process;
- A statement that parents or eligible students have the right to refuse consent and that, if given, it may be revoked at any time;

- A statement that if parents or eligible students contest the evaluation through due process procedures, the student's current educational placement will not change until due process procedures have been completed;
- A statement that failure to respond within ten school days from the date of the notice, shall be construed as refusal of consent;
- An indication that a copy of the procedural safeguards document is included with the notice; and
- An indication that parents or eligible students will receive documentation of determination of eligibility and, upon request, a copy of the evaluation report.

Reevaluation [ED 627]

In addition to the elements of prior written notice, the reevaluation notice must include:

- The reason for notice;
- A description of each evaluation procedure, test, record or report to be given or created;
- A statement that parents or eligible students have the right to obtain an independent evaluation as part of the evaluation process;
- A statement that parents or eligible students have the right to refuse consent and that, if given, it may be revoked at any time;
- A statement that if parents or eligible students contest the reevaluation through due process procedures, the student's current educational placement will not change until due process procedures have been completed;
- An indication that parents or eligible students will receive documentation of determination of eligibility and, upon request, a copy of the evaluation report.

Manchester Public Schools Pupil Personnel Services

Parents and eligible students are notified when no additional data is needed for reevaluation and they are informed of that decision, the reasons for it, and their rights to request an assessment to determine whether the student continues to be a student eligible for special education.

Disciplinary Situations That Result in Interim Alternative Educational Settings

In disciplinary situations, parents and eligible students are notified no later than the date on which a decision is made to take an action that may or will result in one or more of the following:

- The student will be placed in an appropriate interim alternative educational setting for reasons of weapons, drugs, or serious bodily injury (see chapter 10).
- A hearing officer will order a change in the placement of a student to an appropriate interim alternative setting.
- The student will be removed from school for a period of time that would be considered a change in placement.

Parents or eligible students are provided a copy of procedural safeguards.

Communication of Written Notice

The District communicates prior written notice in a language understandable to the general public. It is in the native language of the parent and eligible students or other mode of communication used by the parent and eligible students unless it is clearly not feasible to do so. If the native language or other mode of communication is not a written language, the District will take steps to ensure that there is written evidence that the notice is translated orally or by other means to the parent and eligible student and that the parent and eligible student understands the content of the notice.

Timelines for Prior Written Notice

The District provides parents and eligible students with written notice five school days before the Planning and Placement Team proposes to, or refuses to, initiate or change the identification, evaluation or educational placement of the student. This includes graduation from high school with a regular diploma or issues regarding the provision of a free appropriate education to the student.

❖ Parental Consent

In accordance with Federal regulations, the District requires informed parental (or eligible student) consent prior to an initial evaluation, reevaluation, and an initial provision of special education services and release of confidential educational records under specific conditions (see chapter 2). Also in accordance with Connecticut regulations, our District requires consent prior to a private placement.

Manchester Public Schools Pupil Personnel Services

Consent means that the parent (or eligible student):

- has been fully informed of all information relevant to the activity for which consent is sought. This information is given to the parent or eligible student in his or her native language, or other mode of communication unless it is clearly not feasible to do so;
- understands and agrees in writing to the carrying out of the activity for which her or his consent is sought. The consent describes that activity and lists the records (if any) that will be released and to whom they will be released; and
- understands that the granting of consent is voluntary and may be revoked at any time.

Obtaining Parental Consent

In our District, parental (or eligible student) consent is obtained prior to an initial evaluation and reevaluation (with the exception noted below), an initial provision of special education services, and a private placement. Consent for initial evaluation is not construed as consent for initial provision of special education services.

Parents (or eligible students) may not object to the inclusion in an initial evaluation or reevaluation of the following:

- review of existing data, or
- testing or other evaluation that is administered to all students, unless, before administering that test or evaluation, consent is required of parents of all students.

Parental (or eligible student) consent for reevaluation need not be obtained if the District can document that the District has taken reasonable measures to obtain the consent and the parent (or eligible student) has failed to respond. In these situations the District would have some documentation indicating the following activities:

- detailed records of telephone calls made or attempted and the results of these calls;
- copies of correspondence sent to the parents (or eligible student) and any responses received; and
- detailed records of visits made to the parent's (or eligible student's) home and/or place of employment and the results of those visits.

Parental Refusal for Consent or Withdrawal of Consent

If a parent (or eligible student) revokes consent, that revocation is not retroactive. Therefore, it does not negate an action that has occurred after consent was given and before consent was revoked.

Our District does not use a parent's (or eligible student's) refusal to consent to one service or activity to deny the parent or student any other service, benefit or activity in our District.

A parent must put in writing that they are revoking consent for special education placement. The school system in turn must give written prior notice which explains the changes in educational placement and services that will result in them revoking consent. Procedural Safeguards must be sent with the first three pages of the IEP.

Manchester

If a parent revokes consent and then later decides that his or her child should be re-enrolled, you must treat it as an initial evaluation. This reevaluation can be a review of existing data, evaluations and information provided by the parents, state assessments, and classroom observations.

Consent Forms

Public

All consent forms in our District include:

- A statement of parents' (or eligible student's) right to refuse consent and that, if given, it may be revoked at any time;
- A statement that parental (or eligible student's) failure to respond within ten school days from the date of the notice shall be construed as refusal of consent (not applicable to reevaluation); and
- A statement that, if contested, a student's current educational placement will not change until due process procedures have been completed.

Schools

Pupil

❖ Procedural Safeguards

Personnel

Our District considers provision of procedural safeguards an essential part of prior written notice. Procedural safeguards are given to parents (or eligible students) as part of the prior written notice *(See Chapter 1 Appendix)*. A copy of the procedural safeguards is given to the parents (or eligible students), at least one time a year and upon the following occurrences:

Services

- initial referral or parent request for evaluation;
- upon receipt of the first complaint made under the State's Complaint Resolution Process or the first due process complaint filed in a school year;
- on the date on which the decision is made to remove a child from his or her educational placement because he or she has violated a code of student conduct and the removal constitutes a change in placement [see Chapter 10, Discipline]; or
- upon request by a parent.

The State Department of Education's procedural safeguard document provided to parents (or eligible students) includes the following:

- Evaluation of a child by a person who does not work for the school district. This is called an independent educational evaluation;
- Giving the parent a copy in writing of what the school is proposing or refusing to do about a child's program (prior written notice);
- Getting parent permission before the school administers evaluations or provides special education services to a child;
- Inspecting, reviewing and obtaining a copy of a child's educational record;
- Due process hearings;
- Advisory opinions;
- A child's program during the pendency of a due process hearing;
- Procedures when disciplining a child with a disability;
- Steps a parent must follow if a parent places a child in a private school and expects the school to pay;
- Mediations;
- Expedited due process hearings;
- Bringing a case to court;
- Attorneys' fees;
- State complaints;
- The difference between due process hearings and state complaints; and
- Electronic Mail.
- Information about emergency restraints and seclusions.

Manchester Public Schools Pupil Personnel Services

Communication of Procedural Safeguards

The description of the procedural safeguards available to parents (or eligible students) is provided to the parent (or eligible student) in English. If the native language or other mode of communication of the parent (or eligible student) is not a written language, the District takes steps to ensure that the procedural safeguards is translated orally or by other means to the parent (or eligible student) in his or her native language or other mode of communication that the parent (or eligible student) understands. The District ensures that the parent (or eligible student) understands the content of the procedural safeguards and that there is written evidence that these requirements have been met.

Hearing Officers

The District maintains a list of the persons who serve as hearing officers. This list, provided to us by the State Department of Education, includes a statement of the qualifications of each person on the list *(See Chapter 3 Appendix)*

Prior Written Notice and Consent Appendix

- Prior Written Notice (ED620, page 3)
- Parent Notice of Referral (ED622)
- Notice of Planning and Placement Team Meeting (ED623)
- Notice and Consent for an Initial Evaluation (ED625)
- Consent for Special Education Placement (ED626)
- Notice and Consent for a Reevaluation (ED627)
- Revocation of Consent for Special Education Placement (PPT/25)
- Revocation of Consent for Special Education Evaluation (PPT/26)
- List of Hearing Officers

Manchester Public Schools Pupil Personnel Services

Student: _____ DOB: _____ District: _____ Meeting Date: _____

Last Name, First Name — mm/dd/yyyy — 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
	☐ Educational performance supports proposed actions ☐ Evaluation results support proposed actions ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other _____	☐ Achievement _____ ☐ Motor _____ ☐ Adaptive _____ ☐ Report Cards _____ ☐ Classroom Observation _____ ☐ Review of Records _____ ☐ Cognitive _____ ☐ Social Emotional Behavior _____ ☐ Communication _____ ☐ Teacher Reports _____ ☐ Developmental _____ ☐ Other (specify and dated) _____ ☐ Health/Medical _____	(Minimum five school days from date parent received prior written notice) date(s):

Actions Refused	Reasons for Refused actions	Evaluation procedure, assessment, records, or reports used as a basis for the refusal
	☐ Educational performance supports refusal ☐ Evaluation results support refusal ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other _____	☐ Achievement _____ ☐ Motor _____ ☐ Adaptive _____ ☐ Report Cards _____ ☐ Classroom Observation _____ ☐ Review of Records _____ ☐ Cognitive _____ ☐ Social emotional Behavior _____ ☐ Communication _____ ☐ Teacher Reports _____ ☐ Developmental _____ ☐ Other (specify and dated) _____ ☐ Health/Medical _____

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
☐ Full-time placement in general education with supplementary aids and services. ☐ No other options were considered and rejected. ☐ Other options considered and rejected in favor of this action: _____	☐ Options would not provide student with an appropriate program in the least restrictive environment ☐ Other: (specify) _____	☐ There are no other factors that are relevant to the PPT decision ☐ Information/concerns shared by the parents ☐ Information/preferences shared by the student ☐ Other: (specify) _____	☐ Date of exit from Special Education _____ ☐ Returning to general education ☐ 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.

Manchester Public Schools Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS

PARENT NOTICE OF REFERRAL TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

Date: _____

_____
(Name of Parent/Guardian or Student)

_____
(Street Address)

_____
(City/Town) (State) (Zip Code)

Dear _____

The purpose of this letter is to advise you that your child, _____ ,_____
(Student's Name) (DOB)

has been referred for consideration of eligibility for special education services. The referral was made by:

_____ , on _____
(Name of person or team making referral) (Date)

The next step in the referral process is to schedule a Planning and Placement Team meeting (PPT). At this meeting the available information regarding your child's current school performance will be reviewed and evaluation procedures for determining eligibility for special education services will be considered. Parent participation in this process is very important. We ask that you make every effort to attend this meeting.

Enclosed with this letter are the following materials:

☐ A copy of the referral which outlines specific concerns and the information used as the basis for this referral, including alternative strategies employed prior to the referral.

☐ A copy of Procedural Safeguards in Special Education. If you would like a further explanation of these procedures please contact:
Shelly Matfess, Assistant Superintendent for Pupil Personnel Services, at (860)647-3452 ,

☐ A Planning and Placement Team meeting notice. (If a notice is not included with this letter you will receive one in a separate mailing.)

☐ Other: (specify) _____

Please be advised that you have the right to review and obtain copies of all records used as a basis for this referral.

If you have any questions, please contact, _____ _____
(Name) (Title)

at _____

Sincerely,

_____
(Name and Title)

Manchester Public Schools Pupil Personnel Services

ED622
January 2006

MANCHESTER PUBLIC SCHOOLS
NOTICE OF PLANNING AND PLACEMENT TEAM MEETING

Date: _____

_____
(Name of Parent/Guardian or Student)

_____
(Street Address)

_____
(City/Town) (State) (Zip Code)

Dear _____

Please be advised that a Planning and Placement Team (PPT) meeting will be convened on behalf of:
_____ , _____ . The meeting is scheduled as follows:
(Student's Name) (DOB)

Date: _____ **Time:** _____ **Location:** _____

The purpose of this meeting is to: (check all that apply)

☐ review a referral to special education and consider/plan an evaluation
☐ review evaluation results and determine eligibility for special education
☐ develop, review or revise the IEP
☐ conduct an Annual Review
☐ consider transition needs/services – **transition planning**:

1. ☐ student MUST be invited to attend the PPT meeting
2. ☐ transition goals and objectives in the IEP will be developed/reviewed/revised (required at the annual review following a student's 15th birthday or sooner, if appropriate)
3. **Check only ONE item:**
   - ☐ agency representative(s) listed below invited to attend to assist in transition planning, OR
   - ☐ agency representative(s) not appropriate to be invited to attend to assist in transition planning, OR
   - ☐ written permission not provided to invite agency representative(s) to attend to assist in transition planning

☐ plan a reevaluation to determine continuing eligibility for special education and related services
☐ review reevaluation results to determine continuing eligibility for special education and related services
☐ conduct a Manifestation Determination
☐ other: (specify) _____

The following individuals have been invited to attend:

Administrator	Name and Title
Student's Reg. Ed. Teacher	Name and Title
Special Education Teacher	Name and Title
Student	Name and Title
Name and Title	Name and Title

Parent participation in this process is very important. Please make every effort to attend this meeting. You may bring any other individuals to the meeting, including those who have knowledge or special expertise regarding your daughter/son. The meeting may be rescheduled at a mutually agreed upon time and place.

If you have any questions or wish to reschedule the meeting please contact me at _____
(Telephone No.)

Sincerely,

_____
(Name and Title)

☐ A copy of the Procedural Safeguards in Special Education is enclosed.
☐ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards please contact _____
(Name)

☐ A copy of this notice has been sent to the parent(s). (This is required if rights under IDEA have been transferred to the student at age 18. When rights transfer, meeting notices must be sent to the student with a copy to the parents.)

Manchester Public Schools Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS
NOTICE AND CONSENT TO CONDUCT AN INITIAL EVALUATION

Date: _____

Dear _____

Your child, _____ , _____ has been referred for an evaluation to determine
(Student's Name) (DOB)

eligibility for special education services. Federal and State regulations require that the school district obtain the written consent of parents before conducting such an evaluation.

☐ A copy of the Procedural Safeguards in Special Education is enclosed.

☐ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards, an explanation of these procedures, or if you have any questions, please contact:

Shelly Matfess	Assistant Superintendent	(860) 647-3448
(Name)	(Title)	(Telephone Number)

This document includes the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
B. Parental failure to respond within 10 school days from the date of this notice shall be construed as refusal of consent.
C. If contested, your child's current educational placement will not change until due process proceedings have been completed.
D. Parents have the right to review and obtain copies of all records used as a basis for a referral.
E. Parents have the right to be fully informed of all evaluation results and to receive a copy of the evaluation report.
F. Parents have the right to obtain an independent evaluation as part of the evaluation process.
G. Parents have the right to utilize due process procedures.

☐ The tests/evaluation procedures listed below were recommended

☐ The PPT has decided that the available evaluation information listed below is sufficient to determine eligibility:
Reason: (specify) _____

TEST/EVALUATION PROCEDURE	AREA OF ASSESSMENT	EVALUATOR
Individually Administered Test	Cognitive Ability	School Psychologist
Individually Administered Tests	Achievement	Special Education Teacher
Individual Test & Rating Scales	Emotional-Behavior-Social	School Psychologist
Rating Scale(s)	Attention and Behavior	School Psychologist

Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are:

☐ No adaptations/accommodations required

☐ Adaptations/accommodations required: (specify) _____

PARENTAL CONSENT

☐ **I give my consent** for the Manchester Public Schools to utilize the evaluations described above. I understand that this consent may be revoked at any time.

_____ _____
Parent/Guardian Signature Date

☐ **I do not give** my consent for the Manchester Public Schools to conduct the evaluations described above. I understand that the school district must take steps as are necessary, which may include due process proceedings, to ensure that my child continues to receive a free appropriate public education.

_____ _____
Parent/Guardian Signature Date

ED625
January 2006

Manchester Public Schools Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS
NOTICE AND CONSENT TO CONDUCT AN INITIAL EVALUATION

Date: _____

Dear _____

Your child, _____ , _____ has been referred for an evaluation to determine
(Student's Name) (DOB)

eligibility for special education services. Federal and State regulations require that the school district obtain the written consent of parents before conducting such an evaluation.

☐ A copy of the Procedural Safeguards in Special Education is enclosed.

☐ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards, an explanation of these procedures, or if you have any questions, please contact:

Shelly Matfess	Assistant Superintendent	at	(860) 647-3448
(Name)	(Title)		(Telephone Number)

This document includes the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
B. Parental failure to respond within 10 school days from the date of this notice shall be construed as refusal of consent.
C. If contested, your child's current educational placement will not change until due process proceedings have been completed.
D. Parents have the right to review and obtain copies of all records used as a basis for a referral.
E. Parents have the right to be fully informed of all evaluation results and to receive a copy of the evaluation report.
F. Parents have the right to obtain an independent evaluation as part of the evaluation process.
G. Parents have the right to utilize due process procedures.

☐ The tests/evaluation procedures listed below were recommended

☐ The PPT has decided that the available evaluation information listed below is sufficient to determine eligibility:
Reason: (specify) _____

TEST/EVALUATION PROCEDURE	AREA OF ASSESSMENT	EVALUATOR
Individually Administered Test	Language	Speech/Language Pathologist
Individually Administered Test	Articulation	Speech/Language Pathologist
Individually Administered Test	Auditory Processing	Speech/Language Pathologist

Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are:

☐ No adaptations/accommodations required

☐ Adaptations/accommodations required: (specify) _____

PARENTAL CONSENT

☐ **I give my consent** for the Manchester Public Schools to utilize the evaluations described above. I understand that this consent may be revoked at any time.

_____ _____
Parent/Guardian Signature Date

☐ **I do not give** my consent for the Manchester Public Schools to conduct the evaluations described above. I understand that the school district must take steps as are necessary, which may include due process proceedings, to ensure that my child continues to receive a free appropriate public education.

_____ _____
Parent/Guardian Signature Date

ED625
January 2006

Manchester Public Schools Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS
NOTICE AND CONSENT TO CONDUCT AN INITIAL EVALUATION

Date: _____

Dear _____

Your child, _____ , _____ has been referred for an evaluation to determine
(Student's Name) (DOB)

eligibility for special education services. Federal and State regulations require that the school district obtain the written consent of parents before conducting such an evaluation.

☐ A copy of the Procedural Safeguards in Special Education is enclosed.

☐ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards, an explanation of these procedures, or if you have any questions, please contact:

Shelly Matfess	Assistant Superintendent	at	(860) 647-3448
(Name)	(Title)		(Telephone Number)

This document includes the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
B. Parental failure to respond within 10 school days from the date of this notice shall be construed as refusal of consent.
C. If contested, your child's current educational placement will not change until due process proceedings have been completed.
D. Parents have the right to review and obtain copies of all records used as a basis for a referral.
E. Parents have the right to be fully informed of all evaluation results and to receive a copy of the evaluation report.
F. Parents have the right to obtain an independent evaluation as part of the evaluation process.
G. Parents have the right to utilize due process procedures.

☐ The tests/evaluation procedures listed below were recommended

☐ The PPT has decided that the available evaluation information listed below is sufficient to determine eligibility:
Reason: (specify) _____

TEST/EVALUATION PROCEDURE	AREA OF ASSESSMENT	EVALUATOR
Behavior Disorder Identification Scale	Social/Emotional Areas	Social Worker
Social Responsiveness Scale	Social Behavioral	Social Worker

Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are:

☐ No adaptations/accommodations required

☐ Adaptations/accommodations required: (specify) _____

PARENTAL CONSENT

☐ **I give my consent** for the Manchester Public Schools to utilize the evaluations described above. I understand that this consent may be revoked at any time.

_____ _____
Parent/Guardian Signature Date

☐ **I do not give** my consent for the Manchester Public Schools to conduct the evaluations described above. I understand that the school district must take steps as are necessary, which may include due process proceedings, to ensure that my child continues to receive a free appropriate public education.

_____ _____
Parent/Guardian Signature Date

ED625
January 2006

Manchester Public Schools Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS
NOTICE AND CONSENT TO CONDUCT AN INITIAL EVALUATION

Date: _____

Dear _____

Your child, _____ , _____ has been referred for an evaluation to determine
(Student's Name) (DOB)

eligibility for special education services. Federal and State regulations require that the school district obtain the written consent of parents before conducting such an evaluation.

☐ A copy of the Procedural Safeguards in Special Education is enclosed.

☐ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards, an explanation of these procedures, or if you have any questions, please contact:

Shelly Matfess	Assistant Superintendent	at	(860) 647-3448
(Name)	(Title)		(Telephone Number)

This document includes the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
B. Parental failure to respond within 10 school days from the date of this notice shall be construed as refusal of consent.
C. If contested, your child's current educational placement will not change until due process proceedings have been completed.
D. Parents have the right to review and obtain copies of all records used as a basis for a referral.
E. Parents have the right to be fully informed of all evaluation results and to receive a copy of the evaluation report.
F. Parents have the right to obtain an independent evaluation as part of the evaluation process.
G. Parents have the right to utilize due process procedures.

☐ The tests/evaluation procedures listed below were recommended

☐ The PPT has decided that the available evaluation information listed below is sufficient to determine eligibility:
Reason: (specify) _____

TEST/EVALUATION PROCEDURE	AREA OF ASSESSMENT	EVALUATOR
Individually Administered Test	Motor Skills	Occupational Therapist
Rating Scales/Trials/Observation	Sensory Processing	Occupational Therapist
Individually Administered Test	Visual Motor	Occupational Therapist
Individually Administered Test	Visual Perception	Occupational Therapist
Individually Administered Test	Motor Skills	Physical Therapist

Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are:

☐ No adaptations/accommodations required

☐ Adaptations/accommodations required: (specify) _____

PARENTAL CONSENT

☐ **I give my consent** for the Manchester Public Schools to utilize the evaluations described above. I understand that this consent may be revoked at any time.

_____ _____
Parent/Guardian Signature Date

☐ **I do not give** my consent for the Manchester Public Schools to conduct the evaluations described above. I understand that the school district must take steps as are necessary, which may include due process proceedings, to ensure that my child continues to receive a free appropriate public education.

_____ _____
Parent/Guardian Signature Date

ED625
January 2006

Manchester Public Schools Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS
CONSENT FOR SPECIAL EDUCATION PLACEMENT

I. Identification Information:

Student: _____ DOB: _____

School: _____ Grade: _____

Parent/Guardian: _____

II. Consent Requirements:

Federal regulations mandate that parents (guardians) give written consent for the initial placement of their child in a special education program. State regulations require written consent for a private special education placement. In both instances the consent must be in writing and given prior to placement.

☒ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards or an explanation of these procedures, or if you have any questions, please contact:

Shelly Matfess, Assistant Superintendent at (860) 647-3452
(Name and Title) (Telephone Number)

Included in this document are the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
B. Parental failure to respond within 10 school days from the date of this notice shall be construed as refusal of consent.
C. If contested, your child's current educational placement will not change until due process proceedings have been completed unless you and the district otherwise agree.
D. Parents have the right to utilize due process proceedings

Manchester Public Schools Pupil Personnel Services

III. Placement Description

The following special education placement is being proposed for your child, _____
(child's name)

The proposed placement is: ☐ Initial Placement in Special Education ☐ A Private Placement and is described in an IEP dated: _____ (Note: An IEP must be developed prior to either placement)

IV. Written Consent

☐ **I consent to** the special education placement described in item III, above. I understand that, for an initial placement in special education, my consent is valid for changes in my child's program or placement (except placement in a private program) if proper notice is given to me and I have not revoked my consent.

_____ _____
Parent/Guardian Signature Date

☐ **I do not consent to** the special education placement described in item III, above. I understand that by refusing consent for the initial placement in special education, I waive all rights to special education services and protections at the time consent is refused. I may still ask for a reevaluation or hearing on the evaluation or the appropriateness of the special education and related services being offered. I also understand that, if I am refusing consent for a private placement, the school district must initiate due process, provided the private placement is not the initial placement of the child.

_____ _____
Parent/Guardian Signature Date

MANCHESTER PUBLIC SCHOOLS
NOTICE AND CONSENT TO CONDUCT A REEVALUATION*

Date: _____

Dear _____

A Planning and Placement Team (PPT) meeting regarding your child, _____ , _____
(Student's Name) (DOB)

was held on _____ . The team determined that an evaluation should be conducted for the following reason:
(meeting date)

☐ To comply with Federal and State regulations which require that each child receiving special education and related services must be reevaluated at least every three years to determine eligibility for special education services.

☐ To assess your child's current level of functioning

☐ Other: (specify) _____

☐ A copy of the Procedural Safeguards in Special Education is enclosed.

☐ A copy of the Procedural Safeguards in Special Education was provided to you previously this school year. If you would like another copy of the Procedural Safeguards or an explanation of these procedures, or if you have any questions, please contact:

Shelly Matfess, Assistant Superintendent for Pupil Personnel Services at (860)647-3448
(Name) (Telephone Number)

This document includes the following rights:

A. Parents have the right to refuse consent and, if given, it may be revoked at any time.
B. If contested, your child's current educational placement will not change until due process proceedings have been completed.
C. Parents have the right to be fully informed of all evaluation results and must be provided with a copy of the evaluation report(s).
D. Parents have the right to obtain an independent evaluation as part of the evaluation process.
E. Parents have the right to utilize due process procedures.

Evaluation Procedures:

☐ The tests/evaluation procedures listed below were recommended

☐ The PPT has determined that no additional tests/evaluations are needed to determine continuing eligibility for special education services (and no parent consent is required) because: (specify) _____

Parents, please be aware that you have the right to request an assessment to determine continuing eligibility for special education services and that the school district is not required to conduct such an assessment unless requested by parents.

TEST/EVALUATION PROCEDURE	AREA OF ASSESSMENT	EVALUATOR

Special adaptations or accommodations are to be considered when indicated by the student's language, cultural background or physical status. Adaptations/accommodations required for this evaluation are: ☐No adaptations/accommodations required

☐ Adaptations/accommodations required: (specify) _____

PARENTAL CONSENT*

☐ **I give my consent** for the Manchester Public Schools to utilize the evaluations described above. I understand that this consent may be revoked at any time.

_____ _____
Parent/Guardian Signature Date

☐ **I do not give** my consent for the Manchester Public Schools to conduct the evaluations described above. I understand that the school district must take steps as are necessary, which may include due process proceedings, to ensure that my child continues to receive a free appropriate public education.

_____ _____
Parent/Guardian Signature Date

* *Note: If the school district has taken reasonable measures to obtain consent for a reevaluation, and parents have failed to respond, the district may proceed with the reevaluation. Parent consent means student consent when the student has reached the age of majority. Consent is not required if additional tests/evaluations are not being conducted.*

ED627
January 2006

Manchester Public Schools Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS
REVOCATION OF CONSENT FOR SPECIAL EDUCATION PLACEMENT

To: _____ _____
Administrator/Supervisor Manchester Public School

Manchester

I hereby revoke my consent for the placement of my child in the proposed Special Education program for identification purposes:

Public

_____ _____
Student Name Date of Birth

Schools

I have discussed this revocation with the Manchester Public School staff and I fully understand that as a result of this revocation, my child will be held to the same academic and behavioral standards as a student that does not qualify for Special Education services under the guidelines of IDEA.

Pupil

Personnel

Signature of Parent, Guardian, or Student of Legal Age	Date

Services

Manchester Public Schools Representative	Date Received

MANCHESTER PUBLIC SCHOOLS
REVOCATION OF CONSENT FOR SPECIAL EDUCATION EVALUATION

To: _____ _____
Administrator/Supervisor Manchester Public School

I hereby revoke my permission to allow the Manchester Public Schools to evaluate my child:

_____ _____
Student Name Date of Birth

for determining eligibility as discussed at the Planning and Placement Team meeting held on:

_____
PPT Meeting Date

I have discussed this revocation with the Manchester Public School staff and I fully understand that as a result of this revocation, my child will be held to the same academic and behavioral standards as a student that does not qualify for Special Education services under the guidelines of IDEA.

Signature of Parent, Guardian, or Student of Legal Age	Date

Manchester Public Schools Representative	Date Received

Manchester Public Schools Pupil Personnel Services

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching and Learning
Programs and Services
Bureau of Special Education
165 Capitol Avenue – 3rd Floor
Hartford, Connecticut 06106

The following are Special Education Hearing Officers, appointed by the Connecticut State Board of Education pursuant to Section 10-76h(c), Connecticut General Statutes, and Section 20 United States Code 1415(f)(3)(A).

Elisabeth Borrino graduated from Southwestern University School of Law in 1985 and from UCLA in 1981 with a major in Sociology. She is admitted to practice both in California and Connecticut; and has presided over administrative hearings for nearly sixteen years. Attorney Borrino is also an impartial hearing officer for the Connecticut Department of Education adjudicating expulsion hearings in the Connecticut Technical High School System, and school district residency and accommodation matters. As a contract attorney with the Superior Court for Juvenile Matters and a Special Public Defender, she has extensive experience in the area of Juvenile Law.

Mary H.B. Gelfman holds an A.B. from Swarthmore College, an M.A. from Teachers College, Columbia University, and a J.D. from the University of Connecticut School of Law. She is admitted to practice in Connecticut and in the United States District Court for Connecticut, and is a member of the CBA and ABA. She has been a high school math teacher, a member of a local board of education, and a consultant in the Due Process Unit, Connecticut State Department of Education. She frequently speaks and writes about legal issues in education, and is a co-author of *Education Records: A Manual*, and co-author and co-editor of *Legal Issues in School Health Services*. She is also an impartial hearing officer for the Connecticut Department of Education for expulsion hearings in the Connecticut Technical High School System, and school district residency and school transportation hearings. She served on the Connecticut State Advisory Council on Special Education 1972-76, and as chair 1974-75. She is also a hearing officer for the Connecticut Bureau of Rehabilitation Services and a State Review Officer for special education hearing appeals in the state of Nevada.

Janis C. Jerman received a B.A. in psychology from Purdue University in 1987 and a J.D. from the University of Connecticut School of Law in 1993. Attorney Jerman is admitted to practice law in Connecticut and in the United States District Court for the District of Connecticut Attorney Jerman is an impartial hearing officer handling expulsion hearings for the Connecticut Technical High School System, school residency and transportation hearings, and teacher license revocation hearings; an arbitrator and fact-finder for the Hartford and New Britain Superior Courts; an arbitrator for the State Department of Consumer Protection; and is on the arbitration and mediation panels of American Dispute Resolution Center, Inc. Attorney Jerman is a member of the Connecticut Bar Association's Committee on Professional Ethics and the Labor & Employment Law, Administrative Law and Alternative Dispute Resolution sections.

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Deborah R. Kearns is an attorney, with mediation and advanced mediation training; and has served the Connecticut Department of Education as a hearing officer since 1996. Attorney Kearns has served as a Special Master, Middletown Regional Family Court, where she served as a pretrial mediator. Attorney Kearns received a B.A. from Boston College, and her J.D. from New England School of Law, Boston, Massachusetts.

Scott Myers is currently Counsel in Day, Berry & Howard's Administrative and Regulatory Law Department practicing primarily in the areas of public utility regulatory litigation and energy law. In this capacity he has been responsible for all phases of litigation and settlement of a broad range of complex, multi-party disputes pending before state and Federal regulatory authorities, and in state and Federal courts. His experience also includes special education due process litigation, student disciplinary matters and representation of children in neglect and termination of parental rights proceedings in Juvenile Court. Mr. Myers received his J.D. from the University of Connecticut School of Law in 1990, a B.A. in Psychology from Trinity College in 1980 and an M.A. in clinical psychology from the University of Hartford in 1984. Prior to joining Day, Berry & Howard in 1990, Mr. Myers worked primarily with adolescents and their families in a variety of inpatient and outpatient treatment settings.

Mary Elizabeth Oppenheim is an attorney who received a B.A. from the University of Wisconsin – Madison, and a J.D. with honors from the University of Connecticut School of Law. She currently serves as a fact finder and arbitrator for the State of Connecticut judicial districts, a mediator and hearing officer for the Connecticut Birth to Three System and a contract writer for the U.S. Department of Labor, Office of Administrative Law Judges. She is on the Roster of Arbitrators of NASD Dispute Resolution. Ms. Oppenheim has litigated civil, family and criminal matters in state and Federal courts, as well as in administrative proceedings. She is admitted to practice in Connecticut; the United States District Court, District of Connecticut; and the United States Court of Appeals for the Second Circuit.

Stacy M. Owens commenced her legal career as an investigative attorney and responding to requests for reconsideration with the State of Connecticut Commission on Human Rights and Opportunities. She also provided legal training to local businesses and was an integral part of the Commission's formation of internal policies. Stacy currently serves as an Adjudicator and Ethics Liaison for the State of Connecticut Department of Public Health. She received her B.A.degree in liberal studies from American International College in Springfield, Massachusetts and her law degree from Touro Law School in Huntington, New York.

Justino Rosado is sole practitioner in the firm – Law Office of Justino Rosado, LLC. He received a Bachelors in Science Degree from Sacred Heart University and a J.D. from the University of Bridgeport, School of Law. His Law Practice is mainly concentrated in Family Law, Juvenile Law, and Civil Rights. Attorney Rosado is a member and founder of the Connecticut Hispanic Bar. He is a hearing officer for Bridgeport Board of Education Expulsion Hearings, and a member of the American Bar Association. Attorney Rosado is fluent in Spanish.

Manchester Public Schools Pupil Personnel Services

Christine B. Spak received her undergraduate and law degrees from the University of Connecticut. She is admitted to practice in Connecticut and the United States District Court for Connecticut. Her private law practice focused on health related civil cases and included issues of juvenile law. She has served as a Magistrate for the State of Connecticut since her appointment in 1987. She has also served as an impartial hearing officer for a number of Connecticut state agencies and divisions including the Department of Mental Retardation, the Department of Public Health, the Department of Education for school accommodation cases and the Connecticut Technical High School System for expulsion matters. She has been an adjunct instructor at the University of Connecticut and has presented seminars for other organizations on administrative and health law related topics.

Patricia M. Strong is an attorney in private practice since 1991, concentrating in the area of civil litigation. From 1981-1991, she was an Assistant Attorney General for the State of Connecticut. Ms. Strong is an honors graduate of Connecticut College with a B.A. in sociology. She earned a J.D. from the University of Connecticut School of Law in 1977. Attorney Strong is admitted to practice before Connecticut state and Federal courts, the United States Court of Appeals for the Second Circuit and the United States Supreme Court. She is a member of the American, Connecticut, and Hartford County Bar Associations. She is a member of and a past chair of the CBA's Labor and Employment Executive Committee. Attorney Strong is also a member of the National Employment Lawyers Association, and the Connecticut Employment Lawyers Association. She served on the Connecticut Advisory Council of School Administrator Standards, the Connecticut Advisory Council for Teacher Professional Standards, the Wethersfield Board of Education, the Wethersfield School Building Projects Committee and theYMCA South Regional Board of Managers.

Manchester Public Schools Pupil Personnel Services

Revised, April, 2007

Chapter 4 - Evaluation

The District uses procedures to ensure that proper identification of students with disabilities occurs through the implementation of sound evaluative practices. Evaluation in this context means the procedures that the District uses to determine whether a student has a disability and the nature and extent of the special education services that the student needs. A full and individual initial evaluation is conducted to determine if the student is a student with a disability and to determine the student's educational needs before any action is taken with respect to the initial placement of a student with disabilities in a special education program. A reevaluation is conducted if conditions warrant it, or if a student's parent or teacher requests a reevaluation, but at least once every 3 years. In addition, a reevaluation will not be conducted more frequently than once a year unless the parent and our District agree otherwise.

Manchester

❖ Process

1. Early Intervention Strategies

Public

Before school personnel refer a student to a Planning and Placement Team, alternative strategies and programs in regular education are explored and, where appropriate, implemented. See Chapter 1, Student Identification, for more detailed information on locating students who may have a disability and need special education.

Schools

2. Referral to Determine Eligibility for Special Education and Related Services [ED 621]

Pupil

If these strategies are not successful or if the parents make a written request for an evaluation, a student is referred to determine eligibility for special education and related services. A District standard referral form [ED 621] *(see Chapter 1 Appendix)* is used to document the referral. This form is available to parents and school personnel in each of the schools and at the Special Education Department Office. Parents receive notice of the referral within five school days of the date of the referral, regardless of who makes the referral.

Personnel

3. Initial Evaluation

Services

A Planning and Placement Team meeting is scheduled to discuss the referral. Parents receive written notification of the PPT a minimum of five school days prior to the meeting. The PPT may decide an evaluation is not needed and the regular education program and services are appropriate. If the PPT decides to conduct an evaluation, the PPT, which includes the parent, designs the evaluation (*See Evaluation Study for Determination of Eligibility and Placement).* Before our District provides initial special education and related services, a full and individual initial evaluation may be conducted to determine if the student is a student with a disability and to determine the education needs of the student. The District may accept evaluations that are provided by outside agencies when determining eligibility. Parents must sign a written consent for the evaluation. See Chapter 3 for evaluation notice and consent requirements.

After the evaluation is completed, the Planning and Placement Team of qualified professionals and the parent of the student make the determination of whether the student is a student with a disability. See Chapter 1 for further details of student identification. Upon request a copy of the evaluation report and

documentation of eligibility is given to the parent. Three days prior to the meeting, parents may also request a pre-PPT meeting (see Chapter 1 for further details). Development of the IEP for a student is based upon the diagnostic findings of the evaluation study. Implementation of an IEP based upon an initial referral is not to exceed 45 school days from the date of referral or 60 school days for students placed in a private school, exclusive of the time necessary to get parent consent. *(See Chapter 6 for further details regarding Individualized Education Programs.)*

4. Interpretation of Evaluative Data in Making Educational Decisions

In interpreting evaluation data for the purpose of determining if a student has a disability and what the educational needs of the student are, the District uses information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or emotional background, and adaptive behavior. The District ensures that information obtained from all of these sources is documented and carefully considered. An IEP is developed if a determination is made after reviewing the information that a student has a disability and he/she requires special education and related services. A student is not determined to be a student with a disability if the determining factor for such decision is limited English proficiency or lack of instruction in reading or math.

5. Reevaluation

The IEP of each student with a disability is reviewed in our District periodically, but at least annually. A reevaluation of each student with a disability is conducted at least once every three years, or if a student's parent or teacher requests a reevaluation (although a reevaluation will not be conducted more frequently than once a year unless the parent and our District agree otherwise). Parents must sign consent for reevaluation unless our District can document that we have taken reasonable measures to obtain parental consent and the parent (or eligible student) has failed to respond (see Chapter 3, page 4). See Chapter 3 for reevaluation notice requirements and the appendix for the consent form.

6. Evaluation Prior to Termination of Special Education Eligibility

The District evaluates a student with a disability before determining that the student is no longer a student with a disability. An evaluation before the termination of a student's eligibility for special education and related services is not required if the student graduates with a regular high school diploma or exceeds the age of eligibility for FAPE under state law.

Manchester Public Schools Pupil Personnel Services

❖ Summary of Performance

For a student whose eligibility for special education and related services terminates due to graduation with a regular diploma or due to exceeding the age eligibility for FAPE under state law, our District will provide the student with a summary of the student's academic achievement and functional performance [ED 635], which shall include recommendations on how to assist the student in meeting his or her postsecondary goals, as well as a copy of the most recent evaluations.

❖ Evaluation Study for Determination of Eligibility and Placement

An evaluation study on a student in our District includes reports concerning educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate to determine the nature and scope of the student's exceptionality.

The evaluation study may include information concerning the student's physical condition, socio-emotional background and adaptive behavior in home and school. The evaluation report documents the sources of all information. If an assessment is not conducted under standard conditions, a description of the extent to which it varies from standard conditions is included in the evaluation report.

In evaluating each student with a disability, our District's evaluation is sufficiently comprehensive to identify all of the student's special education and related services needs, whether or not commonly linked to the student's disability category. A student is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

No single procedure is used as the sole criterion to determine whether a student has a disability and to design an appropriate educational program for the student. Results of standardized or local tests of ability, aptitude, affect, achievement and aspiration are not exclusively used as the basis for determining whether a student is a student with a disability within our District. An evaluation study shall document and carefully consider the sources of all information.

Manchester Public Schools Pupil Personnel Services

Evaluative Data for Initial Evaluation or Reevaluation

As part of an initial evaluation and as part of any reevaluation, the PPT (which develops, reviews or revises the student's IEP) and other qualified professionals, as appropriate, review existing evaluation data, including:

- Information, and evaluations conducted by the district and/or provided by the parents of the student;
- current classroom-based, local, or State assessments, and classroom-based observations; and
- observations by teacher and related services providers.

If the team is unable to make a determination using existing information, the team may identify any additional data that may be needed including tests and other evaluation materials to determine the following:

- Whether the student has a particular category of disability and the educational needs of the child;
- In the case of reevaluation, whether the student continues to have such a disability and such educational needs;
- The present levels of academic achievement and related developmental needs of the student;
- Whether the student needs special education and related services;
- In the case of a reevaluation of a student, whether the student continues to need special education and related services; and
- Whether any additions or modifications to the special education and related services are needed to enable the student to:
    - Meet the measurable annual goals set out in the IEP; and
    - Participate, as appropriate, in the general education curriculum.

Notice and consent for initial evaluation and reevaluation will be completed.

When conducting a reevaluation, if no additional data is needed to determine whether the student continues to be a student with a disability, the District notifies the student's parents of this determination and the reasons for it. The District also notifies the parents of their right to request an assessment to determine whether the student continues to be a student with a disability and to determine the child's educational needs. The District is not required to conduct an assessment unless requested by the student's parents.

Evaluations of students with disabilities who transfer from one school district to another school district in the same academic year are coordinated with such student's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

❖ Evaluation Tools and Measurements

Tests, evaluation materials, procedures and techniques used for the purpose of evaluation are chosen carefully to ensure accurate results. They are selected and administered so as not to discriminate on a racial or cultural basis. They are used to gather relevant functional, developmental and academic information including: information provided by the parent, and information related to enabling the student to be involved in and progress in the general curriculum. For a preschool student, the District looks at information that will enable the student to participate in appropriate activities. This information will help the PPT determine whether a student has a disability as well as the content of the student's IEP.

The evaluation tools the District uses are administered according to instructions provided by the producers/publishers and have been validated for the specific purpose for which they are used. They are administered by trained and knowledgeable personnel who are appropriately certified and or licensed. The District ensures that they are technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

The evaluation tools and measurements that the District uses include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient. These assessment measures provide relevant information that directly assists persons in determining the educational needs of the student. Tests and measurements that the District uses are selected and administered to ensure that the test results accurately reflect the student's aptitude or achievement level or whatever factors the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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Language Issues In Evaluation

Assessments, evaluation material, procedures and techniques used for evaluation are selected and administered so as not to be discriminatory on a racial or cultural basis. They are provided and administered in the student's native language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to do so. If a student is dominant in a language other than English, the evaluation study also includes systematic teacher observation of the specific areas of concern. Detailed information about the student's performance at home and in the community and any prescriptive or diagnostic teaching that have taken place is included.

The District uses a language dominance proficiency assessment prior to an evaluation when appropriate. Materials and procedures used to assess a student with limited English proficiency are selected and administered to ensure that they measure the extent to which the student has a disability and needs special education rather than measuring the student's English language skills.

Norm Referencing for Educational Testing

Standard scores must be reported using AGE referenced norms for all students being evaluated. This applies to all students who are in grades PreK-12 and have not been retained. If the student being tested is in grades K-5 and has been retained, then AGE reference norms are used. If the student being tested is in grade 6 or above and as been retrained, then GRADE referenced norms are used.

Evaluation for Learning Disabilities

The determination of whether a student suspected of having a specific learning disability is a student with a disability must be made by a PPT which includes the student's parents and qualified professionals including, but not limited to:

- the student's regular teacher [or if the student does not have a regular teacher, a regular classroom teacher, a regular classroom teacher qualified to teach a student of her or his age, or for a student of younger than school age, an individual qualified by the state educational agency to teach a student of her or his age]; and
- at least one person qualified to conduct an individual diagnostic examination such as a school psychologist, speech-language pathologist or remedial reading teacher.

Determination of a Learning Disability

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Specific Learning Disability ("SLD") means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written.

A PPT may determine that a student has a specific learning disability *if*:

1. The student does not achieve adequately for his or her age, or to meet grade level standards in one or more of the following areas (when provided with learning experiences and instruction appropriate for the child's age or grade level standards):

   - oral expression
   - listening comprehension
   - written expression
   - basic reading skills
   - reading fluency skills
   - reading comprehension
   - mathematics calculation
   - mathematics problem solving

   and,

2. The student does not make sufficient progress to meet age or grade level standards in one or more of the areas identified in number 1, above, when using a process based on the child's response to scientific, research-based intervention; or
3. The student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, grade level standards, or intellectual development, that is determined by the team to be relevant to the identification of a specific learning disability, using appropriate assessments.

In addition, the PPT may not identify a student as having a specific learning disability if the suspected disability is primarily the result of:

- a visual, hearing or motor disability;
- intellectual disability;
- emotional disturbance;
- environmental, cultural or economic disadvantage;
- limited English proficiency; and
- lack of appropriate instruction in reading or math.

To ensure that underachievement in a child suspected of having a SLD is not due to a lack of appropriate instruction in reading or math, the team must also consider, as part of the evaluation:

- Data that demonstrates that prior to, or as a part of the referral process, the student was provided appropriate, research-based instruction in regular education settings, including that the instruction was delivered by qualified personnel; and

- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents

In determining whether a child has an SLD, our district uses a Response to Intervention model, which determines the existence of a learning disability based upon the progress a student makes over an appropriate period of time when provided with high-quality instruction/intervention and frequent monitoring of progress.

In addition, we will conduct a comprehensive evaluation of the student that will also include an observation of the student's academic performance in the regular classroom setting by at least one team member other than the student's regular education teacher. In the case of a student of less than school age or out of school, a team member will observe the student in an environment appropriate for a student of that age.

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Multidisciplinary Evaluation Report [ED 629]

For a student suspected of having a specific learning disability, the documentation of the PPT's determination of eligibility *(See Chapter 4 Appendix)* must include a statement of:

- whether the student has a specific learning disability;
- the basis for making the determination;
- the relevant behavior noted during the observation of the student;
- the relationship of that behavior to the student's academic functioning;
- whether the student does not achieve adequately or make sufficient progress to meet age or grade level standards;
- whether there are patterns of strengths and weaknesses in performance, achievement or both, relative to age, grade-level standards, or intellectual development in one or more of the areas listed under *"Determination of a Learning Disability)*;
- the instructional strategies used and the student-centered data collected if a response to scientific, research-based intervention process was implemented;
- the determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- educationally relevant medical findings, if any;
- If the child has participated in a process that assesses the child's response to scientific, research-based intervention:
    - The instructional strategies used and the student-centered data collected; and
    - The documentation that the child's parents were notified about: (1) the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (2) strategies for increasing the child's rate of learning; and (3) the parents' right to request an evaluation.

Each team member participating in the determination of eligibility of a student suspected of having a learning disability certifies in writing whether the report reflects her or his conclusion. If it does not, the team member will submit a separate statement presenting his or her conclusions.

Language and Communication Plan [ED 638]

For students who are deaf or hearing impaired, this is a tool to assist the PPT in meeting the individualized education program to address the specific language and communication considerations.

❖ Independent Educational Evaluation

The District provides to parents, upon request for an independent educational evaluation (IEE), information about where an independent educational evaluation may be obtained and our District's criteria applicable for independent educational evaluations.

Parents may request an independent educational evaluation at district expense if the parent disagrees with an evaluation that was completed or obtained by our District. The parent is entitled to request only one IEE at district expense each time the District conducts an evaluation with which the parent disagrees.

If a parent requests an independent educational evaluation at District expense, our District will, without unnecessary delay, either –

- File a due process complaint to request a hearing to show that the District's evaluation is appropriate; or
- Ensure that an independent educational evaluation is provided at District expense, unless the agency demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.

When an independent education evaluation is at District expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner must be the same as the criteria that our District uses when the District initiates an evaluation. This is done to the extent that the criteria are consistent with the parent's right to an independent educational evaluation and that the District may not impose additional conditions or timelines to those that the District uses.

If the parent obtains an independent educational evaluation at private expense, our District in any decision made with respect to the provision of FAPE to the student will consider the results of the evaluation. The results of an independent educational evaluation obtained by the parent at private expense may be presented as evidence at a hearing under the provisions of IDEA.

Trial Placement for Diagnostic Purposes

The purpose of such placements is to assess the needs of a student for whom special education and related services may be necessary, but for whom the evaluation study is either inconclusive or the data insufficient to determine the student's IEP. A diagnostic placement is a structured program of not more than eight weeks duration.

The following steps are implemented in our District when the District has a student in a diagnostic placement:

1. The PPT specifies, in writing, the diagnostic goals and objectives, as well as the types and amounts of services needed to conduct the program to determine more conclusively the student's needs.

2. The PPT meets at least once every two weeks with personnel working with the student to discuss the student's progress and to revise, where necessary, the services being provided.

3. The PPT decides whether the student's time is divided between the diagnostic program and another program, or the student may be placed in the diagnostic program full time.

4. A diagnostic program shall be terminated as soon as the student's needs have been determined, but in any event within eight weeks.

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5. Five school days before the end of the diagnostic program, the PPT will re-convene and, if required, write the student's IEP based on the findings made during the diagnostic placement as well as other evaluative information regarding the student.

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Evaluation Appendix

- Multidisciplinary Evaluation Report for Learning Disabilities (ED629)
- Reading Worksheet (ED630)
- Math Worksheet (ED631)
- Written Expression Worksheet (ED636)
- Mutual Agreement to Extend Evaluation Timeline for Determining Special Education
- Eligibility for a Student with a Specific Learning Disability (ED637)
- Classroom Observation Form (PPT/24)
- Guidelines for Independent Evaluations
- Worksheet to determine eligibility for Serious Emotional Disturbance (PPT/13)
- Guidelines for the Identification and Education of Children with Autism (PPT/32)
- Instructions for Completing ED635
- Summary of Performance (ED635)
- Language and Communication Plan (ED638)
- Other Health Impairment Eligibility Documentation (PPT/37)
- Smarter Balanced Guidelines Frequently Asked Questions
- 2015 Test Supports/Accommodations Form
- Supports and Accommodations Quick Guide

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Manchester Public Schools
Multidisciplinary Evaluation Report for
Students Suspected of Having a Specific Learning Disability

Student: _____ Date of Birth: _____ Grade: _____

School: _____ Date of Report: _____

The following information must be reviewed by the Planning and Placement Team and documented in the appropriate spaces.

I. Required Evaluation Components

A. Parental Input:

B. Interventions and Instructional Strategies Used Prior to Referral:

[All student-centered intervention and progress monitoring data is attached, including information from math, reading, and/or writing worksheets, as appropriate. Data should include implementers and dates of progress monitoring.]

C. Educationally Relevant Medical Findings, if any: ☐ N/A

D. Regular Classroom Observation: Area of Difficulty: _____

Academic setting: _____ Date(s): _____

Observer(s) : _____

Behavior observed and the relationship to academic functioning:

E. Assessment Information:

Assessment (e.g., curriculum-based, standardized, criterion-referenced)	**Evaluator** (Name and Title)

II. Criteria Respond to each criteria used to determine eligibility for students suspected of having a specific learning disability.	**Criteria Met**	
	YES	**NO**
A. Is student achieving adequately for the student's age or meeting State-approved grade-level standards in one or more of the following areas when provided with learning experiences appropriate for the student's age or State-approved grade level standards? If NO, indicate in which area(s) student is NOT achieving adequately below: ***[Note: At least <u>one</u> area must be identified.]*** ☐ mathematics calculation ☐ mathematics problem solving ☐ oral expression ☐ written expression ☐ listening comprehension ☐ reading comprehension ☐ fluency ☐ basic reading skills	☐	* ☐
B. Is student making sufficient progress **in the area identified above** to meet age or State-approved grade-level standards, even with scientific research-based interventions?	☐	* ☐
C. The student has been provided with explicit and systematic instruction in the essential components of scientific, research-based reading instruction or math from a qualified teacher, including regular assessments of achievement to document the student's response to scientific, research-based intervention as a part of the evaluation procedures.	* ☐	☐

D. Learning difficulty is *primarily* due to:	**YES**	**NO**	
1. Lack of instruction in math, reading or writing° *(Based on Math, Reading or Writing Worksheets)*	☐	☐	**Note: If all of the (✓)'s are in the NO column, then the student meets the criteria for II D (i.e., "learning difficulty is NOT the result of" these other factors).**
2. A visual, hearing or motor disability	☐	☐	
3. Intellectual Disability	☐	☐	
4. Emotional Disturbance	☐	☐	
5. Cultural factors	☐	☐	
6. Environmental or economic disadvantage	☐	☐	
7. Limited English proficiency	☐	☐	

E. Has **NO** been (✓)'d for **all** items in D above (#1-7)?	☐	☐
F. Does information gathered through the **required evaluation components** (including consideration of a dual discrepancy**) indicate that a specific learning disability exists in the **area identified above** (in A)? - If a specific learning disability exists in **one of the eight areas above** (in II A), **<u>attach</u>** a summary statement of all formal and informal assessment data used to document the existence of such a disability.	☐	☐
G. Are special education and related services required to address the specific learning disability identified in II F?	☐	☐

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***Criteria A-C:** The student has been provided with scientific, research-based interventions in area of concern and repeated measures of progress were utilized to determine the student's response to the intervention(s).

°Criteria D-1: Math, Reading and/or Writing Worksheets are attached (unless math, reading and/or writing are not an area of weakness).

****Dual Discrepancy:** Dual discrepancy means that a student has BOTH low performance relative to age or grade level standards AND insufficient progress even when provided with scientific, research-based interventions.

Statements of Assurances:

H. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction (i.e., progress monitoring) has been provided to parents.

Date(s) information provided: _____ _____ _____

I. Student's parents were notified about state policies for performance, strategies for increasing the student's rate of learning and parent's right to request an evaluation.

Date(s) information provided: _____ _____ _____

J. The IQ/discrepancy (ability/achievement) model was not used to determine eligibility.

K. A disorder in one of the basic psychological processes in understanding or in using spoken or written language was not **required** as part of the eligibility decision.

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The Planning and Placement Team has reviewed the information presented and has made the determination that the student has a specific learning disability and requires special education services:

☐ **YES** [All criteria (A-G) have been met.] ☐ **NO**

Each team member certifies by his/her signature that this report reflects her/his conclusion. (**Bold** means required.)

Signature	**Title**
_____	**General education teacher** _____
_____	**Examiner/special education instruction** _____
_____	**Examiner/pupil personnel services** _____
_____	**Administrator** _____
_____	Other _____
_____	Other _____

If this report does not reflect a team member's conclusion s/he must indicate below her/his reasons and conclusion.

Name: _____ **Title:** _____ **Signature:** _____

Reason(s) and conclusion:

Manchester Public Schools

Reading Worksheet

(To document that a student has received appropriate instruction and intervention in reading)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects reading. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). *(All boxes must be checked with appropriate documentation provided.)*

1. Core General Education Language Arts Instruction (Tier I)

☐ Student has participated in daily general education reading/language arts instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide reading curriculum that addresses state standards and the five areas of reading (e.g., through read-alouds; systematic phonics instruction; word study and structural analysis; fluency-building activities; explicit vocabulary instruction; literature think-alouds; comprehension strategy instruction):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

Public

☐ Student has participated in small group, differentiated reading instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials at the student's instructional level (90-95% word accuracy and at least 75-80% comprehension) have been used for a minimum of four days per week.

Description –How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

Pupil

☐ Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student's response to instruction.

Description/Source of Evidence of Progress Monitoring: ☐ **Results attached**

Personnel

Assessment (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)	**Skills/Competencies Targeted** (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension)	**Dates**

Services

4. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)

☐ Interventions have been implemented based on specific student needs in one or more of the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.

☐ Appropriately qualified and trained staff has provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

a. If decoding skills have been identified as an area of weakness:

- ☐ Student's phonemic awareness has been evaluated and if warranted, targeted interventions have been provided.
- ☐ Student has been provided with systematic, explicit phonics instruction.
- ☐ Student has been provided with regular opportunities to practice learned decoding skills in texts.
  - ☐ **Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

b. If a student's oral reading fluency has been identified as an area of weakness:

- ☐ Student's phonics skills have been evaluated and if warranted, targeted interventions have been provided.
- ☐ Student has been provided with regular opportunities to practice reading a variety of text at his/her independent level (at least 96% word accuracy and 90% comprehension).
- ☐ Student has been provided with teacher-directed fluency interventions focused specifically on improving oral reading fluency with connected text.
  - ☐ **Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

c. If a student's reading comprehension skills have been identified as an area of weakness beyond what can be accounted for by identified decoding and/or reading fluency deficits:

- ☐ Student's vocabulary skills have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- ☐ Student's broad oral language skills (e.g., listening comprehension) have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- ☐ Student has been provided with explicit comprehension interventions (e.g., additional instruction in research-based comprehension strategies such as summarization and use of graphic organizers; additional building of background knowledge and/or knowledge of text structure) to address his/her specific comprehension needs.
  - ☐ **Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

Manchester Public Schools Pupil Personnel Services

5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

☐ The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) **AND** complete chart below

Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)	**Student's response to interventions** Baseline plus at least four additional progress monitoring measurements for each intervention (CBM or other appropriate measure)	**Dates** of intervention implementation

NOTE: Please see 2010 *Guidelines for Identifying Children with Learning Disabilities* for more information regarding instructions on completing the worksheet.

(Teacher signature) **(Date)**

(Signature of person(s) responsible for item #5) **(Date)**

Manchester Public Schools

Mathematics Worksheet

(To document that a student has received appropriate instruction and intervention in mathematics)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects mathematics. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). *(All boxes must be checked with appropriate documentation provided.)*

1. Core General Education Mathematics Instruction (Tier I)

☐ Student has participated in daily general education mathematics instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide math curriculum that addresses state standards and all important areas of math, (e.g., through the explicit teaching of strategies that promote conceptual understanding, problem-solving, calculation skills, and procedural accuracy and fluency):

Manchester Public Schools Pupil Personnel Services

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

☐ Student has participated in small group, differentiated math instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials at the student's instructional level have been used for a minimum of four days per week.

Description –How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

☐ Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student's response to instruction.

Description/Source of Evidence of Progress Monitoring: ☐ **Results attached**

Assessment (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)	**Skills/Competencies Targeted** (e.g., math concepts, problem solving, calculation skills, procedural accuracy and fluency)	**Dates**

4. **Supplemental scientific research-based interventions (Tier II –** targeted interventions; **Tier III -** more targeted and intensive interventions**)**

☐ **Interventions have been implemented** based on specific student needs in important areas of math such as math concepts, problem solving, calculation skills or procedural accuracy and fluency.

☐ Appropriately qualified and trained staff have provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

a. If calculation skills have been identified as an area of weakness:

- ☐ Student's conceptual understanding of numbers has been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit instruction with use of visual representations such as pictures or manipulatives).
- ☐ Student's automatic recall of facts has been evaluated and if warranted, targeted interventions have been provided.
- ☐ Student has been provided with explicit teaching of algorithms for calculation linking procedures to a conceptual understanding (e.g., written procedures for 2-digit subtraction with regrouping, long division).
- ☐ Student has been provided with regular opportunities to practice learned calculation skills in appropriate contexts, including cumulative review of previously learned skills.
  - ☐ **Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

b. If problem-solving skills have been identified as an area of weakness beyond what can be accounted for by identified calculation deficits and/or poor reading:

- ☐ Student's math-related vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to math problem solving.
- ☐ Student's specific problem-solving skills (e.g., ability to determine which operation to use to solve a problem, identifying relevant vs. irrelevant information) have been evaluated and if warranted, targeted interventions have been provided.
- ☐ Student has been provided with regular opportunities to practice learned problem-solving skills, including cumulative review of previously learned skills.
  - ☐ **Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

Manchester Public Schools Pupil Personnel Services

5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

☐ The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) **AND** complete chart below

Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)	**Student's response to interventions** Baseline plus at least four additional progress monitoring measurements for each intervention (Curriculum Based Measurement -CBM or other appropriate measure)	**Dates** of intervention implementation

NOTE: Please see 2010 *Guidelines for Identifying Children with Learning Disabilities* for more information regarding instructions on completing the worksheet.

_____ **(Teacher signature)** _____ **(Date)**

_____ **(Signature of person(s) responsible for item #5)** _____ **(Date)**

Manchester Public Schools

Written Expression Worksheet

(To document that a student has received appropriate instruction and intervention in written expression)

This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects written expression. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). *(All boxes must be checked with appropriate documentation provided.)*

1. Core General Education Written Expression Instruction (Tier I)

☐ Student has participated in daily general education written expression instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide writing curriculum that addresses state standards and all important areas of writing (e.g., through explicit teaching of basic writing skills, planning and organizational strategies, and writing knowledge; use of a writing process, with strategies for editing and revision; opportunities for practice; appropriate use of technology in writing; reading-writing connections):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

☐ Student has participated in small group, differentiated written expression instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials appropriate to the student's instructional level have been used for a minimum of four days per week.

Description –How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

☐ Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student's response to instruction.

Description/Source of Evidence of Progress Monitoring: ☐ **Results attached**

Assessment (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)	**Skills/Competencies Targeted** (e.g., basic writing skills, planning, text generation/content development, revision)	**Dates**

4. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)

☐ Interventions have been implemented based on specific student needs in important areas of writing, such as basic writing skills, text generation, or revision/editing processes.

☐ Appropriately qualified and trained staff have provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

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a. If basic writing skills have been identified as an area of weakness:

- ☐ Student's basic writing skills (e.g., handwriting/keyboarding, spelling, capitalization, punctuation, sentence structure) have been evaluated and targeted interventions have been provided in specific areas of need.
- ☐ Student has been provided with appropriate access to and teaching about the use of technology in writing to improve basic writing skills (e.g., use of spell-checkers).
- ☐ Student has been taught strategies for reviewing and editing written work to improve basic writing skills.
- ☐ Student has been provided with regular opportunities to practice basic writing skills.
  - ☐ **Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

b. If text generation (i.e., content aspects of writing that involve translating ideas into language) has been identified as an area of weakness, beyond what can be accounted for by identified weaknesses in basic writing skills:

- ☐ Student's vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to writing.
- ☐ Student's ability to plan and organize writing have been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit teaching of strategies for brainstorming or researching ideas).
- ☐ Student's knowledge about writing (e.g., writing for an intended audience, use of formal vs. informal language in writing, schemas for different writing tasks such as reports vs. narratives) has been evaluated and if warranted, targeted interventions have been provided.
- ☐ Student has been provided with appropriate access to and teaching about the use of technology in writing to improve text generation (e.g., use of online thesaurus to improve word choice/avoid repetition of the same word).
- ☐ Student has been taught strategies for reviewing and revising written work to improve content/text generation.
- ☐ Student has been provided with regular opportunities to practice text generation.
  - ☐ **Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

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5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

☐ The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize, and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) **AND** complete chart below

Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)	**Student's response to interventions** Baseline plus at least four additional progress monitoring measurements for each intervention (CBM or other appropriate measure)	**Dates** of intervention implementation

NOTE: Please see 2010 *Guidelines for Identifying Children with Learning Disabilities* for more information regarding instructions on completing the worksheet.

_____ **(Teacher signature)** _____ **(Date)**

_____ **(Signature of person(s) responsible for item #5)** _____ **(Date)**

Manchester Public Schools
Mutual Agreement to Extend Evaluation Timeline for Determining Special Education Eligibility for a Student with a Specific Learning Disability

PURPOSE: Unless the parent and the district mutually agree to extend the timeline as indicated in IDEA, (34 C.F.R. Section 300.309(c)), the initial evaluation must be conducted within 60 calendar days of receiving parental consent for the evaluation. If the district and parent agree to extend the timeline, the extension must be documented by the school district according to the criteria below.

Please Note: This agreement may affect the State timeline for IEP implementation within 45 school days of the referral (Section 10-76d-13 of the CT State Regulations). In these cases, this agreement permits an extension to this requirement as well.

Date: _____

To: _____ Re: _____
Parent(s)/guardian(s)/adult student (≥ 18) Student name

Manchester Public Schools Pupil Personnel Services

Due to the reason(s) specified below, your child's evaluation for special education services will not be completed within the evaluation timeline.

Reason(s):

☐ Insufficient information to document that student's learning difficulties are not the result of a lack of appropriate instruction.

☐ Other: _____

_____

The evaluation will be completed and the PPT meeting to determine the child's eligibility for special education services will be held on or before:

Date

The evaluation timeline may be extended only if **both** the district and parent agree to the extension. Please sign, date, and return one copy of this form to the school district.

☐ **I agree** to the extension and the proposed completion date indicated above.

☐ **I do not agree** to the extension. Reason (optional): _____

_____

_____

_____ _____
Parent/guardian/adult student signature Date

_____ _____
School district representative signature Date

CLASSROOM OBSERVATION FORM

Student Name: _____ Date: _____
Class/Teacher: _____

Using the following checklist, please rate the student's behaviors in the following areas based on what is observed. Include additional information when appropriate.

Punctuality – Student was on time for class, ready for instruction when teacher began lesson.	☐ Yes ☐ No	Comments:
Preparation – Student had materials necessary to participate in lesson and classroom activities, i.e. pen/pencil, planner, notebook, textbook, calculator, etc.	☐ Yes ☐ No	Comments:
Attention/Focus – Student maintained appropriate focus, was capable of remaining on-task for instruction.	☐ Yes ☐ No	Comments:
Behavior – Student behaved in a respectful manner toward teacher(s) and peers.	☐ Yes ☐ No	Comments:
Classroom Participation – Student was engaged in lesson as noted by asking and/or answering questions, completing class activities, working in groups, etc.	☐ Yes ☐ No	Comments:
Transitions – Student demonstrated ability to transition from one activity to another without losing focus	☐ Yes ☐ No	Comments:
Capability – Student demonstrated necessary skills to be able to meet with success in classroom – read text, follow lesson, complete written work,	☐ Yes ☐ No	Comments:
Self-Advocacy – Student demonstrated the ability to seek supports as needed for completing class work, projects, assessments.	☐ Yes ☐ No	Comments:

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Observation Completed by: _____
Length of Observation: _____ _____
Starting Time Ending Time

Office of Pupil Personnel Services
Manchester Public Schools
45 North School Street
Manchester, CT 06042
860-647-3448 phone
860-647-5058 fax

GUIDELINES FOR INDEPENDENT EDUCATIONAL EVALUATIONS (IEE)

According to state and federal special education laws, parents/guardians have the right to an independent educational evaluation of their child at public expense if they disagree with an evaluation of the child conducted by the district. The Manchester Public Schools has established the following procedure for obtaining an Independent Educational Evaluation (IEE) and criteria for the selection of an appropriate evaluator. In accordance with applicable law, these criteria also apply to outside evaluations performed by an outside evaluator selected by, and/or, at the request of the Manchester Public Schools.

Definitions

An **Independent Educational Evaluation** (IEE) is an evaluation conducted by a qualified examiner who is not employed by the Manchester Public Schools, which is the public agency responsible for the education of the child.

An **evaluation** means the formal testing and/or assessment procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

Public expense means the district either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parents/guardians.

Procedure

Upon receipt of a request for an IEE by a parent/guardian, the school district will <u>either</u>: (a) initiate due process and a hearing to show that the evaluation conducted by the district of the child is appropriate; <u>or</u> (b) provide an independent educational evaluation at public expense. If the school district requests a hearing and the final decision is that the district's evaluation of the child is appropriate, the parent/guardian still has the right to an independent educational evaluation, but not at public expense.

If, in response to the parent/guardian request for an IEE, the district decides to procure an independent evaluation, the district will provide names, addresses, and phone numbers of possible IEE evaluators who meet the district's criteria *(as set forth below)*. The list will identify those evaluators who, in the district's judgment, are qualified to perform the evaluation requested by the parents. Parents may also select evaluators not included on the district's list, provided they fully satisfy all of the criteria set forth below.

Parents will be expected to contact the evaluator they have selected to conduct the IEE in a timely manner to schedule any necessary appointments.

Criteria for Outside Evaluators *(Independent Evaluators and Outside Evaluators Selected by* the Manchester Public Schools)

Evaluators chosen to conduct independent evaluations must meet ***all of*** the criteria established by the district as follows:

A. Minimum Credentials for Evaluators

For Psychologists:

1. Hold a valid Connecticut Department of Health license as a psychologist.
2. Have achieved a Doctor of Philosophy (Ph.D.) or Doctor of Psychology (Psy.D.) in Psychology, Neuropsychology or Clinical Psychology from an accredited university.
3. Have training and experience in evaluating students of the same age level.
4. Have clinical background, advanced training, and recent experience in the areas of disability being evaluated.
5. Be able to schedule an evaluation and produce a written report within forty - five (45) school days, subject to any contractual arrangement with the district or unusual circumstances which justify an extension of this timeline.

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For individuals conducting academic achievement testing, the individual must ***either***:

1. Fulfill the following requirements:
   (a) Have attained a minimum of a Master's degree; ***and***
   (b) Hold an appropriate and valid special education or other academic specialization (such as reading or mathematics) certificate from the Connecticut, Massachusetts or Rhode Island State Departments of Education; ***and***
   (c) Have experience in teaching and evaluating students in the area of suspected disability.

Or

2. Fulfill the requirements of the psychologist above.

For Speech Pathologists, Audiologists, Occupational Therapists, Physical Therapists and Physicians:

1. Hold a valid Connecticut Department of Health license to practice.
2. Have clinical pediatric experience in evaluating and treating children in the area of disability being evaluated.
3. In the case of physicians, be Board Certified in the appropriate specialty area (pediatrics, care of children and adolescents, etc.)

B. Cost: Evaluators must charge fees for evaluation services which, in the judgment of the school district, are reasonable and customary for such evaluations.

C. The evaluator must not be an employee of the school district.

D. The evaluator must be permitted to directly communicate with school staff who works with the child in school and the members of the Planning and Placement Team, including the Special Education Director, as well as to obtain information from the school and share information with the school.

E. The evaluator must obtain and consider school information and observations of the child in the school setting in the evaluation process and the written report.

F. The evaluator must agree to provide the assessment information and results, including the results of teacher and parent checklists and surveys, in a written report to the district prior to receipt of payment for services. The evaluator will be expected to produce his/her written report within forty - five (45) school days of the evaluation, subject to any contractual arrangement with the district or unusual circumstances which justify an extension of this timeline.

G. The evaluator must comply with all guidelines required under the Individuals with Disabilities Education Act (IDEA) and the Connecticut State Department of Education regulations regarding the evaluation of children with disabilities. The evaluator must also comply with all applicable confidentiality requirements under state and federal law.

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Location Limitations for Evaluators

Evaluators who will be considered for approval must be located within a radius of seventy-five miles. Evaluators outside of this geographic area will be approved only on an exceptional basis, provided that the parent can demonstrate the necessity of using personnel outside of this geographic area. The district shall not be responsible to provide transportation, nor pay any travel expenses, to and from the location of the evaluator. In the case of low incidence or severe disabilities where qualified evaluators may not exist in the geographic area, this requirement may be reconsidered by the district.

Additional Information

If the district has not conducted an evaluation of a child, the parent does not have a right to an independent evaluation at public cost. The district has the right to first evaluation. A parent/guardian may request only one independent evaluation at public expense for each evaluation conducted by the district.

Outside Evaluations Which are Not IEEs

Evaluations and/or assessment obtained by parents/guardians which do not meet the criteria for an IEE are considered outside evaluations for which parents/guardians are not entitled to reimbursement or payment from a public school district. Nonetheless, if a parent/guardian decides to unilaterally obtain an outside evaluation and to share the results of such evaluation with the district, the school district will consider the evaluation at an IEP meeting, as appropriate.

The results of an independent evaluation procured by the district will be considered at a Planning and Placement Team meeting.

Questions

Please contact the Assistant Superintendent of Pupil Personnel Services with any questions regarding the criteria for independent educational evaluations.

November 2012

Manchester Public Schools Pupil Personnel Services

Manchester Public Schools

Individualized Education Program Team Worksheet to Determine Eligibility for Special Education Due to an Emotional Disturbance

Student: _____ DOB: _____ Date: _____

This summary of assessment findings is to be completed by the Planning and Placement Team (PPT) in accordance with procedures defined in the "ED Definition Criteria" section of the *Guidelines for Identifying and Educating Students with Emotional Disturbance*. Attach this completed form to the assessment records.

1. Alternative Strategies Prior to Referral

Document practices, strategies, supports and interventions implemented at each level as appropriate:

UNIVERSAL:

TARGETED:

INTENSIVE:

SOURCES OF EVIDENCE:

Manchester Public Schools Pupil Services

Have alternative strategies been attempted and found inadequate to address the student's areas of need? ☐Yes ☐No

2. and Limiting Criteria

Limiting Criteria

- Characteristic has been exhibited over a long period of time (duration) ☐Yes ☐No
- Characteristic has been exhibited to a marked degree (i.e., significantly greater frequency and/or intensity than seen in peer group). ☐Yes ☐No
- Characteristic has an adverse effect on educational performance. ☐Yes ☐No

Manchester Public Schools

Characteristics	Limiting Criteria		
Check all that apply (student must manifest at least one characteristic).	Long Time	Marked Degree	Adverse Effect on Educational Performance
a. Inability to learn which cannot be explained by intellectual, sensory or other health factors.	☐	☐	☐
b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers.	☐	☐	☐
c. Inappropriate types of behavior or feelings under normal circumstances.	☐	☐	☐
d. A general pervasive mood of unhappiness or depression.	☐	☐	☐
e. A tendency to develop physical symptoms or fears associated with personal or school problems.	☐	☐	☐

Manchester Public Schools Pupil Personnel Services

Characteristics:

At least one characteristic has been checked. ☐**Yes** ☐**No**
All three limiting criteria have been checked for at least one characteristic. ☐**Yes** ☐**No**

All three limiting criteria must be checked for at least one characteristic to qualify for special education eligibility as a student with ED.

Sources of evidence for the Characteristic(s) and Limiting Criteria:

3. Social Maladjustment and Emotional Disturbance

If the student exhibits social maladjustment, does he or she also demonstrate the condition of emotional disturbance? (Refer to the Guidelines section, "A Note Regarding Students with Social Maladjustment.")

☐Yes ☐No* ☐N/A

If "No," the student does not meet the requirements for this criterion.

4. Elimination of Other Possible Causes

Are any of the following considered primary causes of educational and behavioral problems?

- temporary situational stressors ☐Yes ☐No
- intellectual impairment ☐Yes ☐No
- learning disabilities ☐Yes ☐No
- medical problems ☐Yes ☐No
- environmental stressors ☐Yes ☐No

If all other possible causes are checked "No," the student meets the requirements for this criterion.

5. Social, Cultural and Linguistic Considerations

Has the team considered the following in the analysis and interpretation of data and ruled out each factor as having a significant influence on the emotional and behavioral functioning of the student?

- social characteristics and influences ☐Yes ☐No
- cultural characteristics and influences ☐Yes ☐No
- linguistic characteristics and influences ☐Yes ☐No

"Yes" must be checked for each to rule out the possibility that other factors are affecting the student's behavior or emotional status.

Manchester

Sources of Evidence:

Conclusion

Does the PPT conclude that the student meets the criteria for having an emotional disturbance as defined in Connecticut statutes? ☐Yes ☐No

Schools

***Note**: Best practice suggests that dissenting opinions be documented in the IEP, Prior Written Notice, and may also be indicated in notes or minutes of the meeting recorded in the PPT minute.*

Pupil

Personnel

Services

_____
Name of Student

_____
Date

Language and Communication Plan

A tool designed to assist the planning and placement team (PPT) in meeting the individualized education program requirement to address the special language and communication considerations for students who are deaf or hearing impaired.

Regardless of the amount of the student's residual hearing, the ability of the parent(s) to communicate or the student's experience with other communication modes, the PPT has provided educational opportunity and considered the following:

1.) A. The language and communication needs of the student through:

Manchester

☐ **Assessment** ☐ **Discussion** ☐ **Observation**

B. The student's primary language/communication mode is one or more of the following:

Public

☐ **Spoken Language** ☐ **American Sign Language** ☐ **English-Based Manual or Sign System**

☐ **Other**_____

2.) The availability of deaf/hard of hearing adult role models and a peer group of the student's communication mode or language.

Schools

Determination/Action plan

Pupil

3.) All educational options available for the student, the explanation of which has been provided by the PPT.

Personnel

Options Discussed

Services

4.) The certification and qualifications of teachers, interpreters* and other personnel, required to deliver the language and communication plan, as well as the proficiency in and the ability to accommodate for the student's primary communication mode or language.

*Includes American Sign Language interpreter; English transliteration, oral interpreting, cued language transliteration and deaf-blind interpreting.

Determination/Action Plan

_____
Name of Student

_____
Date

5.) The accessibility (related to communication) of academic instruction, school services and extracurricular activities the student will receive.

Determination/Action Plan

6.) The necessity and use of appropriate accommodations/modifications, including assistive devices/services, communication accommodations and physical environment accommodations:

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Assistive Devices/Services

- ☐ **Captioned/Signed Media**
- ☐ **Frequency Modulation (FM) System**
- ☐ **Note Taking**
- ☐ **Videophone/Captioned Telephone (Cap Tel)**
- ☐ **Speech to Text**
- ☐ **Captioned Services (i.e., CART, C-Print, Typewell)**
- ☐ **Hearing Aid/Cochlear Implant Monitoring**
- ☐ **Sound Field System**
- ☐ **Augmentative Communication Device**
- ☐ **Other:** _____

Communication Accommodations

- ☐ **Specialized seating arrangements:** _____
- ☐ **Obtain student's attention prior to communicating through speech, sign and/or visual**
- ☐ **FM System**
- ☐ **Reduce auditory/visual distractions (i.e., background noise)**
- ☐ **Enhance speech reading conditions (i.e., avoid hands in front of face and gum chewing; well-trimmed mustaches, etc.)**
- ☐ **Clearly enunciate speech/signs**
- ☐ **Allow time for processing information**
- ☐ **Repeat or rephrase information when necessary and check for understanding**

Physical Environment Accommodations

- ☐ **Noise reduction (carpet and other sound-absorption materials)**
- ☐ **Special use of lighting and seating**
- ☐ **Room design modifications**
- ☐ **Alerting devices (visual and auditory)**
- ☐ **Access to announcements via visual and auditory means (general and emergency information)**

SUMMARY OF PERFORMANCE (SOP)
Instructions for Completing ED635
Revised September 2011

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004 (IDEA 2004). The language as stated in IDEA 2004 regarding the SOP is as follows: For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency **shall** provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

The SOP, with accompanying documentation, is also critical as a student transitions from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to establish a student's eligibility for reasonable accommodations and supports in *postsecondary* settings. It is also important for determining eligibility and programming for the Bureau of Rehabilitation Services (BRS), the Department of Mental Retardation (DMR) or any agency that requires documentation to provide services and/or reasonable accommodations for a student.

The SOP **must** be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's post secondary goals. If a student is transitioning to higher education, the SOP, with accompanying documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from BRS or DDS. In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student.

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Part 1: **Student Demographics** – Complete this section as specified. Please note this section also requests that you provide copies of the **most recent** formal and informal assessment reports that document the student's disability and provides information to assist in post-high school planning.

Part 2: **Student's Postsecondary Goal(s)** – These goals should identify the post-school environment the student intends to transition to upon completion of their high school education.

Part 3: **Summary of Performance –** This section includes three critical areas of student performance: academic, cognitive, and functional levels of performance. Next to each specified area, please complete the student's present level of performance and the accommodations, modifications and assistive technology that were **essential** in high school to assist the student in making progress. If not applicable, please specify the reason (i.e., age-appropriate, skills mastered, etc.)

An **Accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note taker or given permission to take class notes on a laptop computer. An accommodation *does not change the content* of what is being taught.

A **Modification** is defined as a change to the general education curriculum or other material being taught. Teaching strategies, for example, can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.

Assistive Technology is defined as any device that helps a student with a disability function in a given environment, but does not limit the device to "high-tech or costly" options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, velcro and other "low-tech" devices.

The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended that one individual be responsible for collecting the information required on the SOP.

Part 4: **Recommendations to assist student in meeting post secondary goals –** This section should describe any **essential** accommodations, modifications, assistive technology or general areas of need that students will require to be successful in a **post-high school** environment, including higher education, training, employment, independent living and/or community participation. If not applicable, please specify the reason (i.e., age-appropriate, skills mastered, etc.).

Part 5: **Student Input (Optional).** It is highly recommended that the student provide information related to this Summary of Performance. The student's contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, and (c) postsecondary personnel to more clearly understand the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview.

Part 6: **Additional Contact Information –** This section has been added to assist in the collection of contact information that may improve the response rate for the annual Post-School Outcomes Survey that is sent to all special education students one year after exiting high school by the Connecticut State Department of Education. It is critical that this information be updated immediately prior to the student exiting. It is the responsibility of the school district to archive this information for at least 18 months following the conclusion of the school year during which the student exited, after which it may be appropriately disposed of.

Should the contact information entered into the SEDAC system for the October 1st data collection prove to be outdated at the time the student is scheduled to receive the Post-School Outcome Survey, the district may be called upon to provide more recent contact information based on Part 6 of the Summary of Performance and/or assist in contacting the student.

Part 6 of the Summary of Performance is designed as an independent page so that districts may detach it to facilitate easy archiving. This information has also been formatted to fit on a 5x8 index card or card stock for printing should a district choose to place it into a manual filing system.

A copy of this Summary of Performance can be found on the Department of Education's website at: http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322680 under IEP Forms.

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[DISTRICT NAME] PUBLIC SCHOOLS
SUMMARY OF PERFORMANCE

Part 1: Student Information

Student Name: _____ **Date of Birth:** _____ **Year of Graduation/Exit:** _____

Address: _____
(street) (town, state) (zip code)

Telephone Number: _____ **Primary Language:** _____

Current School: _____ **Name of person completing this form:** _____

Telephone number of person completing this form: _____ **Date Summary was completed:** _____

Date of most recent IEP: _____

Student's primary disability: _____ **Student's secondary disability, if applicable:** _____

When was the student's disability (or disabilities) formally diagnosed? _____

Please attach copies of the most recent assessment reports that address academic, cognitive and functional performance and were instrumental in making a determination of the student's disability or diagnosis, and/or that will assist in postsecondary planning.

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Part 2 – Student's Postsecondary Goal(s)

_____
_____

Part 3 – Summary of Performance

ACADEMIC CONTENT AREA	Present Level of Performance (grade level, standard scores, strengths, weaknesses)	Essential accommodations/ modification and/or assistive technology utilized in high school
Reading (Basic reading/decoding; reading comprehension; reading speed)		
Math (Calculation skills, math problem solving)		

Language (Written composition, written and oral expression, spelling)		
Learning Skills (class participation, note-taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)		
COGNITIVE AREAS	**Present Level of Performance**	**<u>Essential</u> accommodations/modification and/or assistive technology utilized in high school**
General Ability and Problem Solving (reasoning/processing)		
Attention and Executive Functioning (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)		
Communication (speech/language, augmentative communication)		
Additional Relevant Factors (other cognitive strengths/weaknesses, conducive learning environments, effective learning strategies, etc.)		
FUNCTIONAL AREAS	**Present Level of Performance**	**<u>Essential</u> accommodations/modification and/or assistive technology utilized in high school**
Career/Vocational/Transition (Career interests, career exploration opportunities, job training opportunities)		

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Social Skills and Behavior (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner, emotional or behavioral issues related to learning and/or attention)		
Independent Living Skills (Self-care, leisure skills, personal safety, mobility, transportation, banking, budgeting)		
Self-Determination/Self-Advocacy Skills (Ability to identify and articulate learning strengths and weaknesses, ability to ask for assistance with independence)		
Additional important considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance, etc.)		

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Part 4 – Recommendations to assist student in meeting post secondary goals

What are the **essential** accommodations, modifications, assistive technology or general areas of support that students will need to be successful in the following **post-high school** environments:

Higher Education or Vocational Training:

Employment:

Independent Living:

Community participation:

Part 5 – Student Input (Optional)

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE

A. **How does your disability affect your school work and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?**

B. **In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?**

C. **Which of these accommodations and supports has worked best for you?**

D. **Which of these accommodations and supports has not worked?**

E. **What strengths and needs should professionals know about you as you enter the college or work environment?**

F. **Are you independent in advocating for your needs?**

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Student Signature: _____ Date: _____

Part 6 – Additional Contact Information - This section has been added to assist in the collection of contact information that may improve the response rate for the annual Post-School Outcomes Survey. Best practice recommends that the final Summary of Performance (SOP) be reviewed in person with the student and family; it does not have to be reviewed in a formal PPT meeting. Please update the data at this review. If completing this section of the SOP significantly before the student exits, **please update data immediately prior to the student exiting**. **The district should archive this information for at least 18 months** for future student surveys. This form may be modified to meet district data collection requirements.

Student: _____
Mailing Address: _____
E-Mail: _____ Cell Phone: _____

Parent: _____
Mailing Address: _____
E-Mail: _____ Cell Phone: _____
Home Phone: _____ Work Phone: _____

Parent: _____
Mailing Address: _____
E-Mail: _____ Cell Phone: _____
Home Phone: _____ Work Phone: _____

Additional family contact close to student:
Name: _____
Relationship: _____
Mailing Address: _____
E-Mail: _____ Cell Phone: _____
Home Phone: _____ Work Phone: _____

Once you have completed the Student section above, there is no need to duplicate data.
For Parent or Family information that is the same as the student's, write *'same'* in that data field.

This information has been formatted to fit on a 5x8 index card or card stock for printing should a district choose to place it into a manual filing system.

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Other Health Impairment Eligibility Documentation

Name of Student:_____ Date of Birth: _____ / _____ / _____ Age: _____

District: _____ School: _____ Grade: _____

Date of PPT Determining Eligibility: _____

To be eligible for special education and related services, under OHI, the following criteria must be met:	Standard Met?	
1. Physical/Behavioral Criteria	Yes	No
a. Is there a chronic or acute health condition? (if no, **stop** – student is not eligible)	☐	☐
b. In the educational environment, the team finds the student manifests:		
i. Limited **strength**: bodily or muscular power; vigor; durability related to decreased capacity to perform school activities; tires easily, chronic absenteeism related to the health problem. For instance, can the student sit or stand as required by school activities? Is the student able to hold a pencil or use other classroom tools? Does the student fall asleep or require frequent rest breaks due to the health problem?	☐	☐
ii. Limited **vitality**: physical and mental strength; capacity for endurance; energy; animation; activity. There is certainly overlap in the meanings of these three terms. As student might have the strength to sit up or hold a pen, for example, but might not have the energy to complete the task at hand.	☐	☐
iii. Limited **alertness**: attentiveness, awareness; keen; observant; watchful; on guard; ready. Is the student aware of his/her surroundings and the activities going on? Does he/she have the mental acuity to participate in the lesson or activity?	☐	☐
iv. **Heightened alertness to environmental stimuli.**	☐	☐
If any of the above items are checked **yes**, proceed to #2. If none, **stop** – the student is not eligible.		
2. Academic Criteria		
a. The team finds an adverse effect upon educational performance which requires specialized instruction because of:		
i. Reduced or limited participation in school (specify social, emotional, academic, and vocational):		
And/Or		
ii. Reduced efficiency in school work (specify):		
If any of the above items are applicable, proceed to #3. If none, **stop** – the student is not eligible.		
Exclusionary Factors		
3. Adverse effect is from lack of instruction and not related to health. If yes, student is not eligible. If no, proceed to #5.	☐	☐
4. Adverse effect is from environmental, cultural, economic disadvantage, or limited English proficiency. If yes, student is not eligible. If no, proceed to #6.	☐	☐
5. Adverse effect is due to absenteeism (unrelated to health) or change in residence or schools (attach data). If yes, student is not eligible. If no, proceed to #7.	☐	☐
6. Disability more accurately described by another eligibility category. If yes, use other eligibility as primary. If no, the student may be eligible as a student under "Other Health Impairment".	☐	☐

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Guidelines: Frequently Asked Questions

March 12, 2014

Smarter Balanced states identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines*. These questions and responses, as well as the information in the *Guidelines* document apply to the Smarter Balanced interim and summative assessments.

States may use these FAQs to assist districts and schools with transitioning from their former assessments to the Smarter Balanced assessments. In addition, the FAQs may be used by districts to ensure understanding among staff and schools regarding the universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to use of the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines.*

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Additional information to aid in the implementation of the *Guidelines* is available in the *Individual Student Assessment Accessibility Profile (ISAAP) Module*, the *Test Administration Manual*, and the *Implementation Guide*. These documents will be made available over the next few weeks.

Public

The FAQs are organized into four sections. First are general questions. Second is a set of questions about specific universal tools and designated supports. Questions that pertain specifically to English language learners (ELLs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

Schools

Overview of FAQs, with Links to Answers

General FAQs:

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?
2. Which students should use each category of universal tools, designated supports, and accommodations?
3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?
4. Who determines how non-embedded accommodations (such as read aloud) are provided?
5. Are any students eligible to use text-to speech for ELA reading passages on the Smarter Balanced assessments?
6. Why are some accommodations that were previously allowed for my state assessment not listed in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*?
7. Under which conditions may a state elect not to make available to its students an accommodation that is allowed by Smarter Balanced?
8. Can states allow additional universal tools, designated supports, or accommodations to individual students on a case by case basis?
9. What is to be done for special cases of "sudden" physical disability?
10. Who reviewed the Smarter Balanced *Guidelines*?

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11. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?
12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, or accommodations?
13. Who is supposed to input information about designated supports and accommodations into the Test Information Distribution Engine (TIDE) or into a state's comparable platform? How is the information verified?
14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?
15. What happens when accommodations listed in the *Usability, Accessibility, and Accommodations Guidelines* do not match any accommodations presented in the student's IEP?

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Universal Tools and Designated Supports FAQs (Available to All Students):

16. Is the digital notepad universal tool fully available for ELA and Math? Will a student's notes be saved if the student takes a 20-minute break?
17. For the global notes universal tool, if a student takes a break of 20 minutes do the notes disappear?
18. For the highlighter universal tool, if a student pauses a test for 20-minutes, do the highlighter marks disappear?
19. How are students made aware that the spell check universal tool (for ELA) and the math universal tools are available when moving from item to item?
20. For the zoom universal tool, is the default size specific to certain devices? Will the test administrator's manual provide directions on how to do this adjustment?
21. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?
22. For the mark-for-review universal tool, will selections remain visible after a 20-minute break?
23. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

FAQs Pertaining to English Language Learners (ELLs):

24. How are the language access needs of ELLs addressed in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*?
25. Is text-to-speech available for ELLs to use?
26. What languages are available to ELLs in text-to-speech?
27. For which content areas will the Consortium provide translation supports for students whose primary language is not English?
28. Does a student need to be identified as an English language learner in order to receive translation and language supports? What about foreign language exchange students?

29. For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader of directions in the native language be provided?
30. How is the translations glossary non-embedded designated support different from the bilingual dictionary?
31. Will translations be available in language dialects/variants?

FAQs Pertaining to Students with Disabilities:

32. What accommodations are available for students with disabilities (including ELLs with disabilities)?
33. Is an embedded ASL accommodation available on ELA items that are not part of the Listening test?
34. Will sign languages other than ASL (including signing in other languages) be available?
35. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?
36. What options do districts have for administering Smarter Balanced assessments to students who are blind?
37. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?
38. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?
39. How will the test administrator know prior to testing that the print on demand accommodation may be needed?
40. For the print on demand accommodation, how are student responses recorded – by a teacher using a computer or some other method?
41. How do state officials monitor training and qualifications for the non-embedded read aloud accommodation?
42. If students are using their own devices that incorporate word prediction, will this impact their score?
43. How are assistive devices certified for use for the Smarter Balanced assessments?

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General FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

Universal tools are access features that are available to all students based on student preference and selection. **Designated supports** for the Smarter Balanced assessments are those features that are available for use by any student (including English language learners, students with disabilities, and English language learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). **Accommodations** are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need

them and allowing these students the opportunity to show what they know and can do. The *Usability, Accessibility, and Accommodations Guidelines* identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan.

Universal tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of universal tools, designated supports, and accommodations?

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. **Designated supports** are available only to students for whom an adult or team (consistent with state-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented). **Accommodations** are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 accommodation plan. Students who have IEPs or 504 accommodation plans also may use designated supports and universal tools.

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What Tools Are Available for my Student?

	All Students	English language learners (ELLs)	Students with disabilities	ELLs with disabilities
Universal Tools	✔	✔	✔	✔
Designated Supports	✔[1]	✔[1]	✔	✔
Accommodations			✔	✔

[1] *Only for instances that an adult (or team) has deemed the supports appropriate for a specific student's testing needs.*

3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student's needs. The decision should reflect the student's prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations. It is important to note that although Print on Demand is a non-embedded accommodation, permission for students to request printing must first be set in Test Information Distribution Engine (TIDE) or the state's comparable platform

4. Who determines how non-embedded accommodations (such as read aloud) are provided?

IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are

noted on the IEP or 504 plan (see *Guidelines,* pages 15-17). States are responsible for ensuring that districts and schools follow Smarter Balanced guidance on the implementation of these accommodations (see [professional development materials]).

5. Are any students eligible to use text-to-speech for ELA reading passages on the Smarter Balanced assessments?

For students in grades 3-5, text-to-speech and read-aloud are not available on ELA reading passages. The use of text-to-speech (or read aloud) on ELA reading passages for grades 3-5 will result in invalid scores. In grades 6-8 and 11, text-to-speech and read-aloud are available for ELA reading passages as an accommodation for students whose need is documented on an IEP or 504 plan (see *Guidelines*, pages 10 and 15), subject to each member state's laws, regulations, and policies. Text-to-speech and read-aloud for ELA reading passages is not available for ELLs (unless the student has an IEP or 504 plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting.

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6. Why are some accommodations that were previously allowed for my state assessment not listed in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*?

After examining the latest research and conducting numerous discussions with external and state experts, Smarter Balanced member states approved a list of universal tools, designated supports, and accommodations applicable to the current design and constructs being measured by its tests and items within them. Upon review of new research findings or other evidence applicable to accessibility and accommodations considerations, the list of specific universal tools, designated supports, and accommodations approved by Smarter Balanced may be subject to change. The Consortium will establish a standing committee, including members from Governing States, to review suggested adjustments to the list of universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations will be brought to Governing States for review, feedback, and approval. Furthermore, states may issue temporary approvals (i.e., one summative assessment administration) for unique accommodations for individual students.

State leads will evaluate formal requests for unique accommodations and determine whether the request poses a threat to the measurement of the construct. The formal requests will include documentation of the student need, the specific nature of the universal tools, designated supports, or accommodations, and the plan for follow-up monitoring of use. Upon issuing a temporary approval, the State will send documentation of the approval to the Consortium. The Consortium will consider all state-approved temporary accommodations as part of the Consortium's accommodations review process. The Consortium will provide to member states a list of the temporary accommodations issued by states that are not Consortium-approved accommodations. In subsequent years, states will not be able to offer as a temporary accommodation any temporary accommodation that has been rejected by the Consortium.

7. Under which conditions may a state elect not to make available to its students an accommodation that is allowed by Smarter Balanced?

The Consortium recognizes that there should be a careful balance between the need for uniformity among member states and the need for states to maintain their autonomy. To maintain this balance, individual states may elect not to make available an accommodation that is in conflict with the member state's laws, regulations, or policies.

8. Can states allow additional universal tools, designated supports, or accommodations to individual students on a case by case basis?

Yes, only in certain restricted and emergent circumstances. To address emergent issues that arise at the local level, authorized staff in member states will have the authority to approve temporary unique testing conditions for individual students. Because it is unknown whether a temporarily provided universal tool, designated support or accommodation actually belongs in the defined categories, all such temporary testing conditions are considered to be unique accommodations. Authorized state staff includes only those individuals who are familiar with the constructs the Smarter Balanced assessments are measuring, so that students are not inadvertently provided with universal tools, designated supports, or accommodations that violate the constructs being measured.

The unique accommodations approved by a state for individual students will be submitted to Smarter Balanced for review. Temporary unique accommodations accepted by Smarter Balanced will be incorporated into the official guidelines released by Smarter Balanced in the following year. Authorized state staff members are not to add any universal tools, designated supports, or accommodations to the Smarter Balanced *Guidelines*; only the Smarter Balanced Consortium may do so.

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9. What is to be done for special cases of "sudden" physical disability?

One exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the speech-to-text or scribe accommodations (if deemed appropriate based on the student having had sufficient experience with the use of the accommodations) (see *Guidelines*, page 13).

10. Who reviewed the Smarter Balanced *Guidelines*?

In addition to individuals and officials from the Smarter Balanced governing states, several organizations and their individual members provided written feedback on the guidelines:

- American Federation of Teachers
- California School for the Blind
- California School for the Deaf
- Californians Together
- California State Teach
- Center for Applied Special Technology
- Center for Law and Education
- Conference of Educational Administrators of Schools and Programs for the Deaf
- Council for Exceptional Children
- Council of the Great City Schools
- Council of Parent Attorneys and Advocates
- Learning Disabilities Association of Maryland
- Mexican American Legal Defense and Education Fund
- Missouri School Boards' Association

- Missouri Council of Administrators of Special Education
- National Center for Learning Disabilities
- The Advocacy Institute
- The National Hispanic University

11. Where can a person go to get more information about making decisions on the use of designated supports and accommodations?

Practice tests provide students with experiences that are critical for success in navigating the platform easily. The practice tests may be particularly important for those students who will be using designated supports or accommodations, because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular designated support or accommodation. Smarter Balanced practice tests are available at http://www.smarterbalanced.org/pilot-test/.

In addition, it is recommended that decision makers refer to professional development materials provided by Smarter Balanced or state offices on the *Individual Student Assessment Accessibility Profile (ISAAP*) or state-developed process, as well as other state-developed materials consistent with the Smarter Balanced *Implementation Guide.*

Additional information on the decision-making process, and ways to promote a thoughtful process rather than an automatic reliance on a checklist or menu, is available through materials developed by groups of states.[1]

12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, or accommodations?

Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the Internet while they are taking the assessment, and (c) students are not able to access any externally-saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate

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[1] These materials were developed by collaboratives of states to address decision making for students with disabilities, ELLs, and ELLs with disabilities:

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers. Available at: www.ccsso.org/Resources/Programs/Assessing_Special_Education_Students_(ASES).html.
- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners.* Washington, DC: Washington, DC: Assessing English Language Learners State Collaborative on Assessment and Student Standards, Council of Chief State School Officers. Available at: www.ccsso.org?Resources?Programs?English_Language_Learners_(ELL).html.
- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities.* Washington, DC: Assessing Special Education Students and English Language Learners State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers. Available at www.ccsso.org/Resources/Publications/Accommodations_Manual_How_to_Select_Administer_and_Evaluate_Use_of_Accommodations_for_Instruction_and_Assessment_of_English_Language_Learners_with_Disabilities.html.

adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

Printed test items/stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and securely shredded immediately. DO NOT keep printed test items/stimuli for future test sessions.

The following test materials must be securely shredded immediately after each testing session and may not be retained from one testing session to the next:

- Scratch paper and all other paper handouts written on by students during testing;
    - Please note, for mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.
- Any reports or other documents that contain personally identifiable student information;
- Printed test items or stimuli.

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Additional information on this topic is provided in the Test Administration Manual (TAM).

13. Who is supposed to input information about designated supports and accommodations into the Test Information Distribution Engine (TIDE) or into a state's comparable platform? How is the information verified?

Generally a school or district will designate a person to enter information into the TIDE or the state's comparable platform. Often this person is a test coordinator. For those students for whom an IEP team (or educator developing the 504 plan) is identifying designated supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school or district to enter data into the TIDE. For students who are ELLs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the TIDE.

14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?

Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded universal tools (e.g., thesaurus), designated supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table) for students. An alternative is to identify these as items that students will provide on their own.

15. What happens when accommodations listed in the *Usability, Accessibility, and Accommodations Guidelines* do not match any accommodations presented in the student's IEP?

IEP teams should consider accommodations a student needs in light of the Smarter Balanced *Guidelines.* If it is decided that a specific accommodation is needed that is not included in the *Guidelines*, the team should submit a request to the state. The state contact will judge whether the proposed accommodation poses a threat to the constructs measured by the Smarter Balanced assessments; based on that judgment the state contact will either issue a temporary approval or will deny the request. Temporary approvals will be forwarded to a standing committee; this committee makes a recommendation to the Governing States about future incorporation of new accommodations into the Smarter Balanced *Guidelines.*

Universal Tools and Designated Supports FAQs (Available to All Students)

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16. Is the digital notepad universal tool fully available for ELA and Math? Will a student's notes be saved if the student takes a 20-minute break?

The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

17. For the global notes universal tool, if a student takes a break of 20 minutes do the notes disappear?

Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

18. For the highlighter universal tool, if a student pauses a test for 20-minutes, do the highlighter marks disappear?

If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

19. How are students made aware that the spell check universal tool (for ELA) and the math universal tools (i.e., calculator) are available when moving from item to item?

When appropriate, math items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

20. For the zoom universal tool, is the default size specific to certain devices? Will the test administrator's manual provide directions on how to do this adjustment?

The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test.

21. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?

Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear.

22. For the mark-for-review universal tool, will selections remain visible after a 20-minute break?

If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

23. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to or are unable to use them. This information must be noted in TIDE prior to test administration.

FAQs Pertaining to English Language Learners (ELLs)

24. How are the language access needs of ELLs addressed in the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*?

The language access needs of ELLs are addressed through the provision of numerous universal tools and designated supports. These include universal tools such as English dictionaries for full writes and English glossaries, and designated supports such as translated test directions and glossaries. These are not considered accommodations in the Smarter Balanced assessment system. No accommodations are available for ELLs on the Smarter Balanced assessments; accommodations are only available to students with disabilities and ELLs with disabilities.

25. Is text-to-speech available for ELLs to use?

Text-to-speech is available as a designated support to all students (including ELLs) for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for an ELL in grades 6-8 or 11 only if the student has an IEP or 504 plan. For text-to-speech to be available for an ELL, it must be entered into the TIDE.

26. What languages are available to ELLs in text-to-speech?

Text-to-speech is currently available only in English.

27. For which content areas will the Consortium provide translation supports for students whose primary language is not English?

For Mathematics, the Consortium will provide full translations in American Sign Language, stacked translations in Spanish (with the Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian. For the Listening portion of the English Language Arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered digitally through the test delivery system.

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Only translations that have gone through the translation process outlined in the Smarter Balanced Translation framework would be an accepted support (http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/Translation-Accommodations-Framework-for-Testing-ELL-Math.pdf).

28. Does a student need to be identified as an English language learner in order to receive translation and language supports? What about foreign language exchange students?

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an ELL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

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29. For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader of directions in the native language be provided?

If a student needs a read aloud/text-to-speech accommodation in another language, then the test directions should be provided in that other language. The reader or text-to-speech device must be able to provide the directions in the student's language without difficulty due to accent or register. To ensure quality and standardized directions, the reader or text-to-speech device should only use directions that have undergone professional translation by the Consortium prior to testing.

30. How is the translations glossary non-embedded designated support different from the bilingual dictionary?

The translations glossary non-embedded designated support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English language learners. The translation of the terms is context-specific and grade-appropriate. Bilingual dictionaries often do not provide context-specific information nor are they customized.

31. Will translations be available in language dialects/variants?

Translated glossaries will be available in different languages and dialects including Spanish, Vietnamese, Arabic, Tagalog, Ilokano, Cantonese, Mandarin, Korean, Punjabi, Russian, and Ukrainian.

FAQs Pertaining to Students with Disabilities

32. What accommodations are available for students with disabilities (including ELLs with disabilities)?

Students with disabilities (including those who are ELLs) can use embedded accommodations (e.g., American Sign Language, braille, speech-to-text) and non-embedded accommodations (e.g., abacus, alternate response options) that have been documented on an IEP or 504 accommodations plan. These students also may use universal tools and designated supports. A full list of accommodations can be found in the Guidelines documents, pages 13-17.

33. Is an embedded ASL accommodation available on ELA items that are not part of the Listening test?

The embedded ASL accommodation is not currently available on any ELA items that are not part of the Listening claim. For the Listening test, a deaf or hard of hearing student who has a documented need in an IEP or 504 plan may use ASL.

34. Will sign languages other than ASL (including signing in other languages) be available?

Currently, only ASL is available.

35. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

Smarter Balanced has this matter under consideration.

36. What options do districts have for administering Smarter Balanced assessments to students who are blind?

Students who are blind and who prefer to use braille should have access to either refreshable braille (only for ELA) or embosser-created braille (for ELA or math). For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test, and for ELA items only (text-to-speech is not permitted on ELA reading passages without a specific documented need in the student's IEP or 504 plan). Text-to-speech use for ELA reading passages is only permitted for those students in grades 6-8 and 11. Students should participate in the decision about the accommodation they prefer to use, and should be allowed to change during the assessment if they ask to do so. Students can have access to both Braille and text-to-speech that is embedded in the Smarter Balanced assessment system.

37. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus has to have an understanding of number sense and must know how to do calculations with an abacus.

38. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?

Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 plan is started, Test Administrators should contact their district test coordinator or other authorized individuals to ensure the test registration system accurately describes the student's status and any accommodations that the student requires.

39. How will the test administrator know prior to testing that the print on demand accommodation may be needed?

The test administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations – including both embedded and non-embedded accommodations – need to be entered into the TIDE. The print on demand accommodation applies to either passages/stimuli or items, or both.

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40. For the print on demand accommodation, how are student responses recorded – by a teacher using a computer or some other method?

The method of recording student responses depends on documentation in the IEP or 504 plan (e.g., after first recording responses on the paper version, the student could enter responses into the computer or the teacher could enter responses into the computer.) Anyone who is designated to enter responses into the computer must have read, agreed to, and signed a test security agreement.

41. How do state officials monitor training and qualifications for the non-embedded read aloud accommodation?

States will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the read aloud accommodation when text-to-speech is not appropriate for a student. State officials can use the Smarter Balanced audio guidelines available online to obtain additional information about recommended processes to follow (http://www.smarterbalanced.org/smarter-balanced-assessments/#item).

42. If students are using their own devices that incorporate word prediction, will this impact their score?

The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

43. How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?

AIR's certification site for AT and other devices is available to the public at http://certification.airast.org/. Manufacturers of various devices can submit their products for certification. For a small fee, manufacturers can work with AIR to makes sure a particular device works as intended with the test. If the device works, AIR will certify the product and add it to a list of devices that the general public can access.

Although it is not intended for teachers and schools to submit devices for certification, anyone from the general public can go to the site to see which products have been certified. They can also test various devices using the site's Demo Page; however, this process does not result in certification.

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Connecticut State Department of Education

Test Supports/Accommodations Form: General Education, Special Education, Section 504 Students, EL Students

Meeting Date: _____ **SASID:** ☐☐☐☐☐☐☐☐☐☐

Student's Name: First _____ **Last** _____

Date of Birth [MM/DD/YY]: _____ **Sex:** ☐ **M** ☐ **F** **Grade:** _____

PPT Administrator/Designee: _____ **Email:** _____

This student has (choose one): ○ Special Education IEP ○ Section 504 Plan ○ Neither	
This is an English Learner - EL : ○ **Yes** ○ **No**	

MATH= SMARTER BALANCED Mathematics **ELA**= SMARTER BALANCED English Language Arts
SC= CMT/CAPT Science, Grades 5, 8 & 10 ONLY

MATH	ELA	SC	PRESENTATION SUPPORTS/ACCOMMODATIONS ALL ▲ SPED ■ 504 ● EL ♦
	○		Refreshable Braille (○Contracted ; ○Non-contracted) ■ ●
○	○		Braille Embosser (○Contracted; ○Non-contracted) ■ ●
○	○	○	Braille Booklet ■ ●
		○	Large Print Booklet ■ ●
○	○^	○#	American Sign Language - Embedded Video ^(ELA-Listening only) #(Sign Language for Test Items Including Directions by a Qualified Staff) ■ ●
	○		Text-to-Speech for ELA Reading Passages (Grades 6-8 & 11 only) ■ ●
○	○	○^	Text-to-Speech (Does NOT include ELA Reading Passages)▲ ^(Science only for ■ ● ♦)
○	○		Streamlined Interface ■ ●
○	○	○^	Read-Aloud: **NOT** ELA Reading Passages (Certified Read Aloud)▲ ^(Science only for ■ ● ♦)
	○^		Closed Captioning - ^(ELA-Listening only) ■ ●
○	○		Color Contrast - Embedded (○Black on White ○Yellow on Blue ○Medium Gray on Light Gray ○Reverse Contrast) ▲
○	○		Masking- Embedded ▲
○	○	○	Color Overlay - Non-Embedded ▲
○	○	○	Magnification Device - Non-Embedded ▲
MATH	**ELA**	**SC**	**RESPONSE ACCOMMODATIONS SPED ■ 504 ●**
		○	Computer Response ■ ●
		○	Circle Answers in Test Booklet (Multiple Choice Items Only) ■ ●
		○	Bubbler-Test Booklet Only ■ ●
○	○	○	Speech-to-Text (Voice Recognition Software) ■ ●
○	○	○	Alternate Response Options (Includes adapted keyboard/mouse, touchscreen, headwand, etc.) ■ ●
MATH	**ELA**	**SC**	**OTHER SUPPORTS/ACCOMMODATIONS ALL ▲ SPED ■ 504 ● EL ♦**
○			Specialized Calculator (Non-Embedded - Only for grade 6-8 & 11) ■ ●
○			Abacus - used in place of scratch paper ■ ●
○			Multiplication Table - (Non-Embedded - Only for grade 4-8 & 11) ■ ●
		○	Time Extension ■ ● ♦
○	○	○	Separate Setting ▲
MATH	**ELA**	**SC**	**DESIGNATED SUPPORTS EL ♦**
○	○^	○	Bilingual Dictionary - Word-to-Word ^(ELA-performance task full write) ♦
		○	Native Language Reader Directions Only (Certified Staff or Non Certified Staff) ♦
○			Translation Glossary: ○ Spanish ○ Vietnamese ○ Arabic ○ Tagalog ○ Ilokano ○ Cantonese ○ Korean ○ Mandarin ○ Punjabi ○ Russian ○ Ukrainian ♦
○			Audio Translation Glossary: ○ Spanish ○ Vietnamese ○ Arabic ○ Tagalog ○ Ilokano ○ Cantonese ○ Korean ○ Mandarin ○ Punjabi ○ Russian ○ Ukrainian ♦
○			Translation (Stacked - Spanish Only) ♦
	○		EL Exempt (**Only** students enrolled for first time in US School for fewer than 12 months)

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ALL ▲ Available to any student; SPED ■ Available to any student with an IEP; 504 ● Available to any student with a 504 Plan; EL ♦ Recommended for English Learners (EL)

Joe Amenta (860-713-6855) or Janet Stuck (860-713-6837), Special Populations Assessment - CSDE Accommodations Collection Website

Supports/Accommodations Quick Guide

This is **not** a comprehensive description of CSDE Test Supports/Accommodations. Please refer to the **Assessment Guidelines** available on the Student Assessment Website.

Presentation Supports/Accommodations ALL ▲ SPED ■ 504 ● EL ♦

Refreshable Braille ■ ●
- Refreshable Braille displays are electronic devices used to read text tactually that is typically displayed visually on a computer monitor.

Braille Embosser ■ ●
- A braille embosser is an impact printer that renders text as tactile braille cells.

Braille Test Booklet ■ ●
- Contracted Braille version of test booklet.

Large Print Test Booklet ■ ●
- Only available for CMT or CAPT Science. Student responses to multiple choice/grid in items **ONLY** must be transcribed into the student's corresponding regular, scannable test booklet.

American Sign Language ■ ●
- Embedded Video ELA listening portion and Math. Video appears on student's computer during testing.
- Sign Language by a qualified person for Science test.

Text-to-speech (TTS)
- Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.
  - **ELA (reading passages**) **Grades 6-8 & 11**. Reads the reading passages to the student. For students with a documented print disability. ■ ●
  - **ELA (non-reading passages**) **and Math**. **Grades 3-8 & 11-** This Support is available to any student with a pre-determined need. ▲
  - **Science-** Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) on MIST. ■ ● ♦

Streamlined Interface ■ ●
- ELA and Math test is presented without a split screen.

Read Aloud by Certified Staff
- ONLY for students unable to use the TTS function online. Certified Staff must have reviewed Guidelines for Read Aloud, Test Reader and **return** *Read Aloud Protocol for Smarter Balanced Assessments Test Security/Confidentiality Agreement*. MUST be administered individually in a separate setting.
  - **ELA (reading passages**) **Grades 6-8 & 11**. Reads the reading passages to the student. For students with a documented print disability. ■ ●
  - **ELA (non-reading passages**) **and Math**. **Grades 3-8 & 11-** This Support is available to any student with a pre-determined need. ▲
  - **Science-** Connecticut Mastery Test (CMT) or Connecticut Academic Performance Test (CAPT) . ■ ● ♦

Closed Captioning ■ ●
- Printed text in English appears on the computer screen as audio materials are presented. (for ELA listening items)

Color contrast
- Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.
  - **Embedded**: (Black on White; Yellow on Blue; Medium Gray on Light Gray; Reverse Contrast) ▲
  - **Non-Embedded:** Test content of online items may be printed with different colors. This will require a Print on Demand accommodation. ■ ●

Masking ▲
- Masking allows blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.

Color overlays▲
- Color transparencies are placed over a paper-based assessment. **Non-Embedded**

Magnification ▲
- The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows increasing the size to a level not provided for by the Zoom universal tool. **Non-Embedded**

Response Supports/Accommodations ALL ▲ SPED ■ 504 ● EL ♦

Computer Response ■ ●
- Only for CMT/CAPT Science on MIST. Previously called Word Processor/Online Computer Response.

Circle answers in test booklet (Multiple Choice Items Only) ■ ●
- Only for CMT/CAPT Science in test booklet. Students may remain in standard test setting. Student should avoid making marks in the bubble areas. Requires a certified staff member to bubble student responses in the test booklet.

Bubbler - Test booklet responses only ■ ●
- Only for CMT/CAPT Science in test booklet. School personnel may bubble student verbal or nonverbal (pointing, gesturing) responses during testing to **multiple-choice and grid-in** items **ONLY**. This accommodation cannot be used for students on the MIST application.

Speech-to-Text (Voice Recognition Software) ■ ●
- Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students use their own assistive technology devices. Requires voice recognition program installed on the student's computer. **Non-Embedded**

Alternate response options ■ ●
- Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. **Non-Embedded**

Other Supports/Accommodations ALL ▲ SPED ■ 504 ● EL ♦

Specialized Calculator ■ ●
- A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform (for calculator allowed items only grade 6-11).

Abacus (used in place of scratch paper) ■ ●
- This non-embedded tool may be used in place of scratch paper for students who typically use an abacus.

Time Extension ■ ● ♦
- CMT/CAPT Science only. A benchmark for time extensions is one and a half times the standard testing time for a specific test session. Students who receive extended time must be tested **separately for the entire test session**. A test session **cannot** carry over to the next day.

Separate setting ▲
- Test location is altered so that the student is tested in a setting different from that made available for most students..

English Learners (EL) Supports

EL Supports EL ♦

Bilingual dictionary ♦
- A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. Also available for Math and Science. **Non-Embedded**

Native Language Reader of Directions ONLY (Certified Staff or Non Certified Staff) ♦
Only for CMT/CAPT Science. May be provided to more than one student at a time in a separate setting.

Translations Glossaries ♦
- Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. **(for math items)**

Audio Translation Glossaries ♦
- Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear and are spoken on the computer when students click on them. **(for math items)**

Translation Stacked ♦
- Stacked translations are a language support. Stacked translations provide the full translation of each test item above the original English item. **(for math items) Spanish ONLY**

ELL Exempt
- May be exempt from ELA if enrolled for the first time in U.S. School for fewer than 12 school months. See Assessment Guidelines.

5/21/2014

ALL ▲ Available to any student; SPED ■ Available to any student with an IEP; 504 ● Available to any student with a 504 Plan; EL ◆ Recommended for English Learners (EL)

Manchester Public Schools Pupil Personnel Services

Chapter 5 — Planning and Placement Team (PPT)

The Planning and Placement Team (PPT) is the decision-making body central to the process of ensuring that the student meets the eligibility requirements of the IDEA. It is through this process that the District ensures that students with disabilities receive a free and appropriate public education.

❖ Purpose of the PPT

The PPT meeting is initiated and conducted for the purpose of determining eligibility, developing, reviewing and revising the IEP, and designing and reviewing evaluations and reevaluations. The purpose of the PPT meeting includes, where appropriate, developing and reviewing functional behavior assessments, developing, reviewing and/or modifying behavioral intervention plans, conducting manifestation determinations, and making interim alternative educational placement decisions. Additionally, the PPT meets to consider transition service needs and/or transition services that might be necessary.

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❖ Prior to a PPT

Prior to a PPT our District personnel may engage in informal or unscheduled conversations on issues such as teaching methodology, lesson plans, or coordination of services if those issues are not addressed in the student's IEP. They may engage in activities to prepare for the PPT such as developing a proposal or response to a parent proposal.

❖ PPT Timelines

The Planning and Placement Team reviews the student's IEP periodically, at least annually, to determine whether the goals for the student are being achieved. The PPT revises the IEP, as appropriate, to address:

- any lack of progress toward the annual goals and in the general curriculum;
- the results of any reevaluation;
- information about the student provided to, or by, the parents;
- the student's anticipated needs; and
- other matters.

Parents must receive notice of PPT meetings at least five school days prior to the meeting.

❖ PPT Membership

The Planning and Placement Team in our District is composed of a group of certified and/or licensed professionals from teaching, administrative and pupil personnel staffs, the parent(s) of the student, the student when appropriate, and other individuals having knowledge or special expertise regarding the student. Administration is represented by someone qualified to provide or supervise the provision of special education. This person need not be the principal, but is not the student's teacher. In our District, school personnel that are knowledgeable in the areas necessary to determine an appropriate educational program for a student with a disability attend PPTs (see Chapter 5 appendix for Responsibilities of Team Members).

Each PPT that (1) develops, reviews and revises an IEP; (2) designs and conducts an initial evaluation or reevaluation; (3) determines eligibility; (4) conducts a manifestation determination; (5) develops a functional behavioral assessment; or (6) develops, reviews or modifies a behavioral intervention plan, includes:

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- The parents of the student with a disability;
- At least one regular education teacher of the student (if the student is, or may be participating in the regular education environment);
- At least one special education teacher of the student, or if appropriate, at least one special education provider of the student;
- A representative of the District who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum and about the availability of resources within the District;
- A representative of the pupil personnel staff;
- An individual who can interpret the instructional implications of evaluation results (who may be one of the previously listed team members other than the parent);
- If appropriate, the student; and
- At the discretion of the parent or the District, other individuals who have knowledge or special expertise regarding the student, including related services personnel.

PPT Membership for Out-of-District Placements

PPT meetings, conducted to review or revise the program for a student in an out-of-district placement, include a representative from that facility (in addition to the membership identified above) who contributes to the development of short-term instructional objectives.

PPT Memberships for Secondary Transition Considerations

If the purpose of the meeting is consideration of secondary transition services, the student (regardless of age) and a representative of any agency that is likely to be responsible for providing or paying for transition services are also invited. Representatives of outside agencies may only be invited with the written consent of the parent or eligible student. The PPT is encouraged to utilize the Consent for Agency Participation in Transition Planning.

If the student does not attend the PPT, the District takes steps to ensure that the student's preferences and interests are considered.

PPT Attendance [ED 633]

In some instances, a PPT member may be excused from attending a PPT meeting or, their attendance may not be necessary.

- A member of the PPT shall not be required to attend a PPT meeting, in whole or in part, at which a student's IEP is to be developed, reviewed, or revised, if the student's parent and our District agree that the member's attendance is not necessary because that member's area of the curriculum or related services is not being modified or discussed in the meeting.
- A team member's attendance at a PPT meeting, in whole or in part, at which a student's IEP is to be developed, reviewed, or revised, may be excused from attending the meeting even though it involves a modification to or discussion of that team member's area of the curriculum or related services, if the parent and our District consent to the excusal and the team member submits written input to the parent and PPT to be shared at the meeting.
- A parent's consent to a team member's absence from a PPT meeting, whether because their attendance is not necessary or they have been excused and have submitted written input to the parent and PPT, must be given in writing and on a form our District provides [ED 633].

Change in PPT Membership

Manchester

If the district invites someone to participate in a PPT who was not on the invitation letter, a new invitation letter must be issued and the parents are asked to sign a 5 day waiver to include the participant. A parent may bring whomever they choose to a PPT.

Role of the Regular Education Teacher in the PPT

Public

The regular education teacher of the student (as a member of the PPT) will, to the extent appropriate, participate in the development, review and revision of the student's IEP, including the determination of:

Schools

- appropriate positive behavioral interventions and strategies;
- supplementary aids and services, program modifications or supports for school personnel that will be provided for the student consistent with the IEP; and
- participation in the general education curriculum.

Parental Involvement in the PPT

Pupil

Our District takes whatever action is necessary to ensure that parents understand the proceedings at the PPT meeting. This includes, but is not limited to, arranging for an interpreter for parents with deafness or whose native language is other than English.

Personnel

Meetings are scheduled at a mutually agreed upon time and place. If neither parent can attend the PPT, the District makes reasonable efforts using other methods to ensure parent participation, including individual or conference telephone calls or home visits. If the parent(s) cannot be convinced that they should attend a meeting our District documents the attempts to arrange a mutually agreed on time and place *(see Chapter 5 Appendix)*. This documentation may include a record of phone calls made or attempted and results of those calls; copies of correspondence sent to parents and any responses received; and records of visits to parent's home or place of employment and results of those visits.

Services

❖ PPT Responsibilities in the Development of the Individualized Education Program (IEP)

In developing, reviewing and revising a student's IEP, our District's PPTs consider the following:

- The student's strengths and the parent's concern for enhancing their student's education;
- The results of the initial evaluation and most recent evaluation, or the results of any reevaluations;

- The results of the student's performance on any general state or District-wide assessment programs, as appropriate;
- The communication needs of the student;
- The academic, developmental and functional needs of the student;
- Positive behavioral interventions, strategies and supports to address behavior that impedes a student's learning or that of others;
- The language needs of the student, in the case of a student with limited English proficiency;
- Instruction in Braille and the use of Braille, if a student is blind or visually impaired. The use of Braille and instruction in Braille is provided *unless* the PPT determines that either or these are not appropriate. The determination not to use Braille or not to provide instruction in Braille is made only after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media has been conducted. This evaluation must also include an assessment of the student's future needs for instruction in Braille;
- The student's language and communication needs and opportunities for direct communications with peers and professional personnel, if the student is deaf or hard of hearing. In addition, the PPT will consider this student's academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode; and
- Whether the student requires assistive technology devices and services.
- The language and communication plan will be completed. (PPT/34)

Manchester Public Schools Pupil Personnel Services

If, in considering these factors, the PPT determines that a student needs a particular device or service (including an intervention, accommodation or other program modification) in order to receive FAPE, the team will include a statement to that effect in the student's IEP.

Beginning not later than the first IEP to be in effect when a student turns 16, or younger or at the annual review prior to the student entering grade 9, a student's IEP must include appropriate measurable postsecondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills, and the transition services needed to assist the student in reaching those goals.

If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, the District reconvenes the PPT to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

Restraints and Seclusions

Every parent must be advised of these rights at the initial Planning and Placement Team meeting (PPT) held for their child even if the emergency use of physical restraint or seclusion or the use of seclusion as a behavior intervention in a child's IEP is not likely to occur with their child.

A child may be physically restrained or removed to seclusion only by a person who has received training in physical management training (PMT). Additional training such as verbal de-escalation; positive behavior intervention supports (PBIS) strategies is required.

- The use of seclusion as a behavior intervention is to be limited to the time necessary to allow the child to calm down and return to school activities. A child may not be placed in seclusion for more than one hour unless necessary to prevent immediate or imminent injury to the child or to others. Seclusion may be continued over an hour only with the written authorization of the building principal or someone designated by the building principal. When the child may need to be transported, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the child or to others is a concern.

- Any assessment data or other relevant information used by the PPT to decide if it is appropriate to use seclusion as a behavior intervention must be included in the IEP under "Present Levels of Academic

Achievement and Functional Performance." Any medical or psychological evaluations used to decide whether there may be a medical or psychological reason why the use of seclusion is not appropriate for a child is also to be included with the data and other information.

- The PPT must review at least annually the continued use of seclusion as a behavior intervention for the child.

- If seclusion as a behavior intervention is repeated more than two times in any school quarter, the PPT must convene to review the use of seclusion as a behavior intervention, may consider additional evaluations or assessments to address the child's behaviors and may revise the child's IEP, as appropriate. The parent and the school must discuss when to convene this required PPT meeting taking into consideration the needs of the child. For example, the child is transitioning to a less restrictive setting (from a residential to day treatment program).The parent and the PPT have discussed that it may take some time for their child to adjust and that seclusion may be used frequently as their child adjusts to the new program. The parent and the PPT may decide that it is appropriate not to hold the PPT meeting at the time when seclusion is repeated more than two times in any school quarter as a behavior intervention but to schedule the PPT at a later date to review the use of seclusion as a behavior intervention.

Parent Notification

The school district must attempt to notify the parent on the day of or within twenty-four hours after the emergency use of physical restraint or seclusion has occurred. This notification is made by phone. A copy of the incident report and district's cover letter is sent home no later than two business days after the emergency use of physical restraint or seclusion. In addition a copy is sent to the Assistant Superintendent for Pupil Personnel Services.

If seclusion is included in the IEP as a behavior intervention, the parent and the PPT determine a timeframe and manner of notification of each incident of seclusion. This information is to be included in your the IEP.

Disciplinary Action

When a student's behavior is in violation of a code of student conduct and the District has made the decision to change the placement, the PPT is responsible for conducting a review of the relationship between the student's disability and the student's behavior to determine if the behavior is a manifestation of the student's disability or if the behavior was the direct result of the district's failure to implement the IEP. Please see chapter 10, *Discipline*, for further explanations.

Interim Alternative Educational Setting ["IAES"]

District personnel may remove a student to an interim alternative educational setting ("IAES") for not more than 45 school days if a student:

- Carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under our jurisdiction;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under our jurisdiction; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under our jurisdiction. (See chapter 10, page 3 for definition of serious bodily injury.)

In such circumstances, the PPT determines the IAES to which the student is removed. Please see Chapter 10, *Discipline*, for further explanation.

Manchester Public Schools Pupil Personnel Services

Planning and Placement Team Appendix

- Documentation of Attempts to Seek Parent/Guardian Participation (ED624)
- Manifestation Determination Form (PPT/15)
- Functional Behavior Assessment Form (PPT/16)
- Behavior Intervention Plan (PPT/17)
- Incident Report of Protective Hold (PPT/28a)
- Addendum/Additional Information on PMT Holds
- Incident Report of Seclusion (PPT/28b)
- Parent Notification Letter (PPT/27)
- Planning and Placement Team Attendance (ED633)
- Responsibilities of PPT Members
- Planning and Placement Team Meeting Procedures
- Speech and Language Forms
- Language and Communication Plan (PPT/34)

Manchester Public Schools Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS

DOCUMENTATION OF ATTEMPTS TO SEEK PARENT/GUARDIAN PARTICIPATION

Student: _____ Date of Birth: _____

Parent/Guardian: _____ Telephone No.: _____

Address: _____

_____

Responses:

1. Parent was contacted
2. Unable to contact parent(s)
3. Received reply requested
4. Did not receive reply requested
5. Attended meeting/conference
6. Did not attend meeting
7. Second written notice sent
8. Other (specify)

Manchester Public Schools Pupil Personnel Services

Date	Type of Communication	Purpose	Response Number	Professional Initiating Contact

Instructions:

1. Enter the date of each contact or attempt to contact the student's parent/guardian in the first column.
2. Describe the type of communication. For example: letter, telephone, conference, etc. in column two.
3. Briefly describe the purpose for contacting the student's parent or guardian in column three. (Example: *review evaluation results, PPT meeting, discuss IEP*, etc.)
4. **Indicate the outcome by entering a response number in the fourth column.**
5. Enter your name in column five.

ED624
January 2006

MANCHESTER PUBLIC SCHOOLS

Manifestation Determination

To be used for situations when disciplinary action is considered
that goes beyond the statutory limitations for students with a disability.

Student: _____ **Grade:** _____ **Date:** _____

Participants:

Administrator	
Regular Education Teacher	
Special Education Teacher	
Pupil Personnel Member	
Student	
Parent/Guardian	
Parent/Guardian	
Other	
Other	
Other	

Manchester Public Schools Pupil Personnel Services

Did the Manifestation Determination Team consider all relevant information in carrying out this review (each item following must be considered ~ check each topic as it is addressed)? **Yes / No**

- ☐ Teacher Observations of the Student
- ☐ Relevant Information Supplied by Parent/Guardian
- ☐ Evaluations and diagnostic Results
- ☐ Student's IEP and Placement
- ☐ Relevant Information Supplied by School Staff

Describe the nature of the student's exceptionality: ☐ 504 ☐ IDEA

Description of the act of misconduct:

Date of the decision for disciplinary action:	
Date(s) parents/guardians notified: *(Procedural safeguards must be provided with notice)*	

Was the misconduct in question caused by the student's disability, or does the misconduct in questions have a direct and substantial relationship to the student's disability?	☐ Yes ☐ No	Comments:
Was the misconduct in questions a direct result of the district's failure to implement the IEP (in relationship to the misconduct in question)?	☐ Yes ☐ No	Comments:

Manchester

If either of the standards set forth above is met, the behavior under review is considered a manifestation of the student's disability under IDEA.

Procedure if Misconduct is <u>not</u> a Manifestation of the Student's Disability

Public

If the manifestation determination team determines that the misconduct in questions I not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to a student without disabilities.

Schools

Procedure if Misconduct is a Manifestation of the Student's Disability

If the manifestation determination team determines that the misconduct in questions is a manifestation of the student's disability, a PPT must be convened to:

Pupil

1. conduct a functional behavioral assessment unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
2. if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. return the student to the placement from which the student was removed, unless the parent and the district agree to change of placement as part of the modification of the behavioral intervention plan. *

Personnel

Services

*School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the student's disability, in cases where a student:

1. carries or posses a weapon at school, on school premises, or to a school function;
2. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function; or
3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Attach this form to the PPT minutes or to the 504 meeting minutes for this meeting

Manchester Public Schools
Functional Behavior Assessment: Part 1 (Description)

Date: _____

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Check one: ☐ Regular Education ☐ Special Education ☐ 504

Data Sources/Summary:

☐ Observations ☐ Student Interview ☐ Teacher Interview ☐ Parent Interview ☐ Scatter Plots ☐ ABC Observations
☐ Teacher Behavior Questionnaire ☐ Discipline Reports ☐ Attendance Record ☐ File Review ☐ Academic Records
☐ Outside Agency Evaluation ☐ Other

Manchester Public Schools Pupil Personnel Services

Student Strengths:

Description of Behavior (s):

Setting (s) in which behavior occurs:

Frequency:

Intensity (mild, moderate, severe):

Duration:

Describe Previous Interventions:

Educational Impact:

Functional Behavior Assessment: Part 2 (Informational/Functional)

Slow Triggers (health issues, family stressors, learning disability, relationships with others, academic history, etc.):

Fast Triggers (During what type of activities do behaviors occur, what settings, who is present, etc.):

Manchester Public Schools Pupil Personnel Services

Factor(s) that play a role (check all that apply):

☐ **Emotional** (anxiety, poor self image, anger, etc.)
Describe:

☐ **Cognitive Distortions** (negative self-statements, distorted thoughts, inaccurate attributions or descriptions of events)
Describe:

☐ **Modeling** (degree behaviors are copied from others. Who, when, etc.)
Describe:

☐ **Family Issues** (family issues that play a part in organizing and directing problem behavior)
Describe:

☐ **Psychological** (personality characteristics, diagnoses, temperament that plays a role in behavior)
Describe:

☐ **Environmental** (educational environment, home, academic work, schedule, etc.)
Describe:

Perceived Function of Behavior(s) (attention seeking, control, escape, avoidance, etc.)

What is the student trying to communicate through the problem behavior?

What are the actual consequences? (What are peer/staff responses? What happens when behavior occurs? What happens to task?)

Manchester Public Schools Pupil Personnel Services

Evaluators Signature: _____ Date: _____

Print Name/Title: _____

Manchester Public Schools
Behavior Intervention Plan

Date: _____

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Check one: ☐ Regular Education ☐ Special Education ☐ 504

Strengths:

Desired Outcome:

Prevent (Most effective way to address behavior by changing physical, instructional, and/or social environment):

Teach (Teaching new skills so a replacement skill can be selected):

Manchester Public Schools Pupil Personnel Services

Response strategies to respond to behavior(s):

Responsible Individual(s):	**Response:**

CONFIDENTIAL – MONITORING PLAN

Date: _____

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Check one: ☐ Regular Education ☐ Special Education ☐ 504

Data Sources/Summary:

☐ Observations ☐ Student Interview ☐ Teacher Interview ☐ Parent Interview ☐ Scatter Plots ☐ ABC Observations
☐ Teacher Behavior Questionnaire ☐ Discipline Reports ☐ Attendance Record ☐ File Review ☐ Academic Records
☐ Outside Agency Evaluation ☐ Other(s)

Who will be responsible for monitoring/implementing plan?

☐ Social Worker ☐ School Psychologist ☐ Case Manager ☐ Classroom Teachers ☐ Administrator
☐ Parent(s) ☐ Student ☐ School Counselor ☐ Other(s) ☐ Other(s)

Plan will be implemented on _____ **and reviewed by** _____ .

Monitoring Tools:

☐ Behavior Chart ☐ Student Self-Monitoring ☐ Teacher Reports ☐ Parent Report ☐ Discipline Reports
☐ Attendance Records ☐ Report Card/Grades ☐ Tutor Reports ☐ Case Manager Report
☐ Other ☐ Other

Frequency of Monitoring: ☐ Daily ☐ Weekly ☐ Bi-weekly ☐ Monthly ☐ Other

Special Instructions:

_____

Evaluation Status (Reviewed on _____ **).**

☐ Plan successful ☐ Continue Plan ☐ Discontinue Plan? Why?
☐ Plan partially successful, redesign or adjust interventions. (Insert revised BIP)
☐ Plan unsuccessful (Describe why. Fidelity to implement, resources limited, hypothesis incorrect, interventions unsuccessful, etc.)

_____

Student:	_____	Date:	_____	Review Date(s):	_____ Initials _____
Parent/Guardian:	_____	Date:	_____	Review Date(s):	_____ Initials _____
Parent/Guardian:	_____	Date:	_____	Review Date(s):	_____ Initials _____
Admin/Designee:	_____	Date:	_____	Review Date(s):	_____ Initials _____
Case Manager:	_____	Date:	_____	Review Date(s):	_____ Initials _____
Other:	_____	Date:	_____	Review Date(s):	_____ Initials _____
Reg Ed Teacher:	_____	Date:	_____	Review Date(s):	_____ Initials _____

Manchester Public Schools Pupil Personnel Services

CONFIDENTIAL

Extra Signature Page

Date: _____

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Type of Behavioral Plan: ☐ Initial Date: ☐ Updated Date:

By signing this page, you acknowledge that you have read and understand the above student's behavioral plan. If you have any questions or concerns about this plan, please contact the student's case manager. When any updates or changes are made you will be given a new copy of the behavioral plan and asked to sign.

Manchester Public Schools Pupil Personnel Services

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

If you received a copy of this behavioral plan, you have some involvement in supporting this student's behavioral plan such as being their regular education teacher, the attendance office, administration, school security and/or outside agency.

PLEASE SIGN AND RETURN THIS PAGE TO THE CASE MANAGER AS SOON AS POSSIBLE

☐ Emergency ☐ In accordance with IEP

Manchester Public Schools- Incident Report of Protective Hold

Note: Any use of physical restraint is to be documented and placed in the building-based binder and to be shred at the close of the school year. All incident reports are sent to the Assistant Superintendent for Pupil Personnel Services.

Physical Restraint means any mechanical or personal restriction that immobilizes or reduces the free movement of a child's arms, legs or head. It does not include: (1) briefly holding a child in order to calm or comfort the child; (2) restraint involving the minimum contact necessary to safely escort a child from one area to another; (3) medication devices, including supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a child from injuries due to a fall; or (5) helmets, mitts and similar devices used to prevent self injury when the device is part of a documented treatment plan or IEP and is the least restrictive means available to prevent self-injury.

District Information

School District: **Manchester** **Address:** **45 North School St** **Telephone:** **860-647-3452**

School: _____ Address: _____ Telephone: _____

Date of Restraint: _____ Date of Report: _____ Person Preparing Report: _____

Time Restraint Initiated: _____ Time Restraint Ended: _____ Total Time of Restraint: _____

Manchester

Student Information

Student's Name _____ **SASID** _____ **DOB:** _____

Age: _____ Gender: ☐M ☐F Grade: _____ Race: _____ Disability: _____

☐ The student currently receives special education services. ☐ 504

☐ The student is being evaluated or considered for eligibility for special education services.

Public

Staff Information

Name of staff administering restraint: _____ Title: _____

Name of staff administering restraint: _____ Title: _____

Name of staff monitoring/witnessing restraint: _____ Title: _____

Name of staff monitoring/witnessing restraint: _____ Title: _____

Name of staff monitoring/witnessing restraint: _____ Title: _____

Schools

Student activity/behavior precipitating restraint

Describe the location and activity in which the student was engaged just prior to the restraint:

Describe the risk of immediate or imminent injury to the student restrained or to others that required the use of restraint:

Pupil

Staff activity/response

Describe other steps, including de-escalation strategies implemented to prevent the emergency which necessitated the use of restraint:

Describe the nature of the physical restraint: (include the type of hold/restraint and the number of persons required):

Indicate times student was monitored for signs of physical distress and if any signs of physical distress were noted:

Describe the disposition of the student following the restraint:

Personnel

Was the student injured during the emergency use of restraint? ☐ No ☐ Yes

Was the student seen by the nurse? ☐ No ☐ Yes

Services

Parent/Guardian Notification

Was parent/guardian notified within 24 hours of the incident? ☐ No ☐ Yes (indicate manner) _____

Was a copy of the Incident Report sent to the parent;/guardian within 2 business days? ☐ No ☐ Yes

Is a PPT recommended to modify the IEP? ☐ No ☐ Yes IF "Yes", date of notice: _____

Addendum/Additional Information

***PMT holds/techniques should NEVER be used up and down stairs.**

***Make it a priority to hold post-violence/debriefing meetings with those involved in PMT holds after an incident occurs (for which an incident report is required to be completed), ASAP after the incident. This will best promote true prevention in the future.**

***Per PMT terminology, ESCORTS indicate that a student is moving forward, one foot in front of the other, under their own power (with staff guidance). TRANSPORTS indicate the student is not cooperating and may be aggressive/assaultive, and may require restriction of movement and more staff control to move the student.**

***For the purposes of the district incident report, ESCORTS would not be written up in an incident report. TRANSPORTS would likely be written up in an incident report, if the student's movements are being controlled and restricted.**

***PHYSICAL ASSISTS indicate use of hands-on intervention of moving the student from one place to another with the intention of releasing the physical contact upon arrival at the new location. If the physical contact cannot be released at that point, the process is considered a restraint, and should be written in an incident report.**

Manchester Public Schools

Pupil Personnel Services

☐ Emergency ☐ In accordance with IEP

Manchester Public Schools - Incident Report of Seclusion

Any use of physical restraint is to be documented and placed in the building-based binder and to be shred at the close of the school year. All incident reports are sent to the Assistant Superintendent for Pupil Personnel Services.

Seclusion: The confinement of a person in a room, whether it be alone or with supervision in a manner that prevents the person from leaving the room. In a public school seclusion does not mean any confinement of a child where the child is physically able to leave the area of confinement including in-school suspension and time-out.

District Information

School District: Manchester Address: 45 North School Street Phone: (860)647-3452
School: _____ Address: _____ Phone: _____
Date of Seclusion: _____ Date of Report: _____ Person Preparing the Report: _____
Time seclusion was initiated: _____ Time seclusion ended: _____ Total time of seclusion: _____

Student Information

Student's Name: _____ SASID: _____ Date of Birth: _____
Age: _____ Gender: _____ Grade: _____ Race: _____ Disability: _____
☐ The student currently receives special education services. ☐ 504
☐ The student is being evaluated or considered for eligibility for special education services.

Staff Information

Name of staff administering seclusion: _____ Title: _____
Name of staff monitoring/witnessing seclusion: _____ Title: _____
Name of staff monitoring/witnessing seclusion: _____ Title: _____
Name of staff monitoring/witnessing seclusion: _____ Title: _____

Student activity/behavior precipitating use of seclusion

Describe the location and activity in which the student was engaged just prior to the seclusion:

Describe the risk of immediate or imminent injury to the student secluded or to others, that required the use of seclusion:

Staff Activity/Response

Describe other steps, including de-escalation strategies implemented to prevent the emergency which necessitated the use of seclusion:

Describe the nature of the seclusion: (Was it used as an emergency procedure to prevent immediate or imminent injury to the student or others? Was it used as a behavior intervention as indicated in the IEP? If in the IEP, did the situation/emergency meet the criteria as outlined?

Did the student demonstrate physical distress while in seclusion? ☐ Yes ☐ No
Indicate time student was monitored for physical distress:

Describe the disposition of the student following the use of seclusion:

Was the student injured during the emergency use of seclusion? ☐ Yes ☐ No
If "Yes", complete and attach a Report of Injury.

Parent/Guardian Notification

Was parent/guardian notified within 24 hours of the incident? ☐ Yes (indicate manner): _____ ☐ No
Was a copy of the Incident Report sent to parent/guardian within 2 business days? ☐ Yes ☐ No
Is a PPT recommended to modify the IEP? ☐ Yes ☐ No

Manchester Public Schools Pupil Personnel Services

Manchester Public Schools

45 North School Street
Manchester, Connecticut 06042

ADMINISTRATIVE OFFICES

Mr. Matthew Geary
Superintendent of Schools
860- 647-3441

Mrs. Patricia F. Brooks
Assistant to the Superintendent
Finance and Management
860-647-3445

Dr. Amy Radikas
Assistant Superintendent
for Curriculum & Instruction
860-647-3447

Mrs. Shelly Matfess
Assistant Superintendent
for Pupil Personnel Services
860-647-3448

Manchester Public Schools Pupil Personnel Services

To the Parent/Guardian Of:

This letter is a follow up to the phone call that was made today informing you that today it became necessary for staff to implement the following behavioral intervention(s):

(☐) Temporarily place your child in our Time Out Room to ensure his/her safety and the safety of others.

(☐) Use physical intervention to ensure the safety of your child and/or the safety of others.

Enclosed you will find the specific details of this intervention.

The term "physical intervention" describes behavioral practices ranging from a simple escort from one area of the school to another, to a physical restraint.

Please know that our staff are trained and certified in safe intervention techniques. Certification is updated annually.

Please contact me if you have any questions or would like to discuss this further.

As always, we appreciate your support.

Sincerely,

, Principal

Cc: Shelly Matfess, Assistant Superintendent for Pupil Personnel Services

MANCHESTER PUBLIC SCHOOLS
PLANNING and PLACEMENT TEAM (PPT) ATTENDANCE

Student: _____ DOB: _____ Grade: _____

School: _____ Date of PPT: _____

Parent/Guardian: _____

NOTE: THIS AGREEMENT IS OPTIONAL. *Waiver of the attendance of a teacher or related service provider at a PPT meeting is optional. The district or parent/guardian may refuse to excuse such attendance.*

We agree to excuse the attendance of _____ **at the PPT**
Teacher or related service provider

meeting scheduled for _____ **because (check one):**
Date

Manchester

_____ This staff member's area of the curriculum *or* related services is not being modified or discussed in this meeting.

Public

OR

_____ Although the meeting involves a modification to or discussion of this staff member's area of the curriculum ***or*** related services, he/she has submitted in writing, to the parent and IEP team, input into the development of the IEP prior to the meeting.

Schools

_____ _____
Parent/Guardian Signature Date

_____ _____
School District Representative Date

Pupil

This agreement must be signed by a representative of the school district who has full authority to sign such a document on behalf of the school district and who, as described by federal statute, is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum and is knowledgeable about the availability of resources of the public agency.

Personnel

Section 614(d)(1)(C) of H.R. 1350, the revised Individuals with Disabilities with Education Act, the "IDEA," provides as follows:

ATTENDANCE NOT NECESSARY: A member of the IEP Team is not required to attend a meeting, in whole or in part, if the parent of a child with a disability and the public agency (school district) agree in writing that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting. (Section 614 (d)(1)(C)(i) and (iii))

Services

EXCUSAL: A member of the IEP team may be excused from attending a meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the parent and the public agency (school district) consent, in writing, to the excusal, and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting. (Section 614(d)(1)(C)(ii) and (iii))

Responsibilities of Planning and Placement Team Members

The idea behind the team approach is that these individual people sit down together and coordinate their efforts to help the student, regardless of where or how they were trained. For this approach to work, each team member must clearly understand his or her role and responsibilities as a member of the team.

Manchester

GENERAL EDUCATION CLASSROOM TEACHER

I work with the team to develop and implement appropriate educational experiences for the student during the time that he or she spends in my classroom. I ensure that the student's experiences outside my classroom are consistent with the instruction he or she receives from me. In carrying, out my responsibilities, I keep an accurate and continuous record of the student's progress. I am also responsible for referring any other students in my classroom who are at risk and may need to begin the Tier II intervention process.

Public Schools

CASE MANAGER OR SPECIAL EDUCATION TEACHER

It is my responsibility to coordinate the student's individualized educational plan. I work with each member of the team to assist in selecting, administering, and interpreting appropriate assessment information. I maintain ongoing communication with each team member to ensure that we are all working together to help the student. It is my responsibility to compile, organize, and maintain good, accurate records on each student. I propose instructional alternatives for the student and work with others in the implementation of the recommended instruction. To carry this out, I locate or develop the necessary materials to meet each student's specific needs. I work directly with the student's parents to ensure that they are familiar with what is being taught at school and can reinforce school learning experiences at home.

Pupil Personnel Services

PARENTS

We work with each team member to ensure that our child is involved in an appropriate educational program. We give information to the team about our child's life outside school and suggest experiences that might be relevant to the home and the community. We also work with our child at home to reinforce what is learned in school. As members of the team, we give our written consent for any evaluations of our child and any changes in our child's educational placement.

SCHOOL PSYCHOLOGIST

I select, administer, and interpret appropriate psychological, educational, and behavioral assessment instruments. I consult directly with team members regarding the student's overall educational development. It is also my responsibility to directly observe the student's performance in the classroom and assist in the design of appropriate behavioral management programs in the school and at home. Additionally, I am a key person who can assist with the implementation of SRBI.

SCHOOL ADMINISTRATOR

As the school district's representative, I work with the team to ensure that the resources of my district are used appropriately in providing services to the student. I am ultimately responsible for ensuring that the team's decisions are implemented properly.

OTHERS

Depending on the needs of the student, many other professionals sometimes serve as team members, including speech and language specialists, social workers, school counselors, school nurses, occupational or physical therapists, Department of Developmental services workers, vocational rehabilitation counselors, juvenile court authorities, physicians, and school media coordinators, among others as needed.

Manchester Public Schools Pupil Personnel Services

Planning and Placement Team Meeting Procedures
Eligibility PPTs

1. **The PPT Membership must include:**
   - An Administrator (or Designee), Special Education Teacher, General Education Teacher, Related Services Personnel (i.e. School Psychologist, Guidance Counselor, Social Worker, Speech/Language Clinician, Occupational Therapist, or Physical Therapist)
   - It is important to have the parent and student in attendance.

2. **Introductions:**
   1. All PPTs should begin with the Administrator/Designee stating the purpose(s) of the PPT.
   2. Introductions should be made around the table.
   3. Procedural Safeguards are offered.

3. **Updating:**
   1. Classroom teacher gives an update of student's present levels of performance.
   2. Parent and student provide any additional information.

4. **Eligibility:**
   1. Any evaluations that have been conducted are reviewed.
   2. Complete Multidisciplinary Evaluation Report of Students Suspected of Having a Learning Disability (ED629), and/or Checklist to Determine Eligibility For Special Education Due to Serious Emotional Disturbance (PPT/13).
   3. Classroom observation is discussed.
   4. If student is identified with a disability, consent for Special Education Placement (ED626) is signed.

5. **The IEP:**
   1. If the student is not identified with a disability only pages 1, 2, & 3 of the IEP are completed (ED620).
   2. If the student is identified with a disability, the IEP is developed (ED620).
   3. Proposed goals and recommendations are discussed.
   4. CAPT Testing:
      ~Accommodations reviewed.
      ~State Planning Sheet is filled out (copy goes to Dave Stetson).
   5. Read the recommendations and the minutes.
   6. Ask the team if there needs to be any additions or deletions.
   7. Please go back to IEP Direct and complete the IEP.
   8. Parents should receive them within 5 school days after the meeting.
   9. It is important to be courteous to the secretaries and allow them sufficient time to process the IEPs.

Manchester Public Schools Pupil Personnel Services

updated 8/13/2012

Planning and Placement Team Meeting Procedures
Referral PPTs

1. **The PPT Membership must include:**
   - An Administrator (or Designee), Special Education Teacher, General Education Teacher, Related Services Personnel (i.e. School Psychologist, Guidance Counselor, Social Worker, Speech/Language Clinician, Occupational Therapist, or Physical Therapist)
   - It is important to have the parent and student in attendance.

2. **Introductions:**
   1. All PPTs should begin with the Administrator/Designee stating the purpose(s) of the PPT.
   2. Introductions should be made around the table.
   3. Procedural Safeguards are offered.

3. **Referral:**
   1. The referral paperwork needs to be reviewed (ED621 pages 1 and 2)
   2. The Reading and Math Worksheets must be reviewed (ED630 and ED 631).
   3. Concerns are discussed.
   4. If testing is deemed appropriate, Notice and Consent to Conduct an Initial Education Evaluation is signed by the parent (ED625).

4. **Conclusion:**
   1. Read the recommendations and the minutes.
   2. Ask the team if there are any additions and deletions.

5. **The IEP:**
   1. Pages 1, 2, and 3 are completed.
   2. Please go back to IEP Plus and enter the information.
   3. Parents should receive them within 5 school days after the meeting.
   4. It is important to be courteous to the secretaries and allow them sufficient time to process the IEPs.

Manchester Public Schools Pupil Personnel Services

updated 2/21/2008

Planning and Placement Team Meeting Procedures
Annual/Triennial Reviews

1. **The PPT Membership must include:**
   - An Administrator (or Designee), Special Education Teacher, General Education Teacher, Related Services Personnel (i.e. School Psychologist, Guidance Counselor, Social Worker, Speech/Language Clinician, Occupational Therapist, or Physical Therapist)
   - It is important to have the parent and student in attendance.

2. **Introductions:**
   1. All PPTs should begin with the Administrator/Designee stating the purpose(s) of the PPT.
   2. Introductions should be made around the table.
   3. Procedural Safeguards are offered.

3. **Updating:**
   1. Demographic Information- The case manager should review this. (ie, Telephone numbers, address, etc.)
   2. The Case Manger will then review the present goals and objectives and discuss the progress the student has made. Be prepared to discuss the progress that student is making in all of their current courses. Specific examples need to be cited, not just grades.
   3. Related services personnel who have goals and objectives will review the student's progress.
   4. If any assessments were conducted they need to be reviewed.
   5. Guidance Counselor will indicate credits *(if appropriate).*

4. **Planning:**
   1. The team discusses the appropriateness of the student's current combination of classes, accommodations, and or modifications.
   2. If it is a triennial, Reading and Math Worksheets (ED630 & ED631), LD Eligibility (ED629) and/or SED Checklist (PPT/13) are reviewed as appropriate.
   3. Exceptionality is reviewed.
   4. Case Manager reviews proposed goals and objectives. The team accepts or amends them.
   5. If a triennial is being planned:
      ~Notice and Consent to Conduct a Reevaluation (ED627) is presented for signature.
      ~Questions are discussed regarding the purpose(s) of the evaluation. (note: The minutes must reflect these questions).
   6. CAPT Testing:
      ~Accommodations reviewed.
      ~State Planning Sheet is filled out (copy goes to Dave Stetson).

Manchester Public Schools Pupil Personnel Services

5. **Conclusion:**
    1. Ask the parent and student if they have any questions or concerns.
    2. Read the recommendations and the minutes.
    3. Ask the team if there needs to be any additions or deletions.

6. **The IEP:**
    1. Please go back to IEP Direct and enter the recommendations, minutes, and any changes that were a result of the PPT.
    2. Be prompt with completing IEPs as parents should receive them within 5 school days after the meeting.
    3. It is important to be courteous to the secretaries and allow them sufficient time to process the IEPs.

Manchester

Public

Schools

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updated 8/13/2012

Speech and Language Consultation Request

Office of Pupil Personnel Services
Manchester Public Schools
45 North School Street Manchester, CT 06042
(860) 647-3452

Office Use:

Date Received: _____

Date Reviewed: _____

Assigned Staff: _____

Student Information			
Student Name:	DOB:	Grade:	School:
Parent/Guardian Name(s):		Phone:	
Address:		Primary Language:	
Person Completing Form:	Date:	Relationship to Student:	
Has the parent been notified of this concern? Yes ☐ No ☐ Date Notified:			
Hearing Screening Results: Passed ☐ Failed ☐ Date of screening:			
Student's Current Grades: Reading _____ Math _____ Science_____ Social Studies _____			

Language	
1. Does the student speak in complete sentences?	Yes ☐ No ☐
2. Is the student's vocabulary appropriate for his or her age?	Yes ☐ No ☐
3. Is the student's grammar adequate for his or her age?	Yes ☐ No ☐
4. Is the student's syntax adequate for his or her age?	Yes ☐ No ☐
5. Does the student express himself/herself effectively (organized, sequential thoughts)?	Yes ☐ No ☐
6. Does the student contribute appropriately to class discussions?	Yes ☐ No ☐
7. Does the student retell stories that are read aloud?	Yes ☐ No ☐
8. Does the student respond to questions from a story read aloud? If yes, check appropriate type of question: a. ☐ factual b. ☐ literal c. ☐ inferential	Yes ☐ No ☐
9. Is the student usually able to follow your oral directions?	Yes ☐ No ☐
10. Does the student remember names, dates, times, places?	Yes ☐ No ☐
11. Is the student's reading comprehension appropriate?	Yes ☐ No ☐
12. Does the student comprehend math/science/social studies concepts?	Yes ☐ No ☐
13. Does the student comprehend questions?	Yes ☐ No ☐
14. Does the student problem solve?	Yes ☐ No ☐
15. Does the student sequence pictures?	Yes ☐ No ☐
16. Does the student recall names of known items?	Yes ☐ No ☐
17. Does the student understand proverbs, idioms, and humor?	Yes ☐ No ☐
18. Does the student use language relevant to the situation?	Yes ☐ No ☐
19. Does the student establish and maintain eye contact?	Yes ☐ No ☐
20. Does the student initiate and maintain appropriate conversation?	Yes ☐ No ☐
21. Does the student use a speech system rather than a gesture system?	Yes ☐ No ☐
22. Does the student use speech rather than relying on others to communicate for him/her?	Yes ☐ No ☐
23. Is the student's written language appropriate for his/her age?	Yes ☐ No ☐
Additional observations/comments:	
It is my opinion that these behaviors ☐ **Do not** ☐ **Do** interfere with the child's participation in the educational setting.	
If yes, Please briefly describe the impact this has on the student's classroom performance:	

Manchester Public Schools Pupil Personnel Services

Revised 7/2014

Articulation	
1. Is this student's intelligibility reduced (due to articulation errors) to the extent that you find it difficult to understand what she or he says at times? If yes, check appropriate description: a. ☐ occasional difficulty b. ☐ frequent difficulty c. ☐ considerable difficulty	Yes ☐ No ☐
2. Does this student make errors in writing (spelling) on the same sound symbols that he or she misarticulates?	Yes ☐ No ☐
3. Does this student misarticulate the same sounds when reading aloud as when speaking?	Yes ☐ No ☐
4. Does the student appear to avoid speaking in class because of his or her articulation errors?	Yes ☐ No ☐
5. Does the student appear to avoid speaking in class because of his or her articulation errors?	Yes ☐ No ☐
6. Does the student have problems reading or with readiness activities because of articulation errors?	Yes ☐ No ☐
7. Is the student having problems discriminating sounds?	Yes ☐ No ☐
8. Do the articulation errors seem to interfere with his or her social interaction?	Yes ☐ No ☐
9. Has the student ever indicated that he or she is having problems producing sounds when speaking or shown concern about his or her sound production?	Yes ☐ No ☐
10. Has this student ever corrected any of his or her own articulation errors?	Yes ☐ No ☐
11. Does this student's speech problem distract listeners from what he or she is saying?	Yes ☐ No ☐

Additional observations/comments:

Manchester

It is my opinion that these behaviors ☐ **Do not** ☐ **Do** interfere with the child's participation in the educational setting.

If yes, Please briefly describe the impact this has on the student's classroom performance:

Public

Please use this space for any additional comments, concerns, or observations:

Schools

Pupil

Personnel

Services

Once this form is complete and the parent has been notified, send the form to Shelly Matfess, Assistant Superintendent for Pupil Personnel Services, 860-647-3452

Chapter 6 — Individualized Education Programs (IEPs)

The District develops a written plan for each student requiring special education and related services. This plan is called an Individualized Education Program (IEP). Our PPT develops, reviews, and or revises the IEP to meet the needs of each student who requires special education and related services.

❖ District Responsibilities Regarding IEPs

Our District provides a free, appropriate public education for all students with disabilities aged 3 through 21 who require special education and related services, who have not graduated with a regular high school diploma or exceeded the age of eligibility including:

Manchester

- students with disabilities who have been suspended or expelled from school for more than 10 school days in a school year;
- students suspended for less than 10 school days in a school year if services are provided to students without disabilities who have been similarly removed; and
- students who are advancing from grade to grade.

Public

The District provides educational opportunity to all students with disabilities. An IEP is developed, implemented, maintained, reviewed, revised and evaluated for all special education students served by our District. This includes students placed in or referred to a private school or facility by our District. Special education and related services are provided in accordance with the student's IEP.

Schools

3-Year-Olds from Birth To Three System

Pupil

An IEP is developed and implemented by the third birthday for each student eligible for special education and related services who is transitioning from the Birth to Three System. A free appropriate public education is available to each eligible student no later than the student's third birthday and an IEP is in effect by that date. If a child is scheduled to transition from Birth to Three programs to the LEA and the child turns three years of age during the summer months, the District will determine if the child is eligible for a free appropriate public education (FAPE) and whether the child requires extended school year services (ESY) prior to the student's third birthday. If the student is eligible for FAPE and requires ESY services, the District will implement the IEP by the student's third birthday, regardless of the fact that this occurs during the summer months. If the student is eligible for FAPE and does not require ESY services, the IEP will be implemented on the first day of school.

Personnel

Private School

Services

Before our District places a student with a disability in, or refers a student to, an approved private school or facility the District initiates and conducts a meeting to develop an IEP for the student.

A representative of the private school or facility attends the PPT meeting. If the representative cannot attend, the District uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls. Compliance with IDEA Part-B and CGS Section 10-76 remains the responsibility of the District even in those instances where the District has a private facility implementing a student's IEP. This responsibility includes conducting PPT meetings to develop, review and revise the student's IEP and determine eligibility for special education services.

No placement is made unless it is in accordance with a student's IEP as developed by our District PPT. Placement in a private facility after a three-year period requires the annual approval of the State Department of Education, or annually, after two years if the placement is in an out-of-state facility. The district will notify the state department of these placements on an annual basis. We will make available all documentation should SDE choose to review the student files.

Charter School, Inter-District Magnet School, and Regional Vocational Agricultural Centers

Students with disabilities, who attend charter schools, inter-district magnet schools and regional vocational agricultural centers retain all rights under IDEA. For students with disabilities who are enrolled in any of these public choice programs, the LEA of residence (our District) will convene the planning and placement team (PPT) meeting for such student and invite representatives of the choice program to attend the PPT.

The responsibility for ensuring the provision of services to students in any of these choice programs belongs to the school in which the student is enrolled. If a student is attending a charter school, the District will discuss with representatives of the charter school how the services will be provided (by charter school staff or District staff). The District will pay the charter school, on a quarterly basis, an amount equal to the difference between the reasonable costs of special education and related services and the sum of the amount received by the charter school from federal, state, local and private sources calculated on a per pupil basis.

In the case of a student attending an inter-district magnet school, the District shall pay the inter-district magnet school an amount equal to the difference between the reasonable cost of special education and related services and the sum of the amount received from federal, state, and local and private sources calculated on a per pupil basis.

In the case of a student attending a vocational agricultural center who resides in our District, our District is responsible for the costs of special education and related services.

Open Choice and Connecticut Technical High Schools

Students with disabilities, who attend Open Choice schools and the CT Technical High Schools, retain all rights under IDEA. Students who attend Open Choice schools and the CT Technical High Schools "belong" to the receiving District. The receiving District convenes the Planning and Placement Team (PPT) meeting and develops the IEP for the student. For students in open choice schools, the LEA of residence is invited to attend the PPT/IEP meetings. It is the responsibility of the District of residence to pay the receiving District an amount equal to the difference between special education and related service costs and the sum of the amount received by the receiving District for the state open choice program.

The CT Technical High Schools are responsible for the provision of services for students with disabilities. Pursuant to Section 10-76qI of the Connecticut General Statutes, if the Planning and Placement Team of one of the CT Technical High Schools determines that a student requires special education and related services which precludes such student's participation in the program offered by a technical high school, the student shall be referred to the board of education in the town in which the student resides for the development of an IEP and such board of education shall be responsible for the implementation and financing of such program.

IEP Development and Timelines

The services and placement needed by each student with a disability to receive FAPE are based on the student's unique needs and not on the student's disability.

Manchester Public Schools Pupil Personnel Services

An IEP is in effect before special education and related services are provided to an eligible student. The District implements each IEP within 45 school days of the initial referral, exclusive of time required to obtain parental consent, for in-district placements and 60 school days, exclusive of time required to obtain parental consent, for out-of-district placements.

At the beginning of each school year, an IEP is in effect for each student with a disability and who requires special education and related services for which the District is educationally responsible. Throughout the school year, changes to the IEP will be implemented as agreed upon following a PPT in which the IEP is reviewed or revised.

IEP Access

The student's IEP is accessible to each regular education teacher, special education teacher, related services provider and other service provider who is responsible for its implementation. Each regular education teacher, special education teacher, related services provider and other service provider is informed of her/his responsibilities related to implementing the IEP and specific accommodations, modifications and supports that must be provided in accordance with the IEP.

A full copy of the IEP is given to parents at no cost within five school days after the PPT meeting.

Manchester Public Schools Pupil Personnel Services

❖ IEP Components

Our District uses a standard IEP form. This form has numerous legally required components that help guide the team in the development, review, revision and implementation of the student's program. These various components are listed and described in this section of the procedures.

Present Levels of Academic and Functional Performance

Present Levels of Academic and Functional Performance include a description of how a student is currently performing in many important academic, behavioral, vocational and adaptive areas. In addition, Present Levels of Academic and Functional Performance include a description of strengths, concerns and needs that require specialized instruction and a description of how the student's disability impacts their involvement and progress in the general education curriculum (the same curriculum as for nondisabled children) or appropriate preschool activities. The Present Levels of Academic and Functional Performance directly ask for parent and student input and concerns as part of the planning process.

Services Provided to the Student

The IEP will include a statement of the special education and related services and supplementary aids and services based upon peer reviewed research to the extent practicable to be provided to the student or on behalf of the student and a statement of the program accommodations and modifications and supports for school personnel that will be provided so that the student will:

- advance appropriately toward attaining the annual goals;
- be involved and progress in the general curriculum;
- participate in extracurricular activities and other nonacademic activities; and
- be educated and participate with students with and without disabilities.

The IEP will specify supplementary aids and services provided to or on behalf of the student, program accommodations and modifications and supports for school personnel, as appropriate:

- The specific required accommodations and modifications including assistive technology devices and services as appropriate,
- The location and duration of the accommodations and modifications that will be included, and,
- The frequency and duration of supports for school personnel to implement the IEP.

The IEP will include a description of the extent to which the student will participate in general education. For special education and related services related to specific annual goals and objectives, the IEP will specify:

- The frequency of the service;
- The responsible staff and service implementer;
- The start and end date of the services provided;
- The location of these services; and
- If needed, a description of the instructional service delivery.

Manchester Public Schools Pupil Personnel Services

Nonacademic and Extracurricular Activities/Services

Our District takes steps to provide nonacademic and extracurricular services and activities to students with disabilities. These may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available, in such manner as is necessary to afford students with disabilities an equal opportunity for participation in those services and activities.

Justification for Removal from Regular Education

For each student who is removed from regular education for any portion of her/his school day, a justification for that removal is indicated on the IEP. Additionally, an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities, will be included in the IEP.

Length of School Day and Year

The IEP will specify the length of the school day and school year. The length of the school day and year for students requiring special education and related services is the same as for students in the regular education program, unless otherwise specified in the IEP.

Extended school year services (ESY) are available as necessary to provide a free appropriate public education. Our District provides extended school year services only if the PPT that develops the student's IEP determines, on an individual basis, that the services are necessary for the provision of FAPE. The District does not limit extended school year services to particular categories of disabilities and does not unilaterally limit the type, amount, or duration of those services.

Transportation

The District provides, as a related service, safe and appropriate transportation as needed to implement the IEP for each student requiring special education and related services. Total travel time does not exceed one hour each way to and from a special education facility and all decisions relating to travel time shall take into account the nature and severity of the student's exceptionality and the student's age. If an appropriate placement cannot be made without exceeding the one-hour travel time limit, written parental consent is obtained prior to implementing the transportation service. Transportation services are specified on the IEP.

Physical Education

The IEP will specify the physical education services for the student. Physical education services, specially designed if necessary, are made available to every student with a disability receiving a free, appropriate public education in our District. Each student with a disability has the opportunity to participate in the regular physical education program available to nondisabled students. This is the case unless the student is enrolled in a separate facility or the student needs specially designed physical education as prescribed in the student's IEP. Students enrolled in a separate facility receive appropriate physical education services, including specially designed services, if necessary.

Assistive Technology

Assistive technology (AT) devices or services or both are made available to a student with a disability as required to assist the student to benefit from special education. In such cases, assistive technology may be a part of one or more of the following: special education, related services, and/or supplementary aids and services. The District provides the AT devices in all settings specified in the student's IEP, including school, home and community work sites.

The District makes efforts to ensure that hearing aids worn in school by students with hearing impairments, including deafness, are functioning properly. In addition, the District will ensure that the external components of surgically implanted medical devices are functioning properly.

The IDEA, adopted the National Instructional Materials Accessibility Standard (NIMAS) for the purpose of increasing the availability and timely delivery of textbooks and other core instructional materials in accessible formats to blind or other persons with print disabilities in elementary and secondary schools

1. Our District has chosen not to coordinate with NIMAC. However, our District:
   - Purchases source files when and if they are available directly from publishers, establishes a secure access, distribution and tracking system and arranges to use such files to produce student-ready specialized formats, and/or
   - Purchases student-ready versions when and if they are available directly from publishers, and/or
   - Establishes a workflow for scanning print materials and producing or otherwise obtaining audio books, Braille, large print, and other appropriate specialized formats in a timely manner and
   - Remains responsible for ensuring that accessible specialized formats are provided to students with print disabilities in a timely manner.

Vocational Education

All students requiring special education and related services have access to all career and vocational education services available to students in general education. Vocational services are provided for each student whose IEP requires such services; and such vocational services shall contain an academic component. Vocational education services are specified in the IEP.

Secondary Transition

Beginning not later than the first IEP to be in effect when a child is 16 or younger or at the annual review prior to entering grade 9, and updated annually thereafter, the IEP must include appropriate measurable postsecondary goals. These goals must be based upon age-appropriate transition assessments related to

Manchester Public Schools Pupil Personnel Services

training, education, employment and where appropriate, independent living skills and the identification of the transition services (including courses of study) needed to assist the child in reaching those goals. Transition assessments must be conducted on an annual basis.

Transition services are a coordinated set of activities for a student with a disability that is designed to be a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:

- Postsecondary education;
- Vocational education;
- Integrated employment (including supported employment);
- Continuing and adult education;
- Adult services [e.g., Bureau of Rehabilitation Services (BRS), Department of Developmental Services (DDS) (formerly DMR), Board of Education and Services for the Blind (BESB), Department of Mental Health and Addiction Services (DMHAS)];
- Independent living; and/or
- Community participation.

Manchester

Transition services, written as goals and objectives in the IEP, are based on the individual needs of each child, taking into account the child's strengths, preferences and interests and include activities in the areas of:

Public

- Instruction and related services;
- Community experiences;
- The development of employment and other post–school adult living objectives; and
- If appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation.

Schools

For children with disabilities, who are convicted as adults under state law and incarcerated in adult prisons, transition planning and services do not apply if their eligibility under Part B will end (due to age) before they are released from prison (based on their sentence and eligibility for early release).

Pupil

When a child's eligibility for special education and related services is ending due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility the District will provide the student with a summary of his or her academic achievement and functional performance, which will include recommendations on how to assist the student in meeting their postsecondary goals. This information is included in the Summary of Performance (ED 635) and is not a formal part of the IEP but is required under IDEA.

Personnel

When appropriate, and with the consent of the parent or eligible student, the District will invite to the PPT meeting a representative of any participating agency that is likely to be responsible for providing or paying for transition services. If the participating agency fails to provide the transition services described in the IEP, the District will reconvene the PPT to identify alternate strategies to meet the transition objectives in the IEP.

Services

Measurable Annual Goals and Short-Term Objectives

Measurable annual goals and short-term objectives are in the IEP and relate to meeting:

- the needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled students) or for preschool students, as appropriate, to participate in appropriate activities; and
- the other educational needs that result from the student's disability.

In order to determine on a regular basis whether the student's short-term objectives are achieved, the District includes additional information in the IEP: performance criteria; evaluation procedures; evaluation schedule; and a statement of how the student's progress toward the annual goals will be measured.

Progress Reporting

Manchester

The IEP includes information on when parents will be periodically informed of the student's progress toward meeting the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the school year.

Public

Exit Criteria

A statement of the criteria that would be necessary to consider a student no longer eligible for special education and related services is included in the IEP. On the Prior Written Notice, the "Exit Information" section should be completed. For students referred and not found to be eligible for services the exit reason would be "Did Not Qualify". Students that had received services but no longer qualify would have an exit reason of "Returned to General Education. The date of exit for all of the above criteria would be a minimum 5 school days following the date of the PPT.

Schools

Students withdrawing to attend an adult high school credit diploma program or obtain a GED should not be exited unless they do not qualify for services. (see appendix for Exit Codes)

Pupil

Assessment

Students with disabilities must be included in state and district-wide assessment programs, with appropriate accommodations, where necessary. The PPT determines for each individual special education student the need for accommodations to the state mandated assessments to determine what accommodations are allowable and the conditions under which they may be used.

Personnel

It is also the PPT's responsibility to determine if a student will be assessed with an alternate assessment. Every state must have an alternate assessment available for those students with disabilities who are unable to participate in the standard grade level assessment, even with accommodations. Students with significant cognitive impairments may participate in an alternate assessment. In Connecticut, the alternate assessment is the Skills Checklist. There are seven Checklists, one for each grade 3-8 and 10 and students must be assessed with the Checklist that corresponds to their enrolled grade.

Services

If the PPT determines that a student will not participate, even with accommodations, in the standard administration of a district-wide assessment of achievement, or will not participate in any part of a district-wide assessment, the IEP must include a statement explaining why that assessment is not appropriate for the student and how the student will be assessed. In this case only, the PPT will determine the procedure for the alternate assessment.

Age of Majority

Beginning at least one year before the student reaches age 18, a statement is set forth in the IEP that the student has been informed of her/his rights under IDEA Part B (i.e., those included in the procedural safeguards document) and that rights will transfer to the student upon reaching age 18.

Agreement to Change an IEP Without Convening a PPT Meeting [ED 634]

In making changes to a child's IEP after the annual PPT meeting for a school year, our District and the parent of a child with a disability may agree not to convene a PPT meeting to make those changes through the use of Form ED 634 (see appendix to this chapter). In that situation, the IEP may be amended (without redrafting the entire IEP) by attaching to Form ED 634 pages 1 and 2 of the IEP, as revised, the Prior Written Notice page and those pages of the IEP that will be different as a result of the changes made, and attaching these pages to the *front* of the original IEP. Other members of the PPT shall be informed of the changes made to the IEP. Upon request, the parent will be provided with a revised copy of the IEP with the amendments incorporated.

The amended IEP does not go into effect until the parent has granted permission in writing.

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Individualized Education Programs Appendix

- Individualized Education Program Form (ED620, February 2009)
- Agreement to change an IEP Without Convening a Planning and Placement Team Meeting (ED634) and Guidelines

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

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: _____ Age: _____ Current Grade: _____ 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?
☐ Yes ☐ No ☐ NA

Case Manager: _____

Student Address[1]: _____ 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 Meeting[2]: ☐ 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 ☐ Speech or Language Impaired ☐ Other Health Impairment ☐ Deaf – Blindness ☐ Hearing Impairment (Deaf or Hard of Hearing) ☐ Orthopedic Impairment ☐ Traumatic Brain Injury ☐ OHI – ADD/ADHD ☐ Developmental Delay (ages 3-5 only) ☐ Intellectual Disability ☐ Specific Learning Disabilities ☐ Visual Impairment ☐ To be determined

The next projected PPT meeting date is: _____

- 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? _____

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

Manchester Public Schools Pupil Personnel Services

Student: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

LIST OF PPT RECOMMENDATIONS

Manchester Public Schools

PLANNING AND PLACEMENT TEAM MEETING SUMMARY (OPTIONAL)

Pupil Personnel Services

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: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

Last Name, First Name — mm/dd/yyyy — 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
	☐ Educational performance supports proposed actions ☐ Evaluation results support proposed actions ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other _____	☐ Achievement _____ ☐ Motor _____ ☐ Adaptive _____ ☐ Report Cards _____ ☐ Classroom Observation _____ ☐ Review of Records _____ ☐ Cognitive _____ ☐ Social Emotional Behavior _____ ☐ Communication _____ ☐ Teacher Reports _____ ☐ Developmental _____ ☐ Other (specify and dated) _____ ☐ Health/Medical _____	

Actions Refused	Reasons for refused actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions refused (dated)
	☐ Educational performance supports refusal ☐ Evaluation results support refusal ☐ Previous IEP goals and objectives have been satisfactorily achieved ☐ Student has met Exit Criteria ☐ Other _____	☐ Achievement _____ ☐ Motor _____ ☐ Adaptive _____ ☐ Report Cards _____ ☐ Classroom Observation _____ ☐ Review of Records _____ ☐ Cognitive _____ ☐ Social emotional Behavior _____ ☐ Communication _____ ☐ Teacher Reports _____ ☐ Developmental _____ ☐ Other (specify and dated) _____ ☐ Health/Medical _____

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
☐ Full-time placement in general education with supplementary aids and services. ☐ No other options were considered and rejected. ☐ Other options considered and rejected in favor of this action: _____	☐ Options would not provide student with an appropriate program in the least restrictive environment ☐ Other: (specify) _____	☐ There are no other factors that are relevant to the PPT decision ☐ Information/concerns shared by the parents ☐ Information/preferences shared by the student ☐ Other: (specify) _____	☐ Date of exit from Special Education _____ ☐ Returning to general education ☐ 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.

Manchester Public Schools Pupil Personnel Services

Student: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

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	

Manchester Public Schools Pupil Personnel Services

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.
Academic/Cognitive Language Arts: _____ ☐ Age Appropriate			
Academic/Cognitive: Math: _____ ☐ Age Appropriate			
Other Academic/ Nonacademic Areas: _____ ☐ Age Appropriate			

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: _____ ☐ Age Appropriate			
Communication: _____ ☐ Age Appropriate			
Vocational/Transition: _____ ☐ Age Appropriate			
Health and Development including Vision And Hearing: _____ ☐ Age Appropriate			
Fine and Gross Motor: _____ ☐ Age Appropriate			
Activities of Daily Living: _____ ☐ Age Appropriate			
Other: _____ ☐ Age Appropriate			

Manchester Public Schools Pupil Personnel Services

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

Manchester

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

Public

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) _____

Schools

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

Pupil

   b) **Post-School Outcome Goal Statement – Employment:** _____
   ☐ Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP

Personnel

   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)

Services

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.

Student: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☐ Gross/Fine Motor ☐ Postsecondary Education/Training
☐ Self Help ☐ Employment ☐ Independent Living ☐ Health ☐ Other: (specify)

Enter Dates for Evaluating and Reporting Progress in Boxes Below

1	2	3	4
5	6	7	8

☐ **Check here if the student is 15 years of age.** (Note: Page 6, Transition Planning must be completed if this box is checked)

Measurable Annual Goal* (Linked to Present Levels of Performance) # _____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objective #1 _____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #2 _____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #3 _____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Manchester Public Schools Pupil Personnel Services

Evaluation Procedures		**Performance Criteria**	
1. Criterion-Referenced/Curriculum Based Assessments	7. Behavior/Performance Rating Scale	A. Percent of Change	F. Duration
2. Pre and Post Standardized Assessment	8. Smarter Balanced and CT Alternate Assessments	B. Months Growth	G. Successful Completion of Task/Activity
3. Pre and Post Base Line Data	9. Work Samples, Job Performance or Products	C. Standard Score Increase	H. Mastery
4. Quizzes/Tests	10. Achievement of Objectives *(Note: use with goal only)*	D. Passing Grades/Score	I. Other: (specify) _____
5. Student Self-assessment/Rubric	11. Other (specify) _____	E. Frequency/Trials	J. Other: (specify) _____
6. Project/Experiment/Portfolio	12. Other (specify)		

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year) **M** = Mastered **S** = Satisfactory Progress – Likely to achieve goal
U=Unsatisfactory Progress – Unlikely to achieve goal **N** = No Progress – Will not 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

Student: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

Last Name, First Name — mm/dd/yyyy — 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: – 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:	

Manchester Public Schools Pupil Personnel Services

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: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

Last Name, First Name — mm/dd/yyyy — 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.

- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 10 CAPT Science Only
- ☐ Grades PK-2, 9 or 12; testing not required
- ☐ Grade 11
- ☐ Grade 12

DISTRICTWIDE ASSESSMENTS

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

- ☐ Grade Pre-K
- ☐ Grade K
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

Smarter Balanced Assessments and the Connecticut Alternate Assessment (CTAA)

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

Administration Options:

☐ **Yes** ☐ **No** **Accommodations will be provided. ****

The completed *Test Supports/Accommodations Form* is attached. Accommodations MUST also be entered on the CSDE Accommodations Collection Website.

☐ **Yes** ☐ **No** **EL (formerly ELL) exemption from reading and writing tests will be given.**

NOTE: This exemption applies only to students attending a U.S. school for the first time for less than 12 months **AND** who have limited English proficiency. Exempted students are not required to take the reading and writing tests, but **must take all other tests**. For further information, see the EXEMPTION GUIDELINES.

* *CTAA and CMT/CAPT Science Skills Checklists Eligibility & Learner Characteristics Inventory (LCI)* should be used for guidance on eligibility. 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 on the CSDE Accommodations Collection Website. **A PPT decision to assess the student using the CTAA 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 on the CSDE Accommodations Collection Website.

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.**

_____

_____

_____

_____

Manchester Public Schools Pupil Personnel Services

Student: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

CONSIDERATION OF SPECIAL FACTORS:

1. 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) _____

2. 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) _____

3. For students who are blind or visually impaired: ☐ NA ☐ Instruction in braille or the 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.

4. 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 devices and services) that the services/modifications identified in the attached *Language and Communication Plan* are required.

Manchester Public Schools Pupil Personnel Services

PROGRESS REPORTING

1. 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

1. 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) _____

Student: _____ DOB: _____ District: _____ Meeting Date: _____

Last Name, First Name — mm/dd/yyyy — 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:	☐ Not Required	☐ Required: See Pg. 8			5. Length of School Day:	(Specify) _____
2. Applied (Voc.) Ed:	☐ Regular	☐ Special (specify) _____		☐ N/A	6. Number of Days/Week:	(Specify) _____
3. Physical Education:	☐ Regular	☐ Special (specify) _____		☐ N/A	7. Length of School Year:	(Specify) _____
4. Transportation:	☐ Regular	☐ Special (specify) _____		☐ N/A		

8. Total School Hours/Week: (Specify)	9. Special Education Hours/Week: (Specify)	10. Hours per week the student will spend 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.

Manchester Public Schools Pupil Personnel Services

Student: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

Last Name, First Name — mm/dd/yyyy — 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 _____

Placement/Settings for students 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 placement/setting where the child spends the majority of the week which is a combination of programming from both pages 2 AND 11:

☐ Early Childhood Preschool or Kindergarten Program – includes 50% or more non-disabled children

☐ Early Childhood Special Education Program in Separate School – includes less than 50% non-disabled children

☐ Home

☐ Early Childhood Special Education Program in Separate Class – includes less than 50% non-disabled children

☐ Early Childhood Special Education Program in Residential Facility – includes less than 50% non-disabled children

☐ Service Provider Location (Itinerant Services) – applies only when a child does not spend time in any environment with non-disabled peers

Manchester Public Schools Pupil Personnel Services

Education Placement 3 to 21 years of age

1. Primary Reason for Educational Location

☐ PPT ☐ Open Choice (Parent Placement) ☐ Interim Alternative Education Setting-IAES ☐ Court Order Following Due Process ☐ District transition/vocational program or age appropriate community based program ☐ Homeless

☐ Charter School (Parental Choice) ☐ Vo-Ag School (Parental Choice) ☐ Expulsion ☐ Mediation Agreement (reached with participation of an SDE mediator) ☐ None (Awaiting Placement)

☐ CTHSS (Parental Choice) ☐ Service plan only (Parent Placement in Private School) ☐ Parent/BOE Settlement Agreement ☐ Resolution Agreement (reached through a resolution session held in relation to a parent's due process hearing request)

☐ Inter-district Magnet (Parental Choice) ☐ Medical (Hospital or Homebound) ☐ Due Process Hearing ☐ Non-Educational Restriction / Treatment Boundary (must answer 3a - who initiated non-educational restriction/treatment boundary)

2. If student doesn't live at home, where does he/she live?

☐ Correctional Facility (District 336 only) ☐ Municipal Detention Center (Bridgeport, Hartford, New Haven) ☐ Foster Home ☐ Safe Home ☐ Private Residential Treatment Center

☐ DCF Facility (District 347 only) ☐ Private Detention Center e.g. SAGE, Washington Street Juvenile Detention Center ☐ Permanent Family Residence http://www.dir.ct.gov/dcf/Licensed_Facilities/listing_PFR.asp ☐ Supported housing (housing subsidized by DCF, DDS, DMHAS or other state agency.) ☐ Private Residential Educational School

☐ DMHAS Facility (District 337 only) ☐ Hospital ☐ Group Home ☐ Temporary Shelter (includes Permanency Diagnostic Center (PDC) and STAR shelters) ☐ Other (Specify) _____

3. If student's placement is not in a district program, who/what entity initiated the placement?

State Agency Placement Grant applies if placement initiated by: ☐ DCF ☐ DDS ☐ DMHAS ☐ Judicial Department ☐ Indian Nation

LEA Excess Cost Grant may apply when placement is made by: ☐ PPT ☐ Physician ☐ Resolution Agreement ☐ Settlement Agreement ☐ Mediation Agreement ☐ Hearing Decision

GRADUATION

The student is projected to graduate in what year? (Enter the school year formatted as YYYY-YYYY that is determined at the annual review during the student's 9th grade year.)

☐ Y ☐ Y ☐ Y ☐ Y - ☐ Y ☐ Y ☐ Y ☐ Y

MANCHESTER PUBLIC SCHOOLS
AGREEMENT TO CHANGE AN INDIVIDUALIZED EDUCATION PROGRAM WITHOUT CONVENING A PLANNING AND PLACEMENT TEAM MEETING

Student: _____ DOB: _____ Grade:

School: _____ IEP being changed: _____
Date the IEP was developed

Parent/Guardian: _____

We agree to make the changes to the student's IEP as described in the documents specified below and which are attached to this agreement. We understand that these changes were not made at a PPT meeting. We agree only to the changes described in the attached documents. We understand that this agreement is optional and that the parent can request a PPT meeting at any time to review the IEP. We understand that this agreement can be made only if the changes are not part of an Annual Review of the student's program.

Manchester Public Schools Pupil Personnel Services

_____ _____
Parent/Guardian Signature Date

_____ _____
School District Representative Date

This agreement must be signed by a representative of the school district who has full authority to sign such a document on behalf of the school district and who, as described by federal statute, is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum and is knowledgeable about the availability of resources of the public agency.

The following documents are attached to this agreement:

____ Revised Pages 1 and 2 of the IEP dated: _____ _____ Prior Written Notice

____ Amendments (please specify) _____

It is expected that, at minimum, a Prior Written Notice, the revised pages 1 and 2 of the IEP being changed and any other pages of the IEP that will be different as a result of the changes made (e.g. goal and objectives pages, service delivery grid, etc.) will be attached to this agreement as verification of the changes made to the IEP.

Section 614(d)(3)(D) of H.R. 1350, the revised Individuals with Disabilities Education Act, the "IDEA," provides as follows:

AGREEMENT NOT TO CONVENE: In making changes to a child's IEP *after* the annual IEP meeting for a school year, the parent of a child with a disability and the public agency (school district) may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP. Such changes may be made by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

MANCHESTER PUBLIC SCHOOLS
Administrative Offices
45 North School Street, Manchester, CT 06042

Pupil Personnel Services Department

Guidelines for Agreement to Change an Individual Education Program without Convening a Planning and Placement Team Meeting

1. Do not amend an IEP without including an administrator in the process
2. Make the telephone call from their office, so they can sign off as the School District Representative
3. To expedite the change going into effect, it would be in your best interest to have the parent come in for a small meeting.
4. It is imperative that you include two copies of ED634: *Agreement to Change an Individualized Program Without Convening a Planning and Placement Team Meeting* form, one for the parent to keep and one to be returned.
5. Remember to distribute a full copy of the IEP.
6. IEP being changed is *(see form: is the date of the IEP you are amending)*
7. Revised Page 1 and 2 of the IEP dated: *(see form: is the date you had the conversation with the parent/guardian)*
8. In the middle of page 1 of the new IEP, the next projected meeting date is the date that you indicated on your previous IEP.
9. Like any other IEP, this paperwork must be sent out within 5 school days of the conversation.
10. The change does not go into effect until you receive the signed agreement form.

Manchester Public Schools Pupil Personnel Services

Chapter 7 — Least Restrictive Environment

The District ensures that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities are educated with students who are nondisabled. Placement of students in special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when 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.

❖ Continuum of Alternative Placements

Manchester Public Schools Pupil Personnel Services

The District provides a continuum of alternative placements to meet the needs of students with disabilities who require special education and related services. These alternative placements are available to the extent necessary in order to implement the IEP. This continuum of placements includes instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions. In addition, supplementary services (such as a resource room or itinerant instruction) are provided in conjunction with regular class placement. (see Alternative Education Referral Form and Administrative Procedures Relating to Placement of Students in Alternative Education Settings within the Manchester Public Schools (5/23/14))

Determining Placement

In determining the educational placement of a student with a disability, including a preschool student with a disability, the District ensures that the placement decision is made in conformity with the LRE provisions of IDEA. The placement decision is made by the PPT.

The placement of each student with a disability is determined, at least annually, based upon his/her IEP. Unless the IEP requires some other arrangement, students are educated in the school they would attend if they did not have a disability. Students are educated as close to their home as possible.

In selecting the least restrictive environment, consideration is given to any potential harmful effect on the student or on the quality of services the student needs. Each IEP includes an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities, and a justification for removal from regular education. A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Each student requiring special education and related services is educated in the school that he or she would attend if he or she did not require special education and related services, unless the IEP requires another

Parental Involvement

The District must take steps to ensure that one or both of the parents are present at each PPT meeting or are afforded the opportunity to participate at each PPT meeting with respect to decisions related to identification, evaluation, educational placement and the provision of FAPE. If neither parent can participate in a meeting at which a decision is made related to changing the IEP of their student, the District will use other methods to ensure parent participation (including individual or conference telephone calls or video conferencing).

If the District is unable to obtain parent participation in a placement decision, the District may make a placement decision. In this situation, the District would attempt to ensure parent involvement by arranging a meeting at a mutually agreed upon time and place. Records of phone calls made, or attempted, and results of those calls, copies of correspondence sent to parents and any responses received, and documentation of visits to parents' homes or places of employment and results of those visits are examples of methods that could be used by our District staff.

The District presumes that divorced parents have equal rights under state and federal law to participate in all aspects of their child's education, unless either or both parents do not have authority under applicable state law governing matters such as guardianship, separation or divorce.

The District makes reasonable efforts to ensure that parents understand, and are able to participate in any group discussions relating to the educational placement of their student. Such efforts would include arranging for an interpreter for parents with deafness or whose native language is other than English.

Manchester

Nonacademic and Extracurricular Activities

Our District ensures that in providing for nonacademic and extracurricular activities and services, each student with a disability participates with nondisabled students to the maximum extent appropriate to the needs of the student. The provision of these activities and services includes meals and recess periods. Other activities and services that are available to students with disabilities are counseling, athletics, transportation, health services, recreational activities, and special-interest groups or clubs sponsored by the District. The District also makes referrals to agencies that provide assistance to individuals with disabilities and employment of students, including employment by the District and assistance in making outside employment available.

Public
Schools

Students with disabilities have available to them the variety of educational programs and services that are available to nondisabled students in our District. These programs and services include but are not limited to art, music, industrial arts, consumer education and vocational education.

Private Special Education Programs

Pupil

A student with a disability who is placed in a private school or facility or other private special education program by our District is provided special education and related services in conformity with the student's IEP. This is done at no cost to the parents. The placement is at a school or facility that meets the standards that apply to state and local districts. Prior to the student's placement, our District convenes a PPT meeting to develop the IEP. A representative of the private program must attend the meeting or participate via telephone. The student has all of the rights of a student with disabilities who is served within our District schools. The student's IEP will be fully implemented in the private facility and, if necessary, by other providers authorized by our District. All out-of-state facilities will meet the educational standards for private special education facilities of the receiving state. If no such standards exist, the District will provide the Connecticut State Board of Education with documentation that the private placement is appropriate to the student's needs as set forth in the student's IEP.

Personnel
Services

Residential Placement

If placement in a private residential program is necessary to provide special education and related services to a student with a disability, the program (including nonmedical care, room and board) is at no cost to the parents. In the case of a student placed in a residential facility because of the need for services other than educational, the financial responsibility of our District is limited to the reasonable costs of special education instruction.

Homebound or Hospital Instruction

Placement involving homebound and hospital instruction is provided when recommended by the PPT. One or more of the following conditions must apply:

- A physician certifies in writing that the student is unable to attend school for medical reasons and states the expected date that the student will be able to return to the school program;
- The student has a handicap so severe that it prevents the student from learning in a school setting or the student's presence in school endangers the health, safety, or welfare of the student or others;
- A special education program recommendation is pending and the student was at home at the time of referral; or
- The student is pregnant, or has given birth, and a physician certifies in writing that homebound instruction is in the student's best interests and should continue for a specified period of time.

Manchester

Homebound and hospital instruction is provided when a student's condition causes an absence of at least three weeks duration. The instruction (as specified in the student's IEP) is subject to the following:

Public

- If a student was not previously receiving special education and related services the requirements of evaluation and an IEP apply if there is reason for the PPT to believe that the student will require special education and related services; and
- If a student has been receiving special education and related services the PPT modifies, if necessary, the short-term instructional objectives in the student's IEP. When recommended by a PPT, a student receives related services while instructed at home or in the hospital

Schools

The instruction begins no later than two weeks from the first day of absence, provided nothing in the student's condition precludes it. Instruction is provided for *at least* one hour per day or five hours per week for students in kindergarten through grade 6, and two hours per day or ten hours per week for students in grades 7 through 12. The PPT may, when appropriate, increase or decrease instruction time if the student's mental or physical condition warrants. Instruction is provided in the home or hospital setting to which the student is confined.

Pupil

When a student is not otherwise in need of special education and related services, homebound and hospital instruction shall maintain the continuity of the student's regular program and an IEP is not required. For purely medical reasons, a PPT meeting need not be held and an IEP need not be written.

Personnel

Services

Least Restrictive Environment Appendix

- Least Restrictive Environment Checklist (ED 632) – must be completed at an Annual Review PPT or when there is a significant change in placement.

Manchester

Public

Schools

Pupil

Personnel

Services

MANCHESTER PUBLIC SCHOOLS
LEAST RESTRICTIVE ENVIRONMENT (LRE) PROCEDURAL CHECKLIST

STUDENT: _____ DOB: _____

SCHOOL: _____ DATE OF PPT: _____

Note: This form is to be completed by the PPT only after all other IEP components have been fully addressed.

I. Section A: LRE Screen ***(This section must be completed.)***	**YES**	**NO**
1. All of the child's classes are in the regular educational environment.	☐	☐
2. The child has the opportunity to participate in nonacademic and extracurricular services and activities (including meals, recess periods, and services and activities such as counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the child's LEA, and employment of students, including both employment by the LEA and assistance in making employment available) to the same extent as peers who do not have disabilities.	☐	☐
3. The child is educated in the school that he or she would attend if nondisabled.	☐	☐

II. Section B: LRE Factors and Considerations ***(Complete only if "NO" has been checked for one or more of the items in Section A. Respond to all items unless otherwise indicated.)***	**YES**	**NO**
1. The PPT based the educational placement of the child upon the child's IEP.	☐	☐
2. The PPT ensured that the child is educated to the maximum extent appropriate with children who are nondisabled.	☐	☐
3. The PPT ensured that the child participates in nonacademic and extracurricular services and activities with nondisabled children to the maximum extent appropriate to the needs of the child.	☐	☐
4. The PPT considered the use of supplementary aids and services (such as resource room, itinerant instruction, assistive technology devices or assistive technology services) in conjunction with regular class placement.	☐	☐
5. The PPT determined that the nature and severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.	☐	☐
6. The PPT selected the placement within the continuum of alternative placements which is required to implement the child's IEP.	☐	☐
7. The PPT considered any potential harmful effect of the placement on the child.	☐	☐
8. The PPT considered any potential harmful effect of the placement on the quality of the services that the child needs.	☐	☐
9. The PPT considered any potential harmful effect of the placement on the education of other children.	☐	☐

Manchester Public Schools Pupil Personnel Services

	YES	NO
10. *Complete if the child is not being educated in the school that he or she would attend if nondisabled.* The child's education program is provided as close as possible to the child's home.	☐	☐
11. *Complete if the child's education program has been modified as the result of procedures related to discipline.* The child is receiving education services in an alternative educational setting.	☐	☐
12. *Complete if the child has been hospitalized.* For medical reasons the child must remain within the hospital during the school day.	☐	☐
13. *Complete if the child has been placed in a residential facility for other than educational reasons.* It has been determined, in accordance with the March 15, 1993 SDE-DCF Memorandum of Agreement, that for clinical reasons the child must remain within the facility during part or all of the school day.	☐	☐
14. *Complete if the child is confined to a detention or correctional facility.* The child must remain within the facility during the school day.	☐	☐
15. *Complete if the child's parent has placed the child in a privately-operated facility.* The child receives education services within the privately-operated facility.	☐	☐

Comments/Additional Information:

Manchester Public Schools Pupil Personnel Services

(Signature of PPT Chairperson) (Date)

Alternative Education Referral Form

Office of Pupil Personnel Services
Manchester Public Schools
45 North School Street Manchester, CT 06042
(860) 647-3452

Options: *(please see attached administrative guidelines)*

Office Use:

Date Received: _____

Date Reviewed: _____

Assigned Staff: _____

Date: _____ **Name of person(s) making referral:** _____

Student: _____ **DOB:** _____ **M** ☐ **F** ☐ **ID #:** _____

School: _____ **Current Grade:** _____ **Grade Student Should Be In:** _____ **Phone #:** _____

Parent/Guardian: _____ **Work #:** _____ **Work #:** _____

Address: _____ **Email:** _____

Anticipated Date of Graduation (HS Only): _____ **Credits Already Obtained (HS Only):** _____

Number of Credits Needed: ____ **Subject(s) student enjoys/excels in:** _____

Does not perform well in: _____

Suggested Building-Based Alternative Education Classroom:

☐ Elementary Schools, Bennet Academy, and Illing

☐ In-District Special Education Program, Manchester Regional Academy

☐ Alternative Regular Education Program in District, Bentley Alternative Education Program

☐ Alternative Regular Education Program in District, New Horizons

☐ Alternative Regular Education Option in District E-Credit

☐ District Level Student Review Board

School Case Manager and Phone Number (appropriate social worker, guidance, etc.): _____

Other community agency workers (if applicable, DCF, probation, etc.): _____

Check if applicable: ☐ Special Education ☐ 504 ☐ EL (Translator needed Yes ¯ No ¯) Language: _____

Reason for referral (be specific – why does this student require this intervention?):

Describe student strengths, likes, and interests (what does the student do well?):

Describe interventions that have been implemented (attach at least 6 weeks of data):

Manchester Public Schools Pupil Personnel Services

Revised 7/2014

Describe level of parent/guardian involvement/follow-through with school (Does the parent respond to support? Are they open to interventions?):

Date(s) of contact with parent/guardian:

Has the parent/guardian missed any meetings: Yes ☐ No ☐

Has the parent/guardian been notified of this referral: Yes ☐ No ☐ (contact must be made)

Please attach the following information. Check off to ensure this information is included:

- ☐ Discipline Summary
- ☐ Attendance Summary
- ☐ Grades Summary
- ☐ Current Schedule
- ☐ Transcript
- ☐ Current IEP and most recent evaluation or 504 Plan if applicable.

Records that must be forwarded after placement:

- ☐ Health
- ☐ Cumulative
- ☐ Confidential

Manchester Public Schools Pupil Personnel Services

Forward referrals to: Shelly Matfess, Assistant Superintendent for Pupil Personnel Services

Office Use Only:

- Referral Accepted and Approved
- Requires more information before moving forward
- Other/Notes:

Because some individuals were confused by the earlier guideline document we have withdrawn that document and are substituting this document, which we hope makes our procedures more clear. If anyone has any questions about these procedures please contact the Assistant Superintendent for Pupil Services

Department of Pupil Personnel Services
Administrative Procedures Relating to Placement of Students in
Alternate Education Settings within the Manchester Public Schools 5/23/2014

This memorandum clarifies and outlines administrative procedures developed by the District administrators to facilitate the processing and review of student enrollment in alternative education programs within the District as well as expulsion procedures. These procedures are a supplement to and not a replacement for procedures already in place. Questions about these procedures should be directed to the Assistant Superintendent for Pupil Personnel Services.

Elementary Schools, Bennet Academy and Illing: Please note: Staff are familiar with the procedures to be followed if a student is not being successful in the regular education environment. However, staff need to remember that a student who is in general education classes or received accommodations under Section 504 cannot be placed administratively into a self-contained special education program such as our learning centers. The staff in these programs are certified special education teachers and they are not certified to instruct students who receive general education services. In other words, these programs are available to students who receive special education services and are placed into them by a PPT. It is imperative that students are not placed in these programs without going through the correct process. If you have questions please contact the assigned special education supervisor or the Assistant Superintendent for Pupil Personnel Services.

In-District Special Education Program Manchester Regional Academy: We are fortunate to have a special education clinical program within our District. Students are placed into this program through the PPT process. When this program is being considered as a possible placement at a PPT it is required that the PPT invite a representative of MRA to participate in the PPT to provide input about the program and its appropriateness for the student. This is no different than the process that is used when a PPT recommends an out-of-district placement.

Alternative Regular Education Program in District Bentley Alternative Education Program: This program can serve approximately 78 students in grades 7-12. The primary focus of the program is to provide a smaller school environment for students in general education who struggle in the milieu of the larger school; however, services are available to support students with special education needs, 504 accommodations and or related service needs. There are multiple ways that a student might gain access to the Bentley program through its rolling admissions process. A parent or student may seek enrollment by applying to the Bentley Principal or an administrator may suggest this option. If a school staff member concludes that a student who receives regular education instruction might be better served in the Bentley program, we are requiring the staff member to contact the building principal for the school that the student currently attends, who can facilitate the referral. The Assistant Superintendent for Pupil Personnel Services will be notified promptly of any such referrals to provide administrative support as well as to review whether other referrals need to be made such as child find referrals. Again, this review is a supplement to and not a replacement for the obligations of all staff to comply with child find procedures. A parent or student may refer any student to the program even if the student is receiving 504 accommodations or services under an IEP. In addition, a PPT or 504 team may also consider placement in this program. However, if a PPT or 504 team is considering such a placement they must invite a representative of Bentley to the meeting to explain the program and participate in the decision process. This is no different from the procedures used when considering an outside placement.
Alternative Regular Education Program in District New Horizons: This is a regular education program housed at MRA that can serve approximately 30 students in grades 7-12. The program meets after regular school hours. The primary focus is for students who have been expelled or who need out or school tutoring on a short term basis. This

Manchester Public Schools Pupil Personnel Services

program can provide some special education and related services supports. If a PPT or 504 team is considering such a placement they must invite a representative of the New Horizons program to the meeting to explain the program and participate in the decision process. This is no different from the procedures used when considering an outside placement. Any other referrals to this program should be sent to the Assistant Superintendent for Pupil Personnel Services who will provide administrative supports to facilitate the referral process and determine if other referrals need to be made such as to the child find process.

Alternative Regular Education Option in District E-Credit: This on-line program is supervised by a regular education teacher and is available to students in grades 9-12. It is an online program that is supervised by a teacher. The primary focus of the programs is for students who are chronically absent, are older and require minimal credits for graduation, or have 504 plans that require this accommodation. It is not recommended for students who present with behavioral concerns who might require more intense supervision. If a PPT or 504 team is considering proposing an e-credit class, the team should invite someone to the meeting who is familiar with this option to explain the program and participate in the decision process. This is no different from the procedures used when considering an outside placement. In addition, referrals to this program should be sent to the Assistant Superintendent for Pupil Personnel Services who will provide administrative supports to facilitate the enrollment process and determine if other referrals need to be made such as to the child find process.

Manchester Public Schools Pupil Personnel Services

Other general guidelines:

1. An inquiry from a parent or student about an alternative program shall be referred to the building principal. A recommendation from a teacher or staff member shall be referred to the building principal. The building principal also may initiate consideration of an alternative program.
2. The Building Principal shall promptly notify the Assistant Superintendent for Pupil Personnel Services of any requests for consideration of an alternative program.
3. The Assistant Superintendent for Pupil Personnel Services shall provide administrative support to assist with the referral process.
4. The Assistant Superintendent for Pupil Services may choose to review the student's educational record, seek information from persons knowledgeable about the student and/ or arrange an observation of the student as part of the referral process.
5. The Assistant Superintendent shall keep the referring building principal informed about the referral as well as any other actions that may need to be taken such as referral under child find.
6. If a student is recommended for an alternative setting and receives special education and or related services or Section 504 accommodations, a PPT or Section 504 meeting will be scheduled at the referring school. The appropriate special education supervisor and a representative from the receiving program should be included in the PPT/504 meeting.
7. If a student is referred to and accepted into an alternative program, the referring principal/ designee shall confirm the decision by making a call to the parent of the student.
8. Upon completion of the referral process, the sending school shall send the appropriate student records to the receiving administrator.

Expulsions:

1. Whenever a student is being considered or recommended for expulsion, notification must be sent immediately to the Assistant Superintendent for Pupil Personnel Services, who will provide administrative support with regard to the multiple issues that need to be considered such as manifestation determinations, child find, scheduling, alternative education opportunities and related issues.
2. Immediate notice that a student has been suspended and may be considered for expulsion is critical as the deadline is very short.

Chapter 8 — Students Participating in Private/Religiously Affiliated Schools

Note: In this chapter, the terms "private schools," "students attending private schools," "students with disabilities in private schools" or "private school students with disabilities" refer to parentally placed private school children with disabilities who attend those private schools that are located *within* our District.

The District has procedures for identifying all students with disabilities attending private schools located in our District who were not placed or referred by public agencies (See Chapter 1). No private school child with a disability has an individual right to receive some or all of the special education and related services (FAPE) that the child would receive if enrolled in a public school.

Manchester Public Schools Pupil Personnel Services

❖ Comparability of Services

Students with disabilities in private schools may receive a different amount of services than students with disabilities in public schools. Our District determines which services will be provided to private school students with disabilities. Parents seeking FAPE for their children must contact their school district of residence. However, parental consent must be obtained before personally identifiable information is released between the school district where the private school is located and the district of residence.

For each student designated to receive services, the District initiates and conducts meetings to develop, review and revise a Services Plan consistent with the requirements for the development, review, and revision of IEPs. For students with disabilities enrolled in private schools and determined by the District to receive services, our District will:

- ensure that a representative of the religious or other private school attends meetings to develop, review and revise a services plan; and
- use other methods to ensure participation by the private school, including individual or conference telephone call, if the representative cannot attend the meeting.

The District will develop and implement a services plan for each student designated to receive services, which describes the specific special education and related services that the District will provide in light of the services that the District has determined will be available to private school children with disabilities. To the extent appropriate, the services plan will meet the requirements of an IEP with respect to the services provided. The same standards apply to personnel providing services in private schools as those providing the same services in the District except that private elementary and secondary school teachers who provide equitable services to parentally placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements.

The District may provide on-site tutorial or speech and language services to private school students with disabilities, including religious schools.

❖ Consultation with Representatives of Private School Students

To ensure timely and meaningful consultation, our District will consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for these children regarding the following:

- The child find process including how parentally placed private school children suspected of having a disability can participate equitably and how parents, teachers, and private school officials will be informed of the process;
- The determination of the proportionate share of the federal funds available to serve parentally placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- The consultation process among our District, private school officials, and representatives of parents of parentally placed private school children with disabilities including how the process will operate through the school year to ensure that parentally placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- How, where and by whom special education and related services will be provided for parentally placed private school children with disabilities including the types of services, how special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school children with disabilities and how and when those decisions will be made; and
- How, if our District disagrees with the views of the private school officials on the provision of services of the types of services, our District will provide to the private school officials a written explanation of the reasons why our District chose not to provide services directly or through a contract.

Manchester Public Schools Pupil Personnel Services

The District gives these representatives a genuine opportunity to express their views regarding the number of private school students with disabilities, the needs of these students and their location. Consultation occurs before the District decides which services will be provided to private school children with disabilities.

After consulting with appropriate representatives of eligible private school students, the District will make the final decision with respect to the services to be provided including:

- Which students will receive services;
- What services will be provided;
- How and where the services will be provided; and
- How the services provided will be evaluated.

❖ Transportation

The District provides transportation if it is necessary for the student to benefit from or participate in the services identified in the services plan. Transportation is provided:

- from the student's school or home to a site other than the private school; or

- from the service site to the private school, or to the student's home, depending on the timing of the services.

If transportation is necessary for the private school student with a disability to benefit from or participate in the services provided by our District, transportation costs may be included in calculating the amount our District must spend on providing special education and related services.

The District is not required to provide transportation from the student's home to the private school.

❖ Use of Funding

Our District spends the following to provide special education and related services to parentally placed private school children with disabilities: For children ages 3 thru 21, an amount that is the same proportion of our total sub grant under section 611 (f) of the IDEA as the number of private school children with disabilities ages 3 through 21 who are enrolled by their parents in private schools located in our District, is to the total number of children with disabilities in our jurisdiction ages 3 through 21. For children ages 3 through 5, an amount that is the same proportion of our sub grant under section 619 (g) of the IDEA as the number of parentally placed private school children with disabilities ages 3 through 5 who are enrolled by their parents in a private school located in our District, is to the total number of children with disabilities in our jurisdiction ages 3 through 5.

Manchester Public Schools Pupil Personnel Services

Our District may use funds, available under Sections 611 and 619 of IDEA to make public school personnel available in other than public facilities:

- to the extent necessary to provide services for private school students with disabilities designated to receive services; and
- if those services are not normally provided by the private school.

The District may use funds available under Sections 611 or 619 of IDEA to pay for the services of an employee of a private school to provide services if:

- the employee performs the services outside of his or her regular hours of duty; and
- the employee performs the services under public supervision and control; and
- the employee is appropriately qualified, licensed or certified.

The District will not use funds available under Sections 611 or 619 of IDEA for:

- the needs of the private school;
- the general needs of the students enrolled in the private school;
- financing the existing level of instruction in a private school;
- repairs, minor remodeling or construction of private school facilities; and
- to otherwise benefit the private school or meet the needs of a private school.

The District will not use funds available under Sections 611 or 619 of IDEA for classes that are organized separately, on the basis of school enrollment or religion, if the classes:

- are at the same site; and
- include students enrolled in public schools and students enrolled in private schools.

❖ Equipment and Supplies

The District keeps the title and exercises administrative control of all property, equipment and supplies that the District acquires with IDEA funds under Sections 611 or 619 for the benefit of private school students with disabilities.

The District may place equipment and supplies in a private school for the period of time needed for the program (provided that equipment and supplies are used only for IDEA Part B purposes). Equipment and supplies will only be provided if they can be removed from the private school without remodeling the facility. Equipment and supplies will be removed from a private school if:

- the equipment and supplies are no longer needed for IDEA Part B purposes; or
- removal is necessary to avoid unauthorized use for other than IDEA Part B purposes.

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Students Participating in Private/Religiously Affiliated Schools Appendix

- Individualized Services Plan
- Individualized Service Plan Manifestation Determination

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

INDIVIDUALIZED SERVICES PLAN (ISP) COVER PAGE

Current Enrolled School: _____ Age: _____ Current Grade: _____ H.S. Credits: _____ Gender: ☐ Female ☐ Male

SASID#: _____ Case Manager: _____ English Language Learner: ☐ Yes ☐ No EIP: ☐ Yes ☐ No

Student Address: _____ Student Home Phone: _____ Parent Home Phone: _____

Parent/Guardian (Name): _____ Parent Work Phone: _____ Misc. Phone: _____

Parent/Guardian (Address): ☐ Same _____ Most Recent Eval. Date: _____ (mm/dd/yyyy) Next Reevaluation Date: _____ (mm/dd/yyyy)

Reason for Meeting:	☐ Review Referral	☐ Plan Eval/Reeval	☐ Review Eval/Reeval	☐ Determine Eligibility	☐ Develop ISP
	☐ Review or Revise ISP	☐ Conduct Annual Review	☐ Transition Planning	☐ Manifestation Determination	☐ Other(specify)

Primary Disability:					
	☐ Autism	☐ Emotional Disturbance	☐ Multiple Disabilities	☒ Speech or Language Impaired	☐ Other Health Impairment
	☐ Deaf – Blindness	☐ Hearing Impairment	☐ Orthopedic Impairment	☐ Traumatic Brain Injury	☐ OHI – ADD/ADHD
	☐ Developmental Delay (ages 3-5 only)	☐ Intellectual Disability	☐ Specific Learning Disabilities	☐ Visual Impairment	☐ To be determined

The next projected ISP meeting date is:		This ISP will be implemented on:	

Is this an amendment to a current ISP (If yes, you must attach amended ISP)? ☐ Yes ☒ No If yes, what is the date of the ISP being amended? _____

TEAM MEMBERS PRESENT

Admin/Designee:		Spec. Educ. Teacher:		OT/PT:	
Parent/Guardian:		School Psych:		Private School Rep:	
Parent/Guardian:		Social Work:		Other:	
School Teacher:		Speech/Lang:		Other:	
Student:		Nurse:		Other:	

SUMMARY/RECOMMENDATIONS

_____
_____
_____
_____
_____
_____
_____

Manchester Public Schools Pupil Personnel Services

Student: _____ DOB: _____ District: _____ Meeting Date: _____

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

☐ Academic/Cognitive ☐ Social/Behavioral ☐ Communication ☐ Gross/Fine Motor ☐ Other: (specify)

Enter Dates for Evaluating and Reporting Progress in Boxes Below

1	2	3	4
5	6	7	8

☐ Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)

Measurable Annual Goal* (Linked to Present Levels of Performance)# _____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)

Objective #1 _____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #2 _____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Objective #3 _____

Eval. Procedure: _____
Perf. Criteria: _____
(%, Trials, etc.) _____

Report Progress Below (Use Reporting Key)

1	2	3	4
5	6	7	8

Manchester Public Schools Pupil Personnel Services

Evaluation Procedures		Performance Criteria	
1. Criterion-Referenced/Curriculum Based Assessment	7. Behavior/Performance Rating Scale	A. Percent of Change	F. Duration
2. Pre and Post Standardized Assessment	8. Work Samples, Job Performance or Products	B. Months Growth	G. Successful Completion of Task/Activity
3. Pre and Post Base Line Data	9. Achievement of Objectives *(Note: use with goal only)*	C. Standard Score Increase	H. Mastery
4. Quizzes/Tests	10. Other (specify) _____	D. Passing Grades/Score	I. Other: (specify) _____
5. Student Self-assessment/Rubric	11. Other (specify) _____	E. Frequency/Trials	J. Other: (specify) _____
6. Project/Experiment/Portfolio			

Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year) M = Mastered S = Satisfactory Progress – Likely to achieve goal
U=Unsatisfactory Progress – Unlikely to achieve goal N = No Progress – Will not 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.

Student: _____ DOB: _____ District: _____ Meeting Date: _____

Last Name, First Name — mm/dd/yyyy — 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*	Instructional Site (indicate all that apply)
								1. Regular Classroom 2. Resource Room 3. Self-contained Classroom 4. Related Service office/Classroom 5. Community based 6. Other (specify):
Related Services								

Description of participation in General Education	

8. Total School Hours/Week: (Specify)	9. Special Education Hours/Week: (Specify)	10. Hours per week the student will spend 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 ☐ Required: Continue to implement current ISP

For Children 3 years of age

☐ Did the child ever receive Birth to Three ☐ Yes ☐

☐ 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 _____

Placement/Settings for students 5 or younger OR grade is preschool:

☐ Early Childhood Preschool or Kindergarten Program – includes 50% or more non-disabled children

☐ Early Childhood Special Education Program in Separate School – includes less than 50% non-disabled children

☐ Home

☐ Early Childhood Special Education Program in Separate Class – includes less than 50% non-disabled children

☐ Early Childhood Special Education Program in Residential Facility – includes less than 50% non-disabled children

☐ 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. Primary reason for Educational Location ☒ Service plan only (Parent Placement in Private School)

2. If student doesn't live at home, where does he/she live?

☐ Correctional Facility (District 336 only) ☐ Municipal Detention Center ☐ Foster Home ☐ Safe Home ☐ Private Residential Treatment Center

☐ DCF Facility (District 347 only) ☐ Private Detention Center e.g. SAGE, Washington Street Juvenile Detention Center ☐ Permanent Family Residence http://www.dir.ct.gov/dcf/Licensed_Facilities/listing_PFR.asp ☐ Supported housing (housing subsidized by DCF, DDS, DMHAS or other state agency.) ☐ Private Residential Educational School

☐ DMHAS Facility (District 337 only) ☐ Hospital ☐ Group Home ☐ Temporary Shelter (includes Permanency Diagnostic Center (PDC) and STAR shelters) ☐ Other (Specify) _____

GRADUATION

The student is projected to graduate in what year? (Enter the school year formatted as YYYY-YYYY that is determined at the annual review during the student's 9th grade year.)

☐ Y ☐ Y ☐ Y ☐ Y - ☐ Y ☐ Y ☐ Y ☐ Y

Manchester Public Schools Pupil Personnel Services

Manchester Public Schools
45 North School Street
Manchester, Connecticut 06042

Individualized Service Plan Manifestation Determination

Date: _____

Student Name:		DOB:		Grade:	
School:		Disabling Condition:			
Case Manager:		Title:			

Parent/Guardian:		Home Phone	
Address		Alt Phone	
Parent/Guardian:		Home Phone	
Address		Alt Phone	

Team Members Present (Name and role):			
Administrator		Teacher	
Case Manager		Other (specify)	
Parent		Other (specify)	
Student, if applicable		Other (specify)	

Purpose of Conference/Background Information (include misconduct):		
Have there been previous suspension/expulsions?	☐ Yes	☐ No
If yes, give total number of days, dates and reason(s)		
Days	Dates	Reason(s)
Was the conduct caused by, or did it have a direct and substantial relationship to, the child's disability?	☐ Yes	☐ No
If yes, describe how the Team will revise the student's Individualized Service Plan to address the student's behavior and/or misconduct		

Parent/Guardian Signature:		Date:	
Signature indicates Parent/Guardian received Procedural Safeguards			

Manchester Public Schools Pupil Personnel Services

Chapter 9 — Personnel

The District employs the number of certified and/or licensed personnel and support personnel, consistent with the highly qualified teacher standards necessary to implement the special education and related services required in each child's IEP. The District ensures that all personnel necessary to carry out Part B of IDEA are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

❖ Consultation Time

Manchester

Time is scheduled during the school day for personnel who provide special education and related services or regular education to consult with each other, other personnel and parents.

Public

❖ Professional Personnel Development

The District provides a system of professional personnel development to meet the requirements of special education regulations, including, but not limited to, in-service training on special education and related services, to regular and special education instructional, related services and support personnel.

Schools

Training is provided, as appropriate, to regular and special education staff, related services staff and transportation operators. This training addresses issues of confidentiality; the specific needs of special education students being transported, and implementation of the least restrictive environment.

Pupil

❖ Paraprofessionals/Instructional Assistants

In our District, each paraprofessional in special education is appropriately trained and a qualified person (certified and/or licensed in the area of specialization to which such paraprofessional is assigned) provides direct supervision.

Personnel

Services

Chapter 10 — Discipline

❖ Overview

For all students requiring special education, the school's code of conduct applies. Students requiring special education may be suspended. A set of specific procedural requirements must be followed in the event a student requiring special education engages in a behavior that requires a disciplinary intervention.

If the District and parents of a child with a disability who has violated a school code of conduct are unable to agree on an appropriate placement, the limitations on the amount of time that child can be removed from his or her current placement will be determined as indicated in IDEA and state statutes (see Sections 10-233a to 10-233k, inclusive, of the Connecticut General Statutes).

"Exclusion" in state statutes is defined as any denial of public school privileges to a student for disciplinary purposes. Exclusion from school privileges or from transportation only, for less than 10 consecutive school days, is a suspension; any exclusion from school privileges for greater than 10 consecutive school days is an expulsion. The District will notify the parents using an effective means, of any exclusion from school privileges exceeding 90 minutes; such notification will occur within 24 hours of the time the student was excluded.

At the point in time when a student will be excluded from school for more than 10 (cumulative) school days in a school year, a change in placement may occur; where the student is excluded for more than 10 consecutive school days, a change in placement does occur. If a change in placement does occur, the District engages in several activities designed to address the behavior subject to the disciplinary action, whether it be assessment activities, reviewing the IEP or determining if the misconduct is related to the child's disability. If a change in placement occurs, the child must:

1. Continue to receive educational services that enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

❖ Authority of School Personnel to Remove a Student from School

Removal by School Personnel for up to 10 School Days During a School Year

District personnel may suspend a student with a disability from school for as many as 10 school days during a school year without providing educational services. Both in-school suspension and suspension from bus transportation count toward the total 10 days of suspension.

NOTE: All students who are suspended in Connecticut shall be given an opportunity to complete any class work including, but not limited to, examinations which the student missed during the period of suspension; this includes state assessments.

However, in-school suspensions will not count toward the 10-day total if the student is afforded the opportunity to continue to progress appropriately in the general curriculum, continue to receive the services specified in his or her IEP and continue to participate with non-disabled peers to the extent they would have in their current placement.

Manchester Public Schools Pupil Personnel Services

Portions of the day in which the student is excluded may also count toward the 10-day total if the student is not afforded these same opportunities to continue to progress appropriately in the general curriculum, continue to receive the services specified in his or her IEP and continue to participate with non-disabled peers to the extent they would have in their current placement.

Bus suspensions are counted toward the 10-day total if the transportation is a part of the child's IEP. The days do not count toward the 10-day total if during this period of bus suspension the District provides transportation to the student in some other manner.

A suspension occurs if a child is sent home from school; such partial day removals count toward the 10-day total.

Our District makes a prompt referral to a PPT of all children who have been suspended repeatedly or whose behavior, attendance or progress in school is considered unsatisfactory or at a marginal level of acceptance.

Manchester Public Schools Pupil Personnel Services

Removal by School Personnel for More Than 10 Cumulative School Days during a School Year

NOTE: In Connecticut, no student may be suspended more than 10 times or a total of 50 school days in one school year, whichever results in fewer days of exclusion.

Removal for More than 10 Cumulative School Days in a School Year that is *a Change in Placement*
If a student is to be removed from school where the removal is for more than 10 cumulative school days, school personnel must determine whether the removal is a change in placement. The criteria for a change in placement are as follows:

- Removal for more than 10 consecutive school days; **or**
- The student has been subjected to a series of removals that constitute a pattern because:
  - -The series of removals total more than 10 school days in a school year; and
  - -The student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
  - -Such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

If school personnel determine that the current removal is a change in placement, then the PPT must convene to determine whether the misconduct is a manifestation of the child's disability (please see "Manifestation Determination Review").

Removal for More than 10 Cumulative School Days in a School Year that is not *a Change in Placement*
If a student is to be removed from school where such removal has been determined not to be a change in placement**,** then a manifestation determination is not required and the student may be disciplined in the same manner as students without disabilities. If the current removal is not more than 10 school days, school personnel, in consultation with at least one of the child's teachers, must determine the extent to which educational services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The student shall also receive, as appropriate, a Functional Behavior Assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

School District's Authority: Interim Alternative Educational Setting (IAES)

School personnel may remove a child with a disability who violates a code of student conduct from their current placement to an appropriate alternative educational setting for not more than 10 consecutive school days to the extent that those alternatives are also applied to children without disabilities.

School personnel may remove a student to an appropriate IAES not to exceed 45 school days, without regard to whether the behavior is a manifestation of the child's disability, if the student: 1) carries or possesses a weapon at school, on school premises or at a school function, 2) knowingly possesses, uses, sells or solicits the sale of a controlled substance while at school or a school function, or 3) has inflicted serious bodily injury upon another person at school, on school premises or at a school function. Serious bodily injury is defined as an injury that results in: (1) a substantial risk of death; (2) extreme physical pain, (3) protracted and obvious disfigurement, or (4) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

School personnel cannot remove a student to an IAES for a student's behavior in the community that involves either weapons or controlled substances. However, students may be suspended or expelled for behavior occurring in the community in accordance with the provisions of the general statutes. (Refer to Sections 10-233c(a) and Section 10-233d(a)(1) of The Connecticut General Statutes)

Manchester

In our District, the authority to expel a student for behavior occurring in the community rests with the Impartial Hearing Officer.

In order to suspend or expel a student for behavior occurring in the community, the District has to show that the conduct off school grounds is volatile of a publicized policy of our District and is seriously disruptive of the educational process. To find that the behavior is seriously disruptive of the educational process, expulsion committee will review factors related to the behavior, including whether:

Public

- the behavior happened close to school;
- other students from school were involved, or whether there was any gang involvement;
- the conduct involved violence, threats of violence or the unlawful use of a weapon;
- any injuries occurred; and
- the conduct involved the use of alcohol.

Schools

Pupil

❖ Authority of Hearing Officers, Judges and Courts

Hearing Officer's Authority to Order an IAES

Personnel

The District may ask a special education hearing officer to order a change in placement of a student with a disability to an appropriate interim alternative educational setting (IAES) for not more than 45 school days.

The hearing officer may place a child in an interim alternative educational setting through an expedited due process hearing if the hearing officer determines that the District has demonstrated by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the student or to others.

Services

Judges and Courts Authority Re: Removal

A judge or the courts continue to have the authority to remove a student from educational settings and services in accordance with state and federal laws. The District may seek a temporary restraining order that orders the student to be placed in an IAES.

❖ Determination of Interim Alternative Educational Settings

The PPT selects the IAES in which a student is to be placed by the District for drugs/weapons/serious bodily injury violations, or by a hearing officer. The IAES must be selected so as to:

- Enable the student to continue to participate in the general curriculum, although in another setting;
- Allow for the continuation of those services and modifications, including those described in the student's current IEP, that will enable the student to progress towards meeting the goals in the student's IEP; and
- Include services and modifications to address the behavior that resulted in the removal to the IAES or that are designed to prevent the behavior from recurring.

These requirements also apply to students for whom there has been a change in placement that exceeds 10 consecutive school days.

Manchester

❖ Manifestation Determination Review

Public

The Process

Whenever the District is considering an action for a removal of a student to an IAES by school personnel or by a hearing officer or other removal that constitutes a change in placement, the District must notify the parents not later than the date on which the decision to remove the student to an IAES or other change of placement is made and provide the parents with a copy of the procedural safeguards notice.

Schools

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the PPT must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

Pupil

- if the behavior in question was caused by, or had a direct and substantial relationship to the child's disability, or;
- if the behavior in question was the direct result of the District's failure to implement the IEP.

Personnel

Determination that the Behavior was a Manifestation of the Disability

If in conducting the manifestation determination, the team finds that either standard has been met, the behavior of the child **must be** considered a manifestation of the child's disability. In this case, the Team must either: 1) conduct a functional behavioral assessment unless the District conducted one before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP); or 2) if a BIP had been developed, review the plan and modify it as necessary. In this case the student may not be expelled but must be returned to the placement from which the child was removed unless the parent and our District agree to a change in placement. If in conducting the manifestation determination, the team identifies deficiencies in the IEP or in its implementation, the team must take immediate steps to remedy those deficiencies.

Services

However, the student may still be placed by the District in the IAES for drugs, weapons or causing serious bodily injury, or by the hearing officer, even if the parents file for due process to challenge the manifestation determination.

Determination that the Behavior was Not a Manifestation of the Disability

The team may find that the behavior **was not** a manifestation of the child's disability only if the team finds that:

- The student's conduct in question **was not caused** by, or **did not have** a direct and substantial relationship to, the child's disability; and
- The student's conduct in question **was not** the direct result of the District's failure to implement the IEP.

If the team concludes that the behavior subject to the discipline is not a manifestation of the student's disability, the student may be disciplined to the same extent that students without disabilities would be disciplined for the same behavior. However, students with disabilities must continue to receive educational services so as to enable the student to continue to participate in the general education curriculum although in another setting, and to progress towards meeting the goals set out in the student's IEP. The PPT determines the educational services to be received and the setting for those services. If disciplinary procedures are initiated, the special education and disciplinary records of the student are transmitted for consideration to the person or persons making the final determination regarding the disciplinary action.

Manchester Public Schools Pupil Personnel Services

❖ Protection for Students Not Yet Eligible for Special Education

A student who has not been determined eligible for special education and related services under the IDEA and who has engaged in behavior that violated a code of student conduct may assert any of the protections provided for in IDEA if the District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

The District would be deemed to have knowledge that a student is a student with a disability if before the behavior that precipitated the disciplinary action occurred:

- The parent of the student submitted to District supervisory or administrative personnel or a teacher of the child, a written statement of their concerns that the student is in need of special education and related services. This may be a parent referral for special education or any such written expression that the parent provides the District. This expression of concern can be provided orally if the parent does not know how to write or if they have a disability that prevents a written statement;
- The parent of the student requested an evaluation of the student to determine her/his eligibility for special education and related services under IDEA; or
- The teacher of the student, or other District personnel, expressed concern about the behavior or performance of the student to the director of special education of the District or to other supervisory personnel.

If the District does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, the student is subject to the same disciplinary measures as applied to students without disabilities who engage in comparable behavior.

The District will not be deemed to have knowledge that the student has a disability if the student's parents had not allowed an evaluation of the student, or has refused services under the IDEA, or the student has been evaluated and determined not to be a student with a disability under the IDEA.

If a request is made to evaluate the student to determine eligibility for services during the time period in which the student is subject to the disciplinary measures, the evaluation must be conducted in an expedited

manner. Pending the results of the evaluation, the student remains in the educational placement determined by school authorities, which can include suspension or expulsion. Due to the specific requirements of the state expulsion statutes, educational services may or may not be required during the period of expulsion. The District's code of student conduct explains in detail the provision of services during periods of expulsion.

If the student is determined to be a student with a disability and in need of special education and related services, special education and related services must be provided according to the IDEA, including the disciplinary provisions of the Act, as outlined in this chapter of the District's Special Education Policy and Procedures Manual.

❖ Expedited Due Process Hearings

Manchester Public Schools Pupil Personnel Services

An expedited due process hearing will be scheduled when a hearing is requested:

- By the District to remove the student to an IAES because the District believes that keeping the student in the current school program is substantially likely to result in injury to the child or to others;
- By the District to maintain the student in an IAES or another appropriate placement after the expiration of the IAES where the parents disagree with the proposed change and the District believes that maintaining the student in the current school program is substantially likely to result in injury to the child or to others;
- By the parent where the parent believes that a change in placement has occurred because the student has been kept out of school for more than 10 consecutive days in a row without the school following proper steps;
- By the parent where the parent believes that a change in placement has occurred because the student has been kept out of school for more than 10 days in a school year without the school following the proper steps;
- By the parent where the parent does not agree with the IAES placement; or
- By the parent where the parent does not agree that the child's behavior was not a manifestation of the child's disability.

During the expedited hearing, the child must remain in the IAES or other disciplinary setting pending the decision of the hearing officer or until the expiration of the additional suspensions, expulsion or 45 school day IAES unless the parent and the LEA otherwise agree.

An expedited hearing must meet the general hearing requirements. The state due process regulations contain procedural requirements that are specific to expedited hearings. The hearing is limited to the above issues and the hearing officer has the authority to limit the introduction of exhibits and testimony as may be necessary to rule on the issue presented. In addition, a resolution meeting must occur within 7 days of receiving notice of the due process complaint. The hearing may proceed unless the matter is resolved to the satisfaction of both parties within 15 days of receipt of the due process complaint. The hearing will be held within 20 school days of the date the hearing is requested and will result in a decision within 10 school days after the hearing.

Each party has the right to prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least two business days prior to the commencement of the expedited hearing; and, each party must disclose to the other and to the hearing officer at least two business days prior to the commencement of the expedited hearing all completed evaluations and recommendations based on the offering party's evaluation that the party intends to offer or rely on at the expedited hearing.

❖ Referral to and Action by Law Enforcement & Judicial Authorities

The District may report criminal acts committed by a student with a disability to the appropriate authorities in the same manner as crimes committed by students without disabilities are reported by the District to the proper authorities.

Manchester

Public

Schools

Pupil

Personnel

Services

Discipline Appendix

- Manifestation Determination Form (PPT/15)
- Functional Behavior Analysis Form (PPT/16)
- Behavior Intervention Plan Form (PPT/17)
- Family Educational Rights and Privacy Act Information

Manchester

Public

Schools

Pupil

Personnel

Services

MANCHESTER PUBLIC SCHOOLS

Manifestation Determination

To be used for situations when disciplinary action is considered
that goes beyond the statutory limitations for students with a disability.

Student: _____ **Grade:** _____ **Date:** _____

Participants:

Administrator	
Regular Education Teacher	
Special Education Teacher	
Pupil Personnel Member	
Student	
Parent/Guardian	
Parent/Guardian	
Other	
Other	
Other	

Manchester Public Schools Pupil Personnel Services

Did the Manifestation Determination Team consider all relevant information in carrying out this review (each item following must be considered ~ check each topic as it is addressed)? **Yes / No**

- ☐ Teacher Observations of the Student
- ☐ Relevant Information Supplied by Parent/Guardian
- ☐ Evaluations and diagnostic Results
- ☐ Student's IEP and Placement
- ☐ Relevant Information Supplied by School Staff

Describe the nature of the student's exceptionality: ☐ 504 ☐ IDEA

Description of the act of misconduct:

Date of the decision for disciplinary action:	
Date(s) parents/guardians notified: *(Procedural safeguards must be provided with notice)*	

Was the misconduct in question caused by the student's disability, or does the misconduct in questions have a direct and substantial relationship to the student's disability?	☐ Yes ☐ No	Comments:
Was the misconduct in questions a direct result of the district's failure to implement the IEP (in relationship to the misconduct in question)?	☐ Yes ☐ No	Comments:

Manchester

If either of the standards set forth above is met, the behavior under review is considered a manifestation of the student's disability under IDEA.

Procedure if Misconduct is <u>not</u> a Manifestation of the Student's Disability

Public

If the manifestation determination team determines that the misconduct in questions I not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as the procedures would be applied to a student without disabilities.

Schools

Procedure if Misconduct is a Manifestation of the Student's Disability

If the manifestation determination team determines that the misconduct in questions is a manifestation of the student's disability, a PPT must be convened to:

Pupil

1. conduct a functional behavioral assessment unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or
2. if a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. return the student to the placement from which the student was removed, unless the parent and the district agree to change of placement as part of the modification of the behavioral intervention plan. *

Personnel

Services

*School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the student's disability, in cases where a student:

1. carries or posses a weapon at school, on school premises, or to a school function;
2. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function; or
3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Attach this form to the PPT minutes or to the 504 meeting minutes for this meeting

Manchester Public Schools
Functional Behavior Assessment: Part 1 (Description)

Date: _____

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Check one: ☐ Regular Education ☐ Special Education ☐ 504

Data Sources/Summary:

☐ Observations ☐ Student Interview ☐ Teacher Interview ☐ Parent Interview ☐ Scatter Plots ☐ ABC Observations
☐ Teacher Behavior Questionnaire ☐ Discipline Reports ☐ Attendance Record ☐ File Review ☐ Academic Records
☐ Outside Agency Evaluation ☐ Other

Manchester Public Schools Pupil Personnel Services

Student Strengths:

Description of Behavior (s):

Setting (s) in which behavior occurs:

Frequency:

Intensity (mild, moderate, severe):

Duration:

Describe Previous Interventions:

Educational Impact:

Functional Behavior Assessment: Part 2 (Informational/Functional)

Slow Triggers (health issues, family stressors, learning disability, relationships with others, academic history, etc.):

Fast Triggers (During what type of activities do behaviors occur, what settings, who is present, etc.):

Manchester Public Schools Pupil Personnel Services

Factor(s) that play a role (check all that apply):

☐ **Emotional** (anxiety, poor self image, anger, etc.)
Describe:

☐ **Cognitive Distortions** (negative self-statements, distorted thoughts, inaccurate attributions or descriptions of events)
Describe:

☐ **Modeling** (degree behaviors are copied from others. Who, when, etc.)
Describe:

☐ **Family Issues** (family issues that play a part in organizing and directing problem behavior)
Describe:

☐ **Psychological** (personality characteristics, diagnoses, temperament that plays a role in behavior)
Describe:

☐ **Environmental** (educational environment, home, academic work, schedule, etc.)
Describe:

Perceived Function of Behavior(s) (attention seeking, control, escape, avoidance, etc.)

What is the student trying to communicate through the problem behavior?

What are the actual consequences? (What are peer/staff responses? What happens when behavior occurs? What happens to task?)

Manchester Public Schools Pupil Personnel Services

Evaluators Signature: _____ Date: _____

Print Name/Title: _____

Manchester Public Schools
Behavior Intervention Plan

Date: _____

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Check one: ☐ Regular Education ☐ Special Education ☐ 504

Strengths:

Desired Outcome:

Prevent (Most effective way to address behavior by changing physical, instructional, and/or social environment):

Teach (Teaching new skills so a replacement skill can be selected):

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Response strategies to respond to behavior(s):

Responsible Individual(s):	**Response:**

CONFIDENTIAL – MONITORING PLAN

Date: _____

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Check one: ☐ Regular Education ☐ Special Education ☐ 504

Data Sources/Summary:

☐ Observations ☐ Student Interview ☐ Teacher Interview ☐ Parent Interview ☐ Scatter Plots ☐ ABC Observations
☐ Teacher Behavior Questionnaire ☐ Discipline Reports ☐ Attendance Record ☐ File Review ☐ Academic Records
☐ Outside Agency Evaluation ☐ Other(s)

Who will be responsible for monitoring/implementing plan?

☐ Social Worker ☐ School Psychologist ☐ Case Manager ☐ Classroom Teachers ☐ Administrator
☐ Parent(s) ☐ Student ☐ School Counselor ☐ Other(s) ☐ Other(s)

Plan will be implemented on _____ **and reviewed by** _____ .

Monitoring Tools:

☐ Behavior Chart ☐ Student Self-Monitoring ☐ Teacher Reports ☐ Parent Report ☐ Discipline Reports
☐ Attendance Records ☐ Report Card/Grades ☐ Tutor Reports ☐ Case Manager Report
☐ Other ☐ Other

Frequency of Monitoring: ☐ Daily ☐ Weekly ☐ Bi-weekly ☐ Monthly ☐ Other

Special Instructions:

_____

Evaluation Status (Reviewed on _____ **).**

☐ Plan successful ☐ Continue Plan ☐ Discontinue Plan? Why?
☐ Plan partially successful, redesign or adjust interventions. (Insert revised BIP)
☐ Plan unsuccessful (Describe why. Fidelity to implement, resources limited, hypothesis incorrect, interventions unsuccessful, etc.)

_____

Student: _____ Date: _____ Review Date(s): _____ Initials _____

Parent/Guardian: _____ Date: _____ Review Date(s): _____ Initials _____

Parent/Guardian: _____ Date: _____ Review Date(s): _____ Initials _____

Admin/Designee: _____ Date: _____ Review Date(s): _____ Initials _____

Case Manager: _____ Date: _____ Review Date(s): _____ Initials _____

Other: _____ Date: _____ Review Date(s): _____ Initials _____

Reg Ed Teacher: _____ Date: _____ Review Date(s): _____ Initials _____

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CONFIDENTIAL

Extra Signature Page

Date: _____

Student: _____ ID: _____ DOB: _____ Case Mgr/Counselor: _____

Type of Behavioral Plan: ☐ Initial Date: ☐ Updated Date:

By signing this page, you acknowledge that you have read and understand the above student's behavioral plan. If you have any questions or concerns about this plan, please contact the student's case manager. When any updates or changes are made you will be given a new copy of the behavioral plan and asked to sign.

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Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

Print Name: _____ Title: _____ Signature: _____ Date: _____

If you received a copy of this behavioral plan, you have some involvement in supporting this student's behavioral plan such as being their regular education teacher, the attendance office, administration, school security and/or outside agency.

PLEASE SIGN AND RETURN THIS PAGE TO THE CASE MANAGER AS SOON AS POSSIBLE

U.S. Department of Education
Safeguarding Student Privacy

The use of data is vital to ensuring the best education for our children. However, the benefits of using student data must always be balanced with the need to protect students' privacy rights. Students and their parents should expect that their personal information is safe, properly collected and maintained and that it is used only for appropriate purposes and not improperly redisclosed. It is imperative to protect students' privacy to avoid discrimination, identity theft or other malicious and damaging criminal acts. All education data holders must act responsibly and be held accountable for safeguarding students' personally identifiable information – from practitioners of early learning to those developing systems across the education continuum (P-20) and from schools to their contractors. The need for articulated privacy protections and data security continues to grow as Statewide Longitudinal Data Systems (SLDS) are built and more education records are digitized and shared electronically. As States develop and refine their information management systems, it is critical that they ensure that student information continues to be protected and that students' personally identifiable information is disclosed only for authorized purposes and under the circumstances permitted by law. All P-20 stakeholders should be involved in the development of these statewide systems and protection policies.

High quality data and robust data systems will help us measure our progress towards President Obama's goal for us to be first in the world in college completion by the year 2020 and better meet the needs of parents, teachers, and students. Whether we are referring to data collected by a State in aggregate form or student-level data stored by a school – we all share responsibility for those data, and how they are accessed and used in a secure manner that protects students' privacy and confidentiality. The current and proposed Family Educational Rights and Privacy Act (FERPA) regulations are a critical piece of this effort; however, it is equally important to consider that FERPA does not address the full scope of policies and procedures that should be in place to adequately protect student privacy in today's world of evolving technology and information use. As such, the U.S. Department of Education (Department) has begun several initiatives to provide technical assistance to States, districts, and schools to protect the privacy rights of students, promote the responsible use of data to inform education policy and practices and empower parents, teachers and students to use this information to advocate for their rights and improve their educational outcomes. Underlying all of the privacy initiatives of the Department are the Fair Information Practice Principles (FIPPs). The FIPPs were originally developed in 1973 by the predecessor agency of the Department, the U.S. Department of Health, Education, and Welfare. The FIPPs embody the core tenets underlying all privacy policies implemented by the Federal government from the Privacy Act to FERPA, from the Fair Credit Reporting Act to the Children's Online Privacy Protection Act and so on. As currently outlined by the Federal Trade Commission, the FIPPS include: notice/awareness, choice/consent, access/participation, integrity/security and enforcement/redress.

Each of the Department's initiatives emphasizes the need for all holders and users of data to understand their responsibilities under the law. The Department recognizes the important role the public has in driving this conversation to ensure that proper safeguards are in place to adequately protect the privacy of the Nation's citizens and its students. As such, the Department welcomes feedback on our efforts as described below.

Administration-Wide Privacy Efforts

The Department's work to safeguard students' personal information is part of a broader commitment throughout the Obama Administration to protect individual privacy. Efforts are underway across the Federal Government to protect privacy in areas such as commercial data, identity management, and cybersecurity.

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The Department actively participates in the Administration's activities, serving on the National Science and Technology Council's Subcommittee on Privacy and Internet Policy and working with the National Science Foundation to lead the Formal Cybersecurity Education track of the National Initiative for Cybersecurity Education (NICE). The mission of NICE is to establish an operational, sustainable and continually improving cybersecurity education program that promotes the use of sound cyber practices that enhance the security and privacy of our citizens. The Department is helping to lead the track of NICE that aims to bolster formal cybersecurity education in pre-kindergarten through 12th grade, in post-secondary education and in career and technical education programs. It focuses on the science (including computer science), technology, engineering and math (STEM) disciplines to produce an enhanced "pipeline" of skilled professionals and workers in the cybersecurity disciplines for both the private sector and government. The Department will continue to play an active role in Administration-wide efforts to protect privacy.

Chief Privacy Officer

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The Department has hired its first Chief Privacy Officer. Kathleen Styles joins the Department from the U.S. Census Bureau where she most recently served as Chief of the Office of Analysis and Executive Support. In that role she managed a portfolio that included confidentiality, data management, the Freedom of Information Act (FOIA), privacy policy and coordination for the acquisition and management of data from other agencies. She has extensive experience with Federal data collections, including the decennial census, and with ensuring appropriate protections for large databases. Ms. Styles holds a J.D. from William and Mary and a bachelor's degree from the University of Virginia. She is a member of the Texas and District of Columbia bars, and has practiced law in both the Federal sector and private practice. In addition to legal training, Ms. Styles is certified in government information privacy.

As Chief Privacy Officer, Ms. Styles oversees a new division at the Department dedicated to advancing the responsible stewardship, collection, use, maintenance and disclosure of information at both the national level and for States, local educational agencies (LEAS), postsecondary institutions and other education stakeholders. Her office will help to ensure that the Department complies with applicable legal obligations and epitomizes the best practices we espouse. It will work with other Department offices to include privacy, confidentiality and data security requirements in Department policies and programs; coordinate the development and delivery of privacy training for all Department employees and contractors; oversee the Department's retention and disposition of records; coordinate the development of official Department guidance for the education field on topics such as data stewardship, electronic data security and statistical methods for data protection; serve on the advisory board that manages the work of the Privacy Technical Assistance Center; and enforce the following statutes: FERPA, the Protection of Pupil Rights Amendment (PPRA), the Military Recruiter provision of the Elementary and Secondary Education Act of 1965, as amended (ESEA), the Privacy Act of 1974, as amended, and FOIA.

Privacy Technical Assistance Center

The Department has established a Privacy Technical Assistance Center (PTAC) which serves as a one-stop resource for the P-20 education community on privacy, confidentiality and data security. PTAC is a resource for State educational agencies (SEAs), LEAs, the postsecondary community and other parties engaged in building and using education data systems. It is based out of the National Center for Education Statistics (NCES) and its work is overseen by the Privacy Advisory Committee, which, in addition to the Chief Privacy Officer is comprised of senior leadership from other areas of the Department, such as NCES, the Office of the Chief Information Officer, the Family Policy Compliance Office, the Office of the General Counsel, and the Office of Planning, Evaluation and Policy Development.

PTAC's role is to provide timely and accurate information and guidance about data privacy, confidentiality, and security issues and practices in education; disseminate this information to the field and the public; and provide technical assistance to key stakeholders. PTAC will share lessons learned; provide technical assistance in both group settings and in one-on-one meetings with States; and create training materials on privacy, confidentiality and security issues. PTAC will accomplish its mission by providing the services and materials described below.

- **A "Privacy Toolkit" –** The toolkit will include a list of FAQs; a library of commonly-cited resources related to data privacy, confidentiality and security; checklists of important items to include in data governance plans and data security plans; FERPA guidance developed by the Family Policy Compliance Office; SLDS Technical Briefs (discussed below); and short issue briefs on key privacy topics. The toolkit will be available online as well as distributed at conferences and through mailed thumb drives. This toolkit will be the cornerstone of the information that PTAC will provide to education agencies to use in developing a roadmap to ensure better safeguarding of information, that data are used responsibly and that all who have access to it are held accountable for its proper use and security.

- **Technical Assistance Site Visits –** PTAC will conduct technical assistance site visits to different SEAs annually to offer in-depth reviews of SEA data policies and practices to provide recommendations for how to tackle that SEA's specific governance, technological or other challenges relating to privacy, confidentiality and data security.

- **Training Materials –** PTAC's experts will develop training materials for use by education stakeholders that offer real-world examples of how to develop longitudinal data systems that allow for effective data exchange while still protecting privacy, securing data from unauthorized access and ensuring the proper governance protocols are in place. PTAC will also offer the trainings online through Webinars, and will make the materials available at regional meetings and national conferences.

- **Help Desk –** The PTAC help desk is a centralized location for education stakeholders to submit questions to the Department on privacy, confidentiality and data security issues. The process for submitting questions to PTAC involves calling a toll-free number, emailing or mailing a question.

- **Regional meetings –** Each year, PTAC will host four one-day regional meetings to share training materials with SEAs, LEAs, institutions of higher education (IHEs), early childhood education programs, and/or workforce staff.

PTAC will regularly update its resources to reflect legal or policy changes as well as lessons learned from the field. For more information on PTAC or to submit questions, please refer to its website at: http://nces.ed.gov/programs/ptac/.

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National Center for Education Statistics Technical Briefs

NCES has been working on a new series of technical briefs that further the national conversation on the best practices for overall data stewardship, which include data security and privacy protections related to SLDS. The methods in the briefs incorporate NCES statistical expertise with best practices from the field and consider various Federal data privacy laws, including, but not limited to FERPA. The technical briefs are intended to serve as fundamental resources for practitioners to consider adopting or adapting to complement the work they are already doing. These best practices are presented as voluntary methods and not a one-size-fits-all solution; it is essential that each institution's data policies account for all applicable Federal, State, local and tribal laws, as well as its community's needs.

For example, the Data Stewardship Technical Brief covers some best practices for managing personally identifiable information in electronic student education records. It recommends that educational agencies implement a privacy and data security program to protect personally identifiable information in electronic records and establish rules for permitted uses of that data. This brief explains that these policies and procedures are best developed by a data governance committee which would, among other things: lead the effort to inventory all personally identifiable information the organization collects and maintains, including how the information is used and who has access to it; determine if all personally identifiable information elements in the inventory are necessary and allowable to be collected and maintained; establish processes that verify the accuracy, completeness and age of the information elements maintained in the inventory; determine the sensitivity of each inventoried element and the risk of harm if that information was improperly disclosed; and set appropriate internal controls to restrict access to the data to only authorized users who have legitimate needs. In addition, the brief describes that it is necessary to inform the public regarding the existence of data systems that house personally identifiable information, explain what data elements are included in such a system and detail the public's right to review and appeal the contents of their individual records within that system. The best practices brief does not comment on the specifics of policies that should be implemented or how current procedures should be adjusted; it is expected that practitioners will implement data governance strategies that reflect the Federal and State requirements and best practices tailored to the local needs and laws of that community.

NCES has already released the following three briefs:

- Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records;
- Data Stewardship: Managing Personally Identifiable Information in Electronic Student Education Records; and
- Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting.

The technical briefs can be accessed online at http://nces.ed.gov/programs/ptac/TechnicalBriefs.aspx. NCES plans to release at least four more technical briefs in 2011, covering the topics of Electronic Data Security, Data Access for External Researchers, Data Sharing across Sectors and Training.

We seek public input on the briefs, as they serve as a way to begin a conversation among the various early learning, elementary and secondary, postsecondary, and workforce agencies and institutions within the States. This feedback will inform the national conversation on these critical topics, which will ultimately result in better resources for education stakeholders and better guidance emerging from the Department. The Chief Privacy Officer will use the technical briefs, public feedback and additional input solicited from the education field as well as from privacy, technology and security experts to develop the Department's non-regulatory guidance on these topics that will complement the final FERPA regulation.

The Department encourages the public to review these resources as they become available and to direct comments to: SLDStechbrief@ed.gov.

Family Educational Rights and Privacy Act Notice of Proposed Rulemaking

The Department has also released a Notice of Proposed Rule Making (NPRM) outlining proposed amendments to its regulations implementing FERPA. Over time, interpretations of FERPA have complicated valid and necessary disclosures of student information without increasing privacy protections and, in some cases, dramatically decreased the protections afforded students. As States develop their longitudinal data systems, the Department has been informed of significant confusion in the education field surrounding what are permissible disclosures of personally identifiable student information from education records. This

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confusion has led to delays in developing these systems or States proceeding in ways that may ultimately jeopardize student privacy. It was imperative for the Department to propose clarifying amendments to the FERPA regulations to ensure that these systems are being developed in ways that would allow States to meet the requirements of the American Recovery and Reinvestment Act of 2009 and the America COMPETES Act of 2007 and that do not put individual privacy at risk or create significant regulatory burdens. In addition, the NPRM proposes to expand who the Department may take enforcement actions against for improper redisclosure of student information and to clarify how directory information policies can be developed in ways that would provide greater protections to the privacy of student information and to the safety of students.

FERPA is a Federal law that protects the privacy of personally identifiable information from student education records. As the law applies to personally identifiable information contained in students' records, it is generally not applicable to other data that a school may collect, such as information on teachers (although there may be other State laws guiding the use and disclosure of that data). The law applies to all educational agencies and institutions, such as schools, school districts, and postsecondary institutions that receive funds under any program administered by the Department. Generally, schools must have written permission from the parent or eligible student in order to disclose any personally identifiable information from that student's education record. (An "eligible student" is a student who is 18 years old or attending a postsecondary institution at any age.)

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FERPA permits, but does not require, schools to disclose personally identifiable information from education records without consent under limited circumstances, commonly known as *exceptions*. See § 99.31 for the full list of exceptions to the consent requirement in FERPA. In addition to proposed changes to the enforcement provisions in FERPA, the NPRM proposes to provide additional information and clarity, as discussed in more detail below, on three of those limited exceptions to the general consent rule: (1) the directory information exception; (2) the audit or evaluation exception; and (3) the studies exception. While the Department strongly encourages those who control student data to proactively notify parents and eligible students prior to disclosing personally identifiable information from the student's education records, this is not always feasible. Nonetheless, when an exception to the general consent requirement in FERPA applies, specific information **must be** recorded in the student's file that describes what information was disclosed and to whom it was provided. In addition, a parent or eligible student must be able to obtain information on these disclosures by reviewing the student's education record.

The NPRM is published in the *Federal Register* with a public comment period of 45 days. We encourage all interested parties to submit comments. Comments may be submitted through www.regulations.gov. Elements of the proposed regulations are discussed below. The full NPRM can be found at www.ed.gov/fpco.

Highlights of the Proposed Changes in the NPRM Consist of:

Stronger Enforcement

The Department needs stronger, more specific and clearer enforcement authority against all entities that collect, receive or maintain FERPA protected data. Every entity that receives personally identifiable information from student education records has a responsibility to ensure that it is used only for authorized purposes, is protected appropriately and is not redisclosed unless permitted by FERPA.

The Department's current regulations only discuss the application of the enforcement process to educational agencies and institutions which have students in attendance. Consequently, the NPRM proposes that if an entity (which does not have students in attendance) that receives Department funds violates FERPA, the Department may bring an enforcement action against that entity. Because State data systems are under the

control of the SEA, it is especially necessary to ensure that FERPA's enforcement remedies apply directly to SEAs by including SEAs in the definition of an educational agency or institution for purposes of enforcement.

The NPRM proposes expanding the types of entities that are subject to the enforcement provisions to include SEAs, LEAs, postsecondary agencies, and any other entity that is the recipient of Department funds, such as nonprofit organizations, student loan guaranty agencies and student loan lenders. If the proposed changes in the NPRM are finalized, these entities would be subject to enforcement proceedings if they violate applicable FERPA provisions which may include, but are not limited to the following:

- Proposed written agreement requirement that would be applicable to State and local educational authorities permitting them to redisclose personally identifiable information from students' education records to organizations under the studies exception and a similar proposed written agreement requirement that would be applicable to State and local educational authorities designating an authorized representative, other than an employee, under the audit or evaluation exception (discussed below);

- Proposed requirement for State and local educational authorities to use reasonable measures to ensure that their authorized representatives appropriately use, protect and destroy the personally identifiable information (discussed below);

- Redisclosure recordkeeping requirements; and

- Requirements to return or destroy data that are applicable to organizations to which personally identifiable information from education records is disclosed to conduct studies under the studies exception and to authorized representatives of State and local educational authorities to which personally identifiable information from education records is disclosed to evaluate or audit education programs (discussed below).

The applicability of these requirements depends on which exception to consent the entity is using to obtain access to or make further disclosures of personally identifiable information from education records. Entities that do not have students in attendance but receive personally identifiable information under a FERPA exception would not be required to comply with the annual notification provision in FERPA or permitted to designate directory information. In addition, any personally identifiable information that these entities collect and maintain that are separate from the student's education record maintained by an educational agency or institution are generally not subject to FERPA. For example, a student loan guaranty agency may receive personally identifiable student data from a university that originated from the student's education file under the exception to FERPA for student aid administration. This data would be subject to FERPA. However, data that is subsequently collected by the guaranty agency directly from the student would not typically be covered by FERPA, but may still be subject to other applicable Federal, State, local or tribal laws.

Ensuring the Safety of Students

Schools must have the flexibility to implement directory information policies that reflect their specific needs and policies without endangering students or opening the door for abuses of that information by allowing schools to limit the use of directory information.

FERPA defines "directory information" as information contained in an education record of a student that would generally not be considered harmful or an invasion of privacy if disclosed. Directory information may include elements such as the student's name, address, telephone number, photograph, date of birth, place of birth, grade level or major field of study. If a school has a policy of disclosing directory information, it is required to give annual public notice to parents and eligible students of the types of information designated as directory information and of the right to opt out of having a student's information so designated.

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The NPRM proposes making two changes to the directory information exception with the goal of providing additional privacy and safety measures to protect students. The first proposed change would allow an educational agency or institution to specify in its annual public notice to parents and eligible students that disclosures of directory information may be limited to specific parties, for specific purposes or both. Many institutions have decided to forego designations of any directory information as they have concluded that such designations would put students at risk of becoming targets of marketing campaigns, the news media or even victims of criminal acts. These institutions then carry the burden of having to obtain consent for any use of the student's information, including more mundane uses such as yearbooks or graduation programs. A limited directory information policy would provide educational agencies and institutions the flexibility to designate directory information for more common uses without exposing their students to the risks of having their information released far more broadly.

The second proposed change would clarify that parents or eligible students may not prevent an educational agency or institution from requiring a student to wear or present a student ID or badge. The need for educational agencies or institutions to implement measures to ensure the safety and security of students should not be impeded by a parent or student using FERPA's directory information opt out provisions.

Manchester

Ensuring the Effectiveness of Publicly Funded Programs

Connecting K-12 and Postsecondary Data and Sharing Information to Improve Early Childhood and Workforce Programs

Public

States and local communities must have the ability to share student data to evaluate the effectiveness of education programs ranging from early childhood through adult education. In order to evaluate the effectiveness of their own education programs, States, school districts and high schools must be able to obtain college access, persistence, completion and remediation data on their former students from the postsecondary institutions that those students attend. School districts should be able to share student data with a local Head Start program so the Head Start program can evaluate whether its children were prepared to enter kindergarten ready to learn. Similarly, as States invest more resources preparing their citizens for an increasingly competitive economy, they need less burdensome ways of obtaining data to evaluate whether students enrolled in their postsecondary programs are obtaining jobs.

Schools

Pupil

The audit or evaluation exception under FERPA permits certain parties access, without prior written consent, to personally identifiable information from students' education records in order to conduct an audit or evaluation of State or federally supported education programs, or for the enforcement of or compliance with Federal legal requirements relating to those programs.

Personnel

The proposed amendments would define two terms, "education program" and "authorized representative." These terms are not currently defined in the FERPA statute or its regulations, and the NPRM proposes to define them in the following ways:

Services

- **An education program** would be defined as any program that is principally engaged in the provision of education, including, but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, regardless of whether the program is administered by an educational authority.

- **An authorized representative** would be defined generally as any entity or individual designated by a State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) – the Secretary, the Comptroller General of the United States, or the Attorney General of the United States – to conduct, with respect to Federal or State supported education programs, any audit, evaluation, or compliance or enforcement activity in connection with Federal legal requirements related to those programs.

The NPRM would also clarify that these officials may receive personally identifiable information from education records to conduct an audit or evaluation of the State or federally funded education programs of either the entity disclosing the personally identifiable information or the entity receiving the personally identifiable information. For example, an SEA may designate a State health and human services agency as its authorized representative in order to conduct an evaluation of one of the SEA's State or federally funded education programs, or one of the health and human services' State or federally funded education programs, such as Head Start. It is vital to ensure that all State or federally funded education programs are adequately preparing children for success in the next stage of life, whether that is in kindergarten or the workforce. It is critical that we assess all taxpayer funded programs so that we target our investments effectively and learn what works and what does not.

In order to increase the accountability of those using personally identifiable information from education records for an audit or evaluation, the NPRM proposes requiring a State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) to use a written agreement that designates any authorized representative to whom it will redisclose personally identifiable information from education records without consent. As we have previously stated in connection with the studies exception, the written agreements should not be entered into lightly or serve only as a pretense to allow the disclosure of personally identifiable student information. The decision for who should be made an authorized representative and what information is necessary to disclose should only be made after thorough deliberation. As proposed in the NPRM, the written agreement must:

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1. Designate the individual or entity as an authorized representative;

2. Specify the information to be disclosed and that the purpose for which the information is disclosed to the authorized representative who is to carry out an audit or evaluation of Federal or State supported education programs, or to enforce or comply with Federal legal requirements that relate to those programs;

3. Require the authorized representative to destroy or return to the State or local educational authority or agency headed by an official listed in § 99.31(a)(3) personally identifiable information from education records when the information is no longer needed for the purpose specified and identify the time period in which the information must be returned or destroyed; and

4. Establish policies and procedures consistent with FERPA and other Federal and State confidentiality and privacy provisions to protect personally identifiable information from education records from further disclosure (except back to the disclosing entity) and unauthorized use, including limiting use of personally identifiable information to only authorized representatives with legitimate interests.

The NPRM emphasizes that the State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) is responsible for using ***reasonable methods*** to ensure that any entity designated as its authorized representative complies with FERPA. The NPRM seeks input on how ***reasonable methods*** should be defined. The Department intends to issue guidance on the best practices for written agreements, ***reasonable methods,*** and other related matters.

FERPA's recordkeeping requirements for data disclosures would remain unchanged by the NPRM. The recordkeeping requirements for personally identifiable information disclosed under certain FERPA exceptions includes recording which parties receive personally identifiable information from the education records and their legitimate interests in obtaining the information. The exhaustive list of the recordkeeping requirements is in § 99.32 of the current regulations. For example, if under the audit or evaluation exception an SEA designated the State health and human services agency as an authorized representative to evaluate the academic readiness of Head Start participants in elementary school, the SEA would be the responsible entity under § 99.32(b)(2)(i) for adhering to FERPA's recordation requirements.

Promoting Research on Effectiveness

States need accurate information to make administrative decisions about where resources are needed most and which investments are having the most impact. SEAs must have the ability to enter into agreements with researchers to conduct studies that can be used to improve instruction across districts within their own State. Studies such as these can help States save money by identifying effective practices and targeting limited resources accordingly, while simultaneously increasing the transparency of taxpayer investments.

The studies exception permits non-consensual disclosure of personally identifiable information from education records to an organization that is conducting a study for specified purposes, including a study to be used to inform ways to improve instruction, on behalf of an educational agency or institution. The NPRM proposes to amend the studies exception in the regulations to clarify that a State or local educational authority or an agency headed by an official listed in § 99.31(a)(3) is not prevented by FERPA from entering into agreements with organizations to conduct studies and from redisclosing personally identifiable information from education records on behalf of educational agencies and institutions under §99.33(b) for purposes of conducting studies. Oftentimes school districts do not have the resources available to conduct the studies necessary to improve instruction. For example, an LEA may not have the funds to pay for the study or the staff to interact with the researchers and provide the needed information. Likewise, a study done only at the district level may not be comparable across districts or highlight patterns in similar programs. A study done by an SEA can make better use of limited resources through the consolidation of what would otherwise be individual efforts by districts. An SEA may also wish to conduct a study comparing program outcomes across districts to further assess what programs provide the best instruction and then duplicate those results in other districts.

The NPRM proposes to apply the current requirement for educational agencies and institutions to enter into written agreements with the organizations conducting studies under the studies exception to State and local educational authorities and agencies headed by an official listed in § 99.31(a)(3). The agreements:

1. Must specify the purpose, scope, and duration of the study or studies and the information to be disclosed;
2. Require the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study stated in the written agreement;
3. Require the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and
4. Require the organization to destroy or return all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be returned or destroyed.

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Parents and students put their trust in the stewards of education data to ensure students' personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary. The Department deeply values this trust and strives to ensure it is doing all it can do to protect the privacy of our students as the uses of their data to improve education increase.

We welcome your feedback on our proposed amendments in the NPRM and encourage the public to comment at: www.regulations.gov ***by the deadline of 5/23/11.***

General Appendix

- Board Certified Behavior Analyst Service Request (PPT/38)
- Consent for Agency Participation in Transition Planning PPT (PPT/18)
- Eligibility for Special Education under Autism (PPT/32)
- Guidelines for Interns and Student Teachers
- Homebound Instruction Request Form (PPT/36a)
- Homebound and Hospitalization Instruction Verified Medical Reason (PPT/36b)
- IEP Checklist
- Intellectual Disability Eligibility Documentation (PPT/20)
- Recommendation for Discontinuation from Direct Occupational Therapy Services (PPT/35)
- Request for Planning and Placement Team Meeting (PPT/19)
- Request for Supervisor to Attend PPT (PPT/14)
- Transfer of Confidential Information (PPT/11)
- Transition IEP Goals, Objectives and Services Checklist (PPT/21)
- Transition Planning Checklist (PPT/34)

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BCBA Service Request (page 1 of 2)

Name: _____ School: _____Date: _____

Grade: ____ Room #: _____

What is your reason for this request (choose from the following):

☐ individual student concerns ☐ classroom routine concerns ☐ procedure/instructional concerns

Individual Student Concerns

Definition – A student in your classroom is demonstrating problematic behaviors which are disruptive to his/her own learning as well as their peers. Examples of problematic behaviors include hitting, throwing objects, screaming, tantrum, etc.

Manchester Public Schools Pupil Personnel Services

1. What is the student's behavior you are concerned about?
2. What does the student's behavior look like?
3. How often does the student's behavior occur?
4. How long does the student's behavior usually last?
5. Where does the student's behavior occur?
6. What usually happens right before the student's behavior occurs?
7. What usually happens right after the student's behavior occurs?
8. How long has the student's behavior been occurring?
9. When and where does the student's behavior not occur?
10. Please list what strategies have you used to address the student's behavior?

BCBA Service Request (page 2 of 2)

Classroom Routine Concerns

Definition – Each student in the class is expected to participate in a whole class activity and you need support in developing and/or implementing specific procedures/strategies for students and staff for successful classroom management. Examples of whole class activities include arrival, dismissal, snack, morning meeting, lining up, spelling test, etc.

1. What is the whole classroom task/activity/routine?

2. What does this task/activity/routine look like now?

Manchester

3. What would you like this routine to look like?

Public

4. What skills are most concerned about teaching during this routine?

5. Within the classroom task/activity/routine what are you having the most difficulties?

Schools

Procedure/Instructional Concerns

Definition – You and/or your staff would like support with creating and implementing student programs. Example of student programs may include behavior intervention plans, program/lesson descriptions, discrete trial instructional descriptions, data collection and analysis, etc.

Pupil

1. What do you need support with?

Personnel

2. What areas are you having the most difficulties with?

Services

3. What areas have you seen success with?

4. Have you consulted with other teachers/colleagues?

MANCHESTER PUBLIC SCHOOLS
CONSENT FOR AGENCY PARTICIPATION IN TRANSITION PLANNING PPT

I. Identification Information:

Student: _____ **DOB:** _____
School: _____ **Grade:** _____
Parent/Guardian: _____

II. Agency Information:

Person: _____ **Title:** _____
Agency: _____ **Telephone #:** _____

Person: _____ **Title:** _____
Agency: _____ **Telephone #:** _____

Person: _____ **Title:** _____
Agency: _____ **Telephone #:** _____

III. Written Consent

☐ I consent to inviting the above named person(s) to my child's PPT where transition goals and objectives will be discussed and/or developed.

_____
Parent/Guardian Signature Date

☐ I do not consent to inviting the above named person(s) to my child's PPT where transition goals and objectives will be discussed and/or developed.

_____
Parent/Guardian Signature Date

Manchester Public Schools Pupil Personnel Services

Manchester Public Schools

Student Name: _____ DOB: _____

GUIDELINES FOR THE IDENTIFICATION AND EDUCATION OF CHILDREN AND YOUTH WITH AUTISM

Appendix II-A
Worksheet for Determination of Eligibility for Special Education Services under the Classification of Autism

The student should meet the criteria listed below (A-C) to be eligible for special education services due to autism:

The Child:

A. has been evaluated by a professional with appropriate training, using an autism-specific instrument, and must be found to be functioning in the range of autistic spectrum disorders.

B. demonstrates a disability that adversely affects educational performance as evidenced by professional judgment and/or scores that fall significantly below average (-1.5 SDs) in all of the following areas: social interaction (*at least two of the items listed below*), verbal/nonverbal communication and atypical behaviors (*at least one of the items from each category listed below*).

C. does not perform effectively in the social or academic area most of the time, despite the provision of general education accommodations and supports.

Manchester Public Schools Pupil Personnel Services

Results of the Evaluation

*Indicate Yes, No, or NA for each item in the area evaluated if regarding impairment and how it was evidenced. Please also respond to the question at the end of each section.

Social Interaction*

	Impairment That Adversely Affects Educational Performance	**Evidenced by Observation (O), Clinical Judgment (CJ), and/or Formal Testing (FT)**
Deficits in nonverbal communication (eye gaze, gesture)	Yes☐ No☐ NA☐	_____
Limited efforts to establish joint attention or share experience	Yes☐ No☐ NA☐	_____
Significant deficits in social/emotional reciprocity	Yes☐ No☐ NA☐	_____
Lack of developmentally appropriate peer relations	Yes☐ No☐ NA☐	_____
Lack of developmentally appropriate symbolic play/imagination	Yes☐ No☐ NA☐	_____
Inability to make functional adjustment to the social environment	Yes☐ No☐ NA☐	_____

*Does the child meet the criteria of demonstrating at least two characteristics from this area? ☐Yes ☐No

Manchester Public Schools

Student Name: _____ DOB: _____

GUIDELINES FOR THE IDENTIFICATION AND EDUCATION OF CHILDREN AND YOUTH WITH AUTISM

Communication*

	Impairment That Adversely Affects Educational Performance	Evidenced by Observation (O), Clinical Judgment (CJ), and/or Formal Testing (FT)
Significant deficits in receptive language (e.g., acts as though doesn't hear although hearing is normal, doesn't respond to name, doesn't respond to verbal cues, concrete and literal comprehension)	Yes ☐ No ☐ NA ☐	_____
Significant deficits in expressive language (e.g., no babbling, pointing or use of gesture by 1 year of age, no single words by 16 months, doesn't combine words by 2 years, loss of language skills, echolalia, idiosyncratic use of words/phrases, pronoun reversals)	Yes ☐ No ☐ NA ☐	_____
Significant deficits in pragmatic skills (e.g., inability to initiate or sustain conversation, perseveration on topic, stereotypic intonation, difficulty interpreting what others think and feel, difficulty taking others' perspective, difficulty relating emotion) (Strock, 2004)	Yes ☐ No ☐ NA ☐	_____

Does the child demonstrate at least one characteristic from this area? Yes ❑ No ❑

Manchester Public Schools Pupil Personnel Services

Atypical Behaviors*

	Impairment That Adversely Affects Educational Performance	Evidenced by Observation (O), Clinical Judgment (CJ), and/or Formal Testing (FT)
Restricted or repetitive interests	Yes ☐ No ☐ NA ☐	_____
Stereotyped, repetitive movements	Yes ☐ No ☐ NA ☐	_____
Adherence to nonfunctional routines	Yes ☐ No ☐ NA ☐	_____

(Note: Children under the age of 5 who have ASD may not exhibit atypical behaviors, so the requirement that they exhibit one of the behaviors listed under that category may be waived for children aged 3-5 years.)

*Does the child demonstrate at least one characteristic from this area? Yes ❑ No ❑

Manchester Public Schools

Student Name: _____ DOB: _____

GUIDELINES FOR THE IDENTIFICATION AND EDUCATION OF CHILDREN AND YOUTH WITH AUTISM

Ruling Out/Eliminating Other Factors

Have other causes/contributing factors such as medical problems, environmental or cultural factors, and emotional disturbance been ruled out as the primary cause of the student's educational difficulties?

Yes ❑ No ❑

Based on the above, does the child meet the criteria for classification under the category of autism?

Yes ❑ No ❑

Based on the above, does the child need special education and related services?

Yes ❑ No ❑

The PPT has reviewed the information presented and has made the determination that the child meets the criteria for eligibility for special education services as defined in IDEA and Connecticut statutes.

Date: _____

Manchester Public Schools Pupil Personnel Services

Guidelines for Interns and Student Teachers
Revised 7/2014

1. Sending university gets in contact the department of performance, evaluation, and talent development, and sends over information on potential student teacher/intern.

2. The department of performance, evaluation, and talent development sends out an e-mail to grade level/ subject/content area point people (administrators/principals) asking if there is any interest in taking on a student teacher/intern. If so, they reply back to us with teacher information

3. The department of performance, evaluation, and talent development lets the sending university know that we have a potential placement, and give teacher/school information. At that point, it is on the student teacher/intern to get in contact and set up an interview. **Please note that an interview is required before any placement is made. **

4. Once interview has been completed, placement is confirmed. (In rare cases, the student teacher /cooperating teacher is not a match, and placement is not confirmed, and we go back to the university and let them know they will need to find an alternate placement).

5. At this point, it is up to the student teacher /intern to make sure that we have their fingerprinting information in district.

6. After placement is confirmed, it is up to the student teacher and cooperating teacher to take the placement and make all arrangements needed.

Manchester Public Schools Pupil Personnel Services

Manchester Public Schools

Pupil Personnel Services Department

Homebound Instruction Request Form

(To be completed by referring individual or school)

Student Name: _____ DOB: _____ Grade: _____

School: _____ Student Status: ☐ Reg. Ed. ☐ 504 ☐ Special Ed.

School Contact: _____ Phone: _____ Date of Request: _____

Contact Information

Parent/Guardian Name: _____ Phone: _____

Address: _____ Alt. Phone: _____

Tutoring Information

Amount of Instruction per week: _____ Tutoring to begin: _____ End: _____

Reason for tutoring request: ☐ Per 504 ☐ Per PPT ☐ Expulsion ☐ Medical ☐ Other

☐ Verified medical reason is attached

Description of tutoring needs (subject(s), strategies, recommendations, etc.):

*School must attach all supporting documentation with this request.
(504 plan, medical verification, IEPs, any document that will help justify the need for tutoring, etc.)

For Assistant Superintendent for Pupil Personnel Services Only:

To: _____

☐ Special services have been authorized for the above student.

☐ Special services have been authorized for the above student; however the lengths of time and amount of time have not been approved. (See below).

☐ Special services have not been approved for the above student.

☐ Other: _____

Notes:

A PPT must be convened on any student identified for special education or related services placed on home bound instruction. The number of hours of instruction assigned to a student via the PPT must be strictly adhered. *No reduction of tutorial time should occur without approval of the building administrator in charge of the student's program.*

_____ _____

Shelly Matfess, Assistant Superintendent for Pupil Personnel Services Date

PPT/36a
Revised 1/14

Manchester Public Pupil Personnel

Manchester Public Schools • 45 North School Street • Manchester, CT 06042

Homebound and Hospitalization Instruction
Verified Medical Reason

Name of Child: _____ Date of Birth: _____

Address of Child: _____

Name of Parent(s): _____

Address of Parent(s) (if different from child): _____

This section below must be completed by the student's treating physician to verify a medical reason that prohibits the student from attending school. Upon completion, this form must be provided by the treating physician directly to the Manchester Public Schools, care of Shelly Matfess at 45 North School Street, Manchester, CT 06042.

Manchester

Contact Information for Treating Physician

Name: _____

Address: _____

Public

Phone: _____ Fax: _____ Email:_____

Yes	No	Medical Verification
☐	☐	I have consulted with school health supervisory personnel and have determined that the child's attendance at school with reasonable accommodations is not feasible. The contact information for the school health supervisory personnel for this matter at Manchester Public Schools is Suzanne Valade
☐	☐	The above-named child is unable to attend school due to a verified medical reason.
☐	☐	The child will be absent from school for at least ten (10) consecutive school days.
☐	☐	The child will be absent from school for short, repeated periods of time during the school year.

Schools
Pupil
Personnel

The child has been diagnosed with:

Services

*** Documentation supporting the above diagnosis MUST be submitted to the Manchester Public Schools along with this Medical Verification Form.**

The child is expected to be able to return to school on: _____

By signing below, I verify that the above information is accurate to the best of my professional knowledge.

_____ _____

Signature of Treating Physician Date

PPT/36b
Revised 1/14

☐	IEP distributed within 5 school days
☐	IEP not distributed within 5 school days

IEP Checklist

Please return this form with your corrected IEP for distribution

To		From	
RE		Date	

Page 1 ~ Cover Page

☐	Current School/Home School/Next Yr
☐	Grade
☐	H.S. Credits
☐	Most Recent Eval/Reeval Date
☐	Next Reeval Date
☐	Reason(s) for meeting (grade 9 up transition)
☐	Primary Disability (just one)
☐	Next Projected PPT Meeting
☐	Next Annual Review Meeting
☐	Eligible as Student with a Disability
☐	Amendment (must have ED634)
☐	Attendees in proper location

Page 2 ~ List of PPT Recommendations

☐	PPT Recommendations (Required)
☐	Summary (Optional)

Page 3 ~ Prior Written Notice

☐	Actions Proposed, Reasons, Evaluation Procedures
☐	Actions Refused (if applicable)
☐	Implement Date (min 5 school days)
☐	Evaluations, procedures, etc (dated the day they were conducted)
☐	Row ___/Column ___ incomplete
☐	Exit Data (if applicable) all 3 spaces
☐	Procedural Safeguards (check only 1)

Pages 4 and 5 ~ Present Levels

☐	Parent & Student Input/Concerns
☐	Current Performance
☐	Strengths
☐	Concerns/Needs (must have a goal)
☐	Age Appropriate Skills (if applicable)

Page 6 ~ Transition Planning

☐	1. N/A if not going to grade 9-12
☐	2. All Others Check Box 2
☐ ☐ ☐	2. a) If applicable: Student Must be Invited b) Did Student Attend? c) How preferences/Interests are Noted
☐	3. Age Appropriate Trans Ass & Date Adm
☐	4. Agency Part.- Check Y or N. If N Reason
☐	5. PSOGS and Trans. Services (All Students Must Have at Least 2 Goals- Post Secondary Ed/Training and Employ) Check Boxes and Write Goals
☐	6. You must select first box and include an academic goal.
☐	7. Must check a box
☐	8 Specific Date for Summary of Performance

Page 7~ Goals & Objectives

☐	For Transition Goal Associated with Education- Check only one box for each area (must have separate goals)
☐	15+ - Check box (must complete pg 6)
☐	Reporting Dates (MM/YY)
☐	Eval Procedure/Performance Crit/ % Trials, etc/

Page 8 ~ Accommodation & Modifications

☐	Sites and Durations
☐	Bottom Box for consult, support

Page 9 ~ Testing Accommodations

☐	Grade test is Scheduled
☐	Checklist attached, if applicable

Page 10 ~ Special Factors

☐	Check Appropriate Box Special Factors
☐	Check Appropriate Box Progress Reporting
☐	Check Appropriate Box Exit Criteria

Page 11 ~ Services

☐	Start Date (5 days from IEP)
☐	End Date (1 year from IEP or Annual Rev)
☐	Both Responsible Staff & Implementer
☐	Site
☐	Description of participation Gen Ed
☐	Total school hours (rec/sum/next rec)
☐	SPED Hours (rec/sum/next rec)
☐	TWNDP (rec/sum/next rec)

Page 12 ~ Placement Summary

☐	3-5 Placement
☐	Education Placement Location (from pg 11)
☐	Reason for Placement (usually PPT)
☐	If not home, where is student living
☐	Projected graduation

LRE Checklist

☐	Appropriate Boxes Checked
☐	Administrator 's Signature Needed

Other Pertinent Forms (Must be attached to IEP)

☐	Consent For Placement (ED626)
☐	Consent for Testing (ED625 or ED627)
☐	Reading Worksheet (ED630) for all testing
☐	Math Worksheet (ED631) for all testing
☐	Multidisciplinary Eval (ED629)
☐	SED Worksheet
☐	Attendance Waiver (ED633)
☐	Amendment without a PPT (ED634)
☐	Summary of Performance (ED635)

Manchester Public Schools Pupil Personnel Services

Intellectual Disability Eligibility Documentation

Name of Student: _____ Date of Birth: _____ / _____ / _____ Age: _____

District: _____ School: _____ Grade: _____

Date of PPT Determining and Eligibility: _____

Eligibility Standards and Procedures Documentation	Standard Met? Yes	Standard Met? No
1. Intellectual Functioning		
a. Is there significantly limited intellectual functioning, that is 2 standard deviations below the mean on an individually administered, standardized measure of intelligence?	☐	☐
b. Did interpretation of evaluation results consider factors that may affect test performance including:		
i. Limited English proficiency	☐	☐
ii. Cultural background and differences	☐	☐
iii. Medical conditions that affect the student's performance at school	☐	☐
iv. Communication, sensory or motor abilities	☐	☐
c. Are the factors above documented in the written report?	☐	☐
2. Adaptive Behavior – Home (Standardized)		
a. Is there documentation of adaptive behavior of home or community skills from the child's principal caretaker?	☐	☐
b. Is the adaptive behavior composite score 1.5 standard deviations below the mean of the instrument on at least one of the domains?	☐	☐
c. Did interpretation of evaluation results consider factors that may affect test performance including:		
i. Limited English proficiency	☐	☐
ii. Cultural background and differences	☐	☐
iii. Medical conditions that affect the student's performance at school	☐	☐
iv. Communication, sensory or motor abilities	☐	☐
d. Are the factors above documented in the written report?	☐	☐
e. Additional documentation of adaptive behavior: _____ _____ _____		
3. Adaptive Behavior – School (Systematic Observations and Curriculum-based Assessments)		
a. Do significant limitations exist in adaptive behavior as determined by systematic observations in the school, daycare center, residence or program that compares the child with same-age peers?	☐	☐
b. Do the observations address age-appropriate adaptive behaviors for the child's chronological age?	☐	☐
c. Results of additional documentation of adaptive behavior skills, when appropriate (e.g., standardized school adaptive behavior, reading, math or writing skills assessment): _____ _____ _____		
4. Was intellectual impairment manifested during the developmental period (birth through 18)?	☐	☐
5. a. Was the student provided appropriate instruction?	☐	☐
b. Was the student provided early intervening services? Please describe on a separate page (EIP, SAT, multi-tiered interventions, etc.).	☐	☐
c. Based on the above, is student performance due to lack of appropriate instruction?	☐	☐
6. Is there current demonstration of limitations in the student's functioning across multiple contexts?	☐	☐
7. Does the student's intellectual functioning cause adverse effects on education performance in the general education classroom or other learning environment and require individually designed instruction in order for the child to receive educational benefit from an appropriate public education?	☐	☐
8. Is this student eligible as a student with intellectual disability?	☐	☐

Manchester Public Schools Pupil Personnel Services

Manchester Public Schools
45 North School Street, Manchester, CT 06042

RECOMMENDATION FOR DISCONTINUATION FROM DIRECT OCCUPATIONAL THERAPY SERVICES

Date: _____

Dear Parent(s)/Guardian(s):

Occupational Therapy reports/records were recently reviewed for your child _____. The results of this review indicate that direct occupational therapy services may be discontinued at this time due to the following criteria:

- ☐ The student has met the current OT-related IEP goals and no further IEP goals are appropriate or indicated.
- ☐ The student's needs and IEP goals may be met by classroom personnel or special education staff.
- ☐ The student has adequate functional skills required in the school environment.
- ☐ OT is medically or otherwise contraindicated.
- ☐ Current test data does not indicate the need for OT services.
- ☐ General education teacher will collaborate with the therapist to develop strategies that can be addressed within the classroom.
- ☐ OT services will be provided as a consultative model. Special Education teachers will collaborate with the therapist to develop goals and objectives that can be addressed within the special education classrooms.
- ☐ Home based strategies have been provided.

If you have questions or concerns pertaining to these results, please call me at _____ and leave a message for me to return your call. You will be invited to a PPT meeting to consider discontinuing occupational therapy services. It has been a pleasure working with your child.

_____
Licensed Occupational Therapist

_____
Administrator

Manchester Public Schools Pupil Personnel Services

REQUEST FOR PLANNING AND PLACEMENT TEAM MEETING

Date Requested: _____ Requested By: _____ Phone # (if Phone PPT): _____

Student/ID: _____ DOB: _____ School: _____

Schedule PPT on or before: _____ Gr:_____ Location of Meeting: _____

The purpose of this meeting is to (check all that apply):

- ☐ review a referral to special education and consider/plan an evaluation
- ☐ review evaluation results and determine eligibility for special education
- ☐ develop, review or revise the IEP
- ☐ conduct an Annual Review
- ☐ consider transition needs/services – **transition planning (required at annual review for student's grade 8 and above)**
  1. ☐ student **MUST** be invited to attend the PPT meeting
  2. ☐ transition goals and objectives in the IEP will be developed/reviewed/revised
  3. **Check only ONE item:**
     - ☐ the agency representative(s) listed below will be invited to attend to assist in transition planning OR
     - ☐ the agency representative(s) not appropriate to be invited to attend to assist in transition planning OR
     - ☐ written permission not provided to invite agency representative(s) to attend to assist in transition planning
- ☐ plan a reevaluation/triennial to determine continuing eligibility for special education and related services
- ☐ review reevaluation results to determine continuing eligibility for special education and related services
- ☐ conduct a Manifestation Determination
- ☐ other: (specify) _____

Manchester Public Schools Pupil Personnel Services

The following individuals will need to be invited to attend (include addresses if outside agent):

Administrator		Parent/Guardian	
SPED Teacher		Regular Ed Teacher	
Guidance		Social Worker	
Psychologist		School Nurse	
Speech & Language		PT and/or OT	
Surrogate		Other (Foster Parents, DCF, Principal, etc.)	
Student		Other (Outside agencies)	
Other:		Other:	

Name of IEP (check only one):

☐	Referral PPT – (MM/DD/YYYY)	☐	Triennial/Annual PPT – (MM/DD/YYYY)
☐	Eligibility PPT – (MM/DD/YYYY)	☐	Revision PPT – (MM/DD/YYYY)
☐	Annual Review – (MM/DD/YYYY)	☐	Amendment PPT – (MM/DD/YYYY)
☐	Triennial PPT - (MM/DD/YYYY)	☐	Manifestation PPT – (MM/DD/YYYY)

Additional Comments:

MANCHESTER PUBLIC SCHOOLS
Administrative Offices
45 North School Street, Manchester, CT 06040

Special Education Department

Request for Supervisor to Attend PPT

Requested By: _____Date: _____

Student: _____ ID#_____

Parent/Guardian: _____ Phone: _____

Address: _____

Grade: _____ DOB: _____ Last PPT: _____ Primary Disability: _____

Annual Date: _____ Date of last psycho-educational evaluation: _____

What are the areas of concern?

With whom have you reviewed this case?

Attendance: Days absent _____ out of _____ school days to date.

Describe the student's current special education services.

Summarize interventions that have been tried (including teaching strategies, behavior contracts, home contacts, outside agencies)

Manchester Public Schools Pupil Personnel Services

Manchester Public Schools
45 North School Street
Manchester, Connecticut 06042

Written Consent for Transfer of Confidential Information

Contact Name _____ Telephone Number _____

School/Business Name _____ Fax Number _____

Address _____

Town, State Zip _____

Manchester

I hereby authorize the Manchester Public Schools (MPS) to receive and/or release the following confidential information regarding my child:

Public

Student Name _____ Date of Birth _____ School Attending _____

Telephone Number _____ Home Address _____

Schools

	MPS Receive	MPS Release		MPS Receive	MPS Release
Educational	☐	☐	IEP/504	☐	☐
Cumulative	☐	☐	Social Work	☐	☐
Health	☐	☐	Speech/Language	☐	☐
Discipline	☐	☐	Psychological	☐	☐
Attendance	☐	☐	Psychiatric	☐	☐
Other (specify)	☐	☐	_____		

Pupil

Personnel

The confidential information requested herein should be received and/or released by:

Services

Name _____ Title _____

School/Business Name _____ Mailing Address _____

Telephone Number _____ Fax Number _____

_____ Parent/Guardian Signature _____ Date

PPT/11

Secondary Transition Planning IEP Checklist

Manchester Public Schools

Student: _____ SASID# _____ School ID#: _____

Case Manager: _____ Annual Review Date: _____ Date of Birth: _____

***Note: Refer to IEP Manual (http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf) for specific instructions**

- ❑ **1. Student/Parents informed about secondary transition/IEP transition planning** (e.g., Building a Bridge, IEP Manual)
- ❑ **2. Reason for Meeting:** "Transition Planning" (IEP, Pg. 1, PPT Cover Page)
- ❑ **3. Student/Parent Input and Concerns** (Pg. 4/Present Levels of Academic Achievement and Functional Performance)
- ❑ **4. Present Levels of Performance (PLOP)**: (Pgs. 4 & 5) – All areas should be viewed through a "transition lens" – what are the implications of each of the areas listed on pgs. 4 & 5 of the IEP with regard to a student's transition planning?
- ❑ **5. Present Levels of Performance (PLOP):** (Pgs. 4 & 5) – **MUST** be Annual Goal for **any** area with information under "Needs & Concerns" – conversely, since there MUST be at least 2 transition annual goals, there must be information under "Needs & Concerns" for the Vocation/Transition row.
- ❑ **6. PLOP: Vocation/Transition row must include transition assessment results** and plain-language statement of current performance/skill level in column 1 (Pg. 5). Areas of "Needs and Concerns" **must** also be filled in.
- ❑ **7. Age-Appropriate box** (PLOP – Pgs 4 & 5) – if this box is checked, please elaborate in the IEP regarding what is meant by "age-appropriate" for that category – what is "age-appropriate" to one person may not be "age-appropriate" to another person working with the same student. Please clarify.
- ❑ **8. Student is 16 or older and transition planning is required** (Pg. 6, #1) – Second box **must** be checked for any IEP in which the student has transition goals/objectives – regardless of age of student.
- ❑ **9. Student invited to PPT** (Pg. 6, #2) – Response **must be** "yes" and invitation documenting that student was invited must be included in student file. Prefer students to have own invitation vs. being on parent's invitation.
- ❑ **10. Name and date(s) of transition assessment(s)** completed prior to PPT, since last annual review: (pg. 6, #3) _____
  Resource: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition_Assessment_Manual.pdf
- ❑ **11. Agency Participation** (Pg, 6, #4a): Outside/participating agency involvement **must be** considered. If no agency is invited to PPT: select "No, not appropriate" or "No, written consent not provided." **Do not select "No, no outside agency was invited."**
- ❑ **12. Attach signed consent forms to IEP**: (1) invite outside agency/exchange information & (2) release records.
- ❑ **13. Agency Participation** (Pg. 6, #4a): Adult service agency representative (such as Bureau of Rehabilitation Services, BRS, Department of Developmental Services/DDS, Bureau of Education Services for the Blind/BESB) invited to transition PPT (if appropriate). In addition to any other outside/participating agencies or professionals.
- ❑ **14. Agency Participation** (Pg. 6, #4c): Identify services/linkages (e.g., websites, information) provided by outside agency.
- ❑ **15. Post-School outcome Goal Statements (PSOGS)** (Pg. 6, #5a-c): Written in terms of what student will be doing **after** graduation. Postsecondary Education/Training and Employment PSOGSs are required. Independent Living Skills PSOGS optional but highly recommended for most students. Resources: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/TB_PSOGS_WritingGuidelines.pdf and http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/TB_PSOGS_SampleStatements.pdf

Manchester Public Schools Pupil Personnel Services

- ❑ **16. Post-School Outcome Goal Statements (PSOGS)** (Pg. 6, #5a – c): Postsecondary Education/Training PSOGS **must** address education, training, or life-long learning. Employment PSOGS **must** address employment or career path. If appropriate, Independent Living Skills PSOGS must address independent living skills. Combination PSOGS Statements that address multiple areas are also appropriate but must be written for each PSOGS area.
- ❑ **17. Course of Study** (Pg. 6, #6): Identify courses/activities related to PSOGSs in which student is participating.
- ❑ **18. Transfer of rights** (Pg. 6, #7): Options discussed at annual review PPT for students age 17+ (i.e., signed written consent from student for parent to participate, Power of Attorney, Guardianship, Conservatorship).
- ❑ **19. Summary of Performance (SOP)** (Pg. 6, #8): Specify date anticipated to provide SOP to student.
- ❑ **20. Annual Goals/Objectives** (Pg. 7): Transition goals and objectives aligned with PSOGs. One page 7 **must** address Postsecondary Education/Training and one page 7 **must** address Employment/Career. And if there is a PSOGS in Independent Living Skills, one page 7 **must** address that area as well.
- ❑ **21. Annual Goals/Objectives** (Pg. 7): Check appropriate box at top of page 7. More than one box may be checked at the top of page 7, but only ONE transition box may be checked per page (i.e. Postsecondary Education/Training or Employment or Independent Living Skills). Employment and Communication may be checked, for example, but not Employment and Postsecondary Education/Training.

Manchester Public Schools Pupil Personnel Services

_____

Case Manager Signature **Date**

Submit a copy of this checklist to _____ within one week of Annual Review PPT meetings for all students ages 15-21 or any younger student for whom transition planning is appropriate.

MANCHESTER PUBLIC SCHOOLS
TRANSITION PLANNING CHECKLIST

Name: _____ **Date:** _____
Projected Date of Transition: _____ **D.O.B.:** _____

Department of Developmental Services (DDS) purchases or provides supports and services for CT citizens of all ages who are intellectually disabled may qualify for services. These include case management, family support, day programs, employment supports, community-based residential supports, and clinical services. All supports and services are subject to the availability of resources and may require a waiting period. You will need to apply for Title XIX at this time. Apply for DDS at 1-866-433-8192. It is important to apply ASAP. (http://www.ct.gov/DDS)

CASEWORKER: _____ PHONE: _____

Bureau of Rehabilitation Services (BRS) assists persons with significant physical or mental disabilities to prepare for, find or keep a job. BRS services are typically time limited and are aimed at achieving successful employment. This is only available to a small number of students who are able to seek and maintain competitive employment. Ask your son/daughter's vocational job coach for more information. You may apply in the student's junior year. (http://www.brs.state.ct.us)

INITIATED: _____ DATE: _____
COMPLETED: _____ DATE: _____
CASEWORKER: _____ PHONE: _____

Board of Education and Services for the Blind (BESB) provides comprehensive low vision services, specialized education services, life skills training, case management, and vocational services to individuals of all ages who are legally blind and to children who are visually impaired. The agency assists them in acquiring the skills and support services necessary to be independent. (http://www.ct.gov/besb/site/default.asp)

INITIATED: _____ DATE: _____
COMPLETED: _____ DATE: _____
CASEWORKER: _____ PHONE: _____

Manchester Public Schools Pupil Personnel Services

Guardianship: If your son/daughter needs your continuing support for making decisions and signing documents involving residence, education, vocational or behavioral programs, release of clinical records and photographs, and/or medical and dental care you will need to apply to your local probate court for either Full or Partial Guardianship prior to the age of 18. A filing fee is usually charged. The court will arrange for assessments to be done both by a lawyer appointed to your child, and by a DDS team. A hearing will be scheduled within 45 days. See your son/daughter's social worker for assistance.

INITIATED: _____ DATE: _____
COMPLETED: _____ DATE: _____

Manchester

US Government: Supplemental Social Security (SSI): It is recommended that you apply in the month following your son/daughter's 18th birthday. When you call they will schedule a date and time for a telephone interview and mail you the necessary information prior to the scheduled date. Call 1-800-772-1213 to apply.

Public

INITIATED: _____ DATE: _____
COMPLETED: _____ DATE: _____

Schools

State of CT: Department of Social Services: The state often supplements the Social Security payment with additional money. Under this program your child may be eligible for medical insurance (Title XIX). The forms look intimidating but remember you are filling in information on only your child. Be sure to check that you are applying for both cash assistance and medical coverage. You may apply at any time. See your son/daughter's social worker for information regarding a time line. (http://www.ct.gov/dss/site/default.asp)

Pupil

Personnel

INITIATED: _____ DATE: _____
COMPLETED: _____ DATE: _____

Services

Voter Registration/Selective Service: At age 18 you must apply in order to be eligible for all of the above services. Forms are usually available at any state agency town hall, post office, library, or online. (http://www.sots.ct.gov/sots/site/default.asp) and (http://www.sss.gov/)

INITIATED: _____ DATE: _____
COMPLETED: _____ DATE: _____

Non Drivers Identification: In order to apply for the above services you will need a non-drivers identification card or a birth certificate and a social security card. The ID is also for banking, etc. and may be obtained at the Department of Motor Vehicle. (http://www.ct.gov/dmv/cwp/view.asp?a=805&q=244720)

INITIATED: _____ DATE: _____
COMPLETED: _____ DATE: _____

Department of Mental Health and Addictive Services: DMHAS serves adults with psychiatric, substance use disorders or special needs who lack the financial means to obtain these services. If applicable, contact DMHAS at 1-800-446-7348. Guidelines for eligibility for these services are available through your social worker. (http://www.dmhas.state.ct.us/)

Manchester Public Schools Pupil Personnel Services

INITIATED: _____ DATE: _____
COMPLETED: _____ DATE: _____

Manchester

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