

Connecticut IEP Manual

For IEPs Created after July 1, 2022



**Connecticut State Department of Education
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Introduction

The Connecticut State Department of Education (CSDE) has developed a new Individualized Education Program (IEP) document with input from a representative group of stakeholders. The CSDE has required the use of this document for all new IEPs written for students in Connecticut beginning July 1, 2022. The document is supported within the Connecticut Special Education Data System (CT-SEDS). Additional information can be found on the [CSDE New IEP Website](#).

The purpose of this manual is to assist planning and placement teams (PPTs) in creating high-quality IEPs for students in Connecticut. Please note that not every field in the IEP has a corresponding description included in this manual.

Section 1: Demographics, Participants, Amendment Details, Recommendations

This section of the IEP includes:

- demographic information about the student and parents;
- the purpose of the PPT meeting;
- a list of the PPT members present;
- amendment information (if any); and
- PPT recommendations.

Demographic Information

The following is displayed on the IEP for demographic information.

- Student name
- Meeting date
- SASID*
- Case manager
- Date of birth
- Parent/guardian name
- Current grade
- Primary disability*
- Current enrolled school*
- School next year*
- Most recent evaluation date and next reevaluation date*
- Most recent annual review date*
- Surrogate parent*

*Items with an asterisk are explained in further detail in the following section.

SASID

The State Assigned Student Identifier (SASID) is a 10-digit unique number that is assigned to each public school student in Connecticut.

Primary Disability

Although it is possible that a student may have more than one disability, the disability that is most indicative of the student's primary disability is displayed here. Disabilities eligible for special education services under the IDEA or Connecticut statute include:

- autism
- deaf-blindness
- developmental delay (ages 3 to 5 only)
- emotional disability

- hearing impairment (deaf or hard of hearing)
- intellectual disability
- multiple disabilities*
- orthopedic impairment
- other health impairment (OHI)*
- OHI - ADD/ADHD (attention deficit disorder/attention deficit hyperactive disorder)*
- specific learning disabilities (SLD)*
- SLD/Dyslexia*
- speech or language impairment
- traumatic brain injury
- visual impairment

*Items with an asterisk are explained in further detail in the following section.

ADD/ADHD

ADD/ADHD is a subcategory of other health impairment 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)(7)).

Other Health Impairment (OHI)

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 at 34 C.F.R. Section 300.8(c)(9).

Specific Learning Disability (SLD)

Under IDEA, "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, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage" (34 C.F.R. Section 300.8(c)(10)).

SLD/Dyslexia

Dyslexia is a subcategory of Specific Learning Disability (SLD) and has been added so that the Department can distinguish students with dyslexia from other students with SLD who are reported in this disability category.

Dyslexia is included in the (IDEA) as an SLD. Dyslexia impacts reading, specifically decoding and accurate and/or fluent word recognition and spelling. Dyslexia is neurobiological in origin and is unexpected and/or inconsistent with a student's other abilities often despite the provision of appropriate instruction. Dyslexia **usually** results from a significant deficit in phonological processing (that is, a persistent difficulty in the awareness of and ability to manipulate the individual sounds of spoken language).

Typically, students with dyslexia have strengths in areas such as reasoning, critical thinking, concept formation, problem solving, vocabulary, listening comprehension, and social communication (for example, conversation). Early identification and appropriate instruction targeting the underlying phonological, word reading, and spelling deficits that characterize dyslexia may minimize its educational impact.

Essential Clarifications

- Dyslexia is not primarily the result of visual, hearing, or motor disability; an intellectual disability; emotional disability; a lack of appropriate instruction; cultural factors; environmental or economic disadvantage; or limited English proficiency.

- Early identification of the characteristics of dyslexia is critical, leading to focused, evidence-based interventions, accommodations, self-awareness, self-empowerment, and school and life success.
- Without targeted, systematic and explicit instruction/interventions along with accommodations (for example, accessible educational materials in content area subjects), students with dyslexia may have:
 - reduced reading experiences that may impact the growth of vocabulary and background knowledge;
 - difficulty with written expression; and/or
 - difficulty learning a second language.
- Students with dyslexia may demonstrate additional behavioral and/or emotional reactions to their difficulty with learning to read.
- Effective, research-based interventions for phonemic awareness and/or phonics may bring some students with dyslexia to grade expectations in those areas, but the students may still have lingering difficulties in reading fluency, spelling, and/or written expression, which may require intervention.

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 is educated.

School Next Year

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

Most Recent Evaluation Date and Next Three-year Reevaluation Date

The Most Recent Evaluation Date and Next Three-Year 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 three-year reevaluation is due. As used here, the Most Recent Evaluation Date and Next Three-Year 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 been identified as eligible for special education and related services for the first time, the student's 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 three-year reevaluation date would be no more than three years from the exact date of this PPT meeting. This next three-year reevaluation date would be the latest date that a PPT could meet to review the results of a three-year reevaluation, consider the appropriateness of the student's program, and determine

continuing eligibility for special education services to remain in compliance with federal regulatory requirements.

Most Recent Annual Review Date

The Most Recent Annual Review Date field records 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.

Next Annual Review Date

The Next Annual Review Date field records 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.

Surrogate Parent

If the student has been assigned a surrogate parent, the surrogate's name is displayed here.

Reason for Meeting

The reason for meeting information is populated from the Notice of Planning and Placement Team Meeting document and may include one or more of the following:

- Review initial evaluation results and determine eligibility for special education and, if eligible, develop IEP (or Individual Service Plan (ISP) if offered).
- Conduct an IEP annual review.
- Conduct an IEP annual review and review three-year reevaluation results to determine continued eligibility.
- Review or revise the IEP
 - Student transfer
 - Manifestation determination
 - Restraint/seclusion review
- Review or revise the IEP and review three-year reevaluation results to determine continued eligibility.
- Plan a targeted assessment (non-three-year reevaluation).
- Review targeted assessment results.
- Plan three-year reevaluation.
- Transition planning: The team will develop, review, or revise transition goals and objectives.

Planning and Placement Team (PPT) Members Present

The name and role of the PPT meeting attendees will be listed in this section.

If a required member of the PPT was listed on the Notice of PPT Meeting provided to the parent but did not attend the meeting, a PPT Attendance Excusal Document must be created. If a

school district member of the PPT attends the meeting but was not listed on the Notice of PPT, a new notice must be generated to include the PPT member, and the parent must waive their right to a five-school-day advanced notice before continuing with the meeting.

IEP Amendment

If the parent and district mutually agree to revise an IEP without convening a PPT, the IEP amendment information will be shown in this section and includes the date the changes will take effect, the IEP sections that are being revised, and a brief description of the change(s) made as a result of the amendment.

Additional documents required to be completed for an IEP amendment include:

1. The Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting document signed by a district representative and the parent; and
2. Prior Written Notice ([see section 13](#)).

NOTE: An IEP amendment cannot be used in place of an annual review PPT meeting.

Planning and Placement Team 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 specialized instruction in reading in the general education setting; (3) review student progress on a quarterly basis; (4) the special education teacher and classroom teacher will meet to collaborate for 15 minutes weekly regarding appropriate modifications to the classroom curriculum, instruction and assignments; and (5) an evaluation will be conducted to assess fine motor skills. 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 the recommendations at the conclusion of each meeting.

Section 2: Special Considerations

This section provides a place for the district to document that the PPT has complied with federal and state special education laws and has taken into account the following special considerations while developing the IEP for the student:

- **Behavior:** In the case of a child whose behavior impedes the child's learning or that of others, the PPT must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. If the student exhibits behaviors that impede learning for self or others, the IEP will indicate if (1) IEP goal(s) and objectives will be developed to address the behavior; (2) a behavioral intervention plan has been developed; or (3) other supports will be implemented.
- **Deaf or Hard of Hearing:** For a student who is deaf or hard of hearing, the PPT must (1) 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 (2) consider whether the child needs assistive technology devices and services.
 - For any child identified as deaf or hard of hearing, the IEP shall include a language and communication plan (LCP) developed by the PPT for such child. The LCP 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 accommodations and specially designed instruction identified in the goals and objectives. The LCP template is embedded in CT-SEDS. 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 an LCP.
 - The LCP must also include procedures for alerting the student to an emergency situation and a process to inform all relevant parties who may be responsible for implementation of an emergency communication plan as well as details of any other specific needs of the student during the course of the emergency.
- **Blind or Visually Impaired:** In the case of a child who is blind or visually impaired, the IEP must provide for instruction in Braille and the use of Braille unless the PPT 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.
- **Limited English Proficiency:** In the case of a child with limited English proficiency, the PPT must consider the language needs of the child as such needs relate to the child's IEP.

- **Accessible Educational Materials (AEM):** For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction), the PPT should consider the accessible educational materials and/or accommodations that may be needed by the student.
- **Alternative or augmentative Mode of Communication:** If the child requires an alternative or augmentative mode of communication (for example, PECS, AAC device), the PPT should review the communication needs of the student and consider those needs when developing annual goals/objectives and selecting supplementary aids and services.

Section 3: Present Levels of Academic Achievement and Functional Performance

General Information

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 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 the IEP being developed is a result of an initial evaluation, annual review, or a three-year reevaluation. Standardized assessments, alone, 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 the general education curriculum.

It is particularly important that this section include student strengths, as well as areas of concern that were identified during the evaluation, including parent, student and general education teacher input on strengths and concerns. When completing this section, 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 must identify what the student currently knows and can do.

This section 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 sections of the IEP should be directly aligned with the information in this section. This section is 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 in this section, the PPT must document the source of the data (classroom-based assessments, district and/or state assessments, classroom-based

observations, parent, student and general education teacher input, etc.) and use language that is easily understood by both parents and educators.

Parent and Student Input

The input and/or concerns from parents and students must be considered in the development of the IEP. The PPT should specifically record input from parents and student in the two domain areas: (1) Academic/Pre-Academic/Cognitive Achievement; and (2) Functional Performance.

For example, (1) the parent is concerned that their child needs a hands-on approach in science class rather than a lecture style, (2) the parent thinks that their child has made good progress in both reading and math this school year, and (3) the student shared that he gets frustrated when he does not understand teacher directions.

Academic and Functional Performance Goal Areas and Current Level of Performance

Academic Goal Areas include: Reading, Writing, Mathematics, Pre-Academic Skills and Other Academic areas.

Functional Performance Goal Areas include: Communication, Behavior, Social/Emotional, Executive Functioning, Fine Motor, Gross Motor, Activities of Daily Living, Health and Development and Other Functional areas.

Select "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," 20 U.S.C. § 1414(d)(1)(A)(i)(II)(aa)(bb).

For each Academic and Functional Performance area selected, Current Level of Performance information needs to be provided and includes the following:

Present Level of Performance

As mentioned in the General Information section above, a student's Present Levels of Performance should be determined by using a variety of technically sound assessment tools and strategies 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 focus of the Present Level of Performance section should be how the student is *currently* performing. The statements included here should clearly articulate what the student currently knows and can do in relationship to their involvement and progress in general curriculum or appropriate preschool activities. If the student's present levels of performance represent a discrepancy between the age/grade level expectation and performance, the PPT should provide details. If the student's present level of performance includes the use of supplemental aids and services, the PPT can record that information.

Additional Data/Assessment Information (not included in Present Level(s) of Performance)

This section is located at the end of the Academic Achievement and Functional Performance sections of the IEP. The PPT should enter other relevant data and information (for example, WISC scores, etc.) that do not neatly fit into a specific goal area.

Strengths

Strengths should include all relatively strong areas for the student. A strength, when compared to peers, or particular motivational or interest area can be used to inform IEP goals and objectives. Strengths could be determined by taking an inventory of the student's strengths, interests, and preferences that is then used to support instructional decisions and create a personal connection to learning and create choice for students. Examples of strength-based phrases include but are not limited to "excels at" "achieves at grade/age level" or "does well". The PPT could also list the conditions in which the student may excel (for example, time of day, content area, seating arrangement), and build upon these conditions throughout the school day to provide scaffolding for areas of weakness. If the student's strength is supported by the use 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

The PPT uses the information provided by the parents and student as well as the present level of performance information 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 will likely result in corresponding goals and objectives or supplementary aids and services. Any concerns/needs included here that have a marked impact on the child's educational performance and require specialized instruction must 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 those under "Other options the PPT considered and rejected" section of the Prior Written Notice.

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Care should be taken to describe how the student's disability specifically impacts their involvement and progress in the general curriculum or participation in appropriate preschool activities. In completing this section, it may help to think in terms of "if-then" statements (in other words, 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 the student 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

the student 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 (for example, RESC or Approved Private Special Education Program) the impact statement continues to refer to the student's involvement and progress in the general education curriculum or appropriate preschool activities within 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.

Section 4: Annual Goals and Short-term Objectives

General Information

The IEP includes measurable annual goals and short-term objectives or benchmarks that describe the student's expected learning outcomes. Annual goals are used to estimate what outcomes one 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.

Measurable annual goals and objectives should align with the present levels of academic achievement and functional performance and relate directly to the concerns/needs requiring specialized instruction. IEP academic annual goals should align with the grade level general education core curriculum standards ([CT Core Standards](#)). For students in preschool, annual goals should align with the [Early Learning Development Standards \(ELDS\)](#).

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.

Annual Goals

The standardized format for IEP annual goals is as follows:

Given [**Condition***], the student will [**Targeted Skill/Behavior**], to this extent [**Evaluation Criteria**]

*Condition may include materials, setting, accommodation, assistive technology.

Goal Example #1:

Given grade-level informational text, [student name] will identify the main idea and supporting details with 90% accuracy as measured by teacher-created curriculum-based assessments.

Goal Example #2:

Given math manipulatives, [student's name] will solve problems involving addition and subtraction of whole numbers and decimals through hundredths, as measured by completion of short-term objectives.

Short-term Objectives

The standardized format for IEP short-term objectives is as follows:

Given [Condition], the student will [Targeted Skill/Behavior], to this extent [Evaluation Criteria] by [Date].

Objective Example #1:

Given several job postings from an on-line employment website, [student name] will select two job descriptions that meet the student's interest and highlight the words that describe the skills or requirements for each job in 3 out of 3 attempts by December 31, 2022.

Objective Example #2:

After watching a social interaction video clip, [student name] will orally summarize the interaction and correctly identify if it was a positive or negative interaction with 80% accuracy by March 31, 2023.

Progress Monitoring Schedule

For each short-term objective, the PPT will need to determine how often student progress toward mastering the objective will be monitored. Appropriate progress monitoring intervals vary, should be reasonable, and determined based on the student's present level of performance, the evaluation criteria, expected rate of skill acquisition, and the targeted end date for the objective.

Reporting Progress

The IEP must indicate the frequency that progress reports will be provided to the parent. At a minimum, the student's progress on mastering IEP goals and objectives must be reported consistent with the issuance of grade-level report cards, but the PPT may decide that reports will be provided more frequently. ([See section 12](#) for more information on progress reporting.)

Section 5: Supplementary Aids and Services

Supplementary Aids and Services include Accommodations, Modifications, Assistive Technology, and Adult Support. These aids and services should be applied to all general education and special education instruction as appropriate and reviewed annually.

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 their 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 that change *how* a student learns. Accommodations may relate to the presentation of material, how the student responds, the environment, timing or scheduling, organization, behavioral interventions and support, and instructional strategies. Accommodations should be used and evaluated for their effectiveness before considering modifications

Modifications are changes to the content/delivery of instruction and/or performance criteria, which affect *what* the student learns. For example, if the content standard is that students will learn multiplication facts and the expectation is that the students will achieve mastery of the multiplication facts 0-9, a performance criteria modification would be that the student would be assessed on the mastery of multiplication facts 0-5.

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. 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.

Adult Support as a supplementary aid and service is support provided by an adult (for example, 1:1 paraprofessional, Sign Language Interpreter, RN/LPN) *directly to the student*. In this context, adult support does not include classroom paraprofessionals that are assigned to assist a teacher in providing instruction to a class or small groups of students – that type of support should be recorded as an Indirect Service ([see section 8](#)).

The PPT should list the specific accommodations, modifications, assistive technology devices and services, and adult support as they relate to the individual needs of the student as established by the present levels of performance and the annual goals and objectives. 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 their 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. Therefore, 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 thoughtful in the decisions regarding accommodations, modifications, assistive technology, and adult support 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, summative assessments, extra-curricular and non-academic activities, and participation with students without disabilities. The decision to continue or fade the use of specific supplementary aids and services should be discussed at least annually by the PPT.

The area(s)/location(s) for use of each supplementary aid and service must be identified in the IEP. While some of the supplementary aids and services may be needed throughout the day (in other words, "All Areas" "All Classes"), others may only be needed in specific settings (for example, "Lunch" "Vocational Activities"). The PPT should consider how the accommodations, modifications, assistive technology devices and services, and adult support will appropriately serve the specific needs of the student in the various types of settings and activities that the student will encounter throughout the school day and year. Not all of the items may need to be implemented all day long for every school setting or activity.

IEP supplementary aids and services will be provided for the duration of the IEP unless otherwise specified. If particular aids and services are not needed for the entire time covered by the IEP, the duration may be narrowed by the selection of the area(s)/locations for the aid or service (for example, "Computer Science," which the student will only take Semester 1). The shorter durational period can also be noted in the "Recommendations" section of the IEP document.

[Examples of Supplementary Aids and Services can be found on the CSDE website.](#)

Section 6: Transition Planning

General Information

Transition planning and services are an integral part of the IEP beginning at the annual review following a student's 13th birthday (in order to be in effect in the first IEP when such student turns 14 years of age), or earlier if determined appropriate by the PPT, and all subsequent IEPs. If the student is below the required transition age of 14 and the PPT determines that transition planning is appropriate, the district must be compliant with all State Performance Plan/Annual Performance Report (SPP/APR) Indicator #13 components, including annually updating secondary transition planning and services.

The IEP shall include (A) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training/education, employment, and, where appropriate, independent living skills; and (B) the transition services, including courses of study, needed to assist such student in reaching those goals.

When appropriate, a student's program should include both instruction (school-based activities) and community experiences (community-based activities)

Transition Assessments

Transition planning begins with age-appropriate transition assessments, an ongoing process of collecting data, from multiple sources, to ensure the student's interests, preferences, strengths, and needs are addressed as they relate to each transition area: postsecondary education/training, employment, and (where appropriate) independent living skills. The name of each "Transition Assessment" and the "Date" it was administered is recorded in this section. A brief summary of the results from these assessments should be recorded in the "Assessment Data Summary" section. The PPT will use these results to develop (or confirm) appropriate, measurable Postsecondary Outcome Goal Statements, support annual transition goals with short-term objectives, transition services, and agency connections/linkages. Previously administered transition assessments will be listed in the "History of transition assessments" section. Results from age-appropriate transition assessments may also be recorded in the Present Levels of Performance for Transition section. Additional information regarding [Transition Assessments](#) can be found on the CSDE Secondary Transition webpage.

Independent Living Skills

Some students may require specially designed instruction to support independent living skills, which includes community participation. The PPT will need to determine if independent living skills will be addressed as part of the student's transition planning.

Student Participation

For PPT meetings where a purpose of the meeting is transition planning, the District must invite the student with a disability to attend their own PPT meeting. The student's attendance at the

meeting will be shown in this section of the IEP. If the student was not in attendance, a summary of the student's preferences and interests is required and will need to be recorded in the "Summary of the student's preferences and interests" section. To ensure the student's preferences/interests are appropriately considered by the PPT, summarize the student's preferences and interests, as they relate to transition planning, and indicate how the student's preferences/interests were determined (for example, personal interviews, comments at meeting, transition assessments, etc.). The PPT should document the activities the student has undertaken, including, but not limited to, career exploration activities, job shadowing, situational assessments, parent interviews, that were used to identify preferences/interests as they related to transition planning.

Agency Participation

When planning for a PPT meeting that includes transition planning, the District must consider whether it is appropriate to invite a representative from any outside participating agency to assist in the transition planning and development of transition goals and services in a student's IEP (for example, postsecondary education, vocational education, integrated employment [including supported employment], continuing and adult education, adult services, independent living, community participation). This will help to ensure that the transition planning is comprehensive and well-coordinated. Written consent from the parent/guardian/adult student is required.

When completing the Notice of PPT Meeting document, the district will indicate if an agency representative was either invited to attend the PPT meeting, not appropriate to be invited, or that the parent/guardian/adult student did not provide written permission to invite an agency representative to assist in transition planning for the student. The information entered when creating the meeting notice will be displayed in the Transition Planning section of the IEP.

The IEP will indicate if any participating agency agreed to provide or pay for services/linkages. If so, the PPT will need to describe the specific services or linkages.

Postsecondary Outcome Goal Statements in the areas of Postsecondary Education or Training, Employment, and if appropriate, Independent Living Skills

This section provides the team with key transition information related to a student's projected postsecondary goals as required by the IDEA (that is, postsecondary education or training, employment and, if determined appropriate by the PPT, independent living skills, which incorporates community participation. In Connecticut's IEP, the "postsecondary goals" required by the IDEA are called "Postsecondary Outcome Goal Statements" (formerly "Post-School Outcome Goal Statements").

Postsecondary Outcome Goal Statements refer to those goals that a student will achieve *after* leaving secondary school (in other words, high school). They must be written as measurable

statements that indicate what a student “will” do rather than “plans” or “hopes” to do, and are based upon the student’s age-appropriate transition assessments.

For every transition-age student with an IEP, Postsecondary Outcome Goal Statements are required to be developed in the areas of “Postsecondary Education or Training” and “Employment.” If the PPT has determined that independent living skills will be addressed as part of the student’s transition planning, then a Postsecondary Outcome Goal Statement must be developed in the area of “Independent Living Skills,” which incorporates community participation.

The standardized format for IEP Postsecondary Outcome Goal Statements is as follows:

[Sentence Starter], the student will **[Targeted Skill/Behavior]** **[Where/How]**.

Examples of [Postsecondary Outcome Goal Statements](#) and Sentence Starters are available for reference on the CSDE Secondary Transition webpage.

Course of Study

This section provides information regarding how a student’s course of study is related to the student’s Postsecondary Outcome Goal Statements. If the student has not completed academic requirements for graduation, the PPT will describe the student’s course of study. The course of study is a multi-year description or list of coursework and/or activities needed to assist the student in achieving the student’s postsecondary goals, from the student’s current year to the anticipated exit year. This could include general education activities needed to assist the student in reaching their transition goals and classes that are contributing credits necessary for the student to obtain a regular high school diploma, with elaboration on the specifics of the course of study as it relates to the student’s postsecondary goals, annual transition goals, and related transition services.

If a student has completed all academic requirements for graduation and requires transition-only services (a decision to be made by the student’s PPT), this section will state, “No academic course of study is required and the student’s IEP includes only transition goals and services.” Such students may also have functional academic goals as part of their transition planning.

Anticipated Exit Criteria

Anticipated Exit Criteria applies to every special education student, not just students currently 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. Three options are available to the PPT and include:

- Graduation with a regular high school diploma,
- Ability to succeed in general education without specially designed instruction, or
- Reaching the maximum age of eligibility.

Transition Present Levels, Goals, and Objectives:

Similar to the goal areas of academic achievement and functional performance, IEPs with transition planning and services will list parent and/or student input/concerns; present levels of performance; annual goals and short-term objectives; and supplementary aids and services, as they relate to transition planning (see sections [3](#), [4](#), and [5](#) for more specific information). The [CT CORE Transition Skills and related resources](#) are available for reference on the CSDE Secondary Transition Webpage.

Current Levels of Performance

For this section of the IEP, the following information will be included:

- Parent and/or Student Input
- Present Level of Performance (results from age-appropriate transition assessments may be recorded here)
- Strengths
- Concerns/Needs
- Impact of student's disability on involvement and progress in the general education curriculum

Annual Transition Goals and Short-Term Objectives

Each IEP that includes transition planning will also have a minimum of one separate annual goal with short-term objectives related to each transition area: "Postsecondary Education/Training" and "Employment," and where appropriate, "Independent Living Skills." Measurable annual transition goals and objectives should align with the present levels of performance and directly relate to the student's Postsecondary Outcome Goal Statement in that transition area and the student's transition services needs. (See sections [3](#), [4](#), and [5](#) for more specific information.)

In addition to developing at least one annual goal for each transition area, to highlight a connection among the various components of the student's IEP, the PPT is able to indicate if any academic achievement or functional performance goals "relate to/support" the student's annual transition goals.

Supplementary Aids and Services

Any potential accommodations, modifications, assistive technology, or adult support related to the components of the student's transition program should be considered by the PPT. ([See section 5](#) for more specific information.)

Transfer of Rights

At least one year prior to reaching the age of 18, students must be informed of their rights under the IDEA that will transfer at age 18. If the student will be 17 or older by the end of the IEP, the PPT will need to indicate if the student has been informed of the transfer of rights, or if the IDEA rights will not transfer to the student. If rights do not transfer to the student, the IEP

will include the date for the supporting documentation (for example, assignment of a guardian or conservator by the Probate Court.)

[More information on Secondary Transition can be found on the CSDE website.](#)

Section 7: Special Education and Related Services

Special Education Services

A special education service, sometimes referred to as “specially designed instruction,” is an instructional service (for example, language arts instruction or math instruction) delivered by a certified teacher or someone under the direction of a certified teacher (for example, an instructional aide or paraprofessional). Special Education Services can be delivered through a variety of methods and settings.

Related Services

Although a Related Service need not have its own annual goal, each related service needs to support one of the annual goals. The federal special education regulations define related services as:

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization of that device’s functioning (for example, mapping), maintenance of that device, or the replacement of that device.

Transportation as a Related Service

If special transportation is necessary for the student to be able to access special education and related services, it will need to be included in the IEP as a related service. Since the information for transportation services is different than other related services, specialized transportation details are recorded in a separate section of the IEP. Specific information about any needed supports, specialized equipment, and/or vehicle requirements (for example, bus monitor, car seat, small van) should be provided.

Duration and Frequency

The duration (measured in minutes) and the frequency of each special education and related service must be recorded on the IEP. For example, 45 minutes 5 times per week, 30 minutes 2 times per month, 60 minutes 3 times per 6-day cycle.

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 (for example, Special Education Teacher, Speech and Language Pathologist, etc.) are necessary, not the persons' name. The use of the generic phrase "special education staff" is not acceptable. 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 a paraprofessional is being assigned to support the Service Implementer, 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 certified staff person and the paraprofessional (for example, Special Education Teacher/Paraprofessional). The amount of time each implementer will work directly with the child could be described under "Instructional Service Delivery."

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 a service related to a specific IEP goal will end. Generally, but not always, the end date for IEP services is the last day the IEP will be in effect.

Instructional Site

The Instructional Site is not the program or the placement and should not be confused with program location (for example, out-of-district placement, magnet school, etc.), rather it is the setting at which the services will take place. Only one instructional site can be selected for the instructional site column. If a student receives some specialized instruction (for example, addressing math goals 1 and 2) in the general education classroom and some specialized instruction (for example, also addressing math goals 1 and 2) in the resource room, the two special education mathematics services should be recorded separately. Available site codes for the IEP special education and related services are listed below. It is important that the PPT use care when selecting between codes 1a and 1b as well as 3a and 3b as it will affect the automated percentage calculation of the student's time with non-disabled peers (TWNDP). Codes 1a and 3a should be selected if at the time of the PPT meeting, the setting for the service has (or, for an IEP that will start at a future date, is planned to have) more students without IEPs (in other words, greater than or equal to 50%) than students with IEPs.

Instructional Site Codes:

- 1a. General Education Setting 50% or more non-disabled peers
- 1b. General Education Setting less than 50% non-disabled peers

- 2a. Resource Setting
- 2b. Separate Setting/Program
- 2c. Related Service Setting
- 3a. Community-Based Setting 50% or more non-disabled peers
- 3b. Community-Based Setting less than 50% non-disabled peers

Instructional Service Delivery

This optional 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 education and an additional teacher, such as a special education teacher or related services professional, it may be helpful to designate "co-taught class." It may also be helpful to use this field to record specific information about grouping arrangements, particularly with reference to related services, such as 1:1 or small group instruction. Finally, remote delivery of services (for example, teletherapy) could be indicated here.

Section 8: Indirect Services

Federal law requires the IEP to include supports that staff will need in order to implement the IEP. Typically, these supports, or indirect services, are in the form of specific teacher training, paraprofessional support for the classroom teacher, consultation by a special education teacher or related services provider, and specific training for parents.

Each Indirect Service included in the IEP will list the type of service, the associated annual goal(s) if any, the frequency and duration of the support/service, the person responsible for ensuring the service is provided, and the start and end dates.

The following are examples of supports that might be recommended by the PPT and specified in the IEP as an Indirect Service:

1. Staff training in the area of Autism provided by the BCBA for 30 minutes in each of the first two weeks of the school year.
2. Paraprofessional support to assist the student's language arts teacher with the implementation of the student's IEP.
3. The school psychologist will collaborate with student's teachers for 20 minutes per week for the first six weeks of school to cooperatively plan activities, which will encourage the child to establish and maintain friendships with classmates.
4. Training in the use of text to speech and word prediction software for the student's parent and all staff who either require the student to complete written assignments or provide the student with support during the completion of written assignments.

Section 9: Extended School Year (ESY) Services

The need for Extended School Year (ESY) services must be reviewed annually by the PPT. The state standard in Connecticut includes both regression/recoupment criteria and nonregression criteria for determining if a child is eligible to receive ESY services. [More specific information on determining the eligibility for ESY services can be found on the CSDE website.](#)

If a student is eligible for ESY services, the ESY special education and related services, as well as any indirect services, will be documented in this section of the IEP using an identical format to the services provided during the regular school year. (See sections [7](#) and [8](#).)

Section 10: Removal from the General Education Environment

Information in this section includes the length of the school year and the school day as well as the total school hours per week.

The percentage of time with non-disabled peers (TWNDP) is also displayed here. The student's TWNDP may change during the duration of the IEP based on the start and end dates of specific services the student is receiving. If so, the IEP will list each TWNDP segment separately.

Additionally, if the IEP is in effect over two school years (In Connecticut the school year is from July 1st - June 30th), each school year will also be listed separately.

When the PPT considers removal of a student from the general education program it is important for the team members to be aware that the IDEA requires placement of special education students in general education classrooms with the use of supplementary aids and services "to the maximum extent appropriate." Thus, the decision as to whether any individual student should be educated in the general education classroom setting, all of the time, part of the time, or none of the time, is dependent on the needs and abilities of the individual child and should not be based upon the student's particular disability category or the structure of an existing specialized program or classroom in the district.

The IEP shall explain the extent, if any, to which the student will not participate in the general education classroom, the general education curriculum, or extracurricular or other nonacademic activities. The PPT will need to:

1. explain the extent to which the student will NOT participate in general education classes, and non-academic activities with non-disabled peers; and
2. justify why the PPT recommended that the student be removed from the general education environment.

NOTE: The LRE Checklist must be completed if the student is to be removed from the general 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 IDEA.

Additional Educational Placement information is required to be collected as part of the IEP documentation process. The PPT will need to indicate if the student is living at a hospital or at a Private Residential Facility. If the student is living at a Private Residential Facility, the PPT will need to document who made the placement decision (the state agency, school district/PPT, or the parent) and who is responsible for the expense of the Residential Placement.

Section 11: District and State Testing

District and State Assessment information is a required component of the IEP document. It is important for the PPT to consider only those accommodations listed in the "Supplementary Aids and Services" section of the IEP and regularly used by the student in the classroom instruction and classroom testing for use in statewide assessments.

For the purposes of testing, there are a variety of ways student needs can be met. For example, statewide assessments offer a range of *universal tools* that are available to all students, such as the use of scratch paper or breaks as needed.

The next level of supports is categorized as *designated supports* and they are considered accessibility features available to any student for whom the need has been indicated by a team of educators with input from the parent/guardian and student. An example of a designated support might include the use of color contrast or text-to-speech on the online assessments.

The next level of supports is categorized as *accommodations*, available only to students with an IEP. Testing accommodations are changes in procedures or materials that increase equitable access during assessment. They generate valid assessment results for students who need them; furthermore, they allow students to show what they know and can do. An accommodation might include the use of text-to-speech on the ELA reading passages.

The highest level of supports includes non-standard accommodations, also known as special documented accommodations. These are available to students with an identified documented need, per their IEP, that requires greater access to the assessments beyond those accommodations associated with statewide testing. Non-standard accommodations might include the use of a human reader, signer, or scribe.

Districtwide Assessments

The PPT will indicate which districtwide assessment(s) the student will participate in, if any, and the IEP will include one of the following statements:

- No districtwide assessments are scheduled during the term of this IEP
- The student will participate in Standard District Assessment
- The student will participate in Alternate District Assessment

If the student will participate in standard or alternate district assessments, the PPT must indicate the name of the assessment(s) and if designated supports and accommodations are needed to access or respond to the assessment. If needed, the IEP must list the specific designated supports and accommodations.

Statewide Assessments

All Connecticut public school students in Grades 3-8 and 11 must be assessed on one of three statewide tests in English Language Arts (ELA) and Mathematics:

- the Smarter Balanced Assessments for Grades 3-8;
- the Connecticut School Day SAT for Grade 11; or
- the Connecticut Alternate Assessment (CTAA) for Grades 3-8 and 11.

Additionally, students in Grades 5, 8 and 11 are also assessed on the Next Generation Science Standards Assessment (NGSS) or the Connecticut Alternate Science (CTAS) Assessment.

If the student will participate in Smarter Balanced and the NGSS Assessments, the PPT must indicate if designated supports and accommodations are required for each of the separate content areas (ELA, Mathematics, and Science). If supports are needed, the PPT must identify the specific designated supports and accommodations.

Note: Connecticut SAT School Day accommodations must be submitted by the district directly to the College Board. High school test coordinators will follow separate processes provided by the College Board and the CSDE to ensure that students have access to accommodations at the time of testing.

If a student is being considered for participation in the [Connecticut Alternate Assessment System](#), the *Alternate Assessment System Eligibility Form* is required to be completed by the PPT. The PPT must verify that the student meets all the criteria for alternate assessment eligibility, including having an intellectual impairment, with supporting evidence per cognitive testing or other details/evidence to substantiate the existence of an intellectual impairment, adaptive behavior skills well below age-level expectations with supporting evidence per adaptive behavior assessments, and the need for intensive instruction and significant supports.

For any student participating in an alternate districtwide or statewide assessment, the assessment must be specified in the IEP along with a statement provided for each as to why the student cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the student.

Finally, for students who are also English Learners/Multilingual learners (dually identified), in grades K-12, the English Language Proficiency (ELP) Assessment (with or without designated supports and accommodations) or the Collaborative for the Alternate Assessment for English Language Proficiency (CAAELP) for dually identified students with significant cognitive disabilities is required annually until the student meets criteria to exit English Learner status.

Section 12: Progress Reporting

The IDEA requires the PPT to describe when periodic reports on the progress the child is making toward meeting the annual goals will be provided.

The IDEA requires a description:

- of how the child's progress toward meeting the annual goals will be measured.
- of when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parents.

Currently, Connecticut regulations further require:

- short term objectives derived from the annual educational goals for all students that have an IEP.
- evaluation procedures and performance criteria be specified for all short-term objectives.

Indicating how often progress on IEP goals and objectives will be reported is required when creating an IEP. The PPT will determine if progress will be reported to the parents (at a minimum) consistent with general education grade-level report cards. However, the PPT has the ability to choose to report progress more frequently by choosing OTHER and indicating how frequently progress will be reported to parents (for example, monthly, bi-monthly, etc.)

The district must report progress on each IEP goal and objective to align with the timeline indicated in the IEP document. The district must use the following indicators to report the status of the student's progress:

- Not Introduced
- No Progress to Date
- Limited/Minimal Progress
- Satisfactory Progress
- Not Mastered
- Mastered (Goal/Objective Achieved)

Along with the status, the PPT will also describe the qualitative and/or quantitative data utilized to justify the objective status. Example provided below:

Annual Goal 1

Given a number line, Randy will accurately add and subtract single digits, as measured by performance on weekly assessments.

Progress Report STATUS: Satisfactory Progress

Current Score: N/A

Target Score: N/A

Progress Data/Notes: Randy has made satisfactory progress towards this goal during the first marking period as measured by weekly classroom assessments and progress on his objectives.

Objective 1

Given math manipulatives, Randy will skip count by twos with decreasing prompts in 8 out of 10 trials by 1/14/23.

Progress Report STATUS: Satisfactory Progress

Current Score: 65%

Target Score: 80%

[More information can be found in the CT-SEDS IEP and Progress Reporting User Manual Section 2.1](#)

Section 13: Prior Written Notice

General Information

While Prior Written Notice (PWN) is not part of the IEP, it is closely associated with decisions made by the PPT regarding the special education identification and IEP development processes. The purpose of PWN is to provide written communication to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a child. This notice must be provided after a school district makes a decision and 10 school days before action is taken on that decision, unless the school district and the parent both agree to waive the 10-day notice.

A separate PWN document must be created for each proposed or refused action related to identification, evaluation, educational placement, or provision of FAPE to a child. The notice must also be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so.

Actions typically proposed by the district include: conducting an initial evaluation, conducting a three-year reevaluation, determining the student is or is not eligible for special education and related services, implementing an IEP, revising an IEP, changing placement, adding or discontinuing specific services, and exiting from special education.

Content

The top of the PWN document has three sets of check boxes to quickly identify why the notice is being issued:

1.
 - The District is proposing to
 - The District is refusing the request to
2.
 - initiate
 - change
3.
 - identification/eligibility
 - an evaluation
 - an educational placement
 - the provision of FAPE (IEP)

A resource guide on how to complete the checkboxes for common actions (proposed or refused) can be found in [the Prior Written Notice \(PWN\) Actions Proposed/Refused Reference Guide](#).

The PWN will also include:

1. A description of the proposed or refused action;
2. The reason for proposing or refusing to take action;
3. A description (including the date) of each evaluation procedure, assessment, or report the district used as a basis for the proposed or refused action;
4. The date the action will take effect (See "Timelines" section below);
5. Other options the PPT considered and rejected (if any), and the reason for rejecting the other options; and
6. Any other factors that are relevant to the PPT decision.

Information on how the parent can obtain a copy of the Procedural Safeguards and whom they should contact for assistance with understanding the provisions of the IDEA is also included on the notice.

Timelines

PWN must be provided after a school district makes a decision and 10 school days before action is taken on that decision, unless the school district and the parent both agree to waive the 10-day notice

The Bureau of Special Education guidance is as follows:

1. The first (and preferred) option is to give the parents the completed PWN at the PPT meeting. This allows the action such as 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 the parent's agreement to waive the 10-day waiting period and the agreed upon implementation date on the PWN document. 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 action taken effect, so in these cases no action will be taken until 15 school days after the meeting unless the parents and district agreed to an earlier IEP implementation date.

Adherence to these timelines is mandatory.

Section 14: Resources/Support

Written comments or questions regarding this manual may be sent to the Bureau of Special Education, 450 Columbus Boulevard, Suite 604, Hartford, CT 06103, telephone: 860-713-6910 (e-mail: michael.tavernier@ct.gov).

- [Bureau of Special Education Website](#)
- [CSDE New IEP Website](#)
- [Specific Learning Disability and SLD - Dyslexia \(ct.gov\)](#)
- [Parent Guide to Special Education](#)