

State of Connecticut Department of Education Department of Mental Retardation



PPT 101: Understanding the Basics of the Planning and Placement Team Meeting



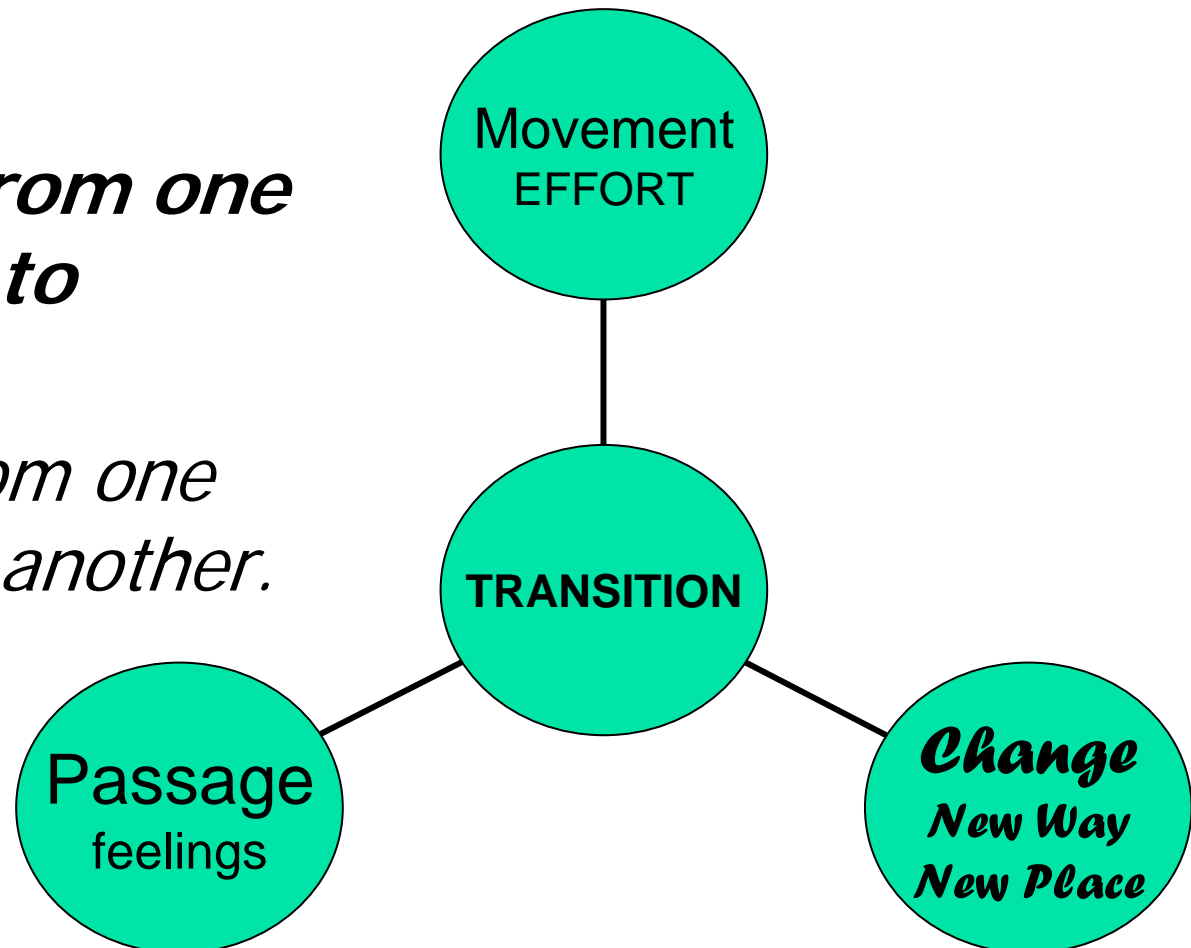
Today you will learn more about:

- Referral to and eligibility for special education
- What is an *Individualized Education Program* (IEP) and a *Planning and Placement Team* (PPT)?
- Parent's role in the PPT process



WHAT IS TRANSITION in Birth To Three

- *Moving from one program to another.*
- *Moving from one activity to another.*



EFFORT

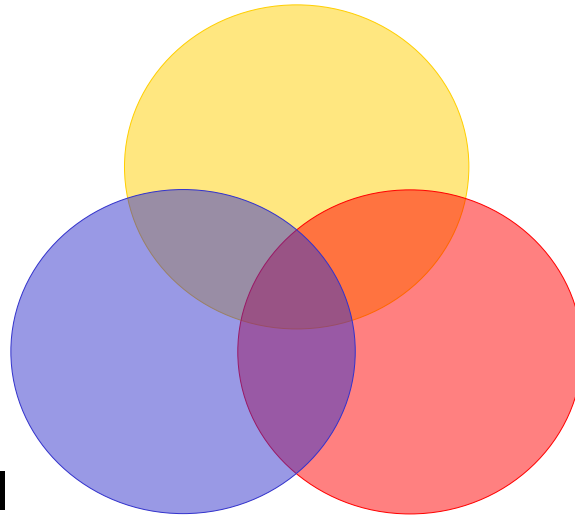
Developing Partnerships

Getting Information

Birth to Three

Public School

State and Local Resources





The Individuals with Disabilities Education Act – IDEA 2004

- 1975 – Education of All Handicapped Children Act
- Reauthorized every five years
- Provides for a free appropriate public education (FAPE) for students with disabilities
- Last reauthorized in 2004
- Provides parents with Steps to Protect a Child's Right to Special Education: Procedural Safeguards



Referral Process

- Prior to referral to special education, a team of educators meets to consider the questions that prompted the referral.
- Are there steps or strategies that can be pursued to support the student? This is often referred to as the early intervention process or early intervening services.
- The team asks: Is the problem a result of inadequate or inappropriate instruction?



Referral Process from Birth to Three System

- At least six months prior to turning three:
 - ✓ Develop a transition plan with the service coordinator
 - ✓ Parent provides written permission for the Birth to Three program to refer the child to the local school district
 - ✓ Parent may refer child by phone or letter at any time

Birth to Three is a predominately home based service.

Parents are the child's first teachers.

- Birth to Three can suggest ways parents can effectively teach and nurture their young child at home. Mike at 19 months, home with Mom and Dad.





Referral to Special Education

- Written request for an evaluation of a student who is suspected of having a disability and who may require special education or related services.
- Referral can be made by parent or guardian, school personnel, professional or agency personnel with parent permission, or the student (if 18 years or older).



Transition Conference

- Families involved in the Birth to Three System will take part in a transition conference at least 90 days before the child's third birthday.
- A representative from the local school district, the service coordinator from the Birth to Three System, the parent, and anyone the family invites to participate in the transition conference.



Referral to Special Education

- The district will convene a Planning and Placement Team (PPT).
- Sometimes the district will convene a PPT as part of the 90 day transition conference.
- The purpose of the PPT is to review the referral to special education, current evaluations and information, and to determine if additional information is needed to determine eligibility for special education.



The Planning and Placement Team includes:

- Parents and when appropriate, the student;
- At least one regular educator if the child is or may be placed in regular education;
- At least one special educator or service coordinator for the child;
- District representative who is knowledgeable of general education curriculum and can allocate resources;
- Someone who can interpret evaluations; and
- Others who have knowledge or expertise related to the child.



New Requirement from IDEA 04

- A PPT member may be excused when:
 - ✓ The parent and the agency agree due to the fact that the member's area is not being discussed;
 - ✓ The parent consents in writing, and the agency also consents; and
 - ✓ The member submits in writing to the parents and the team his or her input into the development of the IEP prior to the meeting.

From transition meeting to child's third birthday activities must include a PPT with the child's parents.

- A PPT meeting with the public school.





Planning and Placement Team

- Parent must receive written notice of the meeting 5 days prior to the PPT.
- Meeting must be scheduled at a mutually agreed on time and place.
- If the meeting is scheduled at a time that is not convenient, the parent can request the district to reschedule or participate through an alternative method such as a conference call.
- Parent can bring anyone they choose to the meeting.



Written Consent

- Before the child is evaluated for the first time to determine eligibility for special education
- Before the child's initial placement in special education
- Before the child is placed in a private placement
- Before the child is re-evaluated



Evaluation

- May include information collected by the school district through informal and formal observations, a review of previous school work or Birth to Three System records, standardized tests, and information provided by teachers, service providers and parents.
- The written notice of consent to evaluate will include a description of the tests and procedures the district will use to make a determination for special education eligibility.



Timelines for Evaluation

- The evaluation must be completed, and for children who are determined eligible for special education, an IEP developed within 45 school days from the date of the written referral (not including time needed to obtain consent for evaluation).



Results of the Evaluation

- A second PPT will be scheduled to review the results of the evaluation.
- Parents will receive a written copy of the evaluation results.
- The information will be reviewed to determine:
 - ✓ Does the child have a disability?
 - ✓ Does the disability have an adverse affect on the child's education?
 - ✓ Does the child require special education and related services?



What if a Parent Disagrees with the Evaluation Results?

- Parents have the right to obtain an independent education evaluation from a qualified professional who is not employed by the school district, unless the school district can prove its evaluation is appropriate.
- If the school believes its evaluation is appropriate, it can deny the evaluation and must initiate a due process hearing rather than pay for the independent evaluation.



Independent Evaluations

- Parents can choose to seek an independent evaluation on their own.
- The school district must consider results of any independent evaluation, however they are not required to agree with or implement all or any of the results or recommendations.



Disability Categories for Eligibility for Special Education

- Autism
- Deaf-blindness
- Deafness
- Developmental delay (3-5 year olds)
- Emotional disturbance
- Hearing impairment
- Intellectual disability (mental retardation)
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Physical impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment including blindness



Eligibility for Services from DMR

- Is not contingent on eligibility categorization for special education.
- See enclosed materials on DMR eligibility guidelines.

Developing a Partnership with the Public School

- This is the preschool classroom at Connecticut school.





Individualized Education Program (IEP)

- The IEP is a written plan that describes in detail the child's special education and related services the district will provide to meet the student's individualized needs.
- The IEP is a legal document.
- The IEP is developed by the PPT.
- The IEP is reviewed at least annually.
- The parents have a right to receive a copy of the IEP within five school days after the PPT is held.



IEP Components

- A List of PPT recommendations must be recorded.
- There is no requirement for meeting minutes.



IEP Components

- Prior written notice:
 - ✓ Must detail the decisions made regarding eligibility, evaluation, IEP or placement;
 - ✓ Must record actions proposed or refused; and
 - ✓ Must be provided at least 5 days before the decisions are put into place.



IEP Components

- Special education, related services and other supports must allow for a child to:
 - ✓ Advance toward annual goals;
 - ✓ Progress in the general education curriculum;
 - ✓ Participate in extra-curricular and non-academic activities; and
 - ✓ Be educated and participate with children who do not have disabilities.



IEP Components

- Present level of academic achievement and functional performance
- ✓ Describes area of strength and need and
- ✓ Records the impact of the disability on participation in the general education curriculum.



IEP Components

- Measurable Goals and Objectives
 - ✓ Must relate to identified areas of need
 - ✓ Must be clear and measurable
 - ✓ Must note how progress will be measured and reported



IEP Components

- Accommodations and Modifications
- ✓ Accommodations – changes the “how” of what is taught. A change is made to the teaching or testing procedures to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skill. Does not change the instructional level, content or criteria for meeting a standard.



IEP Components

- Modifications
 - ✓ Changes the “what” we teach.
 - ✓ A modification is a change in what a student is expected to learn and/or demonstrate.
 - ✓ While a student may be working on modified course content, the subject area remains the same as the rest of the class.



IEP Components

- Details special education, related services and regular education
- Examples of related services: assistive technology, audiology, counseling, physical, occupational or speech/language therapy, school nurse, psychological or social worker services, transportation

Learning at school with peers and teachers.

- Bobby at 3yrs. old with a peer and the occupational therapist in the classroom

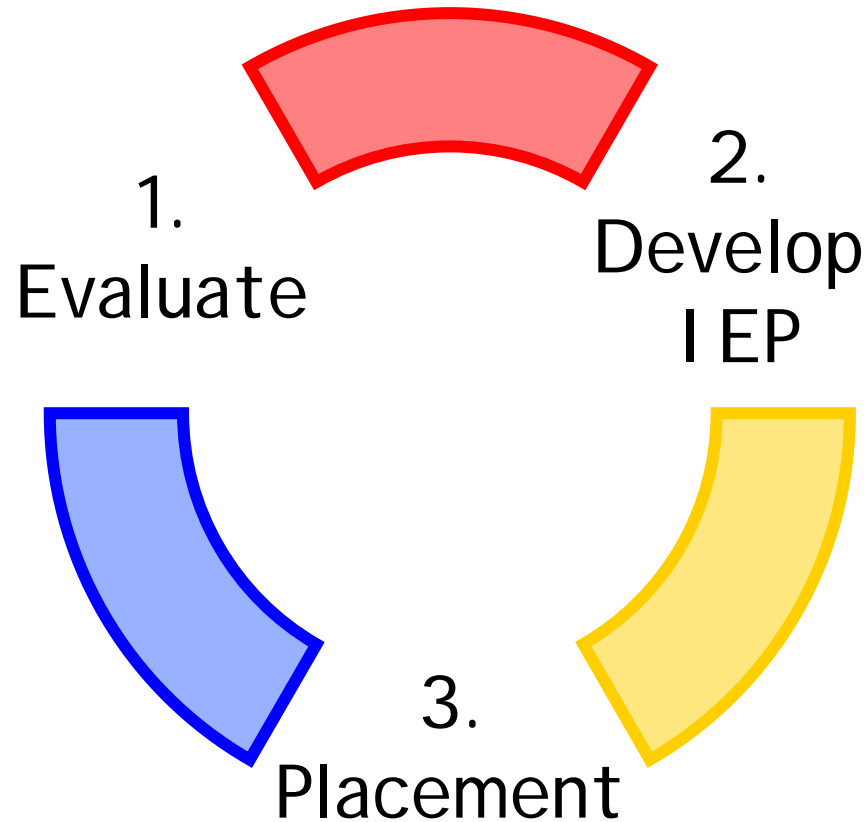


Using the same kind of ways to teach your child as used at home.

- Teacher aide goes over pictures used at home to make choices of songs and activities.



IEP: Planning **before** Placement





Placement

- Program before placement
- Individually determined, based on IEP
- First consideration must be general education with supplemental services and supports
- Must be in the “least restrictive environment” (LRE)
- LRE: “to the maximum extent appropriate children with disabilities are educated with children who are not disabled.”



Changes and Amendments to the IEP

- Changes to an IEP can be made without a team meeting if the parents and district agree and develop a written document to amend or modify the current IEP.
- The IEP can be amended rather than redrafting the entire document – unless the parent requests a copy of the revised IEP.

Parent

Student

School

Roles and
responsibilities
at the PPT

Attend

Share visions
& priorities

Ask
questions

Observe the
child

Review/monitor
progress

Commit resources

Follow procedural safeguards

Deliver services

Share
information

Communicate
to resolve
differences

Acknowledge
differences

Attend &
Participate –
when ready

Self-advocate



Some activities that make school a comfortable and happy place to be.

- Visit to the classroom and meet their new teacher.

