

## **Instruction**

### **Individualized Education Program/Special Education Program**

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 21 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether special education is required and to establish the scope of the special education program.

### **Planning and Placement Team**

The Planning and Placement Team (PPT) for any individual shall consist of at least the following:

1. A representative of the school district other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education. (Usually the site administrator or designee);
2. The student's teacher;
3. One or both of the student's parents (subject to the provisions of 34 Code of Federal Regulations 300.345, or a representative chosen by the parent, or both;
4. The student, where appropriate; and
5. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures.

(Note: All of the above are required by 34 CFR 300.344)

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, and/or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

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#### **Individualized Education Program/Special Education Program (IEP)**

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. The present levels of the student's educational functioning and, where relevant, academic achievement.
2. The annual objectives.
3. The specific special education programs and services required by the individual, and the extent the individual will be able to participate in regular educational programs.
4. The projected date for initiation and expected duration of such programs and services.
5. Appropriate objective criteria upon which to determine whether the instructional objectives are being achieved.
6. Provisions for the transition into the regular class program if the student is to be transferred from a special day class or center of nonpublic school into a regular class in public school.
7. An Individualized Education Program (IEP) for a secondary level student shall state the activities by which the student can complete the district's required course of study and meet or exceed proficiency standards for graduation. (cf. 6146 - Graduation Requirements/Standards of Proficiency)
8. In the case of limited of non-English speaking individuals, the IEP should provide for linguistically appropriate goals, objectives, programs and services.
9. If the PPT determines that extended school year services are needed by an individual, the need shall be documented in the IEP.
10. In addition to the annual objectives included in the IEP, the special education teachers or specialists of the student shall develop and periodically review the activities for each student.

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### **Individualized Education Program/Special Education Program**

#### **Individualized Education Program/Special Education Program (IEP) (continued)**

11. If the PPT determines that an individual needs occupational, career or vocational training or education, it shall be specified in the IEP.
12. The PPT shall review annually the progress of each handicapped child receiving special education or services, or more often if recommended by any staff members working with the student, if approved by the administrator directly responsible for special education.

### **Transfers**

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

### **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this district.

Legal Reference: Connecticut General Statutes

10-76a Definitions

10-76b State supervision of special education programs and services.  
Regulations.

10-76d Duties and powers of Boards of Education to provide special education programs and services.

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

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### **Individualized Education Program/Special Education Program**

Legal Reference: (continued)

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

Policy adopted: April 11, 2000

HAMDEN PUBLIC SCHOOLS  
Hamden, Connecticut

## **Instruction**

### **Instructional Arrangements**

#### **Teacher Aides**

The Board shall employ teacher aides to work under the general supervision of the Superintendent and to assist teachers in such duties as:

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.