



## Developing the IEP

Connecticut Parent Advocacy Center

1-800-445-2722

www.cpacinc.org



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### Connecticut Parent Advocacy Center

- The information in this workshop is brought to you by Connecticut Parent Advocacy Center (CPAC)
- Connecticut's federally funded Parent Training and Information (PTI) Center
- CPAC is a statewide non-profit organization that offers information and support regarding special education law to families of children with disabilities.



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### Outcomes...

Participants will:

- Learn the key components of an Individualized Education Program (IEP)
- Increase their understanding of how parents should be actively involved in the development of the IEP
- Learn to use information about the child to ensure an appropriate program in the Least Restrictive Environment (LRE)



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### Developing the IEP as a Team

- Begins with an understanding of the laws governing education
  - Every Student Succeeds Act (ESSA)
  - Individuals with Disabilities Education Improvement Act (IDEA '04)



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### Framework

Every Student Succeeds Act (ESSA) is designed for all students, including students with disabilities.

We need to view our children within this context and help everyone else to see them as children first, then their special needs.

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### Every Student Succeeds Act (ESSA)



1. Accountability for results
2. An emphasis on doing what works based on scientific research
3. Parent involvement and choice
4. Highly qualified teachers

(formerly Elementary and Secondary Education Act and No Child Left Behind)

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### IDEA '04

- The Individuals with Disabilities Education Improvement Act (IDEA '04) guarantees a **free appropriate public education (FAPE)** to each child with a disability. Parents are expected to participate as full members of the team that develops of their child's Individual Educational Program (IEP).

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### Themes of IDEA '04

- Free Appropriate Public Education (FAPE)
- Appropriate Evaluation
- Least Restrictive Environment (LRE)
- Parent and Student Participation in Decision Making
- Procedural Safeguards
- Individual Education Program (IEP)

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### What is an IEP?

- The Individualized Education Program is the written plan that details each child's special education and related services
- The IEP is the centerpiece of IDEA '04
- All students receiving special education services must have an IEP
- The IEP must be reviewed annually

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## Developing an IEP

- The Planning and Placement Team (PPT) meeting
  - Where families and school staff members together decide on an educational program
- The IEP document
  - Which puts the decisions from the PPT meeting in writing
  - Lists the services and supports the child will receive

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## CT's IEP Forms (ED620)

- The CT State Department of Education has created a standard set of forms for districts use
- Forms were updated 12/2015
- Available online at the CT SDE website:  
[www.state.ct.us/sde](http://www.state.ct.us/sde)



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Student: \_\_\_\_\_ DOB: \_\_\_\_\_ District: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

### PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: \_\_\_\_\_ Age: \_\_\_\_\_ Current Grade: \_\_\_\_\_ N.S. Credits: \_\_\_\_\_ Grade Level Yr: \_\_\_\_\_ Gender:  Female  Male

Current Home School: \_\_\_\_\_ School Year: \_\_\_\_\_ Home School Next Year: \_\_\_\_\_

TS/SD in \_\_\_\_\_  Yes  No  NA  
TS/SD in \_\_\_\_\_  Yes  No  NA  
TS/SD in \_\_\_\_\_  Yes  No  NA

Language:  English  Spanish  Other (specify): \_\_\_\_\_

Parent/Guardian (Name): \_\_\_\_\_ Home (Contact) Phone: \_\_\_\_\_ English  Other (specify): \_\_\_\_\_

Parent/Guardian (Address): \_\_\_\_\_ Name: \_\_\_\_\_ Student Home Phone: \_\_\_\_\_ Parent Home Phone: \_\_\_\_\_

Emergency Name: \_\_\_\_\_ Parent/Guardian Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Emergency Address: \_\_\_\_\_ Mail/Rx/Relief Fax: \_\_\_\_\_ Disability: \_\_\_\_\_ Best Remediation Date: \_\_\_\_\_

State: \_\_\_\_\_ Annual Review Date: \_\_\_\_\_ Next Annual Review Date: \_\_\_\_\_

Reason for Meeting:  Review IEP  Plan Evaluation  Review Evaluation  Determine Eligibility  Determine Outcomes/Progress  Service IEP

Primary Disability:  Review IEP  Conduct Annual Review  Transition Planning  Standardized Determination  Other (specify): \_\_\_\_\_

Autism  Emotional Disturbance  Multiple Disabilities  Intellectual Disability  Deaf or Deaf-Blind  Other Health Impairment  Other (specify): \_\_\_\_\_

Oral Stimulation  Hearing Impaired/Deaf or Deaf-Blind  Specific Learning Disabilities  Traumatic Brain Injury  Other (specify): \_\_\_\_\_

Developmental Delay (2-4 yrs)  Speech or Language  Specific Learning Disabilities  Other (specify): \_\_\_\_\_

The next projected PPT meeting date is: \_\_\_\_\_

Explain as a student in need of special education (The child is identified as having a disability, and needs special education and related services)  Yes  No

Is this an amendment to a current IEP using Form ED620? Yes (checked in the ED620 and amendments received 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/Engineer	Spec. Ed. Teacher	OT
Parent/Guardian	Speech Therapist	PT
Parent/Guardian	SLP or SW	Applied Behavior Analyst
Emergency Phone	Translator	Other (specify): _____
Classroom Teacher	Guardian	Other (specify): _____
Special Ed. Teacher	Other	Other (specify): _____

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Student: \_\_\_\_\_ DOB: \_\_\_\_\_ District: \_\_\_\_\_ Meeting Date: \_\_\_\_\_  
 Last Name, First Name

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**  
 (The following information was derived from: report data, documentation from classroom performance, observations, parent/teacher reports, and curriculum based and standardized assessments, including Smarter Balanced and CT Alternate Assessments results and student samples)

Parent and Student Input and Comments:

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Area (Briefly describe current performance)	Strengths (Include only as appropriate)	Concerns/Needs (Require special instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate modification
Academic/Cognitive Language Arts <input type="checkbox"/> Age Appropriate			
Academic/Cognitive Math <input type="checkbox"/> Age Appropriate			
Other Academic/Nonacademic Areas: <input type="checkbox"/> Age Appropriate			

EDUC 6-12 (01/10) February 2010 INDIVIDUALIZED EDUCATION PROGRAM

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Student: \_\_\_\_\_ DOB: \_\_\_\_\_ District: \_\_\_\_\_ Meeting Date: \_\_\_\_\_  
 Last Name, First Name

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Area (Briefly describe current performance)	Strengths (Include only as appropriate)	Concerns/Needs (Require special instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate modification
Behavioral Skills/Adaptation <input type="checkbox"/> Age Appropriate			
Communication <input type="checkbox"/> Age Appropriate			
Vocational/Transition <input type="checkbox"/> Age Appropriate			
Health and Development (includes Motor and Hearing) <input type="checkbox"/> Age Appropriate			
Fine and Gross Motor <input type="checkbox"/> Age Appropriate			
Activities of Daily Living <input type="checkbox"/> Age Appropriate			
Other: <input type="checkbox"/> Age Appropriate			

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### IEP: Secondary Transition

- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the team, and updated annually, thereafter, the IEP must include:
- At least two Post-School Outcome Goal Statements and annual goals with short-term objectives related to:
  - Postsecondary Education or Training
  - Employment
  - Independent living skills (which may include Community Participation), if appropriate
- Transfer of Rights (age 18)
- Summary of Performance (upon exiting)

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Student: \_\_\_\_\_ DOB: \_\_\_\_\_ District: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Location: \_\_\_\_\_

**TRANSITION PLANNING**

1.  Not Applicable: Student has not reached the age of 18 and transition planning is not required or appropriate at this time.  
 This is added to the IEP in accordance with the student's age 18 (or younger if appropriate and transition planning is needed) or the student is 18 or older and transition planning is required.

2. Student Present/Future interests - document the following:  
 a. Was the student present at school Family Planning and Transition Team (FPT) meeting?  Yes  No  
 b. Did the student attend?  Yes  No  
 c. How were the student's preferences/desires, as they relate to planning for transition services, addressed?  
 Paraprofessionals  Comments at Meeting  Functional Vocational Evaluations  Age appropriate transition assessments  Other \_\_\_\_\_

3. Age Appropriate Transition Assessment(s) performed (Specify Assessment(s) and dates administered)

4. Agency Participation:  
 a. Were any outside agencies invited to attend the FPT meeting?  Yes with written consent  No ( No, MUST specify reason as stated in the IEP Manual)  
 b. If yes, did the agency's representative attend?  Yes  No  
 c. Was any participating agency invited to provide or pay for services/consult?  Yes  No (If Yes, specify)

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 goals and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP.  
 b) Post-School Outcome Goal Statement - Employment  
 Annual goals and related objectives regarding Employment have been developed and are included in this IEP.  
 c) Post-School Outcome Goal Statement - Independent Living Skills (if applicable)  
 Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation).

6. **TRANSITION GOALS:**  
 The courses of study needed to assist the child in meeting 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 college transition goals and services.  
 At least one year prior to reaching the age of 18, the student must be informed of rights under IDEA which will expire at age 18.  
 MA (Student will not be 17 before 11/1/18)  The student has been informed of further rights under IDEA when and transfer at age 18  No IDEA rights will transfer.  
 If a child whose eligibility under general 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 in a separate, timely cycle.

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.

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### Components of an IEP

- A statement of **measurable** annual goals, including both academic and functional goals
  - In CT, the IEP must also include measurable short-term objectives or benchmarks
  - Goals and objectives should relate directly to the present level of academic achievement and functional performance and align with the grade level general education curriculum standards

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Student: \_\_\_\_\_ DOB: \_\_\_\_\_ District: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

Location: \_\_\_\_\_

Administrative / Student Information	Comments	Notes/Feedback	Education/Transition/Other Agency	Enter Date for Updating and Reporting Progress in Rows Below
<p><b>Measurable Annual Goal (linked to Present Level of Performance)</b></p> <p>Short-term objectives/benchmarks (linked to achieving progress towards Annual Goal)</p>				
Objective #1	Eval. Procedures Pert. Criteria (e.g. Tools, etc.)		Report Progress Below (Use Reporting Tool)	
Objective #2	Eval. Procedures Pert. Criteria (e.g. Tools, etc.)		Report Progress Below (Use Reporting Tool)	
Objective #3	Eval. Procedures Pert. Criteria (e.g. Tools, etc.)		Report Progress Below (Use Reporting Tool)	
<b>Transition Procedures</b>				
1. Student Information / Transition Planning 2. The role of Family Planning and Transition Team 3. How to set and use AL Performance of Metrics 4. Student's role 5. Student self assessment/AL/PL 6. Student's role in the FPT 7. Student's role in the FPT 8. Student's role in the FPT 9. Student's role in the FPT 10. Student's role in the FPT 11. Student's role in the FPT 12. Student's role in the FPT 13. Student's role in the FPT 14. Student's role in the FPT 15. Student's role in the FPT	1. Student Information / Transition Planning 2. Student Information / Transition Planning 3. Student Information / Transition Planning 4. Student Information / Transition Planning 5. Student Information / Transition Planning 6. Student Information / Transition Planning 7. Student Information / Transition Planning 8. Student Information / Transition Planning 9. Student Information / Transition Planning 10. Student Information / Transition Planning 11. Student Information / Transition Planning 12. Student Information / Transition Planning 13. Student Information / Transition Planning 14. Student Information / Transition Planning 15. Student Information / Transition Planning	1. Student Information / Transition Planning 2. Student Information / Transition Planning 3. Student Information / Transition Planning 4. Student Information / Transition Planning 5. Student Information / Transition Planning 6. Student Information / Transition Planning 7. Student Information / Transition Planning 8. Student Information / Transition Planning 9. Student Information / Transition Planning 10. Student Information / Transition Planning 11. Student Information / Transition Planning 12. Student Information / Transition Planning 13. Student Information / Transition Planning 14. Student Information / Transition Planning 15. Student Information / Transition Planning	1. Student Information / Transition Planning 2. Student Information / Transition Planning 3. Student Information / Transition Planning 4. Student Information / Transition Planning 5. Student Information / Transition Planning 6. Student Information / Transition Planning 7. Student Information / Transition Planning 8. Student Information / Transition Planning 9. Student Information / Transition Planning 10. Student Information / Transition Planning 11. Student Information / Transition Planning 12. Student Information / Transition Planning 13. Student Information / Transition Planning 14. Student Information / Transition Planning 15. Student Information / Transition Planning	

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.

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### SMART Goals & Objectives

- Specific
- Measurable
- Action Words
- Relevant
- Time-based



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### Progress Reporting

#### Child's Progress Toward Goals and Reporting Progress

- IEPs are required to include:
  - A description of how progress toward meeting annual goals will be measured
  - A description of when progress reports will be provided to parents
- Reporting may include:
  - Quarterly reports or other periodic reports sent at least as often as regular report cards

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### Accommodations and Modifications

- Must be specific and appropriate to meet the needs of the child as defined in the IEP
- Accommodations are changes made to instructions (such as materials, content enhancements, and tasks) that change *how* a student learns
- Modifications are changes to the content, which affect *what* the student learns

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### Services and Supports

- **Special Education, Related Services and Other Supports & Services for a child to:**
  - Advance toward annual goals
  - Progress in general curriculum
  - Participate in extra-curricular activities and non-academic activities
  - Be educated and participate with children who do not have disabilities



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### IEP Services

- Must be based on peer reviewed research, to the extent practicable
- Refer to the child's involvement and progress in the general education curriculum
- IEPs must include a statement of the projected date for the beginning of the services, the frequency, location and duration of services



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Student: Last Name, First Name _____ DOB: _____		DOB: _____		Meeting Date: _____	
SPECIAL EDUCATION, RELATED SERVICES, AND REGULAR EDUCATION					
Special Education Services	Group #	Frequency	Responsible Staff	Service Implementer	Start Date (mm/dd/yyyy)
					End Date (mm/dd/yyyy)
					Site
					8 months' description of Instructional Service Delivery (i.e., small group, peer tutoring, 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 Special Education					
Use of: 1. Assistive Technology	<input type="checkbox"/> Not Required <input type="checkbox"/> Required See Pp 2	2. Length of School Day (Hours)			
Included in: 3. Regular Instruction	<input type="checkbox"/> Regular <input type="checkbox"/> Special (Specify) _____	4. Number of Days/Week (Specify)			
4. Transportation	<input type="checkbox"/> Regular <input type="checkbox"/> Special (Specify) _____	5. Length of School Year (Specify)			
		6. NA			
8. Total School Hours/Week (Specify)		9. Special Education Hours/Week (Specify)		10. How do we meet the student's needs with children's services who do not have disabilities (see with non-disabled peers)?	
11. Based on last Annual Review, has the student participated in school sponsored extracurricular activities with non-disabled peers? <input type="checkbox"/> Yes <input type="checkbox"/> No					
12. Extended School Year Services: <input type="checkbox"/> Not Required <input type="checkbox"/> Required. See service delivery grid above or an additional page if the answer is to be provided. <input type="checkbox"/> Required. Continue to implement current IEP					
13. In the school year to which the student will not participate in regular classes and in circumstances and other reasonable activities, including lunch, recess, transportation, etc., with students who do not have disabilities:					
<input type="checkbox"/> The IEP requires the removal of the student from the regular classroom to participate in non-academic activities, (e.g., lunch, recess, transportation, etc.) the student should not be removed from the IEP until just prior to the regular educational environment. <input type="checkbox"/> No Applicable. Student will participate fully. <input type="checkbox"/> Not Applicable. Student will participate fully.					
<input type="checkbox"/> The IEP requires removal of the student from the regular education environment because (provide a concise explanation - see additional page if necessary) <input type="checkbox"/> Not Applicable. Student will participate fully.					
Note: This form is intended to be completed by the IEP team in accordance with the regular education requirements for students with disabilities. It is not intended to be used for students with disabilities who are not participating in the regular education environment.					

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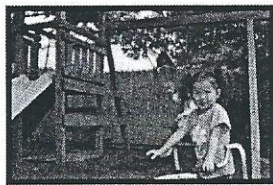
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### Related Services

- Are developmental, corrective, or supportive services required to assist a student with a disability benefit from special education



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### So what are Related Services?

- **Including:** 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, etc., etc., etc.

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### Unless...

The related service required by the child is considered special education rather than a related service under State standards

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### Least Restrictive Environment (LRE)

- To the maximum extent appropriate, children with disabilities, ... Are educated with children who are
- Nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular
- Educational environment occurs only if 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.

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### Placement

- Program before placement
- First consideration to general education placement (specials, PE, Lunch...) with appropriate supports and services
- If "least restrictive environment" is not the general education classroom the team must include an explanation as to why in the IEP

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Student: _____	DOB: _____	District: _____	Meeting Date: _____	
Last Name, First Name		STREET ADDRESS		City/State
Required Data Collection (Collect and/or update at every PPT)				
<b>Free Children's years of age:</b>				
Free Appropriate Public Education (FAPE) by age 3 <input type="checkbox"/> Yes <input type="checkbox"/> No				
If the child is reported "Nonverbal PPT Meeting Date" and UNDER COM indicate that the child did not receive FAPE by that 3 <sup>rd</sup> birthday, why? <input type="checkbox"/> Late referral (less than 90 days before 3 <sup>rd</sup> birthday) <input type="checkbox"/> Delayed PPT <input type="checkbox"/> Other (Specify) _____				
<input type="checkbox"/> Child already found not eligible at age 3 (as reflected in district or state data) <input type="checkbox"/> Parent Choice <input type="checkbox"/> FAPE not via earlier PPT Date of issue PPT was: _____				
<b>Early Childhood (E.C.) Placement Settings (includes ages 3 to preponderant general education):</b>				
1. Record the hours per week the child participates in an early childhood program which is approved as a part of the IEP (hours per week): _____				
2. Identify the E.C. Placement Setting where the child spends the majority of the week which is a combination of programming from both pages 2 AND 31:				
<input type="checkbox"/> Regular E.C. Preschool or Kindergarten Program <input type="checkbox"/> E.C. Special Education Program in Separate Class <input type="checkbox"/> E.C. Special Education Program in Separate School <input type="checkbox"/> E.C. Special Education Program in Residential Facility <input type="checkbox"/> Home <input type="checkbox"/> Service Provider Location (Respite Services) - specify only when a child does not spend time in any environment with non-disabled peers				
<b>Education Placement's 30-21 years of age:</b>				
1. Does the student live at any of the following addresses?				
<input type="checkbox"/> None of these locations (Other: _____) <input type="checkbox"/> Temporary Housing Situation (Foster Home, Group Home, Safe Home, Supported Housing, and Temporary Shelters) (2) (Providing that is submitted by DDP, DDP, DDPAC or other state agency.) <input type="checkbox"/> People (2) <input type="checkbox"/> Private Residential Facility (2)				
Form ID: Assessment 10/15/17 <span style="float: right;">DATE TIME: 10/15/2017 10:17:00 AM</span>				

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### Changes, Consolidation and Amendments

- Changes to an IEP can be made without a team meeting if parents and district agree and develop a written document to amend or modify the current IEP
- Districts shall encourage the consolidation of reevaluation meetings and other PPT meetings
- Amendments to the IEPs can be made by either the PPT or the parents and the district and that the IEP can be amended, rather than redrafting the entire document
- **A parent may request a copy of the revised IEP (with the amendments incorporated)**



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### Putting it all Together

#### The IEP is the primary vehicle for:

- Describing student's needs/strengths
- Defining appropriate services and supports
- Monitoring student progress towards meeting IEP goals



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### Putting it all Together

- It can serve as **one way** for parents and school personnel to communicate. It enables them, as equal partners, to make joint educational decisions.
- Resulting in:
  - Effective PPT meetings
  - Shared information - used to develop appropriate IEPs
  - Disagreements are less likely to end in dispute
  - Positive outcomes for students



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**For More Information**

- **Contact your School or District**
- **CT Parent Advocacy Center**  
338 Main Street,  
Niantic, CT 06357  
1-800-445-2722  
[www.cpacinc.org](http://www.cpacinc.org)
- **State Department of Education**  
860-713-6912  
[www.state.ct.us/sde](http://www.state.ct.us/sde)

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