

Ridgefield Public Schools

based on information from:

CT Department of Education

CT Department of Developmental Services

Making the PPT Process

More Effective for

You and Your Child

Purposes of a Planning and Placement Team Meeting - PPT

The PPT meets to:

- ✓ Initiate and determine if evidence supporting the need for evaluation exists
- ✓ Review and discuss evaluations
- ✓ Determine eligibility for special education and related services based on disability and need for specialized instruction.
- ✓ Develop, review and/or revise a child's Individualized Education Program (IEP).

If the PPT determines an evaluation is needed:

- Testing is completed in the suspected areas of disability
- There is a timeline of 45 school days from the time of referral to placement date
- Consents must be signed by parents within 10 days of receipt
- If the child meets eligibility criteria for special education, the parent has the right to deny special education services

The PPT consists of:

- The child's parent or parents;
- At least one regular education teacher if the child is in the general education environment;
- At least one special education teacher;
- A representative from the district knowledgeable of the availability of resources, usually an administrator;

The PPT consists of:

- An individual who can interpret evaluation results including a related services staff member whose discipline will be discussed;
- Others at the discretion of the parent or agency; and
- When appropriate, the child. At age 16 and older, students are invited per state regulations.

Attendance at PPTs – IDEA 2004

A PPT member may be excused when:

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

Preparing for the PPT Meeting

- Gather important and relevant information – create a home file
- Think about the student's strengths and needs
- Prioritize the most important issues
- Share your agenda and outside reports with the team ahead of time
- Be prepared to hear other options should your child not qualify for Special Ed

If your child qualifies.... IEP

- The Individualized Education Program (IEP) is a legal document providing a written plan that details each child's special education program.
- All students receiving special education must have an IEP.
- The IEP must be reviewed annually.

Components of the IEP:

The IEP must include:

- ✓ Present levels of academic achievement and functional performance
- ✓ A statement of objective measurable annual goals and short term objectives
- ✓ Goals may include both academic and functional goals
- ✓ Provides necessary accommodations and modifications beyond those routinely provided

Components of the IEP

Prior Written Notice

- ✓ Provides written notice of the action(s) that have been proposed or refused by the PPT;
- ✓ Team indicates the reason for proposal or refusal of an action;
- ✓ Team indicates the evaluation procedures, assessments, records or reports used.

Reporting on Progress:

IEP must include:

- ✓ A description of how progress toward meeting annual goals will be measured and
- ✓ A description of when progress reports will be provided to parents.

IEP Includes Service and Supports that Allow the Child to:

- Advance towards meeting annual goals;
- Progress in the general education curriculum;
- Participate in extracurricular activities and non-academic activities; and
- Be educated and participate with children who do not have disabilities.

Related Services on the IEP

Related services are developmental, corrective, or supportive services required to assist a student with a disability to benefit from special education.

Examples are occupational therapy, physical therapy, counseling, etc.

IEP and Secondary Transition

Beginning with the IEP to be in effect when the child turns 16 (IDEA 2004) and then updated annually thereafter, the IEP must include:

- ✓ Appropriate post secondary goals based on age-appropriate transition assessments related to training, education, employment and when appropriate, independent living skills



Parent Communication Strategies

- Encourage mutual respect
- Ask for their professional advice
- Ask for clarification when needed
- Establish a relationship with your child's educators
- Communicate with your child's case manager on a regular basis