

THE PLANNING AND PLACEMENT TEAM (PPT) PROCESS

The Planning and Placement Team (PPT) process involves a series of educational actions taken on behalf of students within the realm of special education. The following terms and steps are outlined below in an effort to provide some insight into this process:

Planning and Placement Team (PPT)

Planning and Placement Teams (PPTs) are interdisciplinary teams comprised of an administrator or administrative designee, special education teacher, regular education teacher, pupil personnel (e.g. a school counselor, social worker, school psychologist, and/or speech/language pathologist), parents, and (if appropriate) the student. PPTs make educational decisions for students who are eligible (or may be eligible) for special education services.

Referral to Planning and Placement Team (PPT)

A student may be referred to special education if he/she is suspected of having a disability and may be in need of special education and related services. Referrals are typically generated by the Student Teacher Assistant Resource Team (START), but may also be initiated by a parent, the student (18 years of age or older), or other individuals from other agencies to whom parental consent has been given.

Once a student is referred to special education, a PPT meeting takes place to review the referral, determine whether the student needs to be evaluated, and decide which evaluations, if any, will be administered. Parents must give written consent for an evaluation to take place.

Evaluation

An evaluation is used by the PPT to determine a student's specific learning strengths and needs, and to determine whether or not a student is eligible for special education services. The evaluation may include a review of information collected by the district through informal and formal observations, a review of schoolwork, a record review, standardized tests, and conversations with the student's teacher(s), parent(s), and the student. The PPT will also review and consider any evaluations and information

provided by parents. Once evaluations are conducted, the PPT reconvenes to review them and determine whether a child is eligible for special education services.

Eligibility

Students may be eligible for special education services if they have an identified disability as supported by evaluation results ***that requires special education and related services***. Students cannot be determined to have a disability due to a lack of appropriate instruction in reading or math or due to limited English proficiency. Regular education interventions must be developed, implemented with fidelity, monitored, and revised over time before a team moves to the more restrictive arena of special education services. This is typically managed through the early interventions team, START.

Disability

Students qualify for special education services due to an identified disability. The Connecticut State Department of Education Bureau of Special Education recognizes the following disability categories:

- Autism
- Deaf-Blindness
- Developmental Delay (ages 3 – 5)
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Specific Learning Disabilities
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Other Health Impairment
- Other Health Impairment – ADD/ADHD

Individual Education Plan (IEP)

If a child is determined to be eligible for special education, the PPT works collaboratively to develop an IEP for the student. An IEP is a written plan that describes a student's special education program in detail. It describes the student's present levels of educational performance, measurable educational goals and objectives for the upcoming year, evaluation procedures and performance criteria, transition service needs, hours and setting of service, as well as CMT/CAPT accommodations and classroom modifications, if needed. Parental input is a critical component of the educational decision-making. Parents must give written consent for the IEP to be implemented. IEPs, once developed by the PPT, are implemented within 5 school days.

Annual and Triennial Reviews

The PPT is responsible for reviewing and revising a student's IEP periodically, but not less than annually (i.e. Annual Review). Students must be re-evaluated to determine if they continue to have a disability and continue to need special education and related services every 3 years (i.e. Triennial Review). Re-evaluations also help monitor a student's progress over time, as well as provide an update on the student's current functioning.

Parent's Rights

Parents of a child with a disability are given a copy of *Steps to Protect a Child's Right to Special Education: Procedural Safeguards in Special Education* one time per year. *Procedural Safeguards* are typically mailed home in the Fall. A copy of *Procedural Safeguards* will also be given if a child is referred for an initial evaluation, if a parent files a complaint, if the parent requests a copy, or if there is a change of placement resulting from a disciplinary action.