



Student: [REDACTED] [REDACTED]  
Last Name, First Name

DOB: [REDACTED]  
mm/dd/yyyy

District: Casimir Pulaski Elementary School

Meeting Date: 06/05/2020  
mm/dd/yyyy

**LIST OF PPT RECOMMENDATIONS**

Revise IEP to add ESY

**PLANNING AND PLACEMENT TEAM MEETING SUMMARY(OPTIONAL)**

This is an amendment to [REDACTED] IEP to add ESY. [REDACTED] meets criteria for ESY services. This amendment is being conducted during school closure due to the Covid 19 pandemic. ESY will consist of the following: There was a discussion and agreement of ESY services being provided at Mountain Mist adaptive camp for 5 weeks as long as the camp continues to meet health and safety guidelines. During the weeks of 7/6/20 to 7/31/20, 3 hours of special education services will be provided and 30 minutes of speech / language services weekly. An additional 5th week of adaptive camp at Mountain Mist will be provided during the week of 8/17/20 to 8/21/20 for transition purposes. Two 30 minute sessions will be provided to [REDACTED] during the week of 6/15/20 focusing on social skills instruction related to the changed requirements and procedures at camp. Two 90 minute sessions will be provided at [REDACTED] elementary school during the week of 8/24/20 focusing on social skills instruction related to transition back to school. Ms. [REDACTED] is in agreement with these recommendations and consented to the amendment. The consent form will be sent electronically.

**Parents please note:** Effective October 1, 2009, parents must be provided with a copy of the state developed *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* (<https://portal.ct.gov/SDE/Special-Education/Special-Education-Legal-and-Due-Process>) at the first PPT meeting following a child's initial referral for special education.  A copy of the *Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools* has been provided to the parents on 9/26/2019.

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**PRIOR WRITTEN NOTICE**

Actions Proposed	Reasons for proposed actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions proposed (dated)		Date these actions will be implemented
Revise IEP	<input checked="" type="checkbox"/> Educational performance supports proposed actions <input checked="" type="checkbox"/> Evaluation results support proposed actions <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Achievement _____ <input type="checkbox"/> Adaptive _____ <input type="checkbox"/> Classroom Observation _____ <input type="checkbox"/> Cognitive _____ <input type="checkbox"/> Communicator _____ <input type="checkbox"/> Developmental _____ <input type="checkbox"/> Health/Medical _____	<input type="checkbox"/> Motor _____ <input type="checkbox"/> Report Cards _____ <input checked="" type="checkbox"/> Review of Records (dated) <u>06/05/2020</u> <input type="checkbox"/> Social Emotional Behavior _____ <input type="checkbox"/> Teacher Reports _____ <input type="checkbox"/> Other (Specify and dated) _____	6/15/2020
Actions Refused	Reasons for Refused actions	Evaluation procedure, assessment, records, or reports used as a basis for the actions refused (dated)		
	<input type="checkbox"/> Educational performance supports refusal <input type="checkbox"/> Evaluation results support refusal <input type="checkbox"/> Previous IEP goals and objectives have been satisfactorily achieved <input type="checkbox"/> Student has met Exit Criteria <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Achievement _____ <input type="checkbox"/> Adaptive _____ <input type="checkbox"/> Classroom Observation _____ <input type="checkbox"/> Cognitive _____ <input type="checkbox"/> Communicator _____ <input type="checkbox"/> Developmental _____ <input type="checkbox"/> Health/Medical _____	<input type="checkbox"/> Motor _____ <input type="checkbox"/> Report Cards _____ <input type="checkbox"/> Review of Records _____ <input type="checkbox"/> Social Emotional Behavior _____ <input type="checkbox"/> Teacher Reports _____ <input type="checkbox"/> Other(Specify and dated) _____	
Other options considered and rejected in favor of the proposed actions	Rationale for rejecting other options	Other factors that are relevant to this action	Exit Information	
<input type="checkbox"/> Full-time placement in general education with supplementary aids and services. <input checked="" type="checkbox"/> No other options were considered and rejected. <input type="checkbox"/> Other options considered and rejected in favor of this action: _____ _____	<input checked="" type="checkbox"/> Options would not provide Student with an appropriate program in the least restrictive environment. <input type="checkbox"/> Other: _____ (specify) _____ _____ _____	<input type="checkbox"/> There are no other factors that are relevant to the PPT decision <input checked="" type="checkbox"/> Information/concerns shared by the parents <input type="checkbox"/> Information/preferences shared by the student <input type="checkbox"/> Other: _____ (specify) _____ _____	<input type="checkbox"/> Date of exit from Special Education: _____ <input type="checkbox"/> Returning to general education <input type="checkbox"/> Reason for exiting Special Education: _____ _____ _____	

**Parents please note:** Under the procedural safeguards of IDEA, a copy of the Procedural Safeguards in Special Education shall be given to the parents of a child with a disability only one time per year, except that a copy also shall be given to the parents: 1) upon initial referral or parental request for evaluation, 2) upon the first occurrence of the filing of a complaint under Section 615(b)(6), 3) upon request by a parent, and 4) upon a change of placement resulting from a disciplinary action. A copy of Procedural Safeguards in Special Education which explains these protections  **was made available previously this school year (date) 09/19/2019**  
 **is enclosed with this document.** A copy of Procedural Safeguards in Special Education is available on school district website: [www.meridenk12.org](http://www.meridenk12.org). If you need assistance in understanding the provisions of IDEA, please contact your child's principal, the district's special education director or the CT's federally designated Parent Training and Information Center (CPAC at 800-445-2722). For a copy of "A Parent's Guide to Special Education in CT" and other resources contact SERC (800-842-8678) or go to: <https://portal.ct.gov/SDE/Special-Education/Special-Education-Resources-for-Families>.



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

Area (briefly describe current performance )	Strengths (include data as appropriate)	Concerns/Needs (requiring specialized instruction)	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities.
<b>Behavioral/Social/Emotional:</b> <input type="checkbox"/> Age Appropriate is a positive and polite student who has the capacity to follow behavioral expectations of the school day, with the support of a behavioral intervention plan.	responds well to school routine, uses kind words, and works well cooperatively with peers and adults. exhibit strength in his ability to regulate his emotion, seek adult support when needed, and regulate his behavior during the school day.	exhibits a weakness within the areas of social skills, specifically social responsibility, social communication, Social engagement, and how to respond during unplanned or unexpected social events.	Due to weaknesses in ability to facilitate and engage in unplanned or unstructured social activities, will need proactive strategies for engagement, and social skills review, to make positive choices during unexpected events or social situations.
<b>Communication:</b> <input type="checkbox"/> Age Appropriate Mastered current goals/objectives. Fluency: has mastered this goal. Current progress indicates 95.7% accuracy. Comprehension: Progress shows 83% accuracy (10/12 trials). Updated testing: OWLS II total test score: 90; TOLD-P-4 syntactic understanding scaled score 11; LCT 2 total test: 89; TOPL-2 pragmatic language index score: 90.	Progress with goals and objectives show improvement with the fluency enhancing strategy of forward flowing speech and comprehension skills (details and reasoning skills).	production of fluent speech continues to be one of his primary areas of focus. showed that using context clues in order to answer inferential questions was an area of difficulty (LCT-2 reasoning subtest: 83; pre/post test: 29%).	Due to communication deficits in listening comprehension, and fluency skills, is unable to verbally participate in academic based tasks, such as showing comprehension of verbally presented information, conversation with peers and adults, and verbally participating in academic based tasks (discussions, showing comprehension), without explicit instruction and visual/verbal supports in order to promote acquisition and development of word initiation techniques, and and listening comprehension skills.
<b>Vocational/Transition:</b> <input checked="" type="checkbox"/> Age Appropriate			
<b>Health and Development-Including Vision and Hearing:</b> <input checked="" type="checkbox"/> Age Appropriate			
<b>Fine and Gross Motor:</b> <input checked="" type="checkbox"/> Age Appropriate			
<b>Activities of Daily Living:</b> <input checked="" type="checkbox"/> Age Appropriate			
<b>Other:</b> <input type="checkbox"/> Age Appropriate program consists of a 25 minute work block followed by a 5 minute break. Additionally he has sensory opportunities built in throughout his day. He is seen for direct services in the resource room during the arrival/ breakfast time of the day.	benefits from his schedule, the use of the timer and his breaks. He is able to transition on and off his breaks successfully.	Intermittently he struggles with transitioning off of the chromebook when his 5 minute break ends.	Applying a strategies as needed without prompting may impact his academic performance.































MATH	ELA	SC	Designated Supports - EL ♦
<input type="radio"/>			<b>Embedded:</b> Translation Glossary (Includes audio): <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> English (default) <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> Hmong <input type="radio"/> Korean <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Somali <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese <input type="radio"/> No Glosary ♦ <input type="radio"/> English & Illustration Glossary ▲♦ <input type="radio"/> English & Arabic <input type="radio"/> English & Burmese <input type="radio"/> English & Cantonese <input type="radio"/> English & Filipino (Tagalog & Ilokano) <input type="radio"/> English & Hmong <input type="radio"/> English & Korean <input type="radio"/> English & Mandarin <input type="radio"/> English & Punjabi <input type="radio"/> English & Russian <input type="radio"/> English & Somali <input type="radio"/> English & Spanish <input type="radio"/> English & Ukrainian <input type="radio"/> English & Vietnamese ♦
<input type="radio"/>			<b>Embedded:</b> Spanish Presentation (Stacked) Includes test directions ♦
		<input type="radio"/>	<b>Embedded:</b> Spanish Presentation (Toggle) Includes test directions ♦
		<input type="radio"/>	<b>Embedded:</b> Text-to-Speech (Spanish Only) Includes test directions ♦
		<input type="radio"/>	<b>Non-Embedded:</b> Native Language Reader Directions Only (Certified Staff or Non Certified Staff) ♦
		<input type="radio"/>	<b>Non-Embedded:</b> Bilingual Dictionary - Word-to-Word ♦
<input type="radio"/>		<input type="radio"/>	<b>Non-Embedded:</b> Read Aloud (English or Spanish) Includes test directions ♦ (Trained and qualified reader) ♦
<input type="radio"/>			<b>Non-Embedded:</b> Translation Glossary- <b>Only for large print paper/pencil assessments:</b> <input type="radio"/> Illustration Glossary <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> English <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> Hmong <input type="radio"/> Korean <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Somali <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese ♦
<input type="radio"/>	<input type="radio"/>		<b>Non-Embedded:</b> Translation Test Directions: <input type="radio"/> Arabic <input type="radio"/> Burmese <input type="radio"/> Cantonese <input type="radio"/> Dakota <input type="radio"/> Filipino (Tagalog & Ilokano) <input type="radio"/> French <input type="radio"/> Haitian-Creole <input type="radio"/> Hmong <input type="radio"/> Japanese <input type="radio"/> Korean <input type="radio"/> Lakota <input type="radio"/> Mandarin <input type="radio"/> Punjabi <input type="radio"/> Russian <input type="radio"/> Somali <input type="radio"/> Spanish <input type="radio"/> Ukrainian <input type="radio"/> Vietnamese <input type="radio"/> Yup'ik ♦

**Embedded:** Available through the online computer platform when the appropriate settings are selected in TIDE.

**Non-Embedded:** Provided to the student by the school. All accommodations **MUST** be entered into the Test Information and Distribution Engine (TIDE). For more information, please see the [CSDE ASSESSMENT GUIDLINES](#).

The following accommodations: **SCRIBE, READ ALOUD OF READING PASSAGES, PRINT ON DEMAND, HUMAN SIGNER** for ELA or MATH, **MATH MANIPULATIVES (Grades 4-8), NON-EMBEDDED CALCULATOR (math Grades 6-8) and CUSTOMIZED ACCOMMODATIONS (including non-compatible Speech-to-Text applications)** require approval from CSDE through the [PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS](#).

District Administrators (DA in TIDE) are required to initiate this procedure by contacting:  
 Deirdre Ducharme (860-713-6859) or Janet Stuck (860-713-6837), Special Populations, Performance Office.

Rev. 8/16/2019