Side-by-Side Comparison of the Current Connecticut IEP and the New IEP

For New IEPs Created After July 1, 2022



Connecticut State Department of Education April 2022 (Updated October 2022)

Introduction

In the summer of 2018, the Connecticut State Department of Education's Bureau of Special Education (BSE) initiated a process to revise the individualized education program (IEP) document used to record supports and services for students receiving special education and related services in Connecticut.

In partnership with the IEP Revision Stakeholder Group and input from education partners across the state, the BSE created a new IEP document that is designed to be easier for both educators and parents to use and understand.

Over the past few years, the work of improving the IEP document has been complemented by the development of a new comprehensive professional learning series on developing high quality IEPs, as well as a new Connecticut Special Education Data System (CT-SEDS), which will be used to generate IEPs starting July 1, 2022.

In preparation for the transition to the new IEP document and the CT-SEDS platform, this resource was developed to provide a high-level overview of the differences between Connecticut's current and new IEP document.

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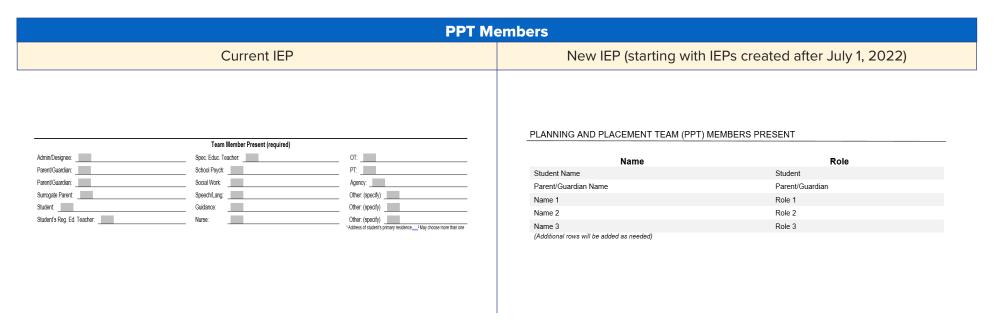
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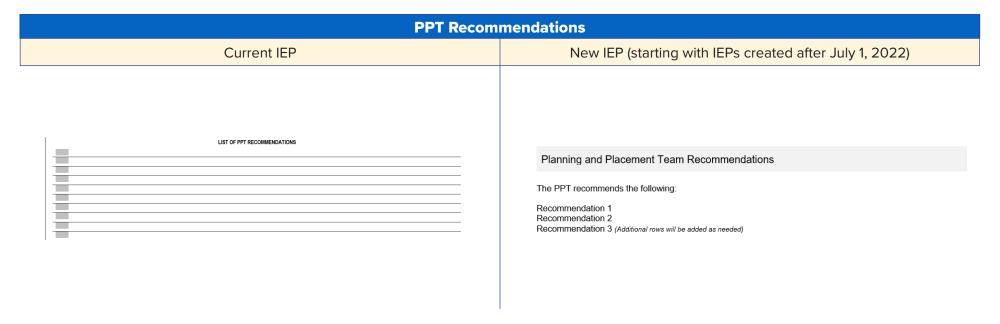
Student	t Information
Current IEP	New IEP (starting with IEPs created after July 1, 2022)
PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE Current Forniled School: Age: Current Crade: H.S. Credits: Grade Next Yr: Gender: Fernale Male Current Home School Next Year: Home School Next Year: SASID #: If your school dished does not have its own high school; is the student attending his her designated high school? Case Manager: [10 Yes No Na Na Na Na Na Na Na	Student Name: SASID: Case Manager Date of Birth: Parent/Guardian Name: Current Grade: Primary Disability: Current Enrolled School: Most Recent Evaluation Date: Most Recent Annual Review Date: Surrogate Parent: (if applicable) Reason for Meeting:

Changes: Some data will still be collected and stored in CT-SEDS but not printed on the IEP document.

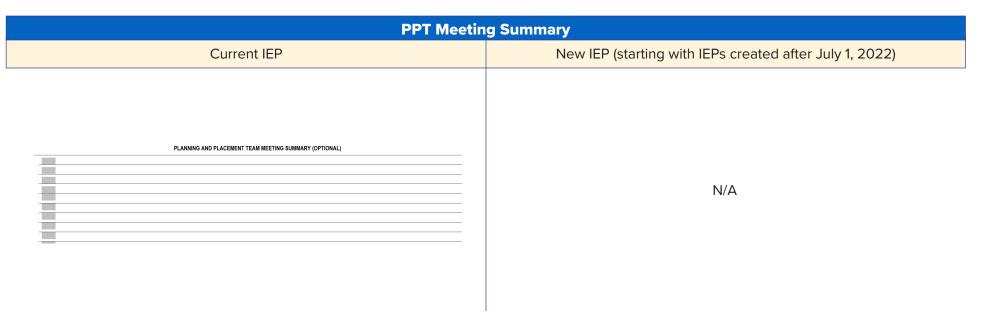
IEP Amendment Information		
Current IEP	New IEP (starti	ing with IEPs created after July 1, 2022)
Is this an amendment to a current IEP using Form ED634? YES, attached is the ED634 and amendments (revised IEP pages 1, 2, 3 and other supporting IEP documents) If YES, what is the date of the IEP being amended? mmidd/vyw mmidd/vyw	IEP AMENDMENT (Only print for Am IEP Amendment Implementation The following section(s) of the IE Section Section name Section name Section name	Date:

Changes: The IEP Amendment section will contain more details on what revisions were made.

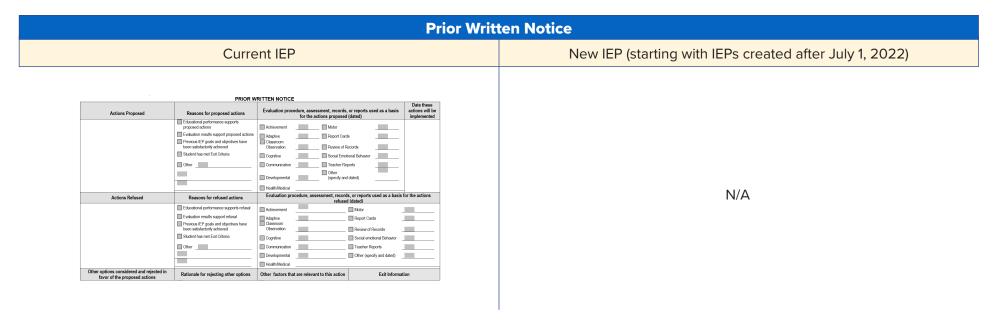




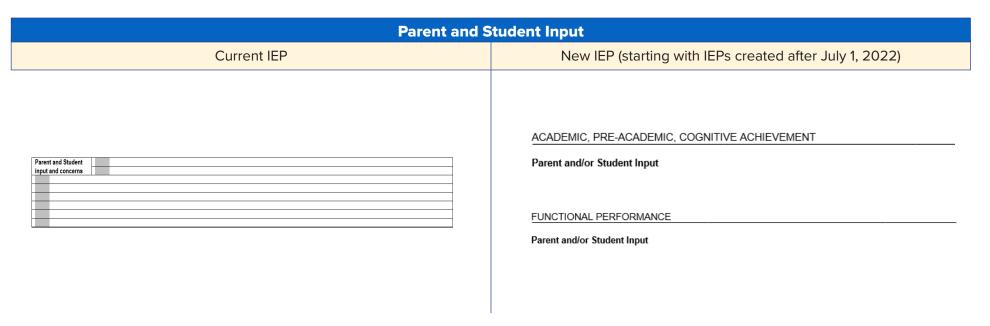
Changes: Minor formatting



Changes: The optional PPT Meeting Summary is not part of the new IEP but will be available as a separate document.



Changes: Prior Written Notice will be a separate document and not part of the new IEP; formatting is significantly different.



Changes: Input will be collected separately for (1) academic achievement and (2) functional performance.

Present Levels of Performance and Impact Statement		
Current IEP	New IEP (starting with IEPs created after July 1, 2022)	
Area Strengths Concerns/Needs Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities Academic/Cognitive	GOAL AREA: (E.g., Reading) Present Level of Performance Strengths Concerns/Needs Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities	

Changes: Present Levels information will be collected for each Goal Area and be printed above the annual goals related to the goal area.

Transition Planning — Student Preferences		
Current IEP	New IEP (starting with IEPs created after July 1, 2022)	
Summarize student preferences/interests as they relate to planning for transition services:	Summary of the student's preferences and interests Text appears here	

Transition Planning -	- Transition Assessments	
Current IEP	New IEP (starting with IEPs crea	ated after July 1, 2022)
	Transition Assessment	Date
	Example 1 Example 2	Date Date
	Assessment Data Summary	
Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered)	Enter summary information here	
	History of transition assessments	
	Transition Assessment	Date
	Example 1 Example 2	Date Date
	Example 3	Date

Changes: A list of previous transition assessments will be included.

Transition Planning — PSOGS		
Current IEP	New IEP (starting with IEPs created after July 1, 2022)	
Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP a) Post-School Outcome Goal Statement - Postsecondary Education or Training: Annual goal(s) 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 goal(s) and related objectives regarding Employment have been developed and are included in this IEP c) Post-School Outcome Goal Statement - Independent Living Skills (if appropriate): Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)	Postsecondary Outcome Goal Statements Postsecondary Education or Training Employment Independent Living Skills	

Transition Planning — Course of Study		
Current IEP	New IEP (starting with IEPs created after July 1, 2022)	
The course of study needed to assist the child in reaching 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 only transition goals and services.	Course of Study Has the student completed academic requirements? Yes No Course of Study: Description of coursework and/or activities needed to assist the student in achieving postsecondary goals, from the student's current year to the anticipated exit year Anticipated Exit Criteria: The student will be exited from special education upon:	

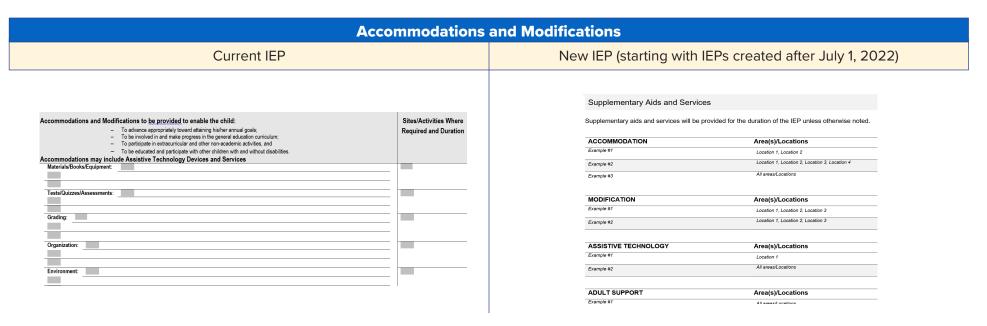
Changes: Minor formatting



Changes: Includes the upload of supporting documentation for cases in which parental rights do not transfer.



Changes: Short-term Objectives will include a schedule for progress monitoring and a "by when" date for the achievement of objectives; Related CT Core Standards (or ELDS) will be included for Academic Goals; Associated related services will be indicated.



Changes: The Supplementary Aids and Services section will include: Accommodations, Modifications, Assistive Technology, and direct Adult Support. Specific locations/classes will be selected for each.

Supports for Personnel		
Current IEP	New IEP (starting with IEPs created after July 1, 2022)	
Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration) Frequency and Duration of Supports Required for School Personnel to Implement this IEP include:	Indirect Services Are supports required for school personnel to implement this IEP? Yes No (If Yes, the following will appear) Supports required for school personnel to implement this IEP include: Service Goal ID Frequency Duration Staff Start Date End Date	

Changes: The services that are currently recorded on the bottom of page 8 (e.g., consultation, classroom para) will be documented in the Indirect Services section of the new IEP

Statewide Assessments		
Current IEP	New IEP (starting with IEPs created after July 1, 2022)	
Check the grade the student will be in when the test is given. Grade Pre-K Grade K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12 Standard Assessments and Alternate Assessments Smarter Balanced Assessments (Grades 3-8), Connecticut SAT (Grade 11) and the Connecticut Alternate Assessments (CTAA), include English Language Arts and Mathematics (Grades 3-8 & 11). Standard Science Assessment or Alternate Science Assessment required in Grades 5, 8 and 11. Assessment Options: (Select ONE Option) 1. Smarter Balanced Assessments (Includes Standard Science Assessment – Grades 5 & 8) CTAA- (Includes Alternate Science Assessment for Grades 5, 8, and 11) ★ 3. Connecticut SAT and Standard Science Assessment (Grade 11)	The student will participate in the Smarter Balanced Assessment. Assessment: Assessment Name Participation With Accommodations Designated Supports and Accommodation(s) Example 1 Example 2 The student will participate in the Next Generation Science Standards Assessment. Assessment: Assessment Name Participation With Accommodations Designated Supports and Accommodation(s) Example 1	
Administration Options – Accommodations will be provided. (Select One Option): The student is participating in the Smarter Balanced Assessments & Standard Science Assessment and requires designated supports and/or accommodations* The student is participating in the Connecticut SAT & Standard Science Assessment and will request accommodations**	The student will participate in the CTAA Assessment. The student will participate in the CT School Day SAT Assessment Assessment: Assessment Name Participation With Accommodations Designated Supports and Accommodation(s) Example 1	

Changes: Individualized statewide assessment information will be included based on each student's grade, type of assessment, and need for designated supports or accommodations, which for Smarter Balanced will be submitted directly to the testing vendor on behalf of the district.

ELP Assessments		
Current IEP	New IEP (starting with IEPs created after July 1, 2022)	
English Language Proficiency Assessment English Language Proficiency Assessment required for all English Learners Grades K-12 Student requires designated supports/accommodations on the ELP assessment	ENGLISH LANGUAGE PROFICIENCY (ELP) ASSESSMENT Has the student been identified as an English Learner? Yes No English Language Proficiency Assessment is required for all English Learners Grades K-12. (Display if Yes) The student will participate in the ELP / Alternate ELP Assessment (One option will display) Participation Participation level displayed here – with or without accommodations Designated Supports and Accommodation(s) Example 1	

Changes: The ELP Assessment information will be required if the student has been identified as an English Learner.

Districtwide Assessments		
Current IEP	New IEP (starting with IE	Ps created after July 1, 2022)
Districtwide Assessments (Select all appropriate options.) N/A - No districtwide assessments are scheduled during the term of this IEP. Alternate Assessment(s) ★ Select one of the following options: No accommodations will be provided, OR Accommodations will be provided as specified on Page 8, OR Accommodations will be provided as specified below.	DISTRICTWIDE ASSESSMENTS District Assessment participation displayed here Assessment Example #1 Example #2 Example #3 Designated Supports and Accommodations Displayed here, if any	Participation Example #1 Example #2 Example #3

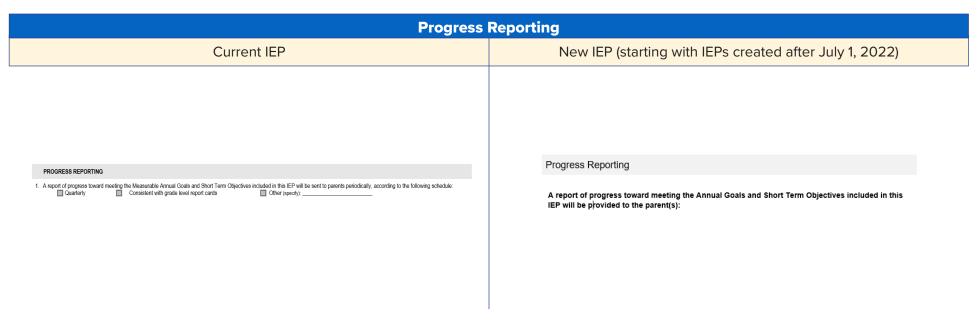
Changes: The name of the district assessment(s) will be included.

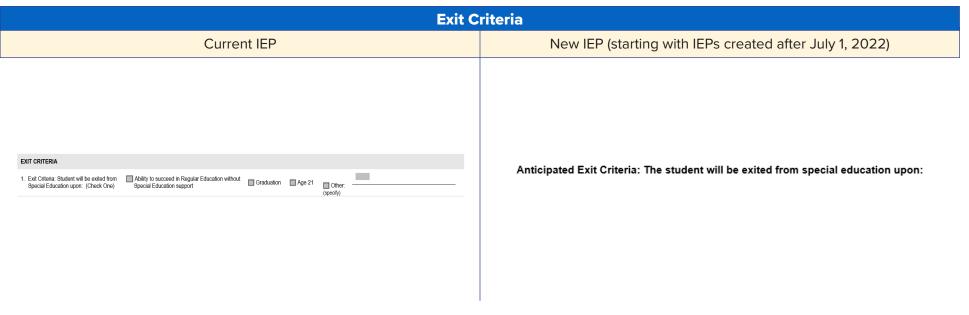
Alternate Assessment Eligibility Form and Justification Statement		
Current IEP	New IEP (starting with IEPs created after July 1, 2022)	
The Alternate Assessment Eligibility Form must be submitted and approved for Statewide Assessments. The form is recommended for use in determining the need for alternate Districtwide Assessments. Alternate assessments must be specified and a statement provided for each as to why the child cannot participate in the standard assessment and why the particular alternate assessment selected is appropriate for the child.	Alternate assessments must be specified and a statement provided for each as to why the student cannot participate in the standard assessment and why the particular alternate assessment selected is appropria for the student. Statement displays here	

Changes: While technically not part of the IEP, the Alternate Eligibility Assessment Form is built into the CT-SEDS process flow with minor formatting changes

Special Factors Information				
Current IEP	New IEP (starting with IEPs created after July 1, 2022)			
For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and : IEP Goals and Objectives have been developed to Other (specify): address the behavior.	Does the student exhibit behaviors that impede learning for self or others?			

Changes: Special Factors Information is included in the Special Considerations section near the beginning of the IEP.





Changes: Renamed to Anticipated Exit Criteria

Information on IEPs and Secondary Transition					
Current IEP	New IEP (starting with IEPs created after July 1, 2022)				
INFORMATION ON IEPs and SECONDARY TRANSITION 1. Parents, including Surrogate Parents and the student if 18 or older have been provided ☐ electronically or ☐ in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter. ☐ Building a Bridge ☐ Parent's Guide to Special Education ☐ IEP Manual ☐ OTHER: 2. The Parent's Transition Bill of Rights has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services. Parent's Transition Bill of Rights. ☐ is available on the school district website; ☐ is enclosed with this document; ☐ was already provided, reviewed and discussed this school year (date)	Resources The following documents were provided to the parent(s) at this meeting on MeetingDate or sent electronically with parental permission: Procedural Safeguards in Special Education Parental Notification of the Laws Relating to Physical Restraint and Seclusion in the Public Schools A Parent's Guide to Special Education IEP Manual Building a Bridge Transition Bill of Rights Other				

Changes: Included in the Resources section of the new IEP.

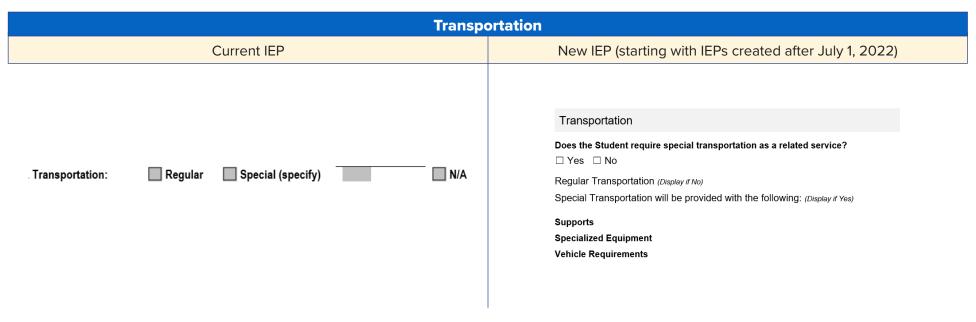
Documents will be made available to parents via the parent portal or can be printed and mailed.

				S	pec	ial Education and	Related S	Services Grids			
Current IEP							New IEP (starting with IEPs created after July 1, 2022)				
Special Education Services Goal(s) Frequence # Frequen	y Responsible Staff	Service Implementer	SERVICES, AND REGU Start Date (mm/dd/yyyy)			If needed, description of Instructional Service Delivery (e.g. small group, team taught classes, etc.)		Special Education and Related Services SPECIAL EDUCATION SERVICES Service Goal ID Frequency Duration Staff Staff Service Implementer Start Date End Date Site Instructional Service Delivery Responsible Implementer Start Date End Date Site Instructional Service Delivery RELATED SERVICES Service Goal ID Frequency Duration Responsible Staff Implementer Start Date End Date Site Instructional Service Delivery			

Changes: Minor formatting with a revised list of instructional sites

Special Education and Related Serv	rices — Extended School Year (ESY)			
Current IEP	New IEP (starting with IEPs created after July 1, 2022)			
Special Education Services Special Education Services Special Education Services Special Education Services Staff St	ESY Services Are extended school year (ESY) services required for the Student to receive FAPE? Yes No (If Yes, the following will appear) ESY SPECIAL EDUCATION SERVICES Service Goal ID Frequency Duration Staff Staff Implementer Start Date End Date Site Service Delivery ESY RELATED SERVICES			
Extended School Year Services: Not Required Required: See service delivery grid above or an additional page 11 for services to be provided	Responsible Service Instructional Service Goal ID Frequency Duration Staff Implementer Start Date End Date Site Service Delivery			

Changes: If needed, ESY Services will be documented separately.



Changes: Special transportation requirements are separated into three categories.

Special Education Hours and Time	with Non-Dis	sabled Pe	ers (TWNDP)			
Current IEP	Nev	v IEP (starti	ng with IEPs cr	eated after J	uly 1, 2022)	
Length of School Day: (Specify) Number of Days/Week: (Specify) Length of School Year: (Specify)	SCHOOL YEAR: 2022-23 Length of School Year XXX Days Start Date End Date		Length of School Day X.XX Hours Special Education Hours/Week with Hours/Week Non-Disabled Peer		Total School Hours/Week XX Hours Percentage of Time with Non-Disabled Peer	
8. Total School Hours/Week: (Specify) 9. Special Education Hours/Week: (Specify) 10. Hours per week the student <u>will spend</u> with children/students who do not	9/4/22	1/22/23	X.XX	XX	XX %	
10. Total School Todas Peeks, Opecary 3. Special Education Totals Peeks, Opecary in 10. Total Special Water Management Control of the Special Education Totals Peeks (Opecary) in 10. Totals Totals Peeks (1/23/23	6/15/23	XXX	XX	XX %	

Changes: More specificity in TWNDP (e.g., a change from Semester 1 to Semester 2) will be provided. CT-SEDS will also allow for displaying different years if IEP is in effect over two school years.

Justification Statement for Removal from General Education Setting						
Current IEP	New IEP (starting with IEPs created after July 1, 2022)					
13. a) The extent, if any, to which the student will not participate in regular classes and in extracurricular and other nonacademic activities, including lunch, recess, transportation, etc., with students who do not have disabilities: Not Applicable: Student will participate fully	Explain the extent to which the student will not participate in general education classes and non-academic activities with non-disabled peers Justification for the removal from the general education environment					

Changes: Minor formatting

Current IEP New IEP (starting with IEPs created after July 1, 2022) Note: The LRE Checklis (ED43) must be completed and attached to this EP if the student is to be removed from the regular education environment for 60% or more of the time. It is recommended but the LRE Checklis be utilized when making amy placement decision to ensure conformity with the LRE provisions of the individuals with Disabilities Education Act. Will the student be removed from the general education environment for 60% or more of the time? Yes \ No The LRE Checklist is required (Display If Yes)

Changes: While technically not part of the IEP, the LRE Checklist is built into the CT-SEDS process flow.

Required Date Collection (Page 12)						
Current IEP	New IEP (starting with IEPs created after July 1, 2022)					
Required Data Collection (Collect and/or update at every PPT) For Children 3 years of age Free Appropriate Public Education (FAPE) by age 3.	∨ Additional Placement Information					
Late referral (less than 90 days before 3° brintday) Moved into district late Other (Specify) Child initially found not eligible at age 3 (re-referred to district at a later date) Parent Choice FAPE met via earlier PPT. Date of initial PPT was Early Childhood (E.C.) Placement Settlings (children ages 5 or younger OR grade is preschool):	Complete the following Education Placement information for the student.					
1. Provide the hours per week the child participates in an early childhood program which is not provided as a part of the IEP (hours from pg 2): 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 11: Regular E.C. Preschool or Kindergarden Program E.C. Special Education Program in Separate Class E.C. Special Education Program in Separate School E.C. Special Education Program in Residential Facility	At the time of this IEP implementation, will the student be living at a hospital? Yes (Required)					
Home Service Provider Location (Illinerant Services) – applies only when a child does not spend time in any environment with non-disabled peers Education Placement 3 to 21 years of age	At the time of this IEP implementation, will the student be living at a Private Residential Facility? Yes No (Required)					

Changes: Some data elements will be collected during the IEP development process.

