

## Handout 1.1: General Crosswalk of Current to New IEP

### Bureau of Special Education

Current IEP	NEW IEP
<p style="text-align: center;"><b>Page 1</b></p> <p>Student Information Purpose of Meeting Disability Category PPT Members</p>	<ul style="list-style-type: none"> <li>Overall, new IEP not organized by pages but by sections and will expand/contract based on answers to questions in the IEP development workflow.</li> <li>Formatting changes have been made across the new IEP.</li> <li>IEP will be translated into the top 10 languages spoken in CT based PSIS native language data.</li> <li>Document will be uploaded (either in draft or finalized form) to parent portal, unless parent declines.</li> <li>Some of the same data contained on Page 1 will be collected and stored in CT-SEDS and not printed on the IEP document.</li> </ul>
<p style="text-align: center;"><b>Page 1</b></p> <p>IEP Amendment Information</p>	<p>The IEP Amendment section will contain more details on what revisions were made.</p>
<p style="text-align: center;"><b>Page 2</b></p> <p>PPT Recommendations</p>	<p style="text-align: center;">Appears on page 1 of IEP below PPT members in attendance.</p>
<p style="text-align: center;"><b>Page 2</b></p> <p>PPT Meeting Summary</p>	<p>The <b>optional</b> PPT Meeting Summary is not part of the new IEP but will be available as a separate standalone document. It is at the district's discretion to use this form and if so to have consistent guidelines on the type of information included in the summary.</p>
<p style="text-align: center;"><b>Page 3</b></p> <p>Prior Written Notice</p>	<p>Prior Written Notice will be a separate document and not part of the new IEP. Format is significantly different.</p>
<p style="text-align: center;"><b>Page 4</b></p> <p>Parent and Student Input</p>	<p>Parent/Student Input will be collected separately for (1) academic achievement and (2) functional performance.</p>
<p style="text-align: center;"><b>Page 4/5</b></p> <p>Present Levels of Performance and Impact Statement</p>	<p>Present Levels information will be collected for <b>each</b> goal area and printed above the annual goals.</p>
<p style="text-align: center;"><b>Page 6</b></p> <p>Transition Planning</p> <ul style="list-style-type: none"> <li>Student Preferences</li> <li>Transition Assessments</li> <li>PSOGS</li> <li>Course of Study</li> </ul>	<p style="text-align: center;">Minor formatting changes.</p> <p style="text-align: center;">A list of previous transition assessments will be included.</p>
<p style="text-align: center;"><b>Page 6</b></p> <p>Transfer of Rights</p>	<p>Includes the requirement for upload of supporting documentation for cases in which parental rights do not transfer.</p>
<p style="text-align: center;"><b>Page 7</b></p> <p>Annual Goals and Short-term Objectives</p>	<ul style="list-style-type: none"> <li>Goals and objectives will include baseline and mastery performance criteria, as appropriate.</li> <li>Short-term Objectives will include a schedule for progress monitoring.</li> <li>Related CT Core Standards (ELA and Math) or ELDS will be included for <b>Academic</b> Goals.</li> <li>Associated related services will be indicated.</li> </ul>
<p style="text-align: center;"><b>Page 8</b></p> <p>Accommodations and Modifications</p>	<p>Formatting changes to section called "Supplementary Aids and Services" including:</p> <ul style="list-style-type: none"> <li>Accommodations,</li> <li>Modifications,</li> <li>Assistive Technology and</li> <li>Direct Adult Support.</li> </ul> <p>Specific locations/content areas must be selected for each of the identified Supplementary Aids and Services.</p>

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<b>Page 8</b> Supports for personnel	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.
<b>Page 9</b> Statewide Assessments	Individualized statewide assessment information will be included based on each student's grade, type of assessment and need for designated supports or accommodations. For Smarter Balanced designated supports or accommodations will be submitted directly to the testing vendor on behalf of the district.
<b>Page 9</b> ELP Assessment	The ELP Assessment information will be required if the student has been identified as an English Learner.
<b>Page 9</b> Districtwide Assessments	The name of the district assessment(s) will be included.
<b>Page 9</b> Alternate Assessment Eligibility Form and Justification Statement	While technically not part of the IEP, the Alternate Eligibility Assessment Form is built into the CT-SEDS process flow with minor formatting changes.
<b>Page 10</b> Special Factors Information	This information is included in the Special Considerations section near the beginning of the IEP.
<b>Page 10</b> Progress Reporting (when issued)	Formatting changes.
<b>Page 10</b> Exit Criteria	Renamed to Anticipated Exit Criteria.
Information on IEPs and Secondary Transition	Included in the resources section of the new IEP; documents will be made available to the parent via the parent portal.
<b>Page 11</b> Special Education and Related Services Grids	Minor formatting with a revised list of instructional sites.
<b>Page 11</b> ESY Special Education and Related Services – Extended School Year (ESY)	ESY Services will be documented in a separate service grid.
<b>Page 11</b> Transportation	Special transportation requirements are separated into three categories.
<b>Page 11</b> Special Education Hours and Time with Non-Disabled Peers (TWNDP)	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.
<b>Page 11</b> Justification statement for removal from general education setting	Minor formatting changes.
<b>Page 11</b> LRE Checklist	While technically not part of the IEP, the LRE Checklist is built into the CT-SEDS process flow.
<b>Page 12</b> ECE Required Data Collection	Page eliminated; data elements will be collected from data entered in other parts of the IEP.