

Parents Legal Guides



**Special Education 101:
The Law & Your Child**



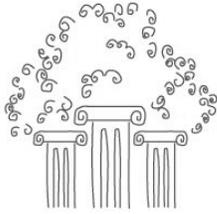
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Access to Education

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Access to Education

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Access to Health Care

Special Education 101: The Law & Your Child

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How to use this guide

This guide is a resource for parents on the laws and their rights. It is intended to provide parents with information so they know how to best support their child.

As you read through this guide, you will find terms highlighted in **bold** and you can find the meaning of those terms in the next section, "terms you should know."

You can find helpful checklists by looking for



And this means key ideas to remember

Towards the end of the guide you will find sample letters to help you in written communication to your child's school. The final page of the guide contains lists of local organizations and/or sources of support.

Terms you need to know

Academic Achievement: The level of academic accomplishment a child has gained.

Advisory opinion: an opinion issued that advises on the interpretation of a law.

Dominant language: the language that a person uses the most

Due process: a proceeding presided by an **impartial hearing officer** (IHO) who listens to both sides of the dispute and renders a decision based upon the state's laws.

Evaluation: the use of social workers, psychologists, etc to determine the nature of the student's needs.

Family Educational Rights and Privacy Act: a law passed in 1974 that protects the privacy of student records and gives parents access to their child's records.

Free appropriate public education: a requirement from the Individuals with Disabilities Act that states every child with a disability has a right to a public education at no cost to the parent and the child's education must be individually created to meet the child's needs.

Impartial hearing officer: An individual who is appointed by a school district to act as the decision-maker when there is a **due process** hearing. The IHO generally has to have had some training in special education laws and is on a state-approved list.

Independent evaluation: people who do not work for the local school district who are brought in to assess a student's eligibility for special education services. Under the Individuals with Disabilities Act, parents have the right to request an independent evaluation at public expense under certain circumstances. Parents can always arrange for their own outside evaluation at their expense. In that situation, the school district has to consider the outside evaluator's report.

Individualized education program (IEP): A written plan developed at a meeting with the planning and placement team that is a roadmap for a child's education. The IEP must state:

⇒ The child's present levels of performance

- ⇒ Measurable annual goals and short-term objectives aimed at improving the child's educational performance
- ⇒ Instructional activities and related services needed for the child to achieve the stated goals and objectives.
- ⇒ The reasons for the child's educational placement

Instructional objectives: the specific measures and targets that allow the planning and placement team to tell whether the student is reaching the goals and objectives.

Least Restrictive Environment (LRE): the environment that allows a student to function and benefit. One of the things considered is that the placement provides the student with contact with children without disabilities "to the maximum extent appropriate" and also meets the child's learning and physical needs.

Mediation: A voluntary dispute resolution process.

Placement: program that a child is put into, once they are determined to be eligible for special education services

Planning and Placement Team: team that includes the parent/guardian, special education teacher, regular education teacher (if appropriate), a Child Study Team member, case manager, a representative of the school district, and anyone else the parent/guardian or school district wishes to bring. Based on information from evaluations and the parent, this team determines the special education services for the child.

Reevaluation: the use of social workers, psychologists, etc to re-determine the nature of the student's needs by performing another evaluation.

Special education services: provides instruction to meet a child's unique needs based on the Individuals with Disabilities Education Act.

State Board of Education: the governing body for the Connecticut State Department of Education. The board consists of eleven members who are appointed by the Governor with the advice and consent of the Connecticut General Assembly.

Transportation services: providing a child with a disability with transportation to and from school, transportation for travel between schools, assistance with travel in and around school buildings, and specialized equipment.

Special Education Laws 101

INDIVIDUALS WITH DISABILITIES ACT (IDEA)

IDEA stands for the Individuals with Disabilities Education Act. It is the most important law dealing with special education and was written in 1975, when Congress found that the educational needs of children with disabilities were not being met. The purpose of the law is to provide children with disabilities an equal opportunity to receive a **free appropriate public education**. Since then, the law has changed many times. The most recent changes were passed in 2004 as the Individuals with Disabilities Education Improvement Act.

IDEA is meant to:

- ⇒ Ensure that all children with disabilities have a **free appropriate public education** available to them that meets the children's unique needs
- ⇒ Ensure that the rights of children with disabilities and their parents or guardians are protected
- ⇒ Help school districts and states provide education to all children with disabilities
- ⇒ Assess the value of efforts to educate children with disabilities

What does this mean in Connecticut?

In Connecticut, the law requires local Boards of Education to create and oversee services for children who need special education. The services they oversee include curriculum, instruction, physical buildings and equipment, class make-up and size, and special services.

Connecticut law also requires that there be a hearing and review concerning a child's **free appropriate public education** if either the parent or the school district proposes or refuses to initiate or change the identification, evaluation or educational **placement** of the child.

The PPT Process in a Nutshell

PPT stands for a **planning and placement team**, which is a group of teachers, principals, and other school staff who participate in determining:

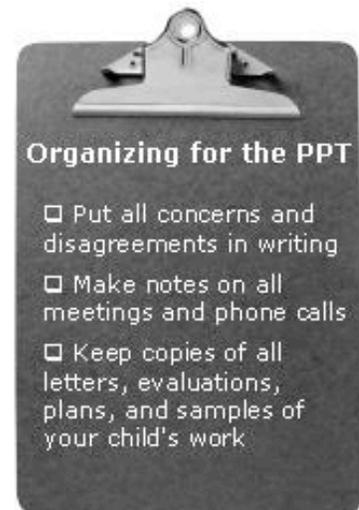
- ⇒ If your child needs to be evaluated
- ⇒ What kind of evaluations
- ⇒ Whether the child is eligible for special education services

1 DETERMINE IF YOUR CHILD NEEDS SPECIAL EDUCATION

Your local school district's Board of Education identifies children who need special education. You or a doctor, clinic or social worker, as well as the school, can also refer your child to the Board of Education to determine if he or she needs special education as long as they have your permission. They must notify you in writing five days before they identify your child as someone who needs special education.

2 THE PLANNING AND PLACEMENT TEAM (PPT) RECOMMENDS EVALUATION AND DEVELOPS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Once it has been identified that your child may need special education, a **PPT** has to recommend that your child be evaluated. After the **evaluation**, the **PPT** will decide if your child is eligible for special education. If your child is eligible for special education, the **PPT** has to develop the **individualized education program (IEP)** for your child. The **PPT** will also conduct **reevaluation** of your child as needed.



The **PPT** must include you, a school administrator (or a designee), your child's teacher, and a member of the special education staff. The **PPT** may also include other school staff. You must be given the opportunity to participate in each meeting of the **PPT**.

You should be notified in your **dominant language** at least five days before each meeting of your rights to participate in the **PPT**. The school must try to schedule the meeting at a time that is convenient both for you and the school. An interpreter may be present if you need one to be able to participate in the meetings. If you cannot participate in person, you can participate in other ways such as conference calls or home visits.

Even if you do not attend the PPT meeting, the school has to send you a full copy of any written reports within five days after the PPT meeting.

If you don't receive the PPT meeting materials in time, you should first call and, if possible, also e-mail the school to get the materials. If you still don't get them, you should make sure to go to the meeting and make sure the record shows that you did not receive the information. As a last resort, you can call the Connecticut Department of Education at (860) 713-6543 to complain.

If the school is not able to provide you with the materials or an interpreter, you should work with school first and offer a translator that you know and request that the school pay for their services. If that does not work, as a last resort, you can file a complaint with the Department of Education.

3 THE PPT CONDUCTS AN EVALUATION OF YOUR CHILD

Usually the **evaluation** is suggested at the first **PPT** meeting. The Board of Education has to notify you in writing five days before evaluating your child and you have to consent in writing before the **evaluation** or **reevaluation** of your child takes place.

A **reevaluation** is done every three years or if you or the people working with your child request one. The child has to be evaluated in their **dominant language**.

The **evaluation** includes reports on your child's progress, and their psychological, medical, developmental and social reports. It may also include information on your child's physical condition, background, and behavior in the home and in school.



What to bring to a PPT Meeting

- Your child's school records
- Notes on your child
- Tape recorder (let the school know ahead of time)
- Your vision for your child's educational future

4 AN IEP IS DEVELOPED FOR YOUR CHILD

The **PPT** will develop an **Individualized Education Program (IEP)** for your child. The **IEP** must be done before the school year begins. If your child enrolls after the school year has ended, the **IEP** must be done by October 1st of the next school year. The **PPT** must review it and, if it is needed, revise your child's **IEP** at least once a year. You or the people working with your child may also request a review of the **IEP**.

Your child's **IEP** must include the following:

- ⇒ Your child's present level of educational performance
- ⇒ Goals for the school year
- ⇒ Short-term instructional objectives
- ⇒ Specific education services that your child needs
- ⇒ The date when the special education services will begin and the length of time for the services
- ⇒ A description of how much your child will participate in the regular education program and how that program will be changed to meet your child's needs
- ⇒ A list of the people who will implement the IEP

5 THE BOARD DETERMINES YOUR CHILD'S PLACEMENT.

Your child will be placed according to the **IEP** and the Board must notify you in writing five days before placing your child. If possible, the **placement** will be done in the school that your child would attend even if they did not require special education.

Placement in a private school is made only after all public **placements** have been fully explored. Your child will be placed in another state only if there is no suitable special education program available in Connecticut. You must give written consent prior to initial **placement** or private **placement** of your child.

The school must provide you with written notice if they want to change your child's **placement**. However, your written consent is not required to make the change except when your child is placed initially into a private school. If you do not agree with the **placement** change, you have the right to start **due process** to stop the change from happening. If you do not initiate **due process**, then the change will go forward.

If I disagree with what happens?

EVALUATION

If you disagree with the Board's **evaluation** of your child, you can ask for an **independent evaluation** of your child at no cost to you. But, the Board may initiate a **due process** hearing to show that its **evaluation** is appropriate. If the existing **evaluation** is found appropriate after that hearing, you may still get an **independent evaluation** but you will have to pay for it. If you ask for it, the Board of Education must give you information about where to obtain an **independent evaluation**.

PPT

If you disagree with the recommendation of the **PPT** or your child is not receiving the services outlined in the **IEP**, you may ask the **PPT** to meet and discuss your concerns. At the **PPT** meeting, you have to let the **PPT** know everything you disagree with. Everything will be put in writing in a record of the meeting.

If you are not satisfied after the **PPT** meets, you can initiate **due process**. **Due process** is a formal way to appeal decisions made about the **evaluation**, eligibility, educational program or **placement** of your child. Before you decide whether to request a **due process** hearing, consider:

- ⇒ The law requires that a **due process** hearing be held and a decision made within 45 days of your initial request for **due process**, but because of delays and postponements, it's usually between 4-6 months before you receive a decision. Your child must remain in the **placement** that was last agreed upon by you and the school district during the **due process** proceedings.
- ⇒ Because this is a formal hearing, it is hard to do without a lawyer. For information on where to find free/low cost legal representation, go to page 27. Keep in mind that the school district will be represented by an attorney.

NON-LEGAL OPTIONS

If you don't want to take legal action, a pro-active non-legal step that will usually work in your child's favor is to hire an educational consultant or expert before you bring your concerns to the **PPT**.

The educational consultant's background will depend on your child's needs. For example, if your child has psychological needs, a psychologist would be the best consultant to hire. Although the consultant will charge you a fee, most of the time the Board of Education will pay for this cost because, in most cases, the Board would rather avoid lawsuits. Further, if the Board disagrees with your consultant's recommendations and you exercise your legal right to a **due process** hearing, the Board may end up paying not only for your consultant's fees but also for your attorney's fees. This is true even if your case is settled at the **due process** hearing.

It is also important to note that you have a very good chance of succeeding at the **due process** hearing if your consultant's recommendations to change the **IEP** are reasonable. On the other hand, you will not succeed at the **due process** hearing if you do not present a reasonable proposal to change the **IEP**.

DUE PROCESS

Due process should be a final resort if you are unable to agree with your **PPT** on the best course of action for your child's education. You have to ask for a hearing in writing. Your request has to include:

- ⇒ The name of your child
- ⇒ The address of your child's home
- ⇒ The name of the school your child goes to
- ⇒ A description of the dispute, including facts
- ⇒ A proposed resolution of the dispute

The school has to give you a model form for the request for **due process**. The school must also have a staff member to assist you in completing the form.

You should remember that while a **due process** hearing is pending, your child's classification, program or **placement** cannot be changed from what

they were at the time a **due process** hearing was requested unless you and the school district agree to change them. This is called a stay-put provision.

MEDIATION

After you file your **due process** hearing request, the Board has to let you that you have the option to go through the **mediation** or **advisory opinion** process and where to get free or low cost legal services.

To request **mediation**, you and the board have to send a written request to the **due process** unit. The Board can give you a form to ask for **mediation**. When the **due process** unit receives the request for **mediation** form, it will appoint a mediator. You should take with you to the **mediation**:

- ⇒ Copies of any **evaluations** and reports on your child
- ⇒ Notes on what you want to say and important issues you want address
- ⇒ A copy of your child's current **IEP** with notes on the items you agree and disagree with
- ⇒ Notes on possible solutions you believe would work to meet your child's needs

The mediator will try to resolve the dispute within 30 days. If after the **mediation** meeting you reach an agreement with the Board, the agreement has to be put in writing so you and the Board can sign it.

If the disagreement is not resolved at **mediation**, a **due process** hearing will take place. Note that the discussions that occur during **mediation** are confidential and cannot be used as evidence in a **due process** hearing.

ADVISORY OPINION

You or the Board can request an **advisory opinion** in writing before the **due process** hearing takes place. The CT Department of Education can also offer you and the Board an **advisory opinion**. Once a request is made, the **due process** unit will assign an advisory opinion hearing officer who will schedule a date for the advisory opinion process.

Before the advisory opinion process, you and the Board will exchange copies of documents that will be given to the advisory opinion hearing officer. At the advisory opinion process, you and the Board will get the chance to

present your case orally. At the end of the process, the advisory opinion hearing officer will give an oral advisory opinion. After the opinion is given, the advisory opinion hearing officer may facilitate settlement discussions.

AFTER YOU FILE FOR DUE PROCESS

After you file your written request for a **due process** hearing, the **due process** unit will appoint an **impartial hearing officer**. The hearing officer will schedule a pre-hearing conference to be held over the telephone. At that pre-hearing conference, the issues in dispute will be simplified. The hearing officer will also schedule a hearing date. The hearing has to be completed within 45 days after the receipt of your request by the **due process** unit.

Five days before the hearing, the Board of Education will have to provide you with all the documents that it will present at the hearing and a list of witnesses. You will also have to provide the Board of Education with all the documents you will present at the hearing and your list of witnesses. You should take with you to the hearing any **evaluations** of your child, as well as any other evidence that will help your case, including the testimony of witnesses.

At the hearing, you will have a chance to tell your side of the story to the hearing officer. It is a good idea for you to seek legal representation because the Board of Education will also have a chance to present its side of the story and will be represented by an attorney.

You can ask questions of your witnesses and the school's witnesses. You have to inform the **due process** unit if you need an interpreter. The hearing officer will listen to both sides but will not make a decision at the hearing. You may request one free copy of the transcript of the hearing from the **due process** unit.

The hearing officer will issue a final decision within 45 days of the initial request for a **due process** hearing. However, due to postponements and other delays, it usually takes between 4 to 6 months to get a final decision.

APPEALING A DUE PROCESS DECISION

If either party disagrees with the results of the **due process** hearing, that party may appeal to either the Federal District Court or the State Superior Court.

If your child's needs change

If you either do not agree with the recommendation of the **PPT** or you feel that your child needs different special education services, you may request a **reevaluation**. You can request a **reevaluation** once a year. If you want a **reevaluation** less than a year after the initial **evaluation**, the school district has to agree to that **reevaluation**.

REEVALUATION

The purpose of the **reevaluation** is to determine:

- ⇒ The educational needs of your child
- ⇒ The level of **academic achievement** and related developmental needs of your child
- ⇒ If your child continues to need special education and related services
- ⇒ If any changes to the special education and related services are needed so your child can meet the goals in the **IEP**

The **PPT** will review existing information on your child including **evaluations** and information you provide, local or state assessments, classroom observations, and observations by teachers and related services providers.

The school must get your written consent before conducting a **reevaluation** of your child. If you do not give your consent, the school district may continue to try to get consent for the **reevaluation** through **mediation** and/or **due process** hearing. If the school district can show that it has taken reasonable measures to obtain your consent and you have not responded to the school district's attempts, the school district can continue with the **reevaluation**.

Changes to Connecticut Regulations

In March 2007, the Connecticut State Board of Education voted to make changes to the state special education regulations to more fully adopt IDEA standards. The Connecticut Department of Education anticipates that the process will be completed in the Fall 2008/Winter 2009.

An example of the future changes is that currently, the common term in Connecticut for those reviewing referrals to special education is a planning **placement** team or **PPT**. The new regulations will use the federal law's term of "**individualized education program (IEP)** team."

WHICH REGULATIONS ARE CHANGING AND WHY?

The following is a brief description of some of the proposed revisions that may be of interest to parents:

- ⇒ Definition of a "child requiring special education:" The definition is broken into two categories: (1) a child with a disability and (2) children who are gifted or talented.
- ⇒ Terms of a **Free Appropriate Public Education:**
 - The IEP (formerly known as **PPT**) team determines if a child who turns 3 during the summer months is eligible to receive extended school year services.
 - Students have the right to participate in all graduation ceremonies and events with their class if they are not graduating with a general high school diploma.
- ⇒ Extended School Year Services: Districts have to make sure that extended school year services are available for students who are determined to need them by the IEP team. The decision about who is eligible, and the type, duration and location of these services has to be made far enough in advance so that parents have time to challenge them if they disagree.
- ⇒ Referrals:
 - The referral form used by each school district is to be included in the Student Handbook or other publication used by the district to notify parents/students of the district's policies and procedures.

A parent does not need to use this form to refer their child for an **evaluation**. The parent may express their concern in writing to

an administrator in the district. The district must have in place a process for accepting referrals from parents who can't put their request in writing.

- If the district is using services in general education to address the child's needs, they must accept and process a referral if a parent makes one during this time.

⇒ **Evaluations and Reevaluations:**

- Parents are to receive written notification that a child has been referred for an evaluation for gifted/talented;
- Parental consent is required before a child is individually evaluated;
- The PPT must provide the results of the PPT meeting where the child's identification is discussed in writing to the parents.
- The parent has the right to request a hearing if they are in disagreement with the **PPT** determination of the child as gifted or talented.

⇒ **Development of IEP:** The **IEP** will be developed consistent with IDEA standards, which means that the **IEP** Team must consider the strengths of the child, the concern of the parents for enhancing the education of their child, the results of the initial **evaluation** or most recent **evaluation** of the child, and the academic, developmental, and functional needs of the child.

⇒ **Transfer of Rights at Age 18:** At 18, all of the rights that belonged to the parent about the education of the student become the student's rights. Students can, in writing, let the district know that they still want their parents to continue to make educational decisions for them.

⇒ **Timelines:**

- An IEP team meeting must be held within 15 calendar days of a referral.
- The initial **evaluation** must be completed within 60 calendar days of the district receiving the parents' written consent to do the proposed **evaluations**.
- The IEP must be implemented no later than 30 calendar days after the child is found eligible for special education.

⇒ **Diagnostic Placement** – The proposed revisions clarify that diagnostic placement is an **evaluation** to be used where the **evaluation** or **reevaluation** study is not able to determine what the child's program should look like. The diagnostic placement is not the current **placement** of the child for the purpose of **due process** unless the school and the parents agree that it is.

⇒ **Private Approved Special Education Programs:**

- Children whose special education program is provided by a private special program will be entitled to access extracurricular and nonacademic programs and activities of the school district, the right to participate in the graduation exercises and activities of the school district, and receive the district's general education high school diploma.
 - Requires the participation of private school personnel in each IEP team meeting held for the child, allows school district personnel to visit private school programs and do observations on a reasonable basis, allows parents to visit and observe programs on a reasonable basis and allows the State Board of Education to suspend or revoke the approval status of any private special education program.
- ⇒ Education Records:
- Changes the time frame for parents to be able to review and inspect their child's educational record before an IEP team meeting or **due process**. The current requirement is that the district has 3 calendar days from the parent's written request to make the records available for review. The changes require that the district respond without unnecessary delay and before any IEP meeting or **due process** hearing or resolution session.
 - Changes the time frame for producing copies of the child's records upon the written request of the parent from five school days of the request to ten calendar days.
- ⇒ Transportation: Requires that if the Board of Education asks the parents to transport a child to a program, the rate of reimbursement is to be the Federal rate.

Closing

Both Connecticut and the federal government have changing and complex special education laws. We hope that this booklet has given you helpful information to use in the future and we wish you the best of luck!

Sample Letter: Reviewing Child's Records ¹

Date: _____

To: ***[Name of Designated Official]***

From: ***[Name of Parent]***

[Address and Phone Number]

Under the provisions of the Family Educational Rights and Privacy Act and Connecticut Law, I wish to inspect the following education record:

of ***[Name of Student]***: _____

School at Which Student Is Enrolled: _____

Requester(s)' Relationship to Student: _____

I do ___/do not ___ desire a copy of such records. I understand that a reasonable fee will be charged for the copies.

[Insert fee schedule if available]

Signature: _____

¹ The National Center for Education Statistics (NCES), located within the U.S. Department of Education and the Institute of Education Sciences, <http://nces.ed.gov/pubs2004/privacy/exhibits.asp>

Sample Letter: Amending Child's Record²

To: **[Name of Designated Official]**

From: **[Name of Parent(s)]**

I have reviewed my child's education record and believe it contains information that is inaccurate, misleading, or in violation of my child's rights. Please amend the record as follows:

Current Record:

To be Changed to:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Signature: _____

Address: _____

² The National Center for Education Statistics (NCES), located within the U.S. Department of Education and the Institute of Education Sciences, <http://nces.ed.gov/pubs2004/privacy/exhibits.asp>

Sample Letter: Evaluation Request Young Child

Date

Special Education Director
Address

Re: Child's full name
Date of Birth

Dear _____,

I am writing regarding concerns I have with the development of my child, **[child's name]**, who currently attends **[name of daycare, nursery school, home]**. I am concerned because my child is not able to

[List what your concerns are: focusing, toilet training, speaking, etc.]

I, therefore, request that my child be evaluated to determine if he/she has a disability and is eligible for special education and related services under IDEA. I am available to attend a Planning and Placement Team Meeting and to provide authorization for the above evaluation. Please contact me at **[phone number]** to schedule a mutually convenient date and time. I would appreciate having the following staff people attend the meeting: **[list the names and titles]**.

Sincerely,

Your name

Copies: Child's record

Sample Letter: Evaluation Request School-Aged Child

Date

Principal's Name

School Name

Address

Re: Child's full name

Date of Birth

Dear _____,

[Your child's name] is a student in _____ grade in your school. **[He/She]** is having difficulties which I believe interfere with **[his/her]** progress in school. For the past **[weeks/months]** the following interventions have been tried to assist my child:

[List the steps you or the school has taken to address these academic, developmental or behavioral concerns].

Since **[child's name]** is still not making progress, I request that **[he/she]** be evaluated to determine if **[he/she]** has a disability and is eligible for special education and related services under IDEA. I am available to attend a Planning and Placement Team Meeting and to provide authorization for the above evaluation. Please contact me at **[phone number]** to schedule a mutually convenient date and time. I would appreciate having the following staff people attend the meeting: **[list the names and titles].**

Sincerely,

Your name

Copies to: Child's record

Sample Letter: Due Process Hearing

Name of Parent or Adult Student
Address
Telephone Number

Today's Date

Due Process Unit
25 Industrial Park Rd.
Middletown, CT 06457-1520

Dear Sir or Madam:

I hereby request a due process hearing concerning my child ***[Your child's name and address]***, ***[His or her date of birth]***, who currently attends ***[Name of School]*** in the _____ school district.

The issue[s] in dispute are as follows:

[List all the school Board's actions and/or PPT decisions with which you disagree]

I suggest the following resolution to the dispute: ***[List what change you would like to have happen for your child's school program]***.

Sincerely,
[Parent or adult student's signature]

cc: Director of Special Education

Sample Letter: Request for Reevaluation

Date

Principal's Name

School Name

Address

Re: Child's full name

Date of Birth

Dear _____,

[Your child's name] is a student in _____ grade in your school. **[He/She]** was evaluated on **[Insert evaluation date]** and it was determined that **[he/she has or does not have]** a disability and **[is or is not]** eligible for special education and related services under IDEA.

Since **[child's name]** is still not making progress, I request that **[he/she]** be re-evaluated. I am available to attend a Planning and Placement Team Meeting and to provide authorization for the above evaluation. Please contact me at **[phone number]** to schedule a mutually convenient date and time. I would appreciate having the following staff people attend the meeting: **[list the names and titles]**.

Sincerely,

Your name

Copies to: Child's record

Sample Letter: Due Process Transcript

Name of Parent or Adult Student
Address
Telephone Number

Today's Date

Due Process Unit
25 Industrial Park Rd.
Middletown, CT 06457-1520

Dear Sir or Madam:

On ***[Date of Hearing]***, a due process hearing was conducted concerning my child ***[Your child's name and address]***, ***[His or her date of birth]***, who currently attends ***[Name of School]*** in the _____ school district.

I hereby request that a copy of the hearing transcript be sent to me at the above address.

Sincerely,
[Parent or adult student's signature]

cc: Director of Special Education

PARENT SUPPORT GROUPS

**African & Caribbean American
Parents of Children with Disabilities
(AFCAMP)**

60-B Weston Street
Hartford, CT 06120
Phone: 860-297-4358
Email: afcampa@sbcglobal.net

The Arc of Connecticut

43 Woodland St., Suite 260
West Hartford, CT 06105
Phone: 860-246-6400
Website: www.arcct.com

**Connecticut Association for Children
and Adults with Learning
Disabilities (CACLD)**

25 Van Zant Street, Suite 15-5
East Norwalk, CT 06855
Phone: 203-838-5010
Website: www.caclld.org

**Connecticut Autism Spectrum
Resource Center (ASRC)**

101 N. Plains Industrial Rd.,
Wallingford, CT 06492
Phone: 203-265-7717
Website: www.ct-asrc.org

The CT Family Support Network

460 Capitol Avenue, Hartford, CT 06106
Phone: 860-657-8180
Email: jtcarroll@cox.net

Connecticut Family Voices

263 Farmington Ave., MC 6222,
Farmington, CT 06030
Phone: 860-679-1595
Website:
www.familyvoices.org/st/CT.htm

**Connecticut Special Education
Parent Teacher Association Council**

60 Connolly Parkway, Hamden, CT
06514
Phone: 203-281-6617
Website: www.ctpta.org

Kids as Self Advocates (CT KASA)

c/o UCONN Center for Disabilities
263 Farmington Avenue, MC 6222
Farmington, CT 06030-6222
Phone: 860-679-1561
Website: www.ctkasa.org

**Learning Disabilities Association of
Connecticut**

(LDA of CT, Inc.)
999 Asylum Avenue, Hartford, CT 06105
Phone: 860-560-1711
Website: www.ldact.org

NorwalkSEEKS

501 Westport Avenue #20
Norwalk, CT 06851
Phone: (203) 846-2501
Website: www.norwalkseeks.org

Padres Abriendo Puertas (PAP)

60-B Weston Street,
Hartford, CT 06120
Phone: 800-842-7303; 860-297-4391

PATH

P.O. Box 117
Northford, CT 06472
Phone: 800-399-7284
Email: PATHP2PofCT@aol.com

SPED*NET Wilton

Phone: 203-761-0680
Website: www.spednetwilton.org
Email: info@spednetwilton.org

Additional Resources

2-1-1: a free 24 hour phone help line from the United Way of Connecticut for people to get information, or to seek help in a crisis. Simply dial 2-1-1 or 1-800-203-1234 any time of day or night.

Connecticut Parent Advocacy Center

Provides advocates for PPT meetings

338 Main Street, Niantic, CT 06357

Toll-Free: 800-445-2722

Phone: 860-739-3089

New Haven satellite office at:

Fair Haven Community Health Center, 374 Grand Avenue, New Haven, CT 06513

Phone: 203-776-3211

Statewide Legal Services

Provides free/low cost legal representation

425 Main Street, Middletown, CT 06457

Phone: 800-453-3320

Website: www.slsct.org