

FCSN

Federation for Children with Special Needs



Basic Rights: Understanding the IEP

PTiC

Parent Training and Information Center



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Our Mission

We empower families, engage diverse communities, and eliminate barriers to improve life outcomes for all children and young adults, especially those with disabilities.

The PTIC is funded by the U.S. Department of Education under IDEA. The purpose of PTIC is to help parents learn about their rights and how to use them, how to communicate effectively with school personnel, participate in education decision making and learn about their children's disabilities and educational needs.



Workshop contents were developed under a grant from the US Department of Education. However, the contents do not necessarily represent the policy of US Department of Education; you should not assume endorsement by the federal government.

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Attending a FCSN Workshop



For everyone to feel comfortable participating in this workshop, please

- Use family friendly language and explain acronyms
- Encourage everyone to contribute!
- Respect multiple viewpoints and stay open to new ideas – be curious!
- Keep questions general so all can benefit from the conversation
- Respect the privacy of participants



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Workshop Goals

- What is the IEP and why is it important?
- How is the IEP developed?
- What information belongs in each section of the IEP and why?
- What to do when you receive a proposed IEP
- Your options if you don't agree



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What Is an IEP And Why Is It Important?

Individualized Educational Program (IEP) is a written educational plan designed to ensure that the unique individual needs of a school aged child with a disability are addressed.

The IEP has 2 general purposes:

1. To set reasonable learning goals for the child.
2. To establish the services that the school will provide for the child.



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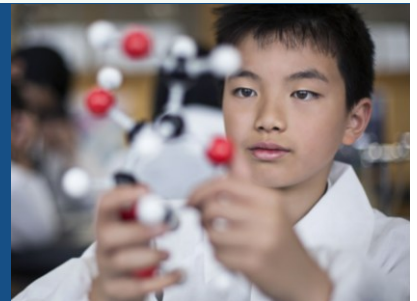
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Who Develops the IEP?

The IEP team develops the IEP. The Team includes:

- Parents (with the help of a qualified interpreter, if needed)
- Student if over age 14 or otherwise appropriate
- Special and general education teachers
- District representative who has knowledge of district resources
- Individual who can interpret instructional implications of evaluation results
- Related service providers
- Others with knowledge and special expertise about the child

See 34 CFR 300.321.



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How Is the IEP Developed?

IEP Team meets to discuss & develop the IEP based on evaluations conducted by a multidisciplinary team in all areas related to the suspected disability:

- Once a year - including for the 3-year re-evaluation
– *at a time parents and school mutually agree*
See 34 CFR 300.322(a)(2).
- Team members must attend unless parents agree otherwise.
- Parents can attend electronically (Zoom, etc.)
See 34 CFR 300.322(c).
- School will provide a qualified interpreter if needed.



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Do You Have Questions About the Nature and Importance of the IEP?



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What Is Included on the IEP?

- Student & Parent Concerns
- Student and Team Vision
- Student Profile
- Present Levels of Academic Achievement and Functional Performance
- Postsecondary Transition Planning
- Accommodations and Modifications
- State-District Assessments
- Measurable Annual Goals
- Participation in the General Education Setting
- Service Delivery Grid
- Transportation Services
- Schedule Modification
- Extended School Year Services
- Additional Information
- Response Section

There are a total of 16 pages but not all sections and pages will be visible based on selections made. For example, if the student is categorized as having Autism, the section detailing legal requirements for Autism will show. If the student is age 14, transition requirements will show.

The IEP form translated into 16 languages is available on the DESE website.



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Student and Parent Concerns

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

Student and Parent Concerns provides an opportunity to inform the school of any challenges student and parents are seeing that school might not see such as:

- struggles with homework,
- participation in the life of the school,
- social/emotional challenges,
- whether the child has friends outside of school
- whether the child has school avoidance issues,
- problems with bullying

Student and parent should thoughtfully write out their concerns and bring it to the Team meeting for discussion at the meeting and inclusion in the IEP.



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Student and Team Vision

STUDENT AND TEAM VISION

Student's Vision (ages 3–13)	
This year, I want to learn:	
By the time I finish (circle one: elementary or middle school), I want to:	
Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)	
While I am in high school, I want to:	
After I finish high school, my education or training plans are:	
After I finish high school, my employment plans are:	
After I finish high school, my independent living plans are:	
Additional Team Vision Ideas	
In response to the student's vision, this year:	
In response to the student's vision, in 5 years:	



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What Do You Think?

What are some ways you can include your child in creating their student vision statement?

Examples:

A second-grade student could draw or pick out pictures about their favorite parts of school.

A teen could join the team meeting and share what kind of work they might like to do as their first job.



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Questions About Student and Parent Concerns/Vision?



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Student Profile

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.

- | | | |
|---|--|---|
| ☐ Autism | ☐ Health Impairment | ☐ Sensory Impairment |
| ☐ Communication Impairment | ☐ Intellectual Impairment | ☐ Hearing |
| ☐ Developmental Delay (ages 3–9) | ☐ Neurological Impairment | ☐ Vision |
| ☐ Emotional Impairment | ☐ Physical Impairment | ☐ Deaf-Blind |
| | | ☐ Specific Learning Disability |

English Learner

Has the student been identified as an English learner?

☐ Yes ☐ No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

Identify any language needs and consider how they relate to the student's IEP:

Assistive Technology

Does the student require assistive technology devices or services?

☐ Yes ☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

- | | |
|---|---|
| ☐ Accommodations/Modifications | ☐ Services Delivery Grid |
| ☐ Goals/Objectives | ☐ Additional Information |

Disability

Select *all* identified disabilities. (no primary or secondary disability)

If "Autism" is selected, 7 Autism specific questions will open in the IEP form.

English Learner

What language needs does the student have if they are an English Learner and how are the needs related to the student's IEP.

Assistive Technology

Covers both devices and services and where these needs will be addressed in the IEP.



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Present Levels of Academic Achievement and Functional Performance

- Describes the student's current performance levels, strengths, and how the student's disabilities impacts involvement and progress in 4 areas:
 - Academics
 - Social/Emotional/Behavioral
 - Communication
 - Additional Areas
- Should be strengths based (describes strengths, interests, and preferences in each area)
- Data should come from multiple sources, including observations, evaluations, educational history, curriculum-based assessments (MCAS), etc.
- *7 Autism Specific Questions, Augmented and Alternative Communication (AAC) needs, and needs of students who are Deaf/Hard of Hearing or Blind/Visually Impaired, including where those needs will be addressed in the IEP, are embedded in this section.*



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Present Levels: Academics

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

Briefly describe current academic performance. Check all that apply:	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
☐ English Language Arts ☐ History and Social Sciences ☐ Math ☐ Science, Technology, and Engineering		

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

☐ Yes ☐ No

If yes, this need will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications ☐ Goals/Objectives	☐ Services Delivery Grid ☐ Additional Information
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Present Levels: Behavioral/Social/Emotional

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Bullying Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.	Specify how these needs, if any, will be addressed in the IEP.

Autism-Specific Questions #2-6

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

☐ Yes ☐ No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

☐ Yes ☐ No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

☐ Yes ☐ No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications	☐ Services Delivery Grid
☐ Goals/Objectives	☐ Additional Information



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Present Levels: Communication

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

☐ Yes ☐ No

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC device/system).

- ☐ The student needs an AAC device/system at school.
- ☐ The student needs an AAC device/system at home or in other non-school settings to receive a free appropriate public education.
- ☐ The student needs training and/or technical assistance to use the AAC device/system.
- ☐ The student's family needs training and/or technical assistance concerning the AAC device/system.
- ☐ Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device/system.

These needs will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications	☐ Services Delivery Grid
☐ Goals/Objectives	☐ Additional Information

Autism-Specific Question: Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

☐ Yes ☐ No

If yes, these needs will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications	☐ Services Delivery Grid
☐ Goals/Objectives	☐ Additional Information

Augmentative and Alternative Communication (AAC) Needs

Autism-Specific Question #7



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Present Levels: Additional Areas

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS		
Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Deaf/Hard of Hearing Students

Blind/Visually Impaired Students

Deaf or Hard of Hearing

- ☐ The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications
☐ Goals/Objectives

☐ Services Delivery Grid
☐ Additional Information

Blind or Visually Impaired (Including Cortical Visual Impairment)

- ☐ Braille is needed and will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications
☐ Goals/Objectives

☐ Services Delivery Grid
☐ Additional Information

- ☐ Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications
☐ Goals/Objectives

☐ Services Delivery Grid
☐ Additional Information

- ☐ Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications
☐ Goals/Objectives

☐ Services Delivery Grid
☐ Additional Information



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Post Secondary Transition Planning



Post Secondary transition is about *Planning for Life* after high school and the IEP team should consider:

- Academic and Non-Academic courses
- Employment and Training opportunities
- Independent and Community Living

Transition Planning is required for every student who is 14-22, or 13 but will turn 14 during the IEP period



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Postsecondary Transition Planning

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

☐ Accommodations/Modifications	☐ Services Delivery Grid
☐ Goals/Objectives	☐ Additional Information

Projected date of graduation/program completion:

Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	
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Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

What is the student's current status regarding meeting those requirements?

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* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

Projected date of completion and type of completion

Current status for graduation or completion requirements

Requirements for receiving completion documentation



Community and Interagency Connections

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency



Students Age 18 and Older

TRANSFER OF RIGHTS TO STUDENT

The student and parent(s) must be notified at least 1 year before the student's 18th birthday that decision-making rights will transfer from parent(s) to the student when the student turns 18. Is the student 17 or will they turn 17 during the timeframe of this IEP?

☐ Yes ☐ No

On what date was the student provided with the notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

On what date was the parent(s) provided with notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

☐ The student will make their own educational decisions.

☐ The student will share decision-making with their parent, caregiver, or other adult.

Individual with whom the student will share decision-making: _____

☐ The student has delegated decision-making to their parent, caregiver, or other adult.

Individual to whom the student has delegated decision-making: _____

☐ A court has appointed a legal guardian for the student who will make educational decisions.

Name of court-appointed legal guardian: _____

Date of determination:



Decision-Making Options/688 Referral

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	☐ Yes ☐ No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	☐ Yes ☐ No
Has a 688 referral been submitted for this student?	☐ Yes (If so, date the 688 referral was submitted: _____)* ☐ No (If so, date the 688 referral will be submitted: _____)* ☐ The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	



What Is an Accommodation?

A change that helps a student overcome or work around the disability.*

Accommodations should:

- Address the skill weaknesses outlined in the previous section.
- Be specific i.e., Team should not write “as necessary” but should write something specific like “in all testing situations.”



Everyone in the school should help to provide the accommodations, when needed, for student. A teacher or identified staff person doesn't need special skills to provide accommodations for students.

With accommodations a student with a disability learns the **same information** at the **same complexity** level as non-disabled students and demonstrates what they have learned using the same standards as other students—frameworks.

Source: [Parent Center Hub: Accommodations](#)



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What Is an Instructional Modification?

A change in what is being taught to or expected from the student.*

Modifications are designed by special educators, but can be provided by general educators, paraprofessionals or special educators.

The 3 types of modifications:

- Content - the level or intensity of the information may be altered
- Methodology/Delivery of Instruction -a specialized approach to provide the skills needed to progress
- Student Output – how will skill be demonstrated?

Tip: If content is heavily modified, child may have difficulty passing MCAS or experience greater challenges accessing curriculum in higher grades.

Source: [Parent Center Hub: Accommodations](#)



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Supplementary Aids & Services Are Included

Services such as Occupational Therapy (OT), Speech and Language (S/L), Assistive Technology (AT), & many others are provided in:

- regular education classes,
- other education-related settings and,
- extracurricular nonacademic settings.

to enable children with disabilities to be educated with nondisabled children to maximum extent appropriate.

See 34 CFR 300.42



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Accommodations and Modifications

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

What does the accommodation look like?

3 Types of Modifications



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Accommodation or Modification?

Large print

Use of simplified reading materials

Adjusted grading criteria for assignments

Extended time on assignments

Students do a smaller part of the curriculum

Use of a graphic organizer



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What Did We Learn About Accommodations and Modifications?



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MCAS/ACCESS Participation

Assessments planned during the IEP period

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

--

How does the student participate in state and/or districtwide assessments?

- ☐ The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
☐ The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

☐ The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

☐ English Language Arts	☐ Math	☐ Science	☐ Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

Does the student participate in MCAS-Alt?

In which subjects and why?

What (if any) accommodations does the child need?

In which subjects?



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What Is a Measurable Annual Goal?

A goal must have an outcome that can be **objectively measured** and the criteria for that measurement must be clearly described in the goal.

You should be able to objectively determine how much progress has been made at any time using collected **data**.



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Measurable Annual Goals

Baseline

- Specific
- Limited to goal area
- Focused on skill building
- Used to write the goal

MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:			
Baseline (What can the student currently do?):				
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student's progress toward meeting the annual goal(s):

--

How and when parents will receive progress reports?



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Parts to a Measurable Goal

TARGET

What skill/behavior do you want the student to attain?

CRITERIA

How you will know the student has reached the goal.

METHOD

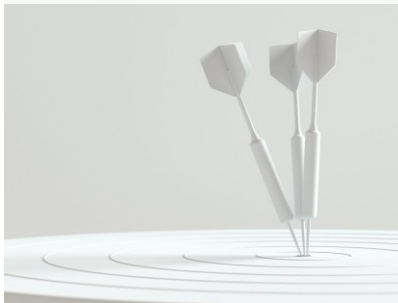
How will progress be measured(*needs to be observable*).

SCHEDULE

How frequently will progress be measured?

PERSON RESPONSIBLE

Who will measure progress?



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Example: Baseline & Goal

Goal Area: Self Regulation

Baseline: On the BASC-3, student scored in the 30th percentile ranking in Emotional Self Regulation. Teacher logs over a 2-week period show the student exhibited emotional outbursts (as defined in student's Functional Behavioral Assessment) on an average of 5 times in their primary classroom, other classroom settings (specials, small groups), and in unstructured settings (i.e., cafeteria, hallway transitions, recess). In structured counseling sessions, student can identify 1–2 self regulation strategies but uses them independently in only 20% of observed opportunities.

Target	Criteria	Method	Scheduled	Person responsible
Student will independently use self-regulation strategies to reduce emotional outbursts across settings.	4/5 opportunities across 3 consecutive weeks	Teacher logs, behavior counts, self-monitoring checklists.	Weekly	Counselor, General education teacher, paraprofessional



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Example: Objectives & Benchmarks

- In counseling sessions, Student will learn multiple self-regulation strategies (deep breathing, sensory tools, asking for help, break card).
- In counseling role play with adult guidance, Student will demonstrate at least 2 self-regulation strategies in 4/5 opportunities.
- In their primary classroom, student will apply a self-regulation strategy with decreasing adult prompts (no more than 3 prompts → no more than 1 prompt) in 4/5 opportunities.
- Student will generalize the use of self-regulation strategies to additional classrooms (e.g., specials, small groups) with decreasing adult prompts in 4/5 opportunities.
- In less structured environments (cafeteria, hallway transitions, playground), student will use a self-regulation strategy with decreasing adult prompts in 4/5 opportunities.
- Student will independently use self-regulation strategies across settings in 4/5 opportunities



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What Types of Goals?

- Skills to access academic subjects
- Social Emotional Learning (SEL) is part of the curriculum
- Life skills
- Transition related - ages 14+ (includes independent living, vocational & more)
- Related services (Speech/OT/PT)

Every goal must be supported by objectives or benchmarks.



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What Did We Learn About Establishing Goals?



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Participation in the General Education Setting

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

Student must be placed in the Least Restrictive Environment (LRE)

LRE refers to the setting where a student is provided an education designed to meet their needs and included to the maximum extent possible*:

- in local school,
- with general education students, and
- learning same material as peers.

Removal from general education occurs only when nature or severity of disability is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily.



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Service Delivery Grid

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __- day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Examples

A. *Consultation* – A speech therapist that meets with the teacher about a child

B. *Services in the General Education Classroom* – An occupational therapist working on handwriting during class.

C. *Services in Other Setting* – Pull out services for reading in the special education classroom.



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What Did We Learn About the Service Delivery Grid?



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Transportation Services/Schedule Modification

Does the student need transportation services?

TRANSPORTATION SERVICES

- ☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.
- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):
- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:
- Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

What are the disability-related needs during transportation?

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

☐ Yes ☐ No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires a longer year, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]) during Extended School Year in the service delivery grid below.

What type of vehicle will the student be transported in (special or regular)?



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Extended School Year Services

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __ day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- ☐ Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school other than the school they would have attended if not eligible for special education, transportation will be provided.)
- ☐ The student requires transportation supports and/or services as a related service.

- ☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- ☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

Transportation should be the same as during the regular school year



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Additional Information

ADDITIONAL INFORMATION

Record other IEP information not previously stated (e.g., information about the student that is important to know but is not addressed through IEP goals and services).

Could include:

- Medical supports and services
- Common planning time for general education and special education teachers
- Meeting schedules
- Communication books
- Parent attendance
- Behavioral Intervention Plan



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Response Section

RESPONSE SECTION

School Assurance: I certify that the goals in this IEP are those recommended by the Team and that the indicated special education services will be provided.		
Name and role of LEA representative:	Signature:	Date:
Response from parent(s) or student who has reached the age of majority with decision-making rights: It is important to tell the district your decision as soon as possible. Please indicate your response by checking the appropriate box below and returning a signed copy to the district.		
☐ I accept this IEP as developed.		
☐ I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:		
☐ I reject this IEP as developed.		
Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP will not be implemented unless the IEP is amended.		
Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over**		Date:
** Student signature is required once a student reaches 18 unless there is a court-appointed guardian.		
Meeting Request		
☐ I request a meeting to discuss the rejected IEP or rejected portion(s).		

Accept IEP in full

Reject IEP in full

Parents can request a meeting to discuss the rejected IEP or rejected portions

Reject portions of the IEP

Parent comments on rejected portions



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Placement Consent Form

District Name:
District Contact (Name, Phone, Email):

Placement Consent Form: aged 5 (enrolled in kindergarten) and aged 6 through 21

IEP Dates from to

Student Information	
Student Name:	Student Date of Birth:
Student ID#:	Grade Level:

Special Education Team – Educational Placements	Corresponding Placement
The Team identified that IEP services are provided outside the general education classroom less than 21% of the time (80% inclusion).	☐ Full Inclusion Program
The Team identified that IEP services are provided outside the general education classroom at least 21% of the time, but no more than 60% of the time.	☐ Partial Inclusion Placement
The Team identified that IEP services are provided outside the general education classroom for more than 60% of the time.	☐ Substantially Separate Classroom
The Team identified that all IEP services should be provided outside the general education classroom and in a public or private separate school that only serves students with disabilities.	☐ Separate Day School – Public
	☐ Separate Day School – Private
The Team identified that IEP services require a 24-hour special education program.	☐ Residential School
The Team has identified a mix of IEP services that are not provided in primarily school-based settings but are in a neutral or community-based setting.	☐ Other:

Parent Options/Responses
It is important that the district knows your decision as soon as possible. Please indicate your response by checking at least one (1) box and returning a signed copy to the district along with your response to the IEP.
☐ I consent to the placement.
☐ I refuse the placement.
☐ I request a meeting to discuss the refused placement.

X

Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over*
*student signature is required once a student reaches 18 unless there is a court-appointed guardian

Date

Out of general ed 20% = Full Inclusion

Other options include substantially separate classroom, separate day or residential school, home, institutional or hospital.

Out of general ed 21% - 60% = partial inclusion



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What Did We Learn About IEP Responses And Transition Planning?



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After the IEP is Accepted

Parents are entitled to progress reports as often as report cards are issued.

Parents can ask for a Team meeting if they are concerned about child's progress or to discuss other matters.

Team must meet at least once a year to develop a new IEP.

School must reevaluate students on IEPs at least every 3 years.



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School Staff IEP Responsibilities

All teachers and service providers must:

- Have access to IEP.
- Know their specific responsibilities to put IEP in action.
- Apply specific accommodations, modifications, and supports included in IEP.

See 34 CFR 300.323



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Parent Rights and Procedural Safeguards

Parents have rights under federal and state law, which include options for parents and school districts to resolve their differences.

Parent Rights

- Right to Written Notice
- Right to Consent/Reject
- "Stay Put" rights
- Timelines
- Confidential Records
- Program Observation
- Independent Evaluations
- Interpreter & translated documents (if needed)

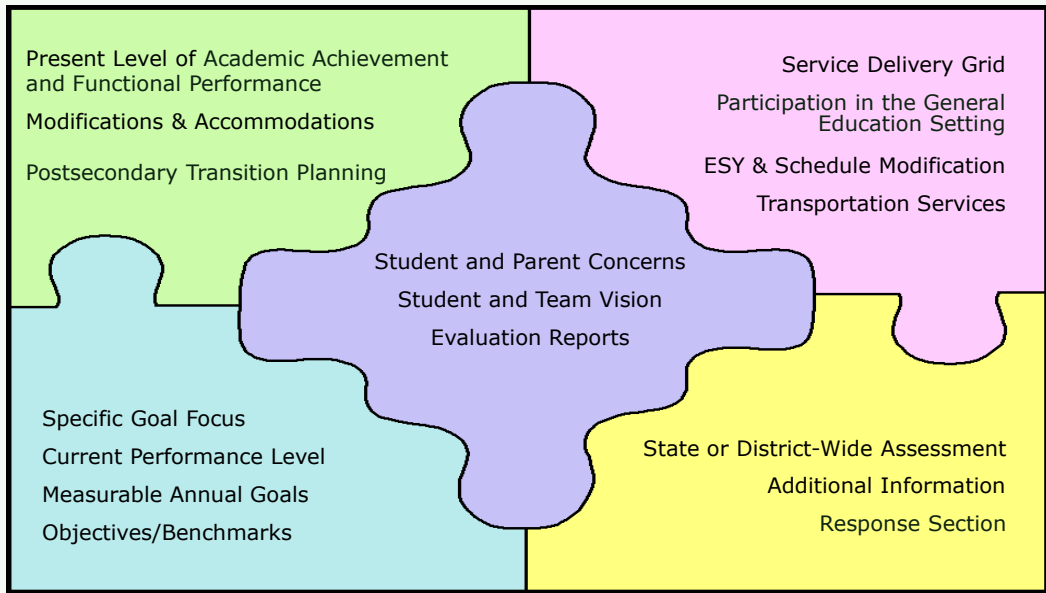
Procedural Safeguards

- Problem Resolution System (PRS)
- Office of Civil Rights (OCR)
- Mediation
- Facilitated IEP Meeting
- BSEA Hearing
- BSEA Resolution Meeting



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How It All Fits Together



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Test Your Knowledge: *Key Takeaways*

In the chat, share your main takeaways from the new IEP form.



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Resources

Writing Measurable IEP Goals and Objectives, by Barbara Bateman and Cynthia M. Herr

Parents Have the Power to Make Special Education Work, by Judith Canty Graves and Carson Graves

Massachusetts Department of Elementary and Secondary Education (DESE):
<https://www.doe.mass.edu/specialeducation/iep/default.html>

Center for Parent Information and Resources:
www.parentcenterhub.org/repository/iepgoals

Ensuring Equity and Providing Behavioral Supports to Students with Disabilities, OSEP – US Dept. of Education, August 1, 2016:
<https://sites.ed.gov/idea/idea-files/osep-dear-colleague-letter-on-ensuring-equity-and-providing-behavioral-supports-to-students-with-disabilities/>



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Help Support FCSN

Please use our last few minutes to complete the evaluation.

The link is in the chat box as well as the handout email sent to you earlier. You can also use the QR code below to access the survey.



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Parent Training and Information Center

Information Center

FREE info about Special Education Rights
<https://fcsn.org/information-center-2/>

617-236-7210

Mon-Fri 10am-3pm, Evening hours by appt.

*Language Line available for
multiple languages*

Outreach

The PTIC provides special education training, information and support to families who speak:

Spanish, Portuguese, Chinese, Haitian Creole



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Parent Training and Information Center

Workshops

FREE to participants

- Understanding the IEP
- Discipline & Suspension
- Effective Communication and MORE!

<https://fcsn.org/pti/workshops/>

Parent Consultant Training Institute

An in-depth training for parents and professionals in a tuition-based program.

<http://fcsn.org/ptic/parent-consultant-training>



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2026 Visions of Community Conference

Save the Date for our annual Visions of Community (VOC) virtual conference on Saturday, March 7, 2026.

What some of our Attendees have to say:

"As always a great mix of professional and family perspectives."

"Really enjoyed hearing details about how to plan the process of getting a young person involved in their IEP process."

"There were SO many valuable presentations that it was very hard to choose where to go."

Please follow us on social media and see our website for more details.



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Thank You!

FCSN

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Boston, MA 02129

Contact Us:

fcsn.org/fcsn-intake-form

Help Line: (800) 331-0688



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