New MA IEP Forms

Parent Overview
Laurel Peltier, Ed.D.

collaborative.org
Collaborative for Educational Services

Welcome and Introductions
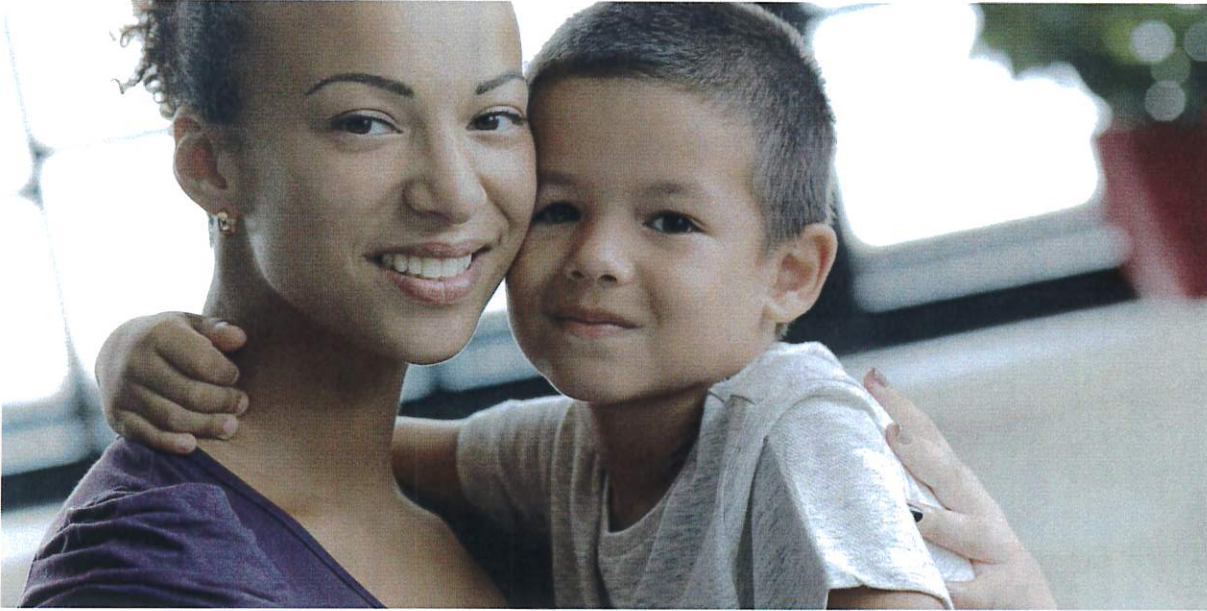
Learning Outcomes

By the end of this session, participants will:

KNOW where to find the new MA IEP forms and technical guidance documents.

UNDERSTAND the 8 main sections of the new MA IEP forms.

BE ABLE TO identify one next step to take in preparing for the new forms.

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How Can Parents Prepare?

Bring specific information:

- Your child's future plans

- Strengths

- Learning behavior

- Outside agencies serving your child

- Changes in skills you want to see

Elijah's Strengths

Sets the table at home and gets everything he needs for lunch at school and at work independently.

Makes his own spaghetti following a short recipe at home!!! Generalized this skill from school.

Very proud to be able to get a meal on his own!!! Very motivated to do this!

Cleans up after dinner--rinses dishes and puts them in the sink at home, at school and at work.

New Massachusetts
IEP Forms and Process

New MA IEP Form - January 2024 (Google Doc View Only)

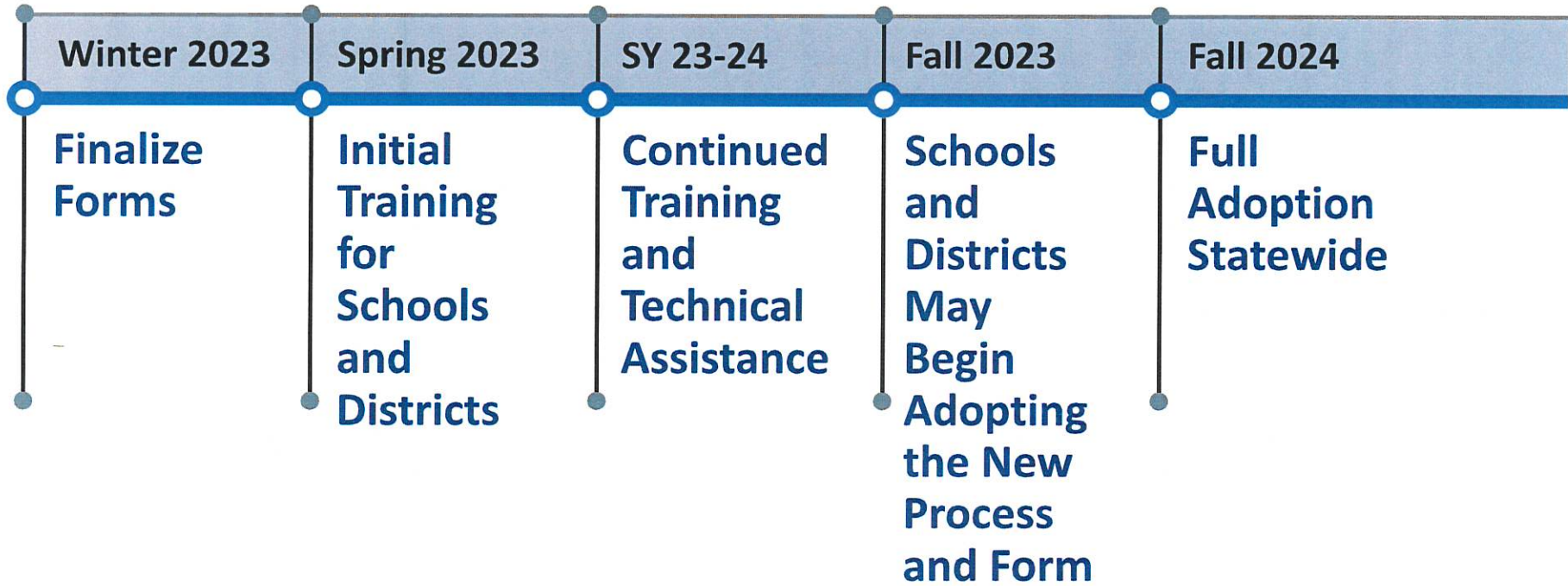# DESE's guidance about sample IEPs

Special Education Bulletin

September 2023

"These samples have been developed to assist educators, parents, and other stakeholders in order to provide illustrative examples of what the new IEP might look like in practice.

"They are offered for your reference only and are not intended to represent the best or only approach to IEP development, supports, and services.

"Each IEP must be developed based on the needs of the individual student and in accordance with all applicable federal and state requirements."

Winter 2023	Spring 2023	SY 23-24	Fall 2023	Fall 2024
Finalize Forms	Initial Training for Schools and Districts	Continued Training and Technical Assistance	Schools and Districts May Begin Adopting the New Process and Form	Full Adoption Statewide

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5 Principles
MA IEP Improvement Project

Principle 1: All students are general education students first. Take a strengths-based approach.

Principle 2: General and special education should work together. Integrate systems.

Principle 3: Ensure a continuous cycle of improvement. Move beyond compliance.

Principle 4: Assessment is key. Make no decisions without the right data.

Principle 5: Family engagement matters. Welcome parent and student voice.

Additional Resources Coming Soon

Topic-Specific Training Resources

- Transition Planning
- Dually Identified Learners
- Preparing for a Team Meeting

Other Resources

- Family Guide
- Playbook
- Sample Family Letter

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Student & Parent Training & Support

Federation for Children with Special Needs (FCSN)

- Youtube Channel

- Contact: Leslie Leslie
  lleslie@fcsn.org

Massachusetts Advocates for Children (MAC)

- Parent & Self-Advocate Resources Page

- Contact: Johann Pino or other staff at MAC

- Helpline

Eight Main Sections:

Profile: **What is the individual picture of this student?**

1. Student & Parent Concerns
2. Student Vision & Team Response
3. Student Profile & PLAAFPs
4. Transition Planning

SDI: **What individualized support makes a better fit between this student and school?**

5. Accommodations / Modifications
6. Goals / Objectives
7. Service Delivery & Transportation
8. Additional Information

1. **Crosswalk**
2. **Parent Input Form**
3. **Student Participation Questionnaire**
4. **Agenda**
5. **Notes**

Student and Parent Concerns (p. 1)

Student and Parent Concerns

What concern(s) do you want this IEP to address?
STUDENT did not share concerns at this time (PK). **Safety related behavior:** PARENT is concerned about STUDENT's safety awareness. Even with routines in place he will bolt when he is outside, he always needs an adult to hold on to him. He is very persistent to get an item he wants and will do whatever it takes to get the item, including climbing furniture. He can be aggressive when a preferred item is taken or he has to transition to a non-preferred activity. Sometimes PARENT is not sure what triggers his aggression. **Following directions:** PARENT would like STUDENT to learn how to take another's perspective, have a preferred item removed without being aggressive, hold onto mom's hand and not bolt. PARENT also wants him to use furniture appropriately so he does not get hurt climbing on it.

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IEP Technical Guide
Says...
(p.3)

- Schools and districts should consider **conferring with students and parents prior to the IEP meeting** and reminding them that the meeting will begin with their concerns.

- The IEP Team should **consider areas of concern that may impact the student's progress in education**. Examples of topics to consider when completing this section include: academic skills, social skills, behavioral needs, independent functioning, and daily living skills.

- For students engaged in post-secondary transition planning, the IEP team should prompt students and parents to share **concerns that relate to the student's post-secondary success**.

Student & Parent Concerns and Student Vision (p. 1)

STUDENT AND TEAM VISION
34 CFR 300.320(b)

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:	

Student Vision and Team Response

Student's Vision (ages 3–13)	
This year, I want to learn:	STUDENT loves anything to do with animals or dinosaurs. He likes to play with cars and sing songs. STUDENT also likes letters, numbers and colors (as noted during the evaluation, observation, and the parent).
By the time I finish (circle one: elementary or middle school), I want to:	STUDENT did not share information about this. Interviewers are not certain about the student's vision for completing elementary school at this time.
Additional Team Vision Ideas	
In response to the student's vision, this year:	**Following directions & safety related behaviors:** The team would like to see STUDENT follow the rules and expectations in the classroom, decreasing bolting, and increase his attention to non-preferred activities. **Social - play skills:** The team would also like to see STUDENT engage in play with his peers.
In response to the student's vision, in 5 years:	By the time STUDENT is 8 years old, the team would like to see him reading, writing and doing math and other school work at the 2nd grade level. The team would like to see STUDENT have several close friends at school and show an interest in caring for others and understanding their perspectives. The team would like to see STUDENT ask for what he needs , stay in the classroom during instruction, and show school-responsible behavior when he uses materials and connects with others.

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IEP Technical Guide
Says...
(p.4)

- The student may need assistance developing their vision statement prior to the IEP Team meeting. Such assistance may be provided by a trusted teacher, related service provider, school counselor, paraprofessional, etc.

- Students who are 13 but will turn 14 during the new IEP period should respond to the questions for students aged 14-22.

- For students aged 14-22, the "Student's Vision/Post-Secondary Goals" section is a first step toward transition planning. More transition planning information appears later in the IEP.

- The "Student's Vision" section will vary by student, as each student is unique. The vision expressed by the student should be used to guide the rest of the IEP process.

How can Parents Prepare?

- Think about specific changes you want to see related to schooling

- Think about how you will tell whether these changes are happening

- Write down 3 changes that you hope to see and how you'll know each change is happening

- Talk to your child about what they want to learn

- Share this information with the team before the meeting

Student Profile

(p. 2-6)

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IEP Technical Guide

Says...

(p.5)

- The Student Profile section is used to identify all disabilities determined through the special education eligibility process.

- It is important to note that a student's disability determination on an IEP may not always align with medical or other diagnostic evaluations.

- If relevant, more information about the student's disability can be included when describing the impact of the student's disability in other sections of the IEP. For example, the IEP Team might identify a student as having a specific learning disability in their Student Profile and further explain that the student has dyslexia, dysgraphia, or dyscalculia in later sections of the IEP.

IEP Development and IDEA

34 CFR 300.324

English Learning Profile (p. 3)

Has the student been identified as an English learner?
34 CFR 300.324(a)(2)(ii)

☐ 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:

EXAMPLE: English Learning Profile

Has the student been identified as an English learner?

    X 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:

The student is a level 3 English Learner (WIDA Kindergarten screener result: Listening level 3; Speaking level 3). Listening and speaking skills are addressed through ESL services delivered in the general education classroom (sheltered English Instruction) and in a separate setting (systematic language instruction in English for 45 minutes) on a daily basis. The Kindergarten teacher and ESL teacher plan lessons together to address language access and to monitor progress toward EL proficiency. ACCESS tests will be administered in the spring and future progress target, difficulty index, student growth percentile and progress indicator will be used to monitor progress toward EL proficiency.

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

WIDA Kindergarten Screener identifies needs related to listening and speaking in English. The student can sort pictures and match objects to labels in English and Spanish and point to pictures when given a one word descriptor in English or Spanish. The student needs support to follow directions if more than one step is involved; show what they know using gestures when asked yes / no questions; and participate in group activities by acting out parts of stories or songs.

IEP Technical Guide Says… (p.6)

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When an EL has a disability, the Individuals with Disabilities Education Act (IDEA) requires that the IEP team consider the student's language needs as they relate to the IEP. It is therefore essential for the **IEP team to include those with the knowledge of the student's language needs.** Specifically, it is important that the team include "**professionals with training, and preferably expertise, in second language acquisition** and an understanding of how to differentiate between the student's limited English proficiency and the student's disability."[1]

[1] *See* 1/7/2015 Dear Colleague Letter, English Learner Students and Limited English Proficient Parents at 26-27 (*available at* https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf).

Assistive Technology Profile (p. 3)
34 CFR 300.5

Does the student require assistive technology devices or services?
34 CFR 300.324(a)(2)(v)

☐ Yes   ☐ No

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

❑ Accommodations   ❑ Service Delivery Grid

❑ Goals / Objectives   ❑ Additional Information

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IEP Technical Guide
(p.7)

In this section, the IEP Team must indicate if the student requires assistive technology devices or services.

If yes, please identify which sections of the IEP will be used to address the student's assistive technology needs.

How can Parents Prepare?

- Think about the values and priorities your family has for teaching and learning

- Identify the 3 most important outcomes you hope your child achieves in school that support your family's values and priorities

- Share key elements of your family's language and culture as these relate to schooling

- Think about how your child uses technology to learn at home and in the community—What works? What doesn't?

- Bring this information to the team before the meeting
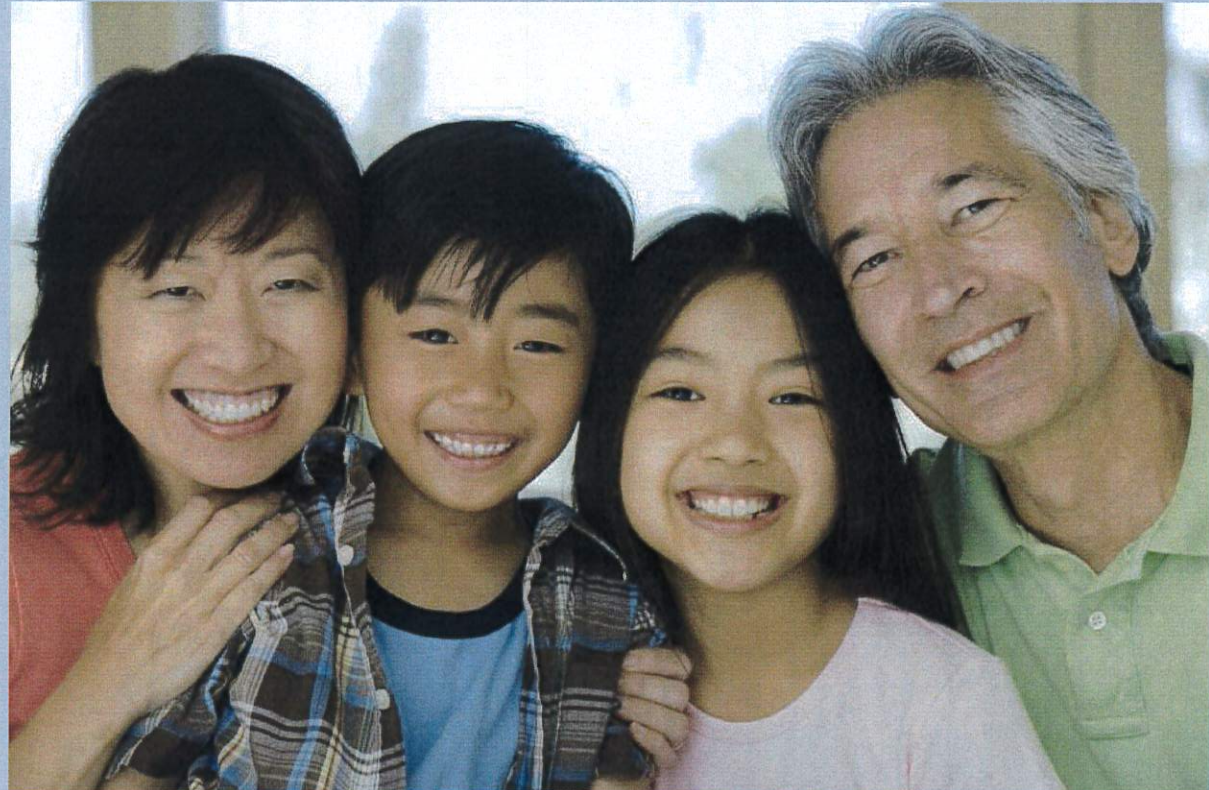
Present Levels of Academic Achievement and Functional Performance (PLAAFP)

(pp. 4-7)

Four PLAAFP pages

- Academic (p. 4)
- Behavioral / Social / Emotional (p. 5)
- Communication (p. 6)
- Additional needs (Sensory disabilities; Other) (p. 7)

PLAAFP: 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 <u>complete only the sections that apply to the student</u>. 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.

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

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   ☐ Services Delivery Grid

☐ Goals/Objectives   ☐ Additional Information

PLAAFP: Behavioral / social / emotional

Behavioral/Social/Emotional. Briefly describe current 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.

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IEP Technical Guide
Says...(p.8)

- Use clear, easy to understand, language.

- When including information from evaluations, the IEP Team may **include the key conclusions from those evaluations rather than repeating extensive details that can be easily found by reading those evaluations** separately from this IEP.

- Discuss Present Levels holistically, rather than limiting conversation on a particular topic to specific individuals. For example, the middle school English teacher may not be the only person on the IEP Team who understands the student's literacy progress. **The student's parents, history teacher, school psychologist, special education teacher, etc. all might have ideas to share about the student's literacy progress.**

- Include the student's strengths, interests, and preferences in relation to the relevant Present Levels.

- The IEP Team should comment on each component that is relevant to the student. If a component or components are not relevant to the student, write "Not applicable."

dese

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IEP Technical Guide
Says...(p.9)

Before the IEP Team meeting, consider:

- Gathering data and information about the student's current performance and preparing information that is most timely and relevant for the IEP Team meeting.
- Asking the student about where they are having difficulties in school to help inform the IEP Team discussions.

During the IEP Team meeting, consider:

- Discussing skills that are necessary across curricular areas which may inform the IEP Team as to the impact of the disability on involvement and progress.
- Asking the student about what they see as their strengths, interests, and preferences.

After the IEP Team meeting, consider:

- As appropriate, sharing the student's strengths, interest areas, and preferences to assist them the student's teachers in planning and building on the student's strengths.

How can Parents Prepare?

- Prepare a brief story that describes a success you've seen your child experience as a learner this year

- Prepare a brief story that describes the most important challenge you've seen your child face when learning this year

- Help your child to prepare information to share with the IEP team about their strengths and current challenges

- Whenever possible, encourage your child to contribute to / lead the IEP team
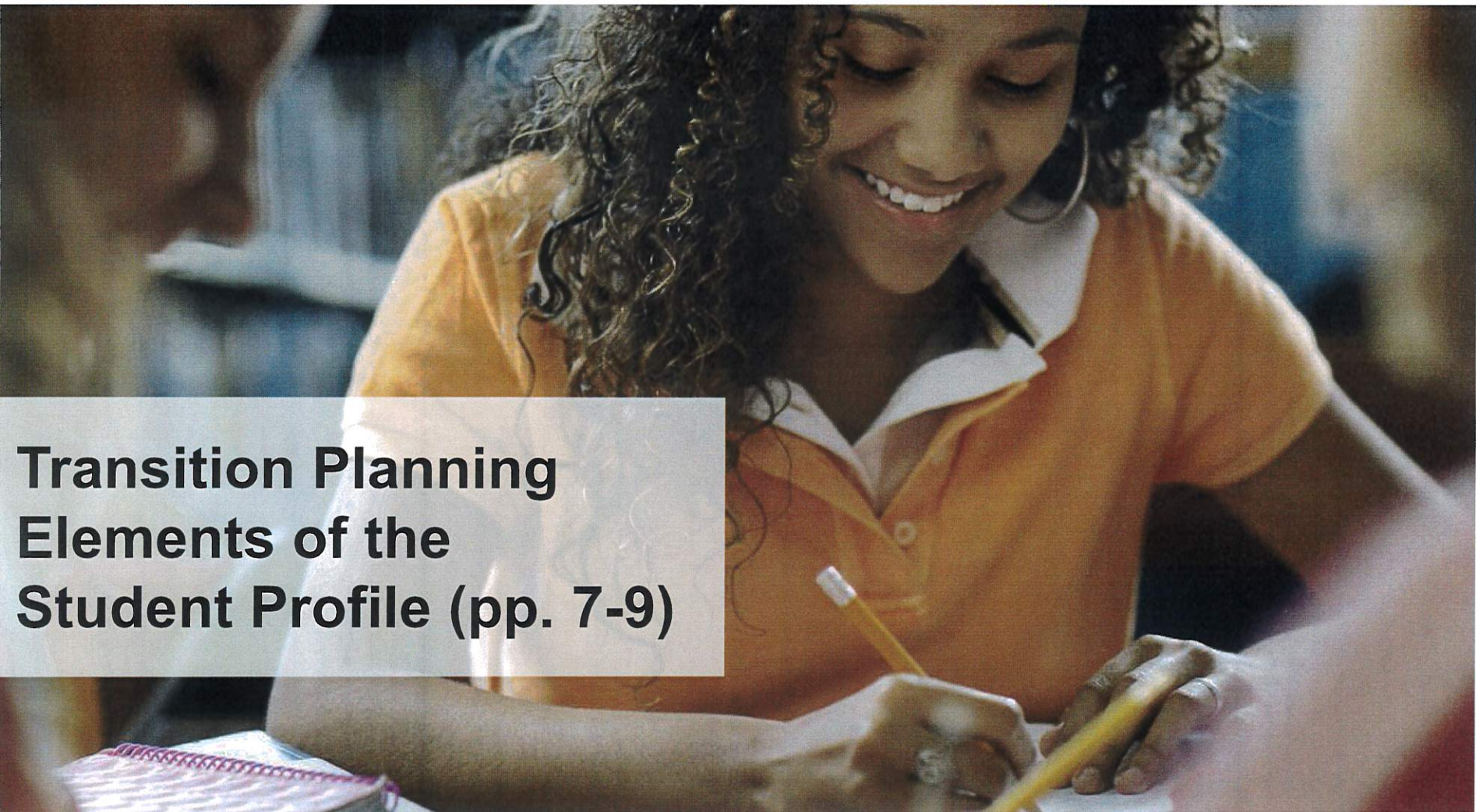
Transition Planning Elements of the Student Profile (pp. 7-9)

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IEP Technical Guide
Says…
(p.13)

- "The goal of the planning process is to provide support and accommodations for a smooth transition, and to help students achieve their educational and career goals.

- "Because postsecondary transition can now be found in the IEP form, rather than in a separate document, the Department asks that schools and districts take a close look at this section for important information."

- The Department is also in the process of developing a supplemental resource related to transition planning.

POSTSECONDARY TRANSITION PLANNING
(p. 7 top)

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.

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

Progress toward Graduation / Program Completion
(p. 7 bottom)

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.

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study **[Course of Study Continuum]**

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

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

Community and Interagency Connections
(p. 8 top)

Agency	Description of Support Provided	Role of school staff who will be the liaison to the agency, as needed (please include contact information)

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IEP Technical Guide Says... (p.13)

- This section documents the agencies and community organizations the student is working with as part of their transition from secondary school.

- The purpose of this section is to promote coordination and communication between the school and the community or agency providers.

- If this section does not apply to the student, please write N/A.

DECISION-MAKING OPTIONS FOR STUDENT* (p. 9 top)

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:

Transition to adult service agency or agencies–688 referral (p. 9 bottom)

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:	

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IEP Technical Guide
Says…
(p.15)

To complete this section, Teams should:

1. **Determine if the student is within 2 years of exiting special education services**.

    a. At what age will the student exit from special education services? Will the student be within two years of that date during this IEP period? If so, select yes. If not, select no.

2. Determine if the student meets the criteria for a *688 referral*. More information about the **688 referral process including eligibility criteria can be found** on the Department's Chapter 688 webpage.

3. Document when the *688 referral* was or will be made or, alternatively, select the option stating that the Team has determined that the student does not meet the criteria for a *688 referral*.

4. Finally, if a *688 referral* has been submitted, **identify the agency to which the referral was made**.

How can Parents Prepare?

- Be sure that you and your child know the course of study that leads to different credentials for your child.

- Allow your child to take increasing responsibility for leading the IEP team by describing what works and what doesn't work for them as a learner and by setting their educational goals and recommending services to achieve them.

- Connect with other families and with community providers to investigate adult support options if you believe your child may need these.

Accommodations and Modifications (pp. 10-11)

PLEP A: General Curriculum and B: Other Educational Needs

How does the disability(ies) affect progress in the curriculum area(s)?

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

Content:

Methodology/Delivery of Instruction:

Performance Criteria:

IEP Technical Guide Says...

p.16-17

IEP accommodations and modifications are two kinds of supports that may be provided for students with disabilities through their IEP. In general, the key differences are:

Both accommodations and modifications are individualized based on the student's specific needs resulting from their identified disabilit(ies).

	Accommodations	Modifications
General Purpose	• Provide access to the general education curriculum by addressing barriers or challenges. • Level the playing field so students can fully participate in educational activities.	• Make changes to curriculum, instruction and/or assessment directly tailored to individual needs. • Alter what is being taught or assessed to match the student's abilities and learning goals.
Typical Nature of Changes	• Content and standards of the curriculum are not changed. • The ways in which educators present information and the ways in which students demonstrate their knowledge or skills are adjusted to allow for access to curriculum and instruction.	• The curriculum is adapted to focus on key concepts. • Content is simplified. • Complexity of assignments or tasks is reduced.
Examples	• Providing extra time on tests. • Using assistive technology. • Providing visual prompts and instructions.	• Using alternative assignments. • Direct, explicit, multi-sensory instruction. • In language arts, providing modified materials at a different reading level.

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				

IEP Technical Guide Says... (p.18-20)

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Accommodations should be determined on an individual basis and considering the unique needs of each student. Collaboration among the student, parents, and relevant professionals on the IEP Team is essential.

Presentation: When providing accommodations for presentation of instruction, the goal is to provide access to the materials and content being shared so that students with disabilities can effectively participate in the learning experience.

Response: The aim in providing these accommodations is to support students with disabilities in effectively communicating their knowledge and ideas.

Timing and Scheduling: These accommodations are designed to address the specific needs of students with disabilities regarding the pace, duration, and organization of their learning activities.

Setting or Environmental: These accommodations aim to create an inclusive and accessible environment that promotes learning and participation.

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			

![dese MASSACHUSETTS Department of Elementary and Secondary Education]

IEP Technical Guide
Says…
(p.21- 22)

Content and Instructional Modifications: Modifying the curriculum or instructional materials to match the student's abilities and learning needs is sometimes necessary for the student to progress effectively in the general education program.

Student Output Modifications: Student output modifications involve adapting or adjusting the expectations for how students demonstrate their knowledge and skills. They are designed to help students with disabilities in effectively expressing their learning in ways that suit their individual needs and abilities.

How can Parents Prepare?

- Talk with your child about accommodations and modifications that you rely on when completing challenging activities.

- Ask your child what works for them as a learner—what are the most important things for them to succeed in school?

- Help your child to prepare a list of things that work and things that don't work to help them learn and encourage your child to share these with the team.

Goals
(p. 12)

Current Performance Levels / Measurable Annual Goals

Goal #   **Specific Goal Focus:**

Current Performance Level: What can the student currently do?

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period? How will we know that the student has reached this goal?

Benchmark/Objectives: What will the student need to do to complete this 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.

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):

1. The *baseline* **refers to the student's current level of performance** or skill in the targeted area. It serves as a starting point for measuring progress toward the annual goal and is **determined through assessments, observations, or other data collection methods**.

2. A *measurable annual goal* is a specific objective that the **student is expected to achieve** within a year. It focuses on an **area of need identified through assessment** and **other data.** The goal should be specific, measurable, and relevant.

3. The *criteria for success* **specify the expected level of achievement or proficiency** the student must reach to demonstrate that they have met their goal. These criteria establish clear benchmarks to evaluate progress and can be **defined in terms of specific performance levels, percentages, scores, or other measurable indicators**.

4 The *method of measurement* **outlines how progress toward the goal will be assessed and documented.** Assessment tools, tests, observations, work samples, and other data collection methods can provide reliable and valid information measuring the student's progress.

5. The *schedule for progress monitoring* **determines how frequently progress will be assessed and reported**. It identifies specific checkpoints throughout the year when data will be collected and analyzed to determine the student's progress toward the annual goal. Progress monitoring may occur quarterly, semi-annually, or at other specified intervals.

6. The *person responsible* **for monitoring and reporting progress toward the annual goal is identified in the Goal section**. This may be a special education teacher, general education teacher, a related service provider, or another designated professional. **The person responsible verifies that data are collected, progress is tracked, and reports are shared with the IEP Team, including the parents.** *Names* of specific staff members should not be included in this section as they may change during the IEP period, but IEP Teams should identify the person responsible by title or role.

How can Parents Prepare?

- Ask your child to write 1 goal for the year related to academic / social-emotional skills they want to improve.

- Ask your child how they will know that they are getting better at this skill.

- With your child, write down the goal and the way they will know that their skill is improving.

- Ask your child to write 1 goal for the year related to self-determination skills that they want to improve.

- Repeat the steps above for this goal.

Service Delivery (pp. 13-15)

A word about LRE

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IEP Technical Guide
Says…
(p.27)

To the maximum extent appropriate, students with disabilities must be educated with students who do not have disabilities, and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment should only occur if the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily.

34 CFR 300.114

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 <u>will not</u> 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.

1. **Individualized Approach:** The extent to which the student can participate in the general education setting must be determined considering the individual student's strengths, abilities, and needs. Teams should avoid making blanket assumptions or decisions based solely on a student's disability category (e.g., assuming that the student should be placed in a substantially separate classroom because they are identified as having an intellectual impairment).

2. **Collaboration and Team Decision-Making:** The LRE determination involves collaboration among the student's IEP team, including parents, general and special education teachers, related service providers, administrators, and student support providers. The collective expertise and input from team members are crucial in making informed decisions.

3. **Academic and Social Considerations:** Consider the student's academic abilities, learning needs, and social-emotional needs. Can the general education classroom adequately address the student's educational goals and needs? Can accommodations, supplementary aides, services, modifications, or other supports be provided to facilitate the student's meaningful participation and progress in the general education classroom?

4. **Support Services and Accommodations:** Determine the level and type of supplementary aides, services, supports, accommodations, and modifications required for the student to participate and progress in the general education setting. This may include additional teacher and other professional support, specially designed instruction, assistive technology, modifications to assignments, or related services such as speech and occupational therapies.

5. **Social Integration and Peer Interaction:** Consider the importance of social integration and peer interaction for the student's overall development. Will the general education classroom provide opportunities for meaningful interactions with peers without disabilities and promote social inclusion?

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 __ × __ 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)						

How can Parents Prepare?

- Think about the long-term vision for your child: when they are grown, what will success look like and in what settings / with what people will your child meet with success?

- Talk with trusted people in your life about inclusion and consider how to maximize the extent to which your child can gain and apply skills among other people in "real world" settings.

Feedback
https://bit.ly/
NewIEP23-24

Closing with Gratitude

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