

# FCSN

Federation for Children with Special Needs



## Basic Rights: Understanding the IEP

# PTiC

Parent Training and Information Center



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## Our Mission

The Federation for Children with Special Needs promotes quality education, parent participation and access to quality health care services for all children, 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



To ensure that everyone feels safe and comfortable participating in this workshop, please...

- Maintain confidentiality and respect the privacy of participants
- Use family friendly language and explain acronyms
- Respect multiple viewpoints and stay open to new ideas – be curious!
- Make room for everyone to be part of the conversation
- Keep questions general so all can benefit from the conversation



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## Workshop Goals

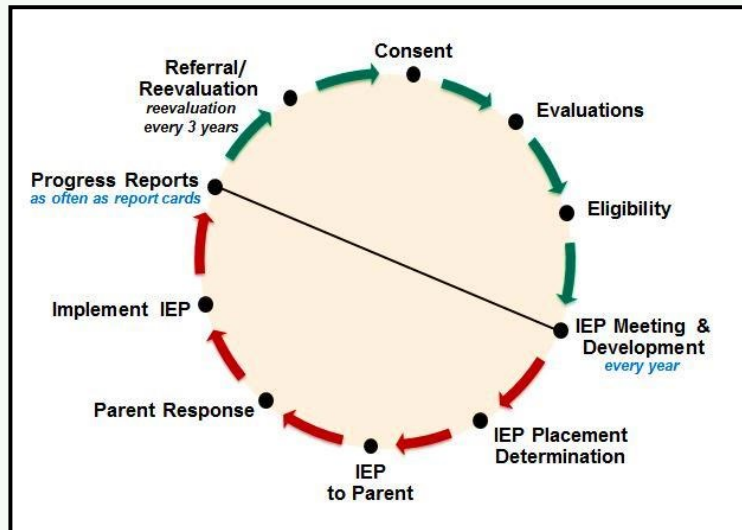
- What is the IEP?
- Why it is important?
- How is the IEP developed?
- What information belongs in each section of the IEP and why?
- What to do when you receive a proposed IEP
- Your options if you don't agree



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## Special Education Process Overview



Top: Initial eligibility & 3-year re-evaluation process

Bottom: Annual IEP development process



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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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## Who Develops the IEP?

The IEP team develops the IEP, including:

- Parents (through an interpreter, if needed)
- Child with a disability 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.
- Others with knowledge and special expertise including related service providers.

See 34 CFR 300.321.



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## How Is the IEP Developed?

IEP Team meets to discuss & develop the IEP based on the evaluations and observations:

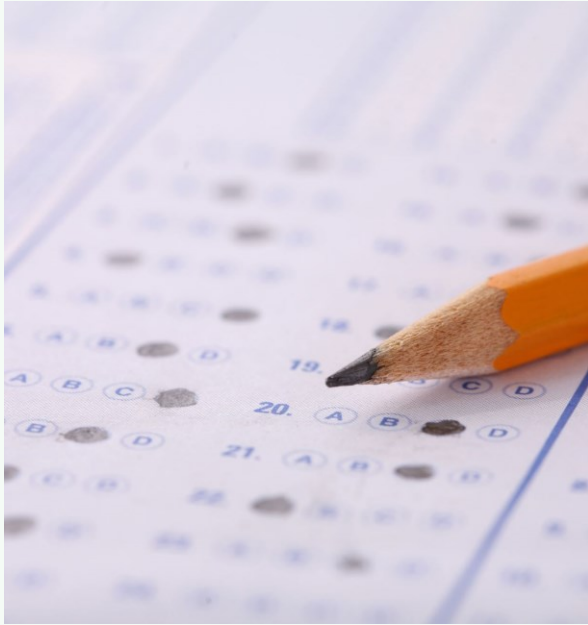
- Once a year - including for the 3-year re-evaluation - *at a time parents and school mutually agree*  
See 34 CFR 300.322(a)(2).
- Team members must attend unless parents agree otherwise.
- Parents can attend electronically (Skype)  
See 34 CFR 300.322(c).
- School will provide a qualified interpreter if needed.
- Parents may bring someone (let school know in advance).



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## IEPs are Based on Appropriate Evaluations

Team considers all evaluations.

Parents can get reports 2 days before team meeting if they ask *in writing*.

Re-evaluations take place at least every 3 years but may be sooner if warranted.

Reports will be translated into parent's native language.

*TIP: When signing consent form to get your child tested, check the box requesting a copy of the reports on that form.*



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## Who Should Have an IEP?

A student qualifies for an IEP if they require either of the following because of a specific disability:

1. specially designed instruction to make effective progress in the general curriculum, and/or
2. related services to access the general curriculum.

Disability Categories: See 603 CMR 28.02

- |   |   |
|---|---|
| ➤ Autism  | ➤ Intellectual Impairment                             |
| ➤ Communication Impairment                                | ➤ Sensory Impairment:<br>Hearing/Vision/Deaf Blind    |
| ➤ Developmental Delay (<9)                                | ➤ Neurological Impairment                             |
| ➤ Emotional Impairment                                    | ➤ Physical Impairment                                 |
| ➤ Health Impairment<br>(includes ADHD, Tourette Syndrome) | ➤ Specific Learning Disability<br>(includes Dyslexia) |



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## What did we learn about the nature and importance of the IEP?



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## What Is Included on the IEP?

- Parent &/or student concerns & vision statement
- Student strengths & key evaluation results summary
- Present levels of educational performance (PLEPS A & B)
- Current performance levels/measurable annual goals
- Service delivery (Grid)
- Nonparticipation justification
- Schedule modification
- Transportation services
- State or district wide assessment
- Additional information
- IEP response section
- Team determination of educational placement



Starting at age 14, TPF is used to draft IEP; it is not part of IEP



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## Concerns Strengths & Vision

**Individualized Education Program**

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IEP Dates: from \_\_\_\_\_ to \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_ Grade/Level: \_\_\_\_\_

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**Parent and/or Student Concerns**

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

### Parent &/or Student Concerns

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**Student Strengths and Key Evaluation Results Summary**

What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?  
What is the student's type of disability(ies), general education performance  
including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

### Student Strengths & Key Evaluation Results

---

**Vision Statement: What is the vision for this student?**

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

### Vision Statement



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## Parent Concerns Statement for Team Meeting and IEP



The Parent Concerns Statement provides an opportunity for the parent to inform the school of any concerns they have about:

- the services the child is receiving or NOT receiving,
- struggles with homework,
- participation in the life of the school,
- social/emotional challenges,
- whether the child has friends outside of school
- other community/ social experiences,
- whether the child has school avoidance issues,
- problems with bullying

The parent should thoughtfully write out his/her concerns and bring it to the Team meeting. It should be included, as written by the parent, in the IEP.



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## Student's Strengths & Evaluation Results

What do they do *well* at home, at school, or in the community?

What do they *like* to do?

What were their evaluation results and MCAS scores?

Were last year's IEP goals met?



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## What Goes in a Vision Statement?

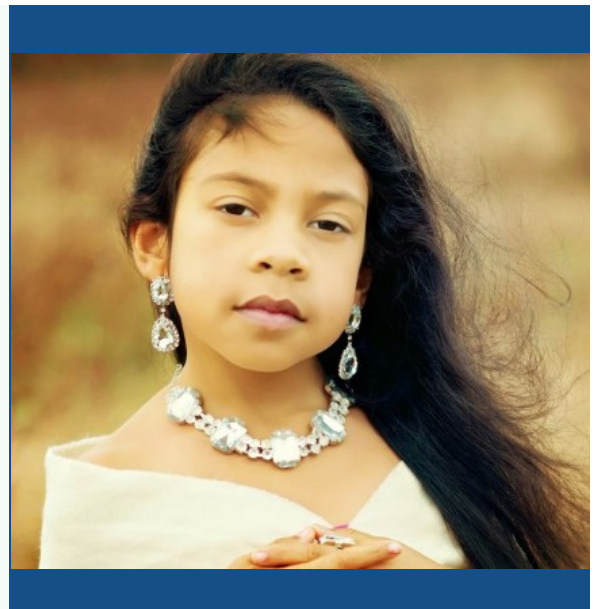
What do you envision for your child in the next 1-5 years?

For students 14+, include student's interests and preferences (even if not realistic).

Vision can include:

- Academics
- Social/emotional
- Extracurricular activities
- Post-secondary education, living and working (ages 14+)

Bring your written vision statement along with your parent concerns to Team meeting to be included in the IEP.



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## What did we learn about the first page of the IEP – parent/student concerns and vision statement?



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## Present Levels of Performance (PLEPS A & B)

Areas  
affected by  
disability

Present Levels of Educational Performance	
A: General Curriculum	
<p>Check all that apply.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English Language Arts</li> <li><input type="checkbox"/> History and Social Sciences</li> <li><input type="checkbox"/> Science and Technology</li> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> Other Curriculum Areas</li> </ul>	<p><b>General curriculum area(s) affected by this student's disability(ies):</b></p> <p>Consider the language, composition, literature (including reading) and media strands.</p> <p>Consider the history, geography, economic and civics and government strands.</p> <p>Consider the inquiry, domains of science, technology and science, technology and human affairs strand.</p> <p>Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.</p> <p>Specify:</p>
<p>How does the disability(ies) affect progress in the curriculum area(s)?</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>How does the disability affect progress in these areas?</b></p> </div>	
<p>What type(s) of accommodation, if any, is necessary for the student to make effective progress?</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>What accommodations are needed to make effective progress?</b></p> </div>	
<p>What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?</p> <p>Check the necessary instructional modification(s) and describe how such modification(s) will be made.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Content:</li> <li><input type="checkbox"/> Methodology/Delivery of Instruction</li> <li><input type="checkbox"/> Performance Criteria:</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>Specially designed instruction/modification</b></p> </div>	



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## Closer Look at Top Half of PLEP A

### Present Levels of Educational Performance

#### A: General Curriculum

##### Check all that apply.

- ☐ English Language Arts
- ☐ History and Social Sciences
- ☐ Science and Technology
- ☐ Mathematics
- ☐ Other Curriculum Areas

##### General curriculum area(s) affected by this student's disability(ies):

Consider the language, composition, literature (including reading) and media strands.

Consider the history, geography, economic and civics and government strands.

Consider the inquiry, domains of science, technology and science, technology and human affairs strand.

Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.

Specify:

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

**Make sure that all areas in which student needs help are checked off.**

**Teachers need to know how disability affects student's progress.**

**Language based learning disorders can affect all areas.**



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## Closer Look at Top Half of PLEP B

### Individualized Education Program

IEP Dates: from \_\_\_\_\_ to \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_

### Present Levels of Educational Performance

#### B: Other Educational Needs

##### Check all that apply.

- ☐ Adapted physical education
- ☐ Braille needs (blind/visually impaired)
- ☐ Extra curriculum activities
- ☐ Social/emotional needs
- ☐ Other \_\_\_\_\_

##### General Considerations

- ☐ Assistive tech devices/services
- ☐ Communication (all students)
- ☐ Language needs (LEP students)
- ☐ Travel training
- ☐ Behavior
- ☐ Communication (deaf/hard of hearing students)
- ☐ Nonacademic activities
- ☐ Skill development related to vocational preparation or experience

##### Age-Specific Considerations

- ☐ For children ages 3 to 5 — participation in appropriate activities
- ☐ For children ages 14\* (or younger if appropriate) — student's course of study
- ☐ For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills



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## Closer Look at Bottom of PLEPs A & B

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

**Accommodations should be implemented by all teachers and other staff as appropriate.**

**If many accommodations are needed, a second page may be used.**

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:

**Specially designed instruction is special education. These should be done by a special education teacher.**



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## What Is an Accommodation?

An **accommodation** is 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. The Team should not write "as necessary" but should write something 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: <https://www.parentcenterhub.org/accommodations/>



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\*Source:  
<https://www.parentcenterhub.org/accommodations/>

## What is Instructional Modification?

A **modification** means 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
- Performance Criteria - how will the skill be demonstrated (?)

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



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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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## What did we learn about accommodations and modifications?



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## Current Performance Levels (CPL)

How is CPL different from Present Levels of Performance (PLEP)?

### CPL

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

### PLEP

- General
- Focused on progress in general curriculum
- Used to write accommodations and modifications



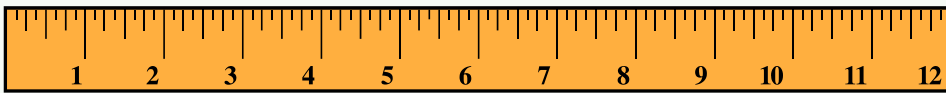
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## What is a Measurable Annual Goal?

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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## Three Parts to a Good Measurable Goal

### TARGET

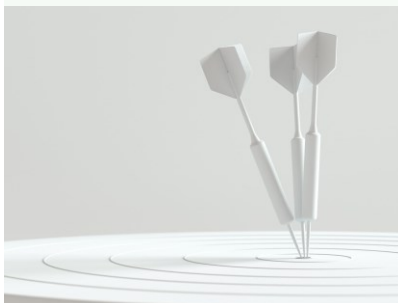
What skill/behavior do you want the student to have?

### CONDITION

How the student should show that skill/behavior (*needs* to be observable).

### CRITERIA

How you will know the student has reached the goal.



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## Anna's Measurable Goal

Remember there are 3 parts to a good goal:

Target  
Anna will read  
aloud fluently...



Condition  
...from a 2<sup>nd</sup> grade  
progress monitoring  
selection...



Criteria  
...87 words correctly  
in one minute with  
greater than 90%  
accuracy in one year.



Anna's Measurable Annual Goal:

Anna will read aloud fluently from a 2<sup>nd</sup> grade progress monitoring selection, 87 words correctly in one minute with greater than 90% accuracy in one year.



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## Current Performance Level: What Can the Student Currently Do?

### Current Performance Levels/Measurable Annual Goals

Goal #	Specific Goal Focus:
--------	----------------------

Current Performance Level: What can the student currently do?

**Anna can identify all letters of the alphabet and their sounds. She is currently working on blending sounds into words and has displayed her ability to read.**

**Specific, focused on skills and goal area**



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## Annual Goal

What do you want the student to be able to do in 1 year?

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?

**In one year, Anna will read aloud from a 2<sup>nd</sup> grade progress monitoring selection, reading fluency 87 words correctly in one minute with greater than 90% accuracy.**

**This is what the special educator will be working on during the IEP year.**



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## Benchmarks and Objectives

What benchmarks/objectives can you set to help the student to reach their Annual Goal?

**Benchmark/Objectives:** What will the student need to do to complete this goal?

**In 9 weeks, Anna will read aloud from a 2<sup>nd</sup> grade progress monitoring reading fluency selection, 59 words correctly in one minute with greater than 90% accuracy, an increase of 1 word per week.**

**Benchmarks/objectives will measure child's progress toward Annual Goal.**



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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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## Service Delivery Grid is Important



The "grid" tells you:

- How much time your child spends in special education
- What kind of services they receive, and to which goals they are tied
- Whether service is in a general or special education classroom
- What type of staff gives service
- How often your child receives each service
- When the services end



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## Service Delivery Grid

**Service Delivery**  
What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working toward s IEP goals.

School District Cycle: ☐ 5 day cycle ☐ 6 day cycle ☐ 10 day cycle ☐ other:

A. Consultation (Indirect Services to School Personnel and Parents)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

B. Special Education and Related Services in General Education Classroom (Direct Service)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

C. Special Education and Related Services in Other Settings (Direct Service)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

Consults are indirect services  
Ex: a speech therapist who meets with a teacher about a child.

Services in "B" grid take place in a general education classroom  
Ex: an occupational therapist working on handwriting during class.

Services listed in grid "C" take place outside of general education classroom



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## Anna's Service Delivery Grid

**Service Delivery**

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

School District Cycle: ☒ 5 day cycle ☐ 6 day cycle ☐ 10 day cycle ☐ other:

A. Consultation (Indirect Services to School Personnel and Parents)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

B. Special Education and Related Services in General Education Classroom (Direct Service)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

C. Special Education and Related Services in Other Settings (Direct Service)					
Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date
1	Reading	Reading Teacher	5 x 45	9.1.2022	6.30.2023



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## ESY and Transportation

### Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

☐ No ☐ Yes If yes, why is removal considered critical to the student's program?

### Schedule Modification

**Shorter:** Does this student require a *shorter school day or shorter school year*?

☐ No ☐ Yes — shorter day ☐ Yes — shorter year If yes, answer the questions below.

**Longer:** Does this student require a longer school day or a longer school year to prevent substantial loss of previously learned skills and /or substantial difficulty in relearning skills?

☐ No ☐ Yes — longer day ☐ Yes — longer year If yes, answer the questions below.

How will the student's schedule be modified? Why is this schedule modification being recommended?

If a longer day or year is recommended, how will the school district coordinate services across program components?

### Transportation Services

Does the student require transportation as a result of the disability(ies)?

☐ No Regular transportation will be provided in the same manner as it would be provided for students without disabilities. If the child is placed away from the local school, transportation will be provided.

☐ Yes Special transportation will be provided in the following manner:

☐ on a regular transportation vehicle with the following modifications and/or specialized equipment and precautions:

☐ on a special transportation vehicle with the following modifications and/or specialized equipment and precautions:



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## MCAS Participation

### State or District-Wide Assessment

Identify state or district-wide assessments planned during this IEP period:

Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student's assessment participation status by putting an "X" in the corresponding box for column 1, 2, or 3.

1. Assessment participation:  
Student participates in  
on-demand testing under routine  
conditions in this content area.

2. Assessment participation:  
Student participates in  
on-demand testing with  
accommodations in this content  
area. (See 6 below)

3. Assessment participation:  
Student participates in alternate  
assessment in this content area.  
(See 6 below)

CONTENT AREAS	COLUMN 1	COLUMN 2	COLUMN 3
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 For each content area identified by an X in the column 2 above; note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program.

6 For each content area identified by an X in column 3 above; note in the space below, the content area, why the on-demand assessment is not appropriate and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student's performance on the alternate assessment.

#### NOTE

When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be assessed.



## Additional Information

### Individualized Education Program

IEP Dates: from \_\_\_\_\_ to \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_

### Additional Information

- ☐ Include the following transition information: the anticipated graduation date; a statement of interagency responsibilities or needed linkages; the discussion of transfer of rights at least one year before age of majority; and a recommendation for Chapter 688 Referral.
- ☐ Document efforts to obtain participation if a parent and if student did not attend meeting or provide input.
- ☐ Record other relevant IEP information not previously stated.

Bullying Statement, date of expected graduation, medical supports and services, other





## What did we learn about the service delivery grid?



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## Parent's IEP Response Options

- ☐ Accept IEP – what is accepted goes into effect immediately
- ☐ Reject IEP – new IEP does not go into effect, but last accepted IEP remains in effect
- ☐ Reject in part, Accept in part - can exercise “**stay put**” rights for rejected parts, meaning student stays in his or her last IEP program or services until IEP disputes are resolved
- ☐ Accept or reject placement

If no response to an IEP in 30 days, it is treated as rejected.

New IEP services will not be implemented without parent's signature.



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## Placement Consent Form

Out of general  
Ed 20% = Full  
Inclusion

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

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

Placement Consent Form – PL1: 6-21 year olds		
IEP Dates: from _____ to _____		
Student Name:	DOB:	SASID:
<b>Team Recommended Educational Placements</b>		<b>Corresponding Placement</b>
The Team identified that EP services are provided outside the general education classroom less than 21% of the time (80% inclusion).		<input type="checkbox"/> Full Inclusion Program
The Team identified that EP services are provided outside the general education classroom at least 21% of the time, but no more than 60% of the time.		<input type="checkbox"/> Partial Inclusion Program
The Team identified that EP services are provided outside the general education classroom for more than 60% of the time.		<input type="checkbox"/> 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.		<input type="checkbox"/> Separate Day School <input type="checkbox"/> Public or <input type="checkbox"/> Private
The Team identified that EP services require a 24-hour special education program.		<input type="checkbox"/> Residential School
The Team has identified a mix of EP services that are not provided in primarily school-based settings but are in a neutral or community-based setting.		<input type="checkbox"/> Other:
<b>Other Authority Required Placements</b> Note: These non-educational placements are not determined by the Team and therefore service delivery may be limited.		
The placement has been made by a state agency to an institutionalized setting for non-educational reasons.		<input type="checkbox"/> The Department of Youth Services has placed the student in a facility for committed or detained youth.
		<input type="checkbox"/> The Department of Mental Health has placed the student in a hospital psychiatric unit or residential treatment program.
		<input type="checkbox"/> The Department of Public Health has placed the student in the Massachusetts Hospital School. <input type="checkbox"/> Day or <input type="checkbox"/> Residential
		<input type="checkbox"/> The student is incarcerated in the county house of corrections or in a department of corrections facility.
A doctor has determined that the student must be served in a home setting.	<input type="checkbox"/> Home-based Program	
A doctor has determined that the student must be served in a hospital setting.	<input type="checkbox"/> Hospital-based Program	
<b>Placement Consent Form</b>		
Location(s) for Service Provision and Dates:		
<b>Parent Options / Responses</b>		
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. Thank you.		
<input type="checkbox"/> I consent to the placement.		
<input type="checkbox"/> I refuse the placement.		
<input type="checkbox"/> I request a meeting to discuss the refused placement.		
Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over*		Date
*Required signature once a student reaches 18 unless there is a court appointed guardian.		



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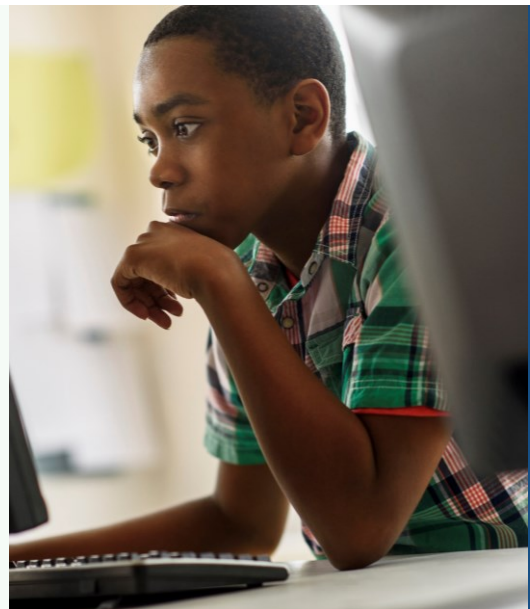
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## Least Restrictive Environment (LRE)

Least Restrictive Environment 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.



\*Source: <https://www.parentcenterhub.org/placement-lre/>



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## Post Secondary Transition and Transition Planning Form (TPF)



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

The Transition Planning Form is required to be attached to every IEP by age 14 and addresses:

- Anticipated Graduation Date
- Post-Secondary Vision
- Disability Related Needs
- Action Plan
- Feeds into IEP development of Vision and Goals



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## Students Age 18 and Older

At the team meeting before student's 18<sup>th</sup> birthday, student needs to decide whether to:

- Take control of decisions about his education,
- Give control of educational decisions to parents or guardians, or
- Share decision making with parents or guardians.



The student signs and makes all decisions about IEP as of age 18, unless:

- Student has given control or shares education decisions with parents/guardians.
- A court has appointed a guardian that has control over education.



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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)

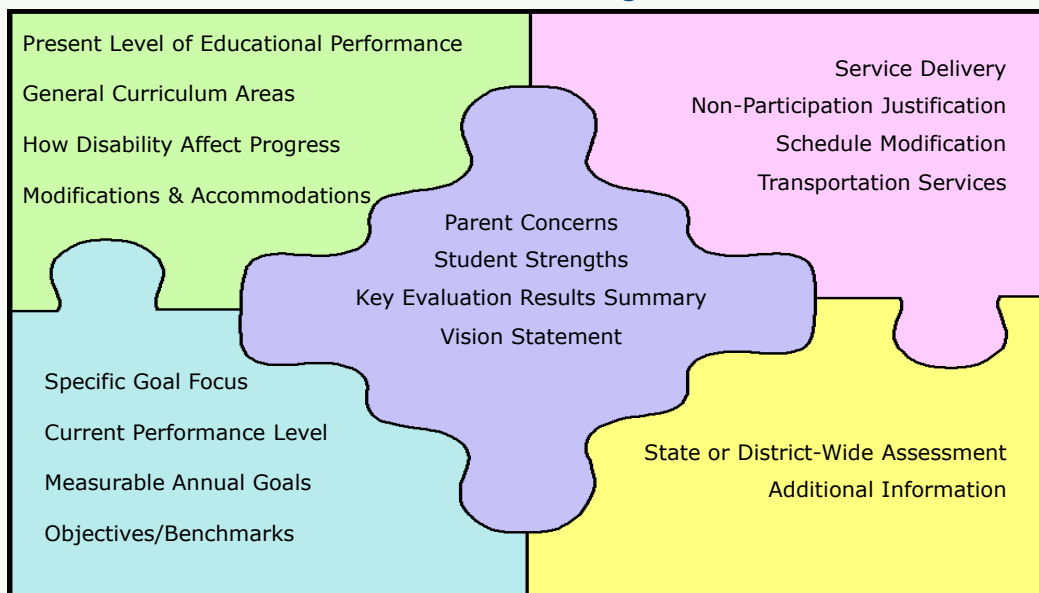
### Procedural Safeguards

- 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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## Resources

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

Center for Parent Information and Resources:  
[www.parentcenterhub.org/repository/iepgoals](http://www.parentcenterhub.org/repository/iepgoals)

Ensuring Equity and Providing Behavioral Supports to Students with Disabilities, OSEP – US Dept. of Education, August 1, 2016:  
<http://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbis-in-ieps--08-01-2016.pdf>

Massachusetts Advocates for Children: [www.massadvocates.org](http://www.massadvocates.org)

Massachusetts Department of Elementary and Secondary Education (DESE): [www.doe.mass.edu](http://www.doe.mass.edu)

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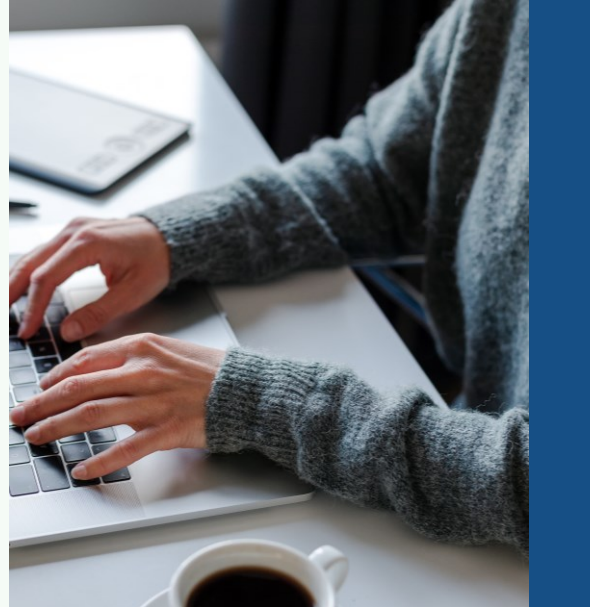


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## Help Support FCSN... And win a chance for a \$25 gift card!

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.

We will randomly select a monthly winner from the participants submitting evaluations for each month. One evaluation allowed per workshop.



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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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## 2024 Visions of Community Conference

Save the Date for our annual Visions of Community (VOC) conference to be held virtually on March 9, 2024.

### Our conference at a glance:

- Attended by 1,000 families and professionals statewide in-person and virtually
- Over 25 workshops, including offerings in English, Spanish, Portuguese, Vietnamese, Chinese, Haitian Creole, Arabic, and/or Somali.
- Exhibits from over 35 organizations serving all aspects of families' needs
- Unparalleled networking opportunities for families

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



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# Thank You

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(800) 331-0688  
[www.fcsn.org](http://www.fcsn.org)

Online Intake Form  
<https://fcsn.org/fcsn-intake-form/>

