Parent Training and Information Center
Basic Rights: Understanding the IEP

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 Parent Training and Information Center is a project of the Federation. It provides free information, support, technical assistance and affordable workshops to families who have children with disabilities and the professionals who work with them.

The contents of this workshop were developed under a grant from the US Department of Education, #H328M140014. However, the contents do not necessarily represent the policy of US Department of Education; you should not assume endorsement by the federal government.
Workshop Agenda

1. What is an IEP?
2. Why it is important?
3. How is the IEP developed?
4. What information belongs in each section of the IEP and why?
5. What to do when you receive a proposed IEP
6. Your options if you don’t agree

Special Education Process Overview

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

Bottom: Annual IEP development process
What is an IEP and Why is it Important?

Individualized Educational Plan (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

Who Develops the IEP?

Team as a whole develops the IEP, including:

1. Parents (through an interpreter, if needed) child with a disability if over age 14 or otherwise appropriate
2. Special and general education teachers
3. District representative who has knowledge of district resources See 34 CFR 300.321
4. Individual who can interpret instructional implications of evaluation results
5. Others with knowledge and special expertise including related service providers
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)

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, write your request for a copy of the report on that form*
Who Should Have an IEP?

If because of a specific disability:
1. specially designed instruction is required to make effective progress in the general curriculum, and/or
2. related services are needed to access the general curriculum

Disability Categories: See 603 CMR 28.02

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

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
Parent Concerns Statement for Team Meeting and IEP

Parent concerns is where parent informs school in writing of child’s challenges and parent’s perspective on whether child is making progress with the current services.
**Student’s Strengths & Evaluation Results**

What do they do **well** at home, at school 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 parent concerns and vision statement to team meeting to be included in the IEP
Present Levels of Performance (PLEPS A & B) IEP Pages 2 & 3

**How does the disability affect progress in these areas?**

**What accommodations are needed to make effective progress?**

**Specially designed instruction/modification**

**Areas affected by disability**

**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**
### Present Levels of Educational Performance

#### B: Other Educational Needs

<table>
<thead>
<tr>
<th>Check all that apply.</th>
<th>General Considerations</th>
<th>Age-Specific Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Adapted physical education</td>
<td>☐ Assistive tech devices/services</td>
<td>☐ For children ages 3 to 5 — participation in appropriate activities</td>
</tr>
<tr>
<td>☐ Braille needs (blind/visually impaired)</td>
<td>☐ Communication (all students)</td>
<td>☐ For children ages 14+ (or younger if appropriate) — student's course of study</td>
</tr>
<tr>
<td>☐ Extra curriculum activities</td>
<td>☐ Language needs (LEP students)</td>
<td>☐ 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</td>
</tr>
<tr>
<td>☐ Social/emotional needs</td>
<td>☐ Travel training</td>
<td></td>
</tr>
<tr>
<td>☐ Other</td>
<td>☐ Nonacademic activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Communication (deaf/hard of hearing students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Skill development related to vocational preparation or experience</td>
<td></td>
</tr>
</tbody>
</table>

How does the disability(ies) affect progress in the indicated area(s) of other educational needs?

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

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

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

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
What is an Accommodation?

1. Change within the learning environment
2. Allows access to the same information
   - Extended testing time
   - Preferred Seating (specify where)
   - Digital Books
   - Sensory breaks
   - Reading/Writing Software
   - Use of a graphic organizer

[34 CFR 300.42]

What is Instructional Modification?

Special Educator designs changes to:

Content

Methodology/Delivery of Instruction

Performance Criteria

Tip: If content is heavily modified, child may have difficulty passing MCAS or experience greater challenges accessing curriculum in higher grades
Supplementary Aids & Services are Included

Services such as OT, S/L, assistive technology, & 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

Current Performance Levels (CPL)

**How is it different from PLEP?**

<table>
<thead>
<tr>
<th>CPL</th>
<th>PLEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>General</td>
</tr>
<tr>
<td>Limited to goal area</td>
<td>Focused on progress in the general curriculum</td>
</tr>
<tr>
<td>Focused on skill building</td>
<td>Used to write accommodations and modifications</td>
</tr>
<tr>
<td>Used to write a goal</td>
<td></td>
</tr>
</tbody>
</table>

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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.

3 Parts to a Good Goal

**TARGET** – What skill/behavior 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
Anna’s Measurable Goal

Remember there are 3 parts to a good goal:
**TARGET SKILL** Condition **Criteria**

Anna’s Measurable Annual Goal:

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

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

In one year, Anna will read aloud from a 2nd grade progress monitoring reading fluency selection, 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.

Benchmark/Objective
What goals 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 2nd 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.
What Types of Goals

Skills to access academic subjects
Social Emotional Learning (SEL)
  *social emotional learning 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

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

Services in “B” grid take place in a general education classroom: an occupational therapist working on handwriting during class

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

Anna’s Service Delivery Grid

<table>
<thead>
<tr>
<th>Focus on Goal #</th>
<th>Type of Service</th>
<th>Type of Personnel</th>
<th>Frequency and Duration/Patient Cycle</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading</td>
<td>Reading Teacher</td>
<td>5 x 45</td>
<td>9.1.2017</td>
<td>6.30.2018</td>
</tr>
</tbody>
</table>
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:

State or District-Wide Assessment

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

<table>
<thead>
<tr>
<th>CONTENT AREAS</th>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Social Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- For each content area identified by an X in Column 3 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 the regular instructional program.

MCAS Participation
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 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 signature
Placement Consent Form

Placement Consent Form – PL1: 6-21 year olds

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>DOB</th>
<th>Corresponding Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full Inclusion Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regular Classroom Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Special Education Program</td>
</tr>
</tbody>
</table>

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

Least Restrictive Environment (LRE)

Means that student should be educated:

- In local school
- With general education students
- 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
Transition Planning Form (TPF)

Required to be attached to every IEP by age 14, addresses:

- Anticipated Graduation Date
- Post-Secondary Vision
- Disability Related Needs
- Action Plan

Feeds into IEP development of Vision and Goals

TPF

Students 18 and Older

At Team meeting before student’s 18th 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

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

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

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
Parents have due process rights under federal and state law, which include various 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 and translated documents (if needed)

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

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**Present Level of Educational Performance**
- General Curriculum Areas
- How Disability Affect Progress
- Modifications
- Accommodations

**IEP 2 & 3**

**IEP 4**
- Specific Goal Focus
- Current Performance Level
- Measurable Annual Goals
- Objectives/Benchmarks

**IEP 1**
- Parent Concerns
- Student Strengths
- Key Evaluation Results Summary
- Vision Statement

**IEP 5 & 6**
- Service Delivery
- Non-Participation Justification
- Schedule Modification
- Transportation Services

**IEP 7 & 8**
- State or District-Wide Assessment
- Additional Information

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Thank You for Coming

The Parent Training & Information Center is funded by a federal grant. To continue receiving the grant, we need to collect the information in the forms below.

Please complete these forms:
1. Demographic Data Collection &
2. Workshop Evaluation

Kindly return completed forms to workshop presenter.

Parent Training & Information Center

CALL CENTER
FREE info about Special Education Rights
http://fcsn.org/ptic/call-center/
617-236-7210
Mon-Fri 10am-3pm

The PTIC provides special education training, information, and support groups to families who speak:
Spanish, Portuguese, Chinese and Vietnamese

WORKSHOPS
(FREE to participants)
- Basic Rights
- Discipline & Suspension
- Effective Communication AND MORE!
http://fcsn.org/ptic/workshops

Parent Consultant Training Institute
An in-depth training for parents in a 54-hour tuition-based program.
http://fcsn.org/ptic/parent-consultant-training
Additional Resources

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

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


Massachusetts Advocates for Children www.massadvocates.org

Massachusetts Department of Education, www.doe.mass.edu