

## Directions for Massachusetts IEP Forms

The directions found below should be read in conjunction with *The IEP Process Guide*.

All elements of these mandated forms must remain unchanged; however, school districts may change form design and may add elements.

### **ED 1: Special Education Eligibility / Initial And Reevaluation Determination**

The Special Education Eligibility Flowchart has been designed to assist Teams in making eligibility determinations. The flowchart is a worksheet and not a notice form. The worksheet should become part of the student record but does not need to be mailed to parents and, if the student is determined eligible for services, does not need to be attached to the IEP.



The Team should answer each Section A question in the given order until an eligibility determination is reached. If the Team has found evidence of a disability, the type or types of disability should be recorded in the space provided by Question 1 before proceeding.

In all cases, the Team should ask parents the question in Section B related to their satisfaction with the evaluation results. If the parent or the Team as a whole is dissatisfied, there are two possible options: an extended evaluation or an Independent Educational Evaluation (IEE). If the Team has found the student eligible for special education but still has additional questions to answer regarding student needs, then an extended evaluation may be appropriately used and the Team should complete the Extended Evaluation Form, EE 1 and EE 2 as described later in this document. If the parents indicate they are considering an IEE, discuss the steps the parent should take to formally make the request.

If a student, during an initial evaluation, is found ineligible for special education services, note key evaluation findings and next steps including recommendations of possible instructional support services. Complete the process by sending parents the school district findings on Notice of School District Refusal to Act, N 2. The Notice of School District Refusal to Act is used because the school district is refusing to change the identification status of the student (from needing only the general education program). The school district must also include within the written notice an easily understandable statement that the parent has the right to appeal the school district's decision.

If a student, during a reevaluation, is found ineligible for continuing special education services, note evaluation findings, next steps and the specific date, as agreed to by the Team, special education services will be terminated. Unless the parent is present at the Team and clearly agrees to an immediate cessation of services, the written notice should specify a service-termination date at least thirty (30) days after the date of the notice, consistent with the parent response period of 603 CMR 28.05(7)(a). In this way, the school district provides the parent with time to respond if the parent should determine that he/she wishes to appeal the Finding of No Eligibility.

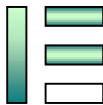
Complete the process by sending parents the school district findings on School District Proposal to Act, N 1. The School District Proposal to Act is used because the school district is proposing to change the identification status of a student (from needing special education services to needing only general education services). The school district must also include within the written notice an easily understandable statement that the parent has the right to appeal the school district's decision.

Although the regulations do not require it, school districts may choose to request a parent's written consent or agreement to a Finding of No Eligibility. If written parental response is optional, the notice sent to the parent must clearly indicate that their written response is not required. If a district chooses to require written confirmation of the parent's agreement, however, then the

district is also required to continue services until and unless the parent agrees, in writing, to end such services.

If the student was found eligible for special education services, continue on to develop the IEP. For eligible students, key evaluation findings are recorded on the first page of the IEP, IEP 1.

### ***ADM 1: Administrative Data Sheet***



The Administrative Data Sheet has been designed to capture necessary student data, parent contact information, meeting information and school-related data on one sheet. The data sheet should be completed or updated at any meeting that produces an IEP, an IEP Amendment or an Extended Evaluation Form. Once completed, it should be attached to the aforementioned forms before they are sent to parents. The Administrative Data Sheet, ADM 1, becomes the top sheet for these documents.

The Administrative Data Sheet includes spaces for both a school identification number and the State Assigned Student Identifier (SASID). Subsequent forms have space for a single identification number. Each school district, at this time, may decide whether to use their locally assigned identification number or State Assigned Student Identifier on these forms.

Requested information is self-explanatory except possibly for the information requested for students who have adult status by being age 18 or older. If Team members are unfamiliar with a student's rights when age of majority is reached, they should review 603 CMR 28.07(5).

### ***EE 1 / EE 2: Extended Evaluation Form***



The Extended Evaluation Form should be used to record the need for additional assessments if a student was found eligible for special education and if the required evaluation data was inconclusive or to obtain answers to other evaluative questions that may occur after the student is found eligible. Important details from Massachusetts State Regulation in regard to the use of Extended Evaluation are included on the form.

Teams can correctly complete the form by answering the listed questions. The form is not considered complete unless all questions on EE 1 are answered. Any additional information needed to clarify the details of the Extended Evaluation should be recorded on EE 2. To complete the process, attach Administrative Data Sheet, ADM 1, to the completed Extended Evaluation Form before sending to parents as an attachment to the Notice of Proposed School District Action, N 1. Retain a copy for the student file.

### ***CKL 1 / CKL 5: Annotated IEP Checklist***



The Annotated IEP Checklist is designed to assist Team members in understanding and completing the IEP Process. The checklist references each page and each section of the IEP in succession.

The checklist and its helpful references to specific federal and state regulations should be thoroughly reviewed and understood by Team members before an IEP meeting begins. The Team chairperson can use the checklist to guide the Team discussion during an IEP meeting. The checklist need not be retained in the student record unless the school district chooses to enter a student's name on the checklist and use it for documentation of the IEP development process.

### ***IEP 1 / IEP 8: Individualized Education Program***



The Individualized Education Program is designed, through a series of questions, to lead Team members through the development of the IEP. Additional directions and notes are, also, included within the document itself. Team members will more easily complete the form if they have a

thorough understanding of federal and state regulations, if they have completely read *The IEP Process Guide* and if they have reviewed the Annotated IEP Checklist.

All IEP sections need to be considered by all IEP Teams. No section should be skipped. If the IEP Team determines that no information is needed in a section, the IEP should indicate that decision in written form.

Certain IEP elements are self-explanatory and/or are discussed in detail in *The IEP Process Guide*. Therefore, these directions will only contain notes on certain elements that require more explanation.

**Notes regarding certain IEP elements:**

**Vision Statement – IEP 1:**

A vision statement is now required for all students. The character of the statement will change based on the age of the student. The statement must reflect Federal requirements for transition aged youth.

Initially, Teams may have some difficulty with this new requirement to write vision statements for younger students. The intent is to look forward to future goals, usually one to five years in the future. For younger students, periods of transition from one grade to the next or from elementary to middle school may provide a time focus for these statements. Vision statements should represent high expectations and dreams. The following examples are given to assist in the development of vision statements.

- When Chris begins first grade, we can see him working well with his nondisabled peers for the entire school day.
- By the time Rose is in second grade, we can see her taking the school bus with her nondisabled peers and walking independently through the school building.
- By the time that Pedro enters fourth grade, we can see him working more independently and rarely needing assistance from an aide or teacher.
- Before the end of third grade, Brittany will have improved her social skills and we can see her having a successful recreational experience or small group experience with no angry or inappropriate comments.
- By the time Ming Lee graduates from high school, she can see herself being ready to seek a full time job and manage her money independently.

**Present Levels of Educational Performance:**

**A. General Curriculum – IEP 2:**

Teams must consider for each student how the student's disability(ies) affects performance in curriculum areas(s). Curriculum areas related to the general curriculum are explicitly noted in the form. However, the discussion of the Team need only center on those areas of the curriculum where the student's performance is adversely affected by the student's disability(ies).

A Team may choose to use multiple copies of this form in certain circumstances. However, if Team members are able to clearly reflect the needed information on one sheet, they are encouraged to do so.

**Present Levels of Educational Performance:**

**B. Other Educational Needs – IEP 3:**

Teams must ensure that they review the general considerations and age-specific considerations listed on the form. These lists, however, should not be considered exhaustive in nature, nor should the Team feel compelled to write comments in all areas listed. The Teams should describe educational impact of the disability in named areas

relevant to the student and in other area(s) of educational need that affect the student's progress but may not be listed.

A Team may choose to use multiple copies of this page in certain circumstances. However, if Team members are able to clearly reflect the needed information on one sheet, they are encouraged to do so.

***Current Performance Levels / Measurable Annual Goals – IEP 4:***

IEP 4 is designed to allow Teams to write up to two current performance levels with corresponding annual goals and benchmarks/objectives per page. Goals should be numbered sequentially. Multiple copies of this page should be used as needed to describe all recommended goals.

Most IEPs should contain an average of three to four goals total. However, the Team is responsible for making the final determination of the number and types of goals that are included in the IEP.

Goals should relate directly to those areas where the student's disability affects performance and should reflect a focus on those areas that make the biggest difference in the student's performance. Goals should not identify multiple curricular standards in a single curriculum area nor qualify as a detailed weekly or monthly lesson plan.

Current performance levels and goals should relate directly to the previously written Present Levels of Educational Performance.

***Service Delivery – IEP 5:***

The chart should clearly indicate to parents the school district's intentions in regard to the provision of services. There is no single correct way to complete the chart; however, the chart should be written with parents in mind.

Indirect services represent services that are provided to someone other than the student. Consultation or training for school staff and/or parents should be listed in Section A. Direct services to students should be listed in Section B. if the service(s) will occur in the general education environment and in Section C. if the service(s) will occur in any other type of setting. Although Teams are identifying service needs that they believe should take place outside of the general education classroom, Teams are not, at this point, determining the student's final placement. The final educational placement is determined after the entire IEP is developed. There is a partial exception to this general rule: if the Team has, in the course of its discussions, determined that this student will need a longer school day or school year, then the service delivery information may reflect services beyond the standard school day and, in some circumstances may reflect a need for residential services, thus indicating the type of educational placement. In all cases, if extended educational services are required, the goals and objectives developed for the student should reflect the comprehensive nature of the student's program.

Start dates should be included for all services; however, end dates should be entered only as appropriate. For instance, if speech therapy is recommended for four months and not for the entire IEP period then a start and end date should be entered or if a Team recommends extended school year services for a four week period then a start and end date should be entered. In some cases the IEP will span school years and may reflect a change in services from one school year to the next. In these cases, also, the services will reflect a start and end date.

Teams may choose but are not required to use multiple copies of this page to more clearly indicate their intentions. For example, a student's extended school year program may be more easily reflected on a second page.

**State or District-Wide Assessment – IEP 7:**

Teams continue to be responsible for deciding how all students will participate in state and district-wide assessments. However, if no assessments are planned during a particular IEP period, the Team should note that no testing would occur and leave the remainder of the page blank.

**Response Section – IEP 8:**

The school district may choose who will serve as the LEA Representative and sign the IEP for the school district. A school district may decide whether the principal, the special education director or the individual who chairs the meeting is the most appropriate person to make this assurance. School districts must be aware that if an individual is serving in this capacity, that individual must be authorized to contractually commit resources, as the IEP serves as a contractual agreement.

**Notes regarding special populations:****Children Ages 3 to 5:**

Children ages 3 to 5 may have disabilities that affect their progress in the general curriculum because the Massachusetts Curriculum Frameworks begin at the PreKindergarten Level. Teams should not hesitate to use IEP 2 to reflect the developmental skills for each of the curriculum areas. Young children's disabilities also affect their participation in appropriate activities or may affect other educational needs. Therefore, a Team may need to describe these students' Present Levels of Educational Performance on IEP 3.

In accordance with federal regulation, an IEP or an Individualized Family Service Plan (IFSP) must be developed and be implemented by the third birthday of a child eligible for services. An IFSP may be used for the first year of services after age three and only if agreed to by the parent and school district. If an IFSP will be used, the Team will cooperatively develop with the parent an IFSP that provides appropriate educational services.

Federal regulation additionally requires that school districts provide parents with a detailed explanation of the differences between an IFSP and an IEP and obtain written informed consent from parents to use the IFSP.

**Transition Aged Youth:**

Transition elements are incorporated throughout the IEP for a more integrated approach to transition planning. The vision statement, located on IEP 1, aids Team members in determining the student's transition needs that may be reflected on IEP 2 and/or IEP 3. Transition goals would be recorded on IEP 4 and transition services would be recorded on IEP 5. As a student approaches graduation, the Team must also consider the student's graduation status, the need for a Chapter 688 referral and the involvement of adult service agencies. As the student nears or reaches age seventeen, the Team must discuss the transfer of rights at age of majority. These last items would be documented under Additional Information on IEP 8.

**Eligible Students with Behavior Problems:**

If an eligible student's behavior affects performance in the general curriculum, then the interfering behavior should be reflected on IEP 2. If an eligible student's behavior affects other areas of educational need, then the interfering behavior should be reflected on IEP 3. If an eligible student's behavior affects performance in the general curriculum and in other areas of educational need, then the interfering behavior should be reflected in both locations on the IEP. Teams are reminded that IDEA-97 requires pro-active steps in behavior management and in the provision of positive behavioral supports for eligible students whose behavior impedes their learning or the learning of others.

**Students with Significant Disabilities:**

As for all other students, the IEPs for students with significant disabilities must address their access and progress in the general curriculum and in other educational areas. The *Resource Guide to the Massachusetts Curriculum Frameworks for MCAS Alternate Assessment* - provides examples of appropriate entry points to the standards for students who are likely to require alternate assessment. These entry points are designed to enhance the instruction of students who currently have limited access to the learning standards. Teams may use these entry points to guide instructional programming, IEP development and appropriate participation in state and district-wide assessments.

**IEP-A 1/ IEP-A 2: Individualized Education Program (IEP) Amendment**



The Individualized Education Program (IEP) Amendment is a two-page document that may be used in conjunction with other IEP pages. The completed amendment should always be attached to the IEP that it is intended to alter. The form should be used for minor IEP adjustments only and should not be used if IEP service changes will also require a change in educational placement.

The explanation of a proposed change should include the IEP section(s) that the change will affect. Team members might choose to attach an IEP page to the amendment to help clarify the recommended adjustment. For instance, if an IEP goal is being altered, IEP 4 with the reworded goal could be attached or if service delivery is being altered, IEP 5 with the adjusted services could be attached. Any additional information to clarify the details of the IEP Amendment should be recorded on IEP-A 2. To complete the process, attach Administrative Data Sheet, ADM 1, to the completed IEP Amendment before sending to parents as an attachment to Notice of Proposed School District Action, N 1. Retain a copy for the student file.

**PR 1: Progress Report**



The Progress Report is designed to report the progress of each IEP goal individually. Multiple copies of the form should be used as required to report on each and every IEP goal.

The top of the page should repeat the information found on IEP 4. The progress report information should respond to the two listed questions. Progress reports are required to be sent to parents at least as often as parents are informed of their nondisabled children’s progress.

**PL 1: Team Determination of Educational Placement**



The Team Determination of Educational Placement should be used immediately after an IEP is written. The Team indicates the recommended educational placement based on the IEP goals and services and makes recommendations for specific classrooms or schools.

Sometimes the IEP dates, noted on the top of PL 1, may span a period of time when the student will receive IEP services in the same type of educational placement (e.g., general education classroom) but the IEP services will be delivered in two different specific program locations (e.g., a middle school and high school in the case of a student whose IEP is developed in March of eighth grade). In these types of circumstances, the school district should list both specific program locations and the corresponding dates, within the specified IEP period, that services will be delivered in each setting. School districts should also list two specific program locations if extended school year services are being provided in a different location from school year services.

The school district must work cooperatively with the Team to implement the Team’s placement determination and must ensure that the determination of the final specific program location is made in compliance with the IEP, least restrictive environment requirements and requirements related to giving preference to approved programs located in Massachusetts.

To complete the process, reference the recommended educational placement and specific program location(s) within the narrative statement on the Notice of Proposed School District Action, N 1 and send a completed Team Determination of Educational Placement Form, PL 1, to parents for consent of the initial and each subsequent placement of the student. A delay in determination of the placement or the specific program location should not delay the issuance of the IEP to the parents.

At times, the Team decision in regard to educational placement may not conform to a Department of Social Services' decision made for care or custody reasons. In these circumstances, PL 1 should reflect the type of educational placement that the Team has identified as necessary to implement the student's IEP and which corresponds to the Federal Child Count Settings on Administrative Placement Information form, PL 2. If a cost-shared placement is subsequently agreed to, the cost share arrangement should only be reflected on the PL 2 form in the space made available to describe such arrangements and does not change the designation of placement made by the Team.

***Note in regard to Non-Educational Placements made by State Agencies into Institutionalized Settings:***

These placements and specific program locations are not made by Team decision but rather reflect when students are receiving special education services through the Department's Educational Services in Institutional Settings (ESIS). Services are provided in certain facilities operated by or under contract with the Department of Mental Health, the Department of Youth Services, County Houses of Corrections or the Department of Public Health. Cost-shared placements with the Department of Social Services, therefore, should not be reflected in this category.

***PL 2: Administrative Placement Information***

The Administrative Placement Information Form is for school district record keeping only. The requested information is self-explanatory or can be answered by reading the directions included on the form itself.

The form centralizes information required for certain federal and state reports. Retain the Administrative Placement Information in the student record and/or a centralized file.

