



Department of
Education

Ask and Share

A Tool for Families and Schools to
Create a Student-Centered IEP



High School



The Individualized Education Program (IEP)

The purpose of the IEP is to support students with disabilities in making progress and achieving their goals. You play an important role in the development of a high quality IEP. You know your child best and can uniquely speak to how your child functions in different settings. Therefore, your participation in developing, reviewing and updating your child's IEP is essential.

Developing an IEP that reflects your child's strengths, interests, needs, and goals will improve their chance for success in school, at home, in the community and beyond. This tool provides important questions to ask and information to share at your child's IEP meeting and throughout the year.

Preparing for the IEP Meeting

In preparation for your child's IEP meeting, be sure to do the following:

- Review the invitation/Notice of IEP meeting and confirm your attendance or request a different meeting date/time. Discuss the invitation with your child, so that they are also prepared to attend the meeting.
- You may be able to use "intermittent leave" under the Family and Medical Leave Act (FMLA) to attend your child's IEP meeting. Ask your employer about what documentation you will need to submit in order to receive approval. Bring the paperwork to the meeting, in the event there is a section that a DOE team member must complete.
- Along with the Notice of IEP meeting, you should receive any assessments and/or progress reports that will be considered at the IEP meeting. If you do not receive these, reach out to the contact person listed on the Notice of IEP meeting.
- The IEP team will ask you to complete the parent interview portion of the Level 1 Vocational Assessment. When you receive the Notice of IEP Meeting, ask about the Vocational Assessment.
- If you need language assistance (such as an interpreter), inform your IEP team at least three business days before the IEP meeting. You also have a right to receive a copy of the finalized IEP in your preferred language. Inform your district representative if you would like a translated version of your child's IEP or assessments.
- You may request the participation of a Parent Member at the IEP meeting. A Parent Member is the parent of a student residing in NYC who has had an IEP within the previous five years. To request the participation of a Parent Member, make a written request to the IEP team at least 72 hours in advance.
- You can invite other family members or other people with knowledge or expertise regarding your child to the IEP meeting. You should notify the IEP team in advance, if you are planning to bring additional people.
- Notify the IEP team in advance, if you have additional information (such as private assessments) or if you would like the IEP team to consider any particular changes to the IEP.

More Resources

For more information on special education programs, supports and services, and the IEP process in NYC public schools, please refer to the ***Family Guide to Special Education Services for School-Age Children***, which may be found on the NYC Department of Education (NYCDOE) website:

<http://www.schools.nyc.gov/specialeducation>.

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How to Use This Resource

Before, During and After the IEP Meeting

This resource can be used to help you **prepare for and participate in your child’s IEP meeting.**

Before the IEP Meeting

- Read the questions in the **“What to Ask”** sections. Check off any questions you plan to ask and write down any other questions you have about the different sections of the IEP. Not all suggestions for what to ask will apply to you or your child.
- Review the **“What to Share”** sections. Prepare any information you plan to share about your child. Not all suggestions for what to share will apply to your child. In addition, you may wish to share additional information.
- Help your child choose any questions they would like to ask and have them think about what information they would like to share with the IEP team.
- If you need language assistance (such as an interpreter), inform your IEP team at least three business days before the IEP meeting. You also have a right to receive a copy of the finalized IEP in your preferred language. Inform your district representative if you would like a translated version.

During the Meeting

- Make sure you have a copy of your child’s most recent IEP and ask your child’s IEP team to walk through it section by section.
- Take notes about what is discussed at the IEP meeting.
- Ask any questions that apply to your child in the **“What to Ask”** sections and share any information that applies to your child in the **“What to Share”** sections.
- Encourage your child to ask questions and share information.
- At the end of the meeting, the IEP team should give you a printed copy of the Recommended Special Education Programs and Services page of the draft IEP and if possible, a copy of the finalized IEP.

After the Meeting

- Keep this resource. Review your notes **after the IEP meeting** when you receive a copy of your child’s completed IEP. Contact the IEP team if you have additional questions, if something is unclear, or if the IEP contents are different from what you recall being discussed.
- Discuss the IEP meeting with your child. Find out if your child has any additional questions or something is unclear. Encourage your child to speak with their teachers. This helps build critical self-advocacy skills.

Checklists

The **“What to Ask”** and **“What to Share”** checklists in this resource are organized in the same order as the sections of your child’s IEP. For each section of the IEP, there are suggestions about what questions to ask your child’s IEP team and what information to share about your child. Before the IEP meeting check off the questions you plan to ask and the information you plan to share.

Transition Planning

Transition planning is the process used to make sure that all students with IEPs are prepared for life after high school. Some sections contain specific guidance on preparing your child for life after high school. For more information about preparing your child for life after high school, refer to the **Family Guide to Transition Planning** at <http://www.schools.nyc.gov/special-education/preschool-to-age-21/after-high-school>.

Note-taking Space

During your child’s IEP meeting, the IEP team will walk you through your child’s IEP section by section. It is the IEP team’s responsibility to provide you with information as required in each section of the IEP. If you would like more information, or if something is unclear, take the opportunity to ask questions. You can use this resource as a **note-taking tool during the IEP meeting** to record what was discussed. Therefore, we have provided space for you to add additional questions and information.

Transition Planning

Your child's IEP meeting is an important time to discuss transition planning. Use the IEP meeting as an opportunity to ask questions and share information that will help your child prepare for life after high school.

Transition planning for students begins at age 12, when a **Level 1 Vocational Assessment** is required, or earlier if appropriate. At this time, students and parents/guardians, along with the school, begin to identify and research student interests, choices, and career aspirations. Beginning when a student is 14, **Transition Services** must be part of the IEP. The IEP includes your child's **Postsecondary Measurable Goals**, transition needs and the **Coordinated Set of Transition Activities** needed to achieve those goals.

Your child must be invited to the IEP meeting to discuss Transition Services. As a vital member of the IEP team, your child will be able to discuss their strengths, preferences and interests. Transition planning and services is a process that continues throughout your child's school experience, ending with a **Student Exit Summary** prior to graduation or exiting after the end of the school year in which they turn 21.

The transition planning process is driven by your child's goals, desires, and abilities. For your child to participate fully in the transition planning process, developing self-advocacy and self-determination skills is important. Self-advocacy is learning how to speak up for yourself to get your needs met. This skill begins in the early years when students develop a sense of who they are (self-awareness) and learn to ask for help. Self-determination is when a student has a say in their path. Developing self-advocacy and self-determination skills can make a positive difference in a young adult's ability to have a successful postsecondary experience. For this reason, we recommend that your child ask questions and share information during their IEP meeting as much as possible.

You may use this guide to help your child choose questions to ask and think about what information they would like to share with the IEP team. For more information about the transition planning process, refer to the ***Family Guide to Transition Planning***, which may be found on the NYC DOE website: <http://www.schools.nyc.gov/special-education/preschool-to-age-21/after-high-school>.

Agenda, Attendance Page and Introductions

The IEP team should introduce themselves and discuss the goals of the IEP meeting. Everyone present should sign the attendance page. Remember that your signature serves as confirmation that you participated in the IEP meeting. It **does not** necessarily indicate that you agree with or consent to the recommendations in the IEP.

What to Ask

- Can everyone share their name and how they work with my child?
- What is the goal of this IEP meeting?

Other questions I want to ask:

What to Share

- Your name and relationship to your child
- Whether your child will attend part of the IEP meeting or the entire IEP meeting
- If there is anyone else (not already in attendance) whom you would like to attend the meeting
- What you hope to learn from the IEP meeting

Other information I want to share:

Notes

Suggestion: Note the date of the IEP meeting, the type of IEP meeting (initial, annual review, reevaluation), the names and roles of each person in the room.

Tips

- At the end of the IEP meeting, the team will give you a copy of the Recommended Special Education Programs and Services page of the draft IEP. You should be sure to ask for a copy if they do not give one to you. A copy of the finalized IEP will be sent to you soon after the meeting.
- It is important to remember that even when the document is finalized, the IEP process is ongoing. You may request a review of your child's IEP or a reevaluation of your child at any time.
- Take notes during the IEP meeting and compare your notes to the finalized IEP. If you have any questions or concerns, bring them to the IEP team's attention.

Cover Page

The cover page shows your child’s name, birthdate, disability classification, and IEP annual review date.

What to Ask

- What is my child’s disability classification and what does it mean?
- How did the IEP team determine this classification?
- Can we review the documents that support this classification? **(For students with a disability classification of Learning Disability or Emotional Disturbance)**

Other questions I want to ask:

What to Share

- Any thoughts, questions, or concerns you have about your child’s disability classification

Other information I want to share:

Notes

Suggestion: Note the disability classification and important terms, names and results of assessments that led to this determination.

Present Levels of Performance (PLOP) and Individual Needs

Part 1: Evaluation Results

The PLOP discusses your child's strengths and unique needs related to their disability. It is based on a review of materials (such as evaluation results, classroom tests, assessments, and state test results) and input from you, your child, teachers, and other school staff. Your child's program is designed to address the needs identified in the PLOP. Part 1 of the PLOP discusses evaluation results. Evaluations measure your child's skills, abilities, and areas of need.

What to Ask

- Is my child on grade level in reading and math? Can you explain how what you are seeing from my child is different from other children their age?
- Can we look at my child's work? How does this compare to peers?
- What are my child's scores on assessments? What do the scores mean?
 - What are the results of assessments completed by the psychologist? What do these scores mean?
 - How did my child perform on Regents exams and what do those scores mean?
 - **(English Language Learners)** What are my child's NYSESLAT scores? What do those scores mean?
 - What does the Level 1 Vocational Interview tell us about my child's skills, strengths, and interests related to college and career goals? Are there any changes that should be made to my child's IEP based on this information?

Other questions I want to ask:

What to Share

- Results of previous evaluations completed in school and out of school
- Your child's past performance in math and ELA. Share your personal knowledge of your child's thoughts, feelings, and attitudes toward these topics
- Thoughts on your child's performance, past and present, on state and district assessments
- How your child feels about testing and their performance
- Information about your child and their goals from the parent interview portion of the **Level 1 Vocational Interview**. (You should have completed the parent interview prior to the IEP meeting)
- Any changes in your child's skills, strengths, interests, or college and career goals from previous years' **Vocational Interviews**

Other information I want to share:

Notes

Suggestion: Note the names of assessments done, specific scores mentioned and the meaning of those scores.

Tips

- The IEP team should provide you with copies of all assessments, records, and reports that were used to assess your child and you can request that these be explained in your own language.

Present Levels of Performance and Individual Needs

Part 2: Academic Achievement, Functional Performance and Learning Characteristics

Part 2 of the PLOP discusses your child's current academic abilities, skills, challenges and strengths.

What to Ask

- In reading, writing, and math, what are my child's strengths and needs?
- How will you help my child improve in their areas of need?
- How quickly does my child learn new skills?
- How long does my child stay focused?
- How long does my child remember what they have learned?
- How do my child's language skills affect learning?
- How does my child behave when changing from one activity to another?
- How does my child follow classroom rules and routines?
- Is my child organized? Is my child on time to school and classes?
- What helps my child learn best?
- What support does my child need to be prepared for college, career, and independent living?
- What diploma option is my child working toward and are they on track to graduate?

Other questions I want to ask:

What to Share

- Background on your child's previous school experiences, IEP meetings, and previous special education services
- Information about your child's memory or focus, especially when you ask them to complete a task or chore at home
- How you think your child learns best: by hearing, seeing, or doing
- Your child's level of independence (e.g., ability to travel, personal care, organization, attendance)
- Your child's feelings about how they have done over the past year
- Your concerns for your child's education

Other information I want to share:

Notes

Suggestion: Note the specific levels of performance in reading, writing and math and any other notable strengths or needs.

Tips

- Graduation options are discussed and planned for at IEP meetings. It is important to understand the different graduation pathways available to students with IEPs so that you can help make sure that your child is on track to graduate with the expected diploma or credential. The IEP should list the diploma and/or credential option your child is working toward and their current progress. For the most up to date information on graduation options and requirements visit: <https://www.schools.nyc.gov/learning/in-our-classrooms/graduation-requirements>.

Present Levels of Performance and Individual Needs

Part 3: Student Strengths, Preferences, and Interests

Part 3 of the PLOP includes what your child does well, how your child learns best, and your child's interests. The IEP team will discuss activities and programs your child may enjoy or prefer in and out of school, as well as your child's academic and non-academic strengths.

What to Ask

- What are my child's strengths in their classes?
- What are my child's favorite subjects and activities in school?
- How does the teacher use my child's strengths and interests to teach them?
- What non-academic activities does my child show an interest in at school?
- Does my child seem to prefer to work alone or in groups?
- Does my child show or share other preferences in school?

Other questions I want to ask:

What to Share

- Your child's academic strengths
- Subjects and activities your child prefers in and out of school
- Your child's hobbies and how your child spends their time outside of school
- The kinds of books your child likes to read and topics of interest
- Your child's interests, strengths, and passions
- Any other preferences that you notice at home
- Your child's goals and interests for life after high school

Other information I want to share:

Notes

Suggestion: Note the specific areas of strength and specific areas of interest in school.

Present Levels of Performance and Individual Needs

Part 4: Academic, Developmental, and Functional Needs of the Student

Part 4 of the PLOP discusses your child's areas of need and strategies to address these areas of need.

What to Ask

- In what subjects does my child need support?
- What skills and knowledge does my child need to meet grade level standards?
- Can you describe any gaps between my child's current academic level and grade level?
- What learning strategies can help them improve?
- What can I do at home to support them?
- Is my child required to retake any Regents exams or courses?

Other questions I want to ask:

What to Share

- Your concerns about your child's academic achievement
- A description of the areas in which you believe your child needs the greatest level of support
- Your child's concerns about certain subjects, topics, or skills

Other information I want to share:

Notes

Suggestion: Note the specific areas of strength, any gaps in your child's current academic level and grade level, and specific strategies that can support your child.

Present Levels of Performance and Individual Needs

Part 5: Social Development

Part 5 of the PLOP focuses on your child's relationships with peers and adults. The IEP team will discuss your child's feelings about self and how well your child has adjusted to the school environment.

What to Ask

- Can you describe my child's behavior at school? When are they most engaged?
 - In what way(s) does my child excel socially?
 - Can you describe my child's relationships with peers and adults?
 - Can you describe my child's ability to handle stress and advocate for their needs? In what areas do they seem most confident?
 - Are there areas where my child needs support and what supports have been effective?
 - What behavioral challenges have been observed and documented? What behavior intervention strategies have been tried? Has a Functional Behavior Assessment (FBA) been completed? Has a Behavior Intervention Plan (BIP) been developed? If so, how do you track my child's progress?
- (For students being recommended for behavior support ("crisis") paraprofessional)**

Other questions I want to ask:

What to Share

- A description of your child's behavior and emotional needs at home, as well as your perspective on their behavior at school
- A description of your child's relationships with friends, family, and other people outside of school
- Your child's confidence level, ability to handle stressful situations, and ability to self-advocate
- What you and your child see as their social strengths
- Any concerns about your child's behavior and social interactions
- Any behavior strategies that have been effective at home

Other information I want to share:

Notes

Suggestion: Note specific emotional and behavioral strengths, areas where your child needs support and strategies that have been successful.

Present Levels of Performance and Individual Needs

Part 6: Physical Development

Part 6 of the PLOP focuses on your child's health and development. The IEP team will discuss your child's physical skills and/or limitations related to the learning process.

What to Ask

- What information can you share about my child's physical growth, hearing, and vision?
- What physical activities does my child participate in at school? What does their performance look like?
- Are there areas where my child needs support? What supports have helped them?
- How does my child's accessibility need affect their learning? If my child needs an accessible school or program, what type of documentation will I need to provide? Will my child's accessibility needs influence their school choice options? **(For students with accessibility needs)**

Other questions I want to ask:

What to Share

- Whether your child has limited mobility
- If your child uses a wheelchair and/or walking aids
- The ways in which you believe your child excels physically
- Any information that you feel the school should know from your child's most recent doctor's visit
- A description of any medical conditions (such as seizures or asthma) that the school should be aware of and any hearing or visual aids they require
- Any concerns you have about your child's physical development and health
- Recent medical documentation and forms detailing your child's health and physical needs **(For students with accessibility needs or health needs that may require a nurse or paraprofessional)**

Other information I want to share:

Notes

Suggestion: Note specific strengths and needs in this area and supports that have helped your child.

Present Levels of Performance and Individual Needs

Part 7: Management Needs

Management needs are supports provided to your child to meet their unique needs. These can include the amount of adult supervision and any necessary modifications to the classroom or instruction. The IEP team will discuss any strategies or methods that will help address your child's areas of need.

What to Ask

- What strategies have been effective in supporting my child's learning?
- What special teaching methods have benefited my child?
- How has the classroom environment been modified or adapted to support my child?
- What materials and resources have been used to support my child's learning?
- What specific adult assistance has my child received?
- What social or behavioral supports are available for my child?
- What support will a paraprofessional provide for my child? How will a paraprofessional enable my child to participate in their Least Restrictive Environment? How will my child learn skills and independence to reduce or eliminate the need for a paraprofessional? Could the assignment of a paraprofessional have any negative effects on my child or on the quality of their services? **(For students recommended for a 1:1 or group paraprofessional)**
- What strategies or supports will be needed as my child transitions to college, career, and/or independent living?

Other questions I want to ask:

What to Share

- Strategies and resources that support your child in learning something new or completing a challenging task
- A description of any changes to the classroom environment (such as seating) that you think would benefit your child
- What motivates or encourages your child as well as anything that hinders or discourages your child
- Strategies and resources your child may need in college, future careers, and independent living

Other information I want to share:

Notes

Suggestion: Note specific teaching methods, materials, resources and assistance that have been helpful to your child.

Present Levels of Performance and Individual Needs

Part 8: Effect of Student Needs on Involvement and Progress in the General Education Curriculum

The general education curriculum covers the knowledge and skills that all students, including students with disabilities, are expected to master. The IEP team will discuss supports for your child to increase their participation and progress in the general education curriculum.

What to Ask

- How does my child's disability affect their participation and progress in the general education curriculum?
- How does my child's disability affect what my child is taught and how they are taught?
- How does my child's disability affect how they are assessed?
- How does my child's disability affect their future career, educational, and independent living goals?

Other questions I want to ask:

What to Share

- A description of your child's academic goals (now and in the future)
- The degree to which you think your child should participate in the general education curriculum, alongside peers without disabilities (keeping in mind that this should always be the first option considered)

Other information I want to share:

Notes

Suggestion: Specific ways your child's disability affects their participation in general education curriculum and ways the team feels they can participate in the general education curriculum alongside peers without disabilities.

Student Needs Relating to Special Factors

The IEP team must consider five special factors: behavior, limited English proficiency, blindness or visual impairment, deaf or hearing impairment, communication needs, and assistive technology usage. During the IEP meeting, the IEP team will discuss if any of the listed special factors affect your child's ability to learn and any supports they may need.

What to Ask

- Does my child need extra support to address their behavior? If so, does my child need a behavioral intervention plan?
- (For English Language Learners)** How does my child get support in learning English?
- (For students who are blind or visually impaired)** Does my child need instruction in braille or the use of braille?
- Does my child need any service or device to help with communication?
- Does my child need assistive technology? If so, will my child need that assistive technology at home?

Other questions I want to ask:

What to Share

- Any strategies that you have found effective in addressing your child's behavior
- (For parents of English Language Learners)** Information about the language spoken in your home
- (For parents of students who are visually or hearing impaired)** An explanation of special services or devices your child uses at home or that you think would be effective for your child

Other information I want to share:

Notes

Suggestion: Note specific supports that will be provided to your child based on their needs.

Tips

- Students identified as English Language Learners may be eligible for bilingual special education services or a specialized Bilingual Special Education Program. Ask the IEP team about your child's eligibility.
- When your child graduates, any IEP mandated assistive technology devices provided by the DOE is returned to the DOE. Your child may need these devices after graduation. In the winter prior to graduation, contact the IEP team to initiate the transition process. If your child has Medicaid or a Medicaid Waiver in place, the IEP team will contact the appropriate personnel to assist with Medicaid approval for the device.

Measurable Postsecondary Goals

Measurable Postsecondary Goals identify your child's long-term goals for living, working, and learning as an adult. The IEP team will discuss your child's needs, likes, dislikes, and interests to create goals and plan activities that prepare your child for life after high school.

What to Ask

- How is the school helping my child to prepare for education and training **after** high school?
- How is the school helping my child to prepare for a career **after** high school?
- What services does the school provide to help my child prepare to live independently **after** high school?
- How do these goals match my child's interests, strengths, and career plans?
- How did you use the results of the vocational assessment to create these goals?

Other questions I want to ask:

What to Share

- Your child's goals and interests related to employment, education and training, and independent living **after** high school

Other information I want to share:

Notes

Suggestion: Note specific ways in which the school is helping or will help your child prepare for college/career and independent living after high school.

Measurable Annual Goals

Measurable Annual Goals are goals that your child can complete in a school year. Goals may be academic, address social or behavioral needs, relate to physical needs, or address other educational needs that were identified in the PLOP. The IEP team will discuss your child's areas of need and how each goal will address their areas of need.

What to Ask

- Did my child achieve last year's goals? If not, what support will be given?
- What goals will my child need to meet before their next IEP meeting?
- How often will you track progress toward each goal and how will you know when the goal is met?
- How do these goals relate to my child's areas of need and the general education curriculum?
- What special education program or related service is each goal aligned to?
- (For students recommended for a 1:1, group, or classroom paraprofessional)** How will a paraprofessional support my child in achieving their annual goals and are there any annual goals related specifically to my child's paraprofessional?

Other questions I want to ask:

What to Share

- Suggest any goals that you think would be helpful to your child
- Discuss your child's progress on last year's goals

Other information I want to share:

Notes

Suggestion: Make a note of each goal and how it relates to your child's areas of need

Measurable Annual Goal	Area of Need

Reporting Progress to Parents

The IEP team will discuss how your child's progress will be measured and how you will be informed.

What to Ask

- When and how will you inform me of my child's progress?

Other questions I want to ask:

What to Share

- How often and in what ways you would like to be informed of your child's progress

Other information I want to share:

Notes

Recommended Special Education Programs and Services

Part 1: Special Education Program/Services

There are many services available to support your child in their least restrictive environment. The IEP team will discuss whether your child's needs may be met in a general education class with supports and services. If it is determined that your child cannot participate in general education classes, even with appropriate aids, Special Education Teacher Support Services (SETSS), Related Services or in an Integrated Co-Teaching (ICT) class, other settings such as Special Classes or Special Schools will be considered. The IEP team will discuss programs and services to be provided to your child.

What to Ask

- What special education and related services will my child receive and when do they begin?
- How do these services support my child's needs?
- How often and where will the services be provided?
- Are these the same services as last year? Why or why not?
- How do these programs and services provide access to the Least Restrictive Environment (LRE)?
- (For students recommended for a Special Class or Special School)** Will my child be taught the same content and take the same tests as their peers without disabilities? Will my child be in a general education classroom during any time of the school day?

Other questions I want to ask:

What to Share

- Your thoughts, questions, or concerns about the services being recommended
- What services you think have been most effective, and if you feel any services are no longer meeting your child's needs

Other information I want to share:

Notes

Suggestion: Note what program and services your child will receive, the start date, location and time of services.

Tips

- **Related services** can help a student participate in school and achieve their educational goals. Some examples of related services are Occupational Therapy, Physical Therapy, and Speech/Language Therapy. Your child's IEP should recommend related services in the least restrictive environment. For many students, related services will be provided in the classroom. The related service provider will work with teachers, paraprofessionals and other adults to support your child.
- In high school, the special class ratio of **12:1** becomes **15:1**. In addition, some services such as **Special Education Teacher Support Services (SETSS)** may be **non-credit bearing**. Ask the IEP team to explain the impact SETSS or other services might have on your child's ability to earn credits toward graduation.

Recommended Special Education Programs and Services

Part 2: Extended School Year (12-Month) Services and/or Program

Extended School Year services are recommended for students who require services during July and August to prevent substantial regression (a significant learning loss). When applicable, the IEP team will discuss whether your child requires extended school year services.

What to Ask

- Is my child at risk of falling behind due to a loss of skills or knowledge during the summer months? Why or why not?
- Is my child eligible to receive special education programs/services during the summer? Why or why not?
- What special education program/services will my child receive in the summer, if any? How will these services help my child during the school year?
- Where and how often will these services be provided?

Other questions I want to ask:

What to Share

- Any concerns you have about your child's ability to retain skills, knowledge, and make progress over the summer months

Other information I want to share:

Notes

Suggestion: List the services and programs being recommended for your child with any details such as group size or duration. If the information is available, you might also list the names of the providers who will be working with your child.

Tips

- At the end of the IEP meeting, the IEP team should provide you with a draft copy of this page. If they do not provide the copy to you, ask for one. When you receive the finalized IEP, be sure to review the draft along with the finalized copy and ask the IEP team about any changes you see.

Testing Accommodations

Some students with disabilities and multilingual learners may receive testing accommodations to give them the support they need to demonstrate their skills, knowledge, and abilities without being unnecessarily impacted by their disabilities or English proficiency. Testing accommodations are changes to test format and/or the way tests are administered. Testing accommodations do not change the skills or content that tests measure, nor are they intended to make tests less rigorous. The IEP team will discuss possible testing accommodations for your child. Examples include special seating arrangements, questions being read or re-read aloud, and additional time.

What to Ask

- What are testing accommodations and does my child need them?
- What testing accommodations will my child receive? When will my child receive them?
- How will these accommodations allow my child to show what they know?
- On which assessments will my child receive these accommodations?
- What testing accommodations will my child receive for the PSAT, SAT, SAT Subject Tests, Advanced Placement and/or ACT exams?

Other questions I want to ask:

What to Share

- Describe supports you believe will help your child to perform well on both classroom and state assessments

Other information I want to share:

Notes

Suggestion: List the accommodations and supports your child will receive on classroom and state assessments. Note if there are any next steps for you and the team (such as contacting the College Board).

Tips

- **Testing accommodations** should be used consistently for classroom, district, and state assessments. Ask the IEP team to explain in detail the types of assessments and when each accommodation can be used.
- Students whose IEPs indicate that they should receive testing accommodations may also be eligible to receive accommodations on PSAT, SAT, SAT Subject Tests, ACT, and Advanced Placement Exams. Ask the IEP team about the accommodations your child may be eligible to receive. Ask for the required consent form for the school's Services for Students with Disabilities (SSD) Coordinator to request accommodations on your behalf.
- Even if your child participates in the **New York State Alternate Assessment (NYSAA)**, it is important to discuss testing accommodations. In addition to receiving testing accommodations on the NYSAA, students will receive their accommodations on classroom tests as well as schoolwide assessments.

Coordinated Set of Transition Activities

Transition services are a coordinated set of activities that support your child's goals for after high school. Transition services aid your child's movement from school to post-school activities with the goal of continued education, employment, and independent living. The IEP team will discuss activities that are specific to your child, taking into account their individual needs, strengths, preferences and interests.

What to Ask

- What kind of special instruction, services, or experiences will the school provide to prepare my child for life **after** high school?
- How do these activities match my child's strengths, preferences, and interests?
- How do these activities match my child's goals for life after high school?
- What staff member or agency will oversee each activity?

Other questions I want to ask:

What to Share

- Goals for your child related to education, employment, and independent living **after** high school
- Your child's goals and interests for life after high school

Other information I want to share:

Notes

Suggestion: Write the specific ways your child be prepared for life after high school.

Tips

- When your child is 14 (or at a younger age, if appropriate) the IEP team will begin planning to support your child's move from high school to life after high school. At your child's annual IEP meeting in **9th grade**, ask the IEP team about programs or services to support your child's movement from school to post-school activities.
- There are no IEPs in college. Students with disabilities may choose to seek the support of a college or university's disability office. If the student is found eligible, the disability office will develop an accommodation plan based on the documentation that the student provides. Colleges or universities are not required to provide modifications, which may alter the content that students are required to learn.

Participate in State and Districtwide Assessments

The IEP team will discuss whether your child will participate in state and districtwide assessments and what accommodations, if any, your child will need during the administration of these tests. If your child will not participate in state and districtwide assessments, the IEP team will discuss how your child's progress will be measured, including participation in the New York State Alternate Assessment (NYSAA).

What to Ask

- Will my child participate in the same district and statewide assessments as general education students? If no, why not?
- Will the type of assessment my child takes **now** affect their school options or graduation in the **future**?

Other questions I want to ask:

What to Share

- You and your child's long-term educational goals in terms of high school graduation and college and career goals

Other information I want to share:

Notes

Suggestion: Write the specific assessments your child will take and any exemptions.

Tips

- To earn a high school diploma, students must participate in NYS Regents exams. Students who participate in the NYS Alternate Assessment (NYSAA) are eligible to receive Commencement Credentials. These credentials are not the same as a high school diploma and do not guarantee qualification for employment where a high school diploma is required. Ask the IEP team about the assessments your child takes and the impact they will have on their diploma options. If your child is participating in NYSAA, you will receive a letter explaining this. For more information about Commencement Credentials, visit: <https://www.schools.nyc.gov/learning/special-education/preschool-to-age-21/after-high-school>.

Participation with Students without Disabilities

The IEP must explain the degree to which your child will participate with peers without disabilities in the general education class and other school activities. If a child is not permitted to attend lunch, school trips or assemblies with the rest of the school, it must be noted on the IEP.

What to Ask

- When and where will my child participate with peers without disabilities?
- Will my child participate in an alternate physical education (PE) class? What will that look like?
- Will my child be exempt from the language other than English diploma requirement?

Other questions I want to ask:

What to Share

- The degree to which you would like your child to participate with their peers without disabilities in a general education class

Other information I want to share:

Notes

Suggestion: Write the specific classes and/or times of day when your child will participate with students without disabilities. List any special supports or accommodations that will be made.

Tips

- To the greatest extent appropriate, children with disabilities should be educated with children without disabilities. This is the law but also research has shown that more time spent in the general education classroom leads to higher scores on standardized tests, fewer absences from school, and fewer referrals for disruptive behavior. These results were independent of students' disability, severity of disability, gender, or socio-economic status. Work with the IEP team to determine where and how often your child can participate in classes with their peers without disabilities.
- In high school, students who are recommended for a special class will often travel between classrooms and have different teachers. It is likely that they will also have classes with different groups of peers. You may wish to ask about programming at your child's school, and how to best prepare your child for any changes.

Special Transportation

Specialized Transportation means that your child will be transported by school bus, being picked up at the safest, closest curb location to your residence. The school bus is staffed by both a school bus driver and an attendant to supervise students. Some students require additional accommodations, such as limited travel time, individual transportation paraprofessionals, nurses, and other medical accommodations. Medical accommodations require current medical documentation from a physician that clearly states what your child's medical condition is and why they require the accommodation. The IEP team will discuss if your child requires specialized transportation.

What to Ask

- Will my child need transportation to and from special classes or programs at another site?
- What forms are necessary to request additional transportation accommodations and to whom should they be submitted? *(You should ask this in advance of the IEP meeting so that you can submit any necessary documents for review in advance of the meeting.)*
- Is my child a candidate for travel training?

Other questions I want to ask:

What to Share

- Whether your child uses public transportation
- If your child has special equipment needs, which require special transportation
- Any special care or support your child may need during transportation
- Any reasons why your child may be unable to travel to and from school without assistance
- Any management and support your child requires on the bus to and from school because of a chronic medical/orthopedic disability, a severe cognitive impairment, or a severe emotional disability and documented aggressive and/or acting-out behavior
- Recent medical documentation and forms detailing your child's health and physical needs

Other information I want to share:

Notes

Suggestion: List any specialized transportation or supports your child is eligible for and the next steps you and/or the team might need to take to secure these supports.

Tips

- When considering the need for specialized transportation remember that factors unrelated to the student's disability, such as the unavailability of the parent to escort the child to the school or the bus stop, are not appropriate reasons for recommending specialized transportation. Ask the IEP team to explain eligibility requirements for specialized transportation.

Placement Recommendation

Placement recommendation means the educational setting in which your child’s IEP will be implemented. Placement will list the type of setting where your child will receive the special education programs and services (e.g., community school, District 75, or non-public school). The IEP forms the basis for the placement recommendation. Only after the IEP team considers and develops all other components of your child’s IEP, including the identification of their strengths, needs, goals and the services necessary to meet those goals, will the IEP team determine the recommended placement that is appropriate for your child.

What to Ask

- Will my child’s placement recommendation have an impact on where they attend school **now** or in the **future**?
- Does this placement represent my child’s least restrictive environment (LRE)?
- Will my child’s placement recommendation affect their high school diploma options?
- (For placement recommendations in a NYC DOE Specialized School, an Approved Non-Public school, or Home Instruction)** Will my child be taught the same content and take the same tests as their peers without disabilities?

Other questions I want to ask:

What to Share

- Your preferences in terms of where your child attends school
- Any concerns you have about the placement recommendation’s impact on your child’s school options or outcomes

Other information I want to share:

Notes

Suggestion: Record the recommended placement along with information about why it is considered the Least Restrictive Environment (LRE) for your child. Note any specific information about the placement that you want to remember after the meeting.

Tips

- Some placement recommendations such as **Non-Public, Day and Residential schools, NYCDOE Specialized Schools**, or **specialized programs** may have an impact on the type of high school diploma your child is eligible to obtain. Describe the **type of high school diploma** you would like your child to earn. Ask the IEP team to explain any effect the placement recommendation might have on your child’s diploma options.

Summary

Other Options Considered and Parent Concerns

The “Summary” page of the IEP lists all educational settings that were considered and the reason why they were rejected in the “Other Options Considered” section. For example, when discussing placement, the IEP team will consider a general education classroom in a community school first. If this is rejected, the IEP must state why it was rejected. Additionally, any general concerns you may have about your child’s education or special education services are also documented on the “Summary” page of the IEP.

What to Ask

- What options did the IEP team consider besides the ones we discussed in the **Recommended Special Education Programs/Services** section?
- Why were those options rejected?

Other questions I want to ask:

What to Share

- Any other special education service options that you believe might benefit your child.
- Any general concerns you have about your child’s education or special education services. The IEP team will document your concerns in this section.

Other information I want to share:

Notes

Suggestion: List any other programs and/or services that were considered and why they were rejected and any concerns you may have about your child’s education.

Tips

- Schools are expected to meet the needs of students as outlined in their IEPs. A service should not be rejected because it was previously not provided at a school. If you agree that the program the IEP team has recommended is appropriate for your child, the school should provide the program. If you have concerns about the school’s ability to provide a particular program or service, you should discuss your concerns with the principal. If after speaking with the principal you have further concerns, you can speak with the Family Support Coordinator in your district superintendent’s office.

Ask and Share

A Tool for Families and Schools to
Create a Student-Centered IEP
High School

NYC

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For additional information, dial 718-935-2007
or visit www.schools.nyc.gov/specialeducation