Part B of the Individuals with Disabilities Education Act (IDEA) sets forth requirements for States and local educational agencies (school districts) in providing special education and related services to children with disabilities, ages 3 through 21. Part B emphasizes the importance of including parents in decisions regarding the education of their children. Before a school district proposes or refuses to take action regarding the educational program of a child with a disability, the district must provide a “prior written notice” to the parents. The district must also, at specified times, provide parents with a “procedural safeguards notice” which explains their rights under Part B of the IDEA. Further, parents and school personnel must work together to develop an individualized education program (IEP) for each child which sets forth the services that the child will receive to meet his or her unique needs.

In the Individuals with Disabilities Education Improvement Act of 2004 (the 2004 re-authorization of the IDEA), the Congress required the U.S. Department of Education to publish and widely disseminate “model forms,” that are “consistent with the requirements of [Part B of the IDEA]” and “sufficient to meet those requirements.” Specifically, the reauthorization required the Department to develop forms for the: (1) IEP; (2) notice of procedural safeguards; and (3) prior written notice.

Attached to this introduction are the three forms that the Department has, consistent with the instructions from the Congress, developed to assist States and school districts in understanding the content that Part B requires for each of these three types of forms. The content of each of these forms is based upon the requirements set forth in the final Part B regulations. Although States must ensure that school districts include all of the content that Part B requires for each of the documents that they provide to parents, States are not required to use the format or specific language reflected in these forms. States may choose to add additional content to their forms, so long as any additional content is not inconsistent with Part B requirements.

These three forms closely track the language in the regulations. However, where appropriate, the Secretary has, in order to make the forms more user-friendly:

- Used “school district” or “district” in place of “public agency” and “local educational agency.”
- Used “you” in place of “parent” (or the student, where parental rights have been transferred from the parent to the student at the age of majority).

In order to receive a copy of these model forms or the Part B regulations, please contact Mary Louise Dirrigl by either e-mail (mary.louise.dirrigl@ed.gov) or telephone (202 245 7324).
### Prior Written Notice

**PART B**

**PRIOR WRITTEN NOTICE**

Under 34 CFR §300.503(a), the school district must give you a written notice (information received in writing), whenever the school district: (1) Proposes to begin or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education (FAPE) to your child; or (2) Refuses to begin or change the identification, evaluation, or educational placement of your child or the provision of FAPE to your child. The required content under 34 CFR §300.503(b) is listed below in this model form. The school district must provide the notice in understandable language (34 CFR §300.503(c)). This model form provides a format that States and/or school districts may choose to adopt to construct the form that they will use to provide that notice. The school district will need to insert the required child- and situation-specific information, and must inform parents, as part of the notice, that they have protection under the procedural safeguards of Part B of the IDEA.

**PRIOR WRITTEN NOTICE UNDER PART B OF THE IDEA**

- Description of the action that the school district proposes or refuses to take:

  

- Explanation of why the school district is proposing or refusing to take that action:

  

- Description of each evaluation procedure, assessment, record, or report the school district used in deciding to propose or refuse the action:

  

- Description of any other choices that the Individualized Education Program (IEP) Team considered and the reasons why those choices were rejected:

  

- Description of other reasons why the school district proposed or refused the action:

  

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U.S. Department of Education  
Office of Special Education and Rehabilitative Services,  
Office of Special Education Program

Model From: Prior Written Notice

44 Appendix C
• Resources for the parents to contact for help in understanding Part B of the IDEA:

• If this notice is not an initial referral for evaluation, how the parent can obtain a copy of a description of the procedural safeguards:

Excerpts from Procedural Safeguards

PART B
PROCEDURAL SAFEGUARDS NOTICE

The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities, requires schools to provide parents of a child with a disability with a notice containing a full explanation of the procedural safeguards available under the IDEA and U.S. Department of Education regulations. A copy of this notice must be given to parents only one time a school year, except that a copy must be given to the parents: (1) upon initial referral or parent request for evaluation; (2) upon receipt of the first State complaint under 34 CFR §§300.151 through 300.153 and upon receipt of the first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)]

This procedural safeguards notice must include a full explanation of all of the procedural safeguards available under §300.148 (unilateral placement at private school at public expense), §§300.151 through 300.153 (State complaint procedures), §300.300 (consent), §§300.502 through 300.503, §§300.505 through 300.518, and §§300.530 through 300.536 (procedural safeguards in Subpart E of the Part B regulations), and §§300.610 through 300.625 (confidentiality of information provisions in Subpart F). This model form provides a format that States and/or school districts may choose to use to provide information about procedural safeguards to parents.

[NOTE TO STATES AND SCHOOL DISTRICTS: Where the Office of Special Education Programs (OSEP) has included bracketed NOTES in this document, these NOTES are intended as directions to States or school districts regarding content that they must include in the procedural safeguards notice provided to parents. The State or school district should insert the required State-specific language and delete the NOTES prior to providing the notice to parents.]

GENERAL INFORMATION

PRIOR WRITTEN NOTICE
34 CFR §300.503
NOTICE

Your school district must give you written notice (provide you certain information in writing), whenever it:

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; or
2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.
Content of notice
The written notice must:

1. Describe the action that your school district proposes or refuses to take;
2. Explain why your school district is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
5. Tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding Part B of the IDEA;
7. Describe any other choices that your child's individualized education program (IEP) Team considered and the reasons why those choices were rejected; and
8. Provide a description of other reasons why your school district proposed or refused the action.

Notice in understandable language
The notice must be:

1. Written in language understandable to the general public; and
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your school district must ensure that:

1. The notice is translated for you orally by other means in your native language or other mode of communication;
2. You understand the content of the notice; and
3. There is written evidence that 1 and 2 have been met.

NATIVE LANGUAGE
34 CFR §300.29
Native language, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child’s parents;
2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL
34 CFR §300.505
If your school district offers parents the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Prior written notice;
2. Procedural safeguards notice; and
3. Notices related to a due process complaint.

PARENTAL CONSENTDEFINITION
34 CFR §300.9
Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.
2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; and
3. You understand that the consent is voluntary on your part and you may withdraw your consent at anytime.

Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.
Parental Consent

34 CFR §300.300

Consent for initial evaluation

Your school district cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading Parental Consent.

Your school district must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the school district to start providing special education and related services to your child.

If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your school district may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process complaint, resolution meeting, and impartial due process hearing procedures (unless required to do so or prohibited from doing so under State law). Your school district will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances, unless State law requires it to pursue the evaluation.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his/her parent—

The school district does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the school district cannot find the child’s parent;
2. The rights of the parents have been terminated in accordance with State law; or
3. A judge has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

Ward of the State, as used in the IDEA, means a child who, as determined by the State where the child lives, is:

1. A foster child;
2. Considered a ward of the State under State law; or
3. In the custody of a public child welfare agency.

Ward of the State does not include a foster child who has a foster parent.

Parental consent for services

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

The school district must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your school district may not use the procedural safeguards (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent and the school district does not provide your child with the special education and related services for which it sought your consent, your school district:

1. Is not in violation of the requirement to make a free appropriate public education (FAPE) available to your child for its failure to provide those services to your child; and
2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Parental consent for reevaluations

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; and
2. You did not respond.

If you refuse to consent to your child's reevaluation, the school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures...
procedures to seek to override your refusal to consent to your child’s reevaluation. As with initial evaluations, your school district does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent
Your school must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the school district’s attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent’s home or place of employment and the results of those visits.

Other consent requirements
Your consent is not required before your school district may:

1. Review existing data as part of your child’s evaluation or a reevaluation; or
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

[NOTE: If the State requires consent for other services and activities (in addition to those listed above), the notice must specify what those other services and activities are, and then also state: “The school district must develop and implement procedures to ensure that your refusal to consent to any of these other services and activities does not result in a failure to provide your child with a free appropriate public education (FAPE).”]

Your school district may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

If you have enrolled your child in a private school at your own expense or if you are home schooling your child, and you do not provide your consent for your child’s initial evaluation or your child’s reevaluation, or you fail to respond to a request to provide your consent, the school district may not use its consent override procedures (i.e., mediation, due process complaint, resolution meeting, or an impartial due process hearing) and is not required to consider your child as eligible to receive equitable services (services made available to parentally-placed private school children with disabilities).

INDEPENDENT EDUCATIONAL EVALUATIONS
34 CFR §300.502
General
As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by your school district.

If you request an independent educational evaluation, the school district must provide you with information about where you may obtain an independent educational evaluation and about the school district’s criteria that apply to independent educational evaluations.

Definitions
Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

Public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

Parent right to evaluation at public expense
You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your school district, subject to the following conditions:

1. If you request an independent educational evaluation of your child at public expense, your school district must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an independent educational evaluation at public expense, unless the school district demonstrates in a hearing that the evaluation of your child that you obtained did not meet the school district’s criteria.
2. If your school district requests a hearing and the final decision is that your school district’s evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3. If you request an independent educational evaluation of your child, the school district may ask why you object to the evaluation of your child obtained by your school district. However, your school district
may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process complaint to request a due process hearing to defend the school district’s evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your school district conducts an evaluation of your child with which you disagree.

**Parent-initiated evaluations**

If you obtain an independent educational evaluation of your child at public expense or you share with the school district an evaluation of your child that you obtained at private expense:

1. Your school district must consider the results of the evaluation of your child, if it meets the school district’s criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; and
2. You or your school district may present the evaluation as evidence at a due process hearing regarding your child.

**Requests for evaluations by hearing officers**

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

**School district criteria**

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation). Except for the criteria described above, a school district may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

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**CONFIDENTIALITY OF INFORMATION**

**DEFINITIONS**

34 CFR §300.611

As used under the heading Confidentiality of Information:

- **Destruction** means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- **Education records** means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- **Participating agency** means any school district, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

**PERSONALLY IDENTIFIABLE**

34 CFR §300.32

**Personally identifiable** means information that has:

A. Your child’s name, your name as the parent, or the name of another family member;
B. Your child’s address;
C. A personal identifier, such as your child's social security number or student number; or

**NOTICE TO PARENTS**

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;
2. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major identification, location, or evaluation activity (also known as “child find”), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of the activity to locate, identify, and evaluate children in need of special education and related services.

ACCESS RIGHTS
34 CFR §300.613
The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your school district under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; and
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

RECORD OF ACCESS
34 CFR §300.614
Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD
34 CFR §300.615
If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LIST OF TYPES AND LOCATIONS OF INFORMATION
34 CFR §300.616
On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

FEES
34 CFR §300.617
Each participating agency may charge a fee for copies of records that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.
AMENDMENT OF RECORDS AT PARENT’S REQUEST
34 CFR §300.618
If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose as described under the heading Opportunity For a Hearing.

OPPORTUNITY FOR A HEARING
34 CFR §300.619
The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

HEARING PROCEDURES
34 CFR §300.621
A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION
34 CFR §300.622
Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to go to, a private school that is not located in the same school district you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS
34 CFR §300.623
Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State’s policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION
34 CFR §300.624
Your school district must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child’s name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.
The Individualized Family Service Plan (IFSP) is a written plan that is developed for each eligible infant and toddler with a disability. The Part C regulations specify, at 34 CFR §§303.342 - 303.345, the procedures that State Lead Agencies and early intervention service providers must follow to develop, review, and revise an IFSP for each child. The document below sets out the IFSP content that those regulations require.

**Service coordinator:** The name of the service coordinator from the profession most immediately relevant to the child's or family's needs (or who is otherwise qualified to carry out all applicable responsibilities under Part C). The service coordinator is responsible for the implementation of the early intervention services identified in the IFSP, including transition services and coordination with other agencies and persons. The service coordinator serves as the single point of contact for carrying out the activities described in 34 CFR §303.34. [34 CFR §§303.34 and 303.344(g)]

**Present levels of development:** A statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive development based on the information from the child's evaluation and assessments conducted under §303.321. [34 CFR §303.344(a)]

**Family's resources, priorities, and concerns:** With the concurrence of the family, a statement of the family's resources, priorities, and concerns related to enhancing the development of the child as identified through the assessment of the family under 34 CFR §303.321(c)(2). [34 CFR §303.344(b)]

**Measurable results or measurable outcomes:** A statement of the measurable results or measurable outcomes expected to be achieved for the child (including pre-literacy and language skills, as developmentally appropriate for the child) and family, and the criteria, procedures, and timelines used to determine:

- The degree to which progress toward achieving the results or outcomes identified in the IFSP is being made; and
- Whether modifications or revisions of the expected results or outcomes, or early intervention services identified in the IFSP, are necessary. [34 CFR §303.344(c)]

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<tr>
<th>Measurable Result or Measurable Outcome (including, as appropriate, pre-literacy and language skills)</th>
<th>For Determining Progress Toward Achieving Measurable Results and Measurable Outcomes, and Whether Modifications or Revisions are Necessary</th>
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<tr>
<td><strong>Criteria</strong></td>
<td><strong>Procedures</strong></td>
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### IFSP Team Meeting Date

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<th>Early Intervention Service</th>
<th>Measurable Result or Measurable Outcome</th>
<th>Progress</th>
<th>Modifications or Revisions</th>
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**Early intervention services:** A statement of the specific early intervention services (EIS), based on peer-reviewed research (to the extent practicable), that are necessary to meet the unique needs of the child and the family to achieve the results or outcomes identified above, including:

- The beginning date, length, duration, frequency, intensity, method of delivering, and location of the early intervention services. [34 CFR §§303.344(d)(1)(i), 303.344(d)(1)(iii), and 303.344(f)];

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<tr>
<th>Early Intervention Service</th>
<th>Beginning Date</th>
<th>Length</th>
<th>Duration</th>
<th>Frequency</th>
<th>Intensity</th>
<th>Method of Delivery</th>
<th>Location</th>
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- **Natural environment:** A statement that each EIS is provided in the natural environment for that child or service to the maximum extent appropriate, or a justification as to why an early intervention service will not be provided in the natural environment, consistent with 34 CFR §§303.13(a)(8), 303.26, and 303.126. [34 CFR §§303.344(d)(1)(ii)(A) and (B)]

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<th>Early Intervention Service</th>
<th>Is the EIS provided in the natural environment for that child or service to the maximum extent appropriate?</th>
<th>If an EIS is not provided in the natural environment, the justification for that determination, made by the IFSP team, based on the child’s outcomes</th>
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**Educational component:** For children who are at least three years of age, a statement of the educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills. [34 CFR §303.344(d)(4)]

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<th>Educational component</th>
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**Other services:** To the extent appropriate, with regard to medical and other services:

- Identification of those services that the child and family needs or is receiving through other sources, but that are neither required nor funded under Part C. [34 CFR §303.344(e)(1)]

<table>
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<tr>
<th>Other services</th>
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- If those services are not currently being provided, a description of the steps the service coordinator or family may take to assist the child and family in securing those other services. [34 CFR §303.344(e)(2)]

<table>
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<th>If those services are not currently being provided, a description of the steps the service coordinator or family may take to assist the child and family in securing those other services</th>
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Payment Arrangements: Payment Arrangements, and identification of potential funding sources. [34 CFR §§303.34(b)(9) and 303.344(d)(1)(iv)]

<table>
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<tr>
<th>Early Intervention Service</th>
<th>Payment Arrangements</th>
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<td>(Identify potential funding sources)</td>
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**Transition From Part C Services**

Not fewer than 90 days, and, at the discretion of all parties (including the parent), not more than 9 months before the toddler’s third birthday, the IFSP must also set out a transition plan, including the steps and services to be taken to support the smooth transition of the toddler with a disability at age three, or as the child exits the program, in accordance with 34 CFR §§303.209 and 303.211(b)(6). [34 CFR §§303.209(d)(2) and 303.344(h)(1)] The family of the toddler must be included in the development of the transition plan. [34 CFR §§303.209(d)(1)(ii)] The IFSP transition content must include:

- Transition services: Identification of transition services and other activities that the IFSP team determines are necessary to support the transition of the child. [34 CFR §§303.209(d)(3)(ii) and 303.344(h)(2)(iv)]

- Transition steps:
  - Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child’s transition. [34 CFR §303.344(h)(2)(i)]

- Procedures to prepare the child for a change in service delivery, including steps to help the child adjust to, and function in, a new setting, and to exit from the Part C program. [34 CFR §§303.209(d)(3)(i) and 303.344(h)(2)(ii)]

- Confirmation that child find information about the child has been transmitted to the LEA or other relevant agency, in accordance with 34 CFR §303.209(b) (and any policy adopted by the State under 34 CFR §303.401(e)) and, with parental consent if required under 34 CFR §303.414, transmission of additional information needed by the LEA to ensure continuity of services from the Part C program to the Part B program, including a copy of the most recent evaluation and assessments of the child and the family and most recent IFSP developed in accordance with 34 CFR §§303.340 through 303.345. [34 CFR §303.344(h)(2)(iii)]
Individualized Education Program

PART B
INDIVIDUALIZED EDUCATION PROGRAM

The Individualized Education Program (IEP) is a written document that is developed for each eligible child with a disability. The Part B regulations specify, at 34 CFR §§300.320-300.328, the procedures that school districts must follow to develop, review, and revise the IEP for each child. The document below sets out the IEP content that those regulations require.

A statement of the child’s present levels of academic achievement and functional performance including:

- How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or for preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities. [34 CFR §300.320(a)(1)]

A statement of measurable annual goals, including academic and functional goals designed to:

- Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum. [34 CFR §300.320(a)(2)(i)(A)]
- Meet each of the child’s other educational needs that result from the child’s disability. [34 CFR §300.320(a)(2)(i)(B)]

For children with disabilities who take alternate assessments aligned to alternate achievement standards (in addition to the annual goals), a description of benchmarks or short-term objectives. [34 CFR §300.320(a)(2)(ii)]
A description of:

- How the child’s progress toward meeting the annual goals will be measured. [34 CFR §300.320(a)(3)(i)]
- When periodic reports on the progress the child is making toward meeting the annual goals will be provided such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards. [34 CFR §300.320(a)(3)(ii)]

A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

- To advance appropriately toward attaining the annual goals. [34 CFR §300.320(a)(4)(i)]
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities. [34 CFR §300.320(a)(4)(ii)]
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities. [34 CFR §300.320(a)(4)(iii)]

An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities. [34 CFR §300.320(a)(5)]

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments. [34 CFR §300.320(a)(6)(i)]

If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or districtwide assessment of student achievement, a statement of why:

- The child cannot participate in the regular assessment. [34 CFR §300.320(a)(6)(ii)(A)]
- The particular alternate assessment selected is appropriate for the child. [34 CFR §300.320(a)(6)(ii)(B)]
The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of special education and related services and supplementary aids and services and modifications and supports. [34 CFR §300.320(a)(7)]

<table>
<thead>
<tr>
<th>Service, Aid, or Modification</th>
<th>Frequency</th>
<th>Location</th>
<th>Beginning Date</th>
<th>Duration</th>
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**TRANSITION SERVICES**

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. [34 CFR §300.320(b)(1)]

- The transition services (including courses of study) needed to assist the child in reaching those goals. [34 CFR §300.320(b)(2)]

**RIGHTS THAT TRANSFER AT AGE OF MAJORITY**

- Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child’s rights under Part B of the IDEA, if any, that will, consistent with 34 CFR §300.520, transfer to the child on reaching the age of majority. [34 CFR §300.320(c)]