

UNDERSTANDING SPECIAL EDUCATION IN MASSACHUSETTS: A GUIDE FOR NEW IEP PARENTS

Navigating special education for the first time can feel confusing and overwhelming. This presentation was designed to help families better understand how special education works in Massachusetts, what rights parents and students have, and how to effectively use the IEP process to support their child's learning and development.

Speaker Information: ALICIA M.P. WARREN is an attorney with Kotin, Crabtree & Strong LLP in Newton. She concentrates her practice in special education law. Ms. Warren represents and advises parents regarding all aspects of special education disputes, including the team meeting process (evaluations, eligibility determinations, IEP development, and program and placement disputes); mediation; formal due process proceedings before the Bureau of Special Education Appeals (BSEA); and litigation in trial-level and appellate courts. She also represents students in higher education matters, who are seeking accommodations or are otherwise being denied access to their undergraduate or graduate programs.

Ms. Warren lectures and writes frequently on topics in special education law for both legal and lay audiences. She contributes quarterly case commentary to the Massachusetts Special Education Reporter (2016 to present). She has been named a "Rising Star" in Schools and Education by Massachusetts Super Lawyers magazine (2017 to present) and a Top Lawyer in Education by Boston Magazine (2022). She is also a former board member of the Special Needs Advocacy Network (2020-2022). Ms. Warren is a graduate of Northeastern University School of Law.

THE LEGAL FOUNDATION OF SPECIAL EDUCATION

Special education services are governed by federal law through the **Individuals with Disabilities Education Act (IDEA)**, along with Massachusetts state law. Federal law sets minimum standards, while Massachusetts often provides additional protections for students.

IDEA establishes the framework for special education services nationwide, including eligibility criteria, the **Individualized Education Program (IEP)** process, procedural safeguards, and parent participation rights. It requires schools to provide services in the **Least Restrictive Environment (LRE)** and emphasizes meaningful educational progress, informed by evaluations and individualized goals. The law also includes early intervention for infants and toddlers (Part C), transition planning for life after high school, and dispute resolution processes such as mediation and due process hearings to protect student and family rights.

Here's how IDEA and Massachusetts state law work together for students:

- Ages 3-21: Students are entitled to special education and related services through an IEP
- Birth-age 3: Early Intervention services are covered under Part C of IDEA, a separate program
- IDEA protections typically end when a student graduates with a regular high school diploma or reaches the age limit set by state law (often 21), whichever comes first.

An **Individualized Education Program (IEP)** is a written, legally binding plan that outlines how a public school will support a student with a disability. It describes the student's learning needs, goals, special education services, accommodations, and how progress will be measured. The IEP is developed by a team—including parents—and is designed to help the student make meaningful educational progress in school.

A **504 Plan** comes from **Section 504 of the Rehabilitation Act**, a federal civil rights law that protects individuals with disabilities from discrimination. In schools, a 504 Plan outlines accommodations and supports that help a student with a disability access the general education curriculum, such as extended time, preferential seating, or assistive technology. Unlike an IEP, a 504 Plan does not provide specialized instruction—its purpose is to ensure equal access, not individualized educational programming.

Free Appropriate Public Education (FAPE) means that students with disabilities have the right to a public K-12 education that is individualized to their unique needs and provided at no cost to families. Schools must offer special education services, supports, and accommodations that allow a child to make meaningful educational progress—not necessarily the “best” program, but one that is appropriate and effective. Importantly, schools cannot use cost as a reason to deny services a child needs to make progress. Students should also be educated with nondisabled peers to the greatest extent appropriate.

What is not considered as part of FAPE? The cost of services, caseload or schedules of service providers, openings or availability of classrooms and programs, administrative convenience, conflicting school district policies or procedures are all impermissible considerations.

Least Restrictive Environment (LRE) means that students with disabilities must be educated with their nondisabled peers to the greatest extent appropriate. Schools are required to provide special education services in general education classrooms whenever possible, using supports and accommodations, before considering more restrictive settings. A more restrictive placement (such as a separate classroom or school) should only be used if a student cannot make meaningful progress in a less restrictive setting, even with appropriate support. The goal of LRE is to balance inclusion with a student’s individual learning needs—not to place every child in the same setting.

Understanding a few applicable laws and decisions:

- The **Individuals with Disabilities Education Act (IDEA)** was first established in 1975, originally called the Education for All Handicapped Children Act (Public Law 94-142). It was renamed IDEA in 1990 and expanded to include transition services and autism as a disability category. IDEA is reviewed and reauthorized periodically by Congress, typically every 5-7 years, although reauthorization does not always happen on schedule. The most recent full reauthorization was in 2004 (the Individuals with Disabilities Education Improvement Act of 2004), and Congress has made only minor amendments since then.
- The Supreme Court’s decision in **Endrew F. v. Douglas County School District (2017)** clarified what schools must provide under special education law. The Court ruled that an IEP must be designed to help a child make meaningful progress, not just minimal or “barely more than trivial” gains. IEPs must be individualized and appropriately ambitious based on a child’s unique needs. This case strengthened families’ rights by raising expectations for educational progress under IDEA.
- State: **Chapter 71B is Massachusetts’ special education law** and explains how schools must identify, evaluate, and support students with disabilities. It outlines parents’ rights to participate in decisions, receive information in their primary language, and give consent for evaluations and IEPs. The law sets clear timelines for evaluations and IEP meetings, requires a range of service options (from classroom supports to specialized placements), and mandates transition planning beginning at age 14. Chapter 71B also establishes the Bureau of Special Education Appeals (BSEA) to resolve disputes and works alongside federal laws like IDEA and Section 504 by providing additional state-specific protections and procedures.
- **Massachusetts 603 CMR 28.00** sets the rules for how schools identify students with disabilities, conduct evaluations, determine eligibility, develop and implement IEPs, and provide services. It spells out timelines, procedural safeguards, parent rights, placement requirements, transition planning, and dispute resolution, often with more detail than federal law. These regulations work alongside IDEA, giving Massachusetts families additional clarity and protections about how special education must function day to day in schools.

In Massachusetts, **Department of Elementary and Secondary Education (DESE)** is the state agency that oversees public K-12 education, including special education. DESE is responsible for implementing state and federal education laws, issuing regulations and guidance (such as special education rules under Chapter 71B and IDEA), monitoring school district compliance, and providing support and oversight to public schools across the Commonwealth.

THE IEP PROCESS: FROM REFERRAL TO GETTING SERVICES

Here are the key timelines for the IEP process.

- **Referral and consent:** A consent form for evaluation must be sent to the parent within 5 working days (of the school calendar) from the public school to the parent. Consent starts the clock - timelines begin only once the parent(s) signs the forms and are returned back to the public school.
- **Evaluation & meeting:** Schools have 30 school days to evaluate and must hold a Team meeting within the next 15 school days (this should not exceed 45 days from the date of consent).
- **IEP Meeting:** Proposed IEP is sent within 2 school days of the meeting; Parents have 15 school days to respond.
- **Implementation & review:** Services begin after acceptance; schools must deliver services as written, reevaluations occur at least every 3 years, and written documentation matters at every stage.

Step 1 - Starting the Referral: In Massachusetts, the special education process begins with a referral for evaluation, which can be made by either a parent or the school. Referrals should always be submitted in writing and may be made at any time. Please note: If a referral is made when school is not in session this does create an official record but the process does not begin until school is back in session. A public school cannot refuse to evaluate a student.

Step 2 - Consent for Evaluations: After a referral is received, the school sends parents a Proposed Evaluation Plan along with a Consent to Evaluate form. Parents should review these carefully, ask questions if needed, and know that signing consent allows the evaluation to take place—it does not mean agreeing to special education services. Importantly, the legal timeline does not begin until the school receives signed parental consent.

Step 3 - Complete Evaluations: Once consent is received, the school has 30 school days to complete the evaluations. These days do not include weekends, holidays, or school vacations. Evaluations may cover areas such as academics, cognitive functioning, speech and language, occupational therapy, physical therapy, or other areas related to the student's needs.

Step 4 - Team Meeting: Within the next 15 working days the team meeting must be scheduled (not to exceed 45 school days of receiving parental consent), the school must both complete the evaluations and hold a Team meeting (often called an eligibility or IEP meeting). At this meeting, the Team reviews evaluation results, determines whether the student is eligible for special education, and, if eligible, develops an Individualized Education Program (IEP). Parents are full members of the Team and should receive evaluation reports in advance whenever possible.

Step 5 - Respond to the IEP: Following the meeting, the school sends a proposed IEP to parents within 2 school days after the Team Meeting. The IEP should clearly describe the student's services and supports, goals and accommodations, placement, and how progress will be measured. Parents then have 15 school days to respond. During this time, they may accept the IEP in full, reject parts of it, or reject it entirely and request further discussion. In most cases, services do not begin until the IEP—or at least the proposed services—has been accepted. If parents do not receive the IEP within that timeframe, they can (and should) follow up in writing, since the 15-school-day parent response period does not begin until the IEP is actually received. Importantly, this clock starts only after the proposed IEP is sent to and received by the parents, not on the date of the meeting.

Step 6 - Execute the IEP: Once accepted, the school must implement the IEP and begin services as soon as possible. Schools are legally required to deliver all services listed, and families are encouraged to document any missed services.

Ongoing Re-evaluation: Finally, Massachusetts requires that students receiving special education be reevaluated at least every three years, though parents may request reevaluations sooner if concerns arise. As with initial evaluations, parental consent is required before reevaluations can occur.

For families new to a district or coming from outside the U.S or in immediate need of support, schools may put temporary supports in place while conducting their own evaluations and developing a new IEP. Families coming from out of district are always encouraged to bring any existing evaluations and school plans for review by the IEP team.

STARTING AND REVIEW EVALUATIONS

It is recommended that parents consent to evaluations unless there are compelling reasons not to, emphasizing that consent to evaluation does not equate to consent to services. It's important to note that the 30-day evaluation period restarts at the beginning of the school year if initiated near the end of the year, with the team meeting occurring within 15 school days after evaluation completion.

Types of assessments:	Who can be on the Evaluation Team?
<ul style="list-style-type: none">• Psychological• Home• Educational• Physical Therapy (PT)• Occupational Therapy (OT)• Assistive Technology (AT)• Other	<ul style="list-style-type: none">• IEP Coordinator - (Main point of contact)• General Classroom Teacher• Special Education Teacher• Occupational Therapist• Speech Therapist• School Psychologist• BCBA

What about requesting an Independent Educational Evaluation (IEE)? If you have an existing evaluation that you have completed on your own, you can submit this evaluation to your team. This may include a development report, an expanded diagnosis report or private therapy plans.

- Required to consider: If parents provide an independent evaluation (including an IEE), the school must review it, discuss it at a Team meeting, and meaningfully consider its findings when making decisions about eligibility, services, and goals.
- Not required to adopt: The district does not have to agree with every diagnosis, recommendation, or service suggestion in the report.
- Cannot ignore or dismiss outright: Schools may not refuse to review the evaluation, delay discussion indefinitely, or reject it simply because it was done privately or disagrees with the school's evaluation.
- If you disagree with the school's evaluation you can complete an IEE within 16 months.

Can a public school be required to pay for an IEE? You must make a request in writing and the district could pay for the IEE or file for due process - it cannot simply say no. Schools may also set reasonable limits for reimbursement and it can be hard to find a provider that completes the evaluation completely within that rate so you may still have some financial obligation if you choose to have your own evaluations. In short, full 100% reimbursement is not guaranteed.

- **Under 34 CFR §300.502 (IDEA regulations),** when a parent disagrees with a school's evaluation, they may request an IEE. The school district must either agree to fund the IEE without unnecessary delay or file for a due process hearing to show that its own evaluation is appropriate. If a parent obtains an independent evaluation—whether publicly or privately funded—the school must consider it when making decisions about eligibility, services, and the IEP, though the district is not required to adopt every recommendation.
- **Massachusetts implements these federal rights through Chapter 71B and 603 CMR 28.00,** which add state-specific procedures and protections. Districts may set reasonable criteria for IEEs (such as cost limits or evaluator qualifications), but those criteria cannot be so restrictive that they prevent parents from accessing an evaluation.

WHAT EXACTLY HAPPENS AT AN IEP TEAM MEETING?

A Team meeting (often called an IEP meeting) is where parents and school staff come together to make decisions about a student's special education support plan. While it can feel formal, its purpose is collaborative: to review information, discuss a child's needs, and decide next steps.

- Parents can invite their advocate, attorney, private clinician (private BT, BCBA, other therapist) or a supportive friend to help them attend. Parents should inform the team in advance. Students can attend when appropriate.
- A translator can be requested ahead of the team meeting at the public school district's cost. The translator may be available in person, over the phone or over the computer through a virtual meeting format.
- **Can the 1:1 aid / Behavioral Therapist attend the IEP?** Practices vary by district but typically 1:1 aides are not staffed to attend IEPs. However, a BCBA can be asked to share data collected and interaction summaries.

Here's the flow to a typical IEP meeting:

1. **Introductions to the IEP team members, purpose, vision statement:** The meeting begins with introductions and a brief explanation of why the Team is meeting (evaluation results, annual review, eligibility, transition planning, etc.). The student's vision statement and parent concerns (that you are asked to prepare in advance) are reviewed.
2. **Review of evaluations and data:** The Team reviews evaluation results, progress data, teacher input, and parent concerns. Outside evaluations shared by parents must be discussed and considered.
3. **Discussion of strengths and needs:** The Team talks about the student's strengths, challenges, and how the disability impacts learning and participation at school.
4. **Eligibility determination:** The Team decides whether the student qualifies for special education under IDEA or for accommodations under Section 504. Eligibility determination is NOT needed to obtain a Section 504 plan.
 - **What happens if it is determined that the student does not qualify for a disability designation?** The team must share this determination with you and will send you this in writing within 10 working days. You can reject that determination of ineligibility in writing back to the school as well as soon as possible.
5. **IEP development or review:** If the student is eligible, the Team develops the IEP. This includes goals, services, accommodations, placement, and how progress will be measured. The core of this item is the service delivery grid which outlines the services, frequency and amount of time for service and in which setting they are provided. Schools must use data to create goals and track progress towards those goals, not just grades or general observations. If progress is limited, the IEP may need to be revised.
6. **Parent participation and questions:** Parents are equal members of the Team and may ask questions, share concerns, request changes, or ask for time to review information.
7. **Next steps and timelines:** The meeting ends with a summary of decisions made, what will happen next, and any timelines (such as when the IEP will be sent and when services will begin). If the IEP involves switching IEP teams, ask for a clear plan and how you can get in touch with the new IEP team contacts. Ideally, they should be attending the IEP meeting with you to help answer any transition needs.

Parents DO NOT have to provide an immediate response to the IEP in the meeting! The IEP will be provided for review within 2 working days for Parents to fully approve, partially reject or entirely reject. Parents can also request a follow up meeting. If a student was previously receiving services, they will continue to receive their existing IEP services plan until a new IEP plan is approved (this is also called a "stay put" service model).

Determination of Placement

Based on the results of the support needs of the IEP there is also determines the placement of the student in relation to the amount of time in an inclusion setting .

- **Always ask:** What were all of the options under evaluation and how did you arrive at this determination?
- **In-District Placement at a Neighborhood School or 'City-Wide' Program:**
 - 80% or more in inclusion: Considered a general inclusion setting
 - 79-40% in inclusion: Considered a partial inclusion setting
 - 39% or less in inclusion: Considered a substantially sub-separate setting
 - The evaluation may also consider which school within the district is best designated to meet the students needs; for example this may mean attending or not attending a neighborhood school which is also known as a 'city-wide' program, transportation to and from the program may also be offered.
- **Out-of-District Placement:** Student is designated to attend a specialized program outside of school as their needs cannot be best met within any of the district's programs.
- **Residential Setting:** Outside of a general education setting and needed to provide both special education and therapeutic support.

What if you disagree with the placement for your child? You can partially or fully reject the IEP placement decision and then request a team meeting to follow up on your concerns. Always ask about all of the options that were evaluated for your child, not just the one that was finally determined. You can ask for a full review of programs at your current school and across the district; then determine if programs outside of the district should be considered.

- **Admissible considerations:** How academic material can be adapted to support the student's specific needs, how social and emotional well being is best supported, how the students will make the most meaningful progress
- **Inadmissible considerations:** Low staffing, program funding, or few paraprofessional staff on hand.

Extended School Year (ESY) Services

ESY services, which are special education services provided outside the regular school year (often during the summer) for students with IEPs who need them. ESY is provided at no cost to families if required for FAPE.

- ESY is provided to prevent significant regression of critical skills and to help students recoup skills within a reasonable time when school resumes. ESY is not enrichment or credit recovery; it's individualized special education support tied to IEP goals.
- ESY is determined case by case by the IEP Team, based on data (e.g., past regression/recouping, severity of disability, emerging skills, critical life skills).
- Can include academics, related services (speech, OT, PT), or other supports—and may look different in frequency, duration, or setting than the regular school year.

Transportation

If a student's disability affects their ability to get to or from school safely or to benefit from their educational program, transportation is considered a related service and must be written into the IEP. This can include specialized bus routes, door-to-door service, aides or monitors, wheelchair-accessible vehicles, specialized seating or restraints, adjusted pickup/drop-off locations, or alternative transportation arrangements. Changes to transportation supports should be discussed and documented at a Team meeting.

How do you address if IEP services aren't being delivered?

In Massachusetts, parents can address missed IEP services by acting promptly and documenting concerns in writing. Families should keep records of missed services, notify the school's case manager or special education lead with specific details, and request make-up (compensatory) services to address what was missed. If the issue continues, parents may request a Team meeting to create a clear plan and ensure make-up services are documented in the IEP. When concerns remain unresolved, parents can escalate the issue by filing a complaint with DESE or seeking dispute resolution through the Bureau of Special Education Appeals (BSEA).

- Use the service delivery grid to further document the amount of specific time for missed services.
- Schools are legally required to deliver all services as written in the IEP.
- Staffing availability or scheduling challenges DO NOT excuse missed services.

If the Team disagrees about whether services were missed or about how to remedy the issue, parents may request documentation, including service logs, provider notes, or progress data, to clarify what was delivered. Parents may also request that the district put its position in writing through a Prior Written Notice (PWN), which explains what the school is proposing or refusing and why. This documentation is often critical if the issue continues.

There can be multiple outcomes to remedy the failure to deliver services.

- **Option 1: There is immediate remedy by acknowledging a gap in how the services are being implemented and the services are delivered moving forward.** This may include adjusting school schedules, changing assigned staff or hiring new staff or further clarifying provider responsibilities. It may also mean more supervised instruction of delivery providers.
- **Option 2: Compensatory services for missed delivery of initial services is identified.** Compensatory services are additional services provided to make up for services the student missed due to the school's failure to implement the IEP. These services are not optional and are not limited to a specific timeframe; instead, they are based on the individual impact on the student. Compensatory services may be delivered during the school day, after school, during vacations, or over the summer, depending on what is appropriate to address the loss of educational benefit.
- **Option 3: It is determined that a failure to delivery services has harmed the student's progress, and updates to the service delivery grid need to be made.** This may include increasing service frequency, changing service delivery models, adding supports, or clarifying goals and benchmarks. Importantly, an IEP should not be reduced or weakened as a response to staffing shortages or implementation difficulties, as those are district responsibilities, not student limitations.
- **Option 4: A change of placement may be considered only when the Team determines that, even after correcting service delivery and providing compensatory services, the student cannot receive a Free Appropriate Public Education (FAPE) in the current placement.** If missed services have resulted in significant regression or lack of progress, the Team may determine that a different placement is necessary to provide appropriate instruction or support. Any placement change must be based on data and evaluations and documented in a revised IEP. Any placement change must be made by the full IEP Team with parent participation and documented in Prior Written Notice, and parents who disagree may pursue mediation, a DESE complaint, or a BSEA hearing (34 CFR §300.503; 603 CMR 28.07(1)).

If implementation problems persist or are not adequately addressed at the Team level, parents may pursue formal dispute resolution options, including mediation, filing a complaint with the Massachusetts Department of Elementary and Secondary Education (DESE), or requesting a hearing at the Bureau of Special Education Appeals (BSEA). In these forums, outcomes may include ordered compensatory services, corrective action plans, or enforceable timelines for compliance.

How to Request a Classroom Observations

Parents have the right to classroom observation under **603 CMR 28.07(1)(a)**, this includes the ability to request and obtain information necessary to understand their child's needs and educational program. As part of that participation, parents may arrange for a parent-retained or private evaluator to observe their child in school. When an observation is part of an independent evaluation, schools must allow reasonable access consistent with how the district permits its own evaluators to observe students. Federal law governing Independent Educational Evaluations, **34 CFR §300.502**, reinforces that outside evaluators must be allowed access to the classroom and relevant settings.

Schools may establish reasonable procedures for scheduling observations, including advance notice, confidentiality requirements, and limits that mirror district practice. However, districts may not impose blanket prohibitions on parent or private observations, nor may they unreasonably restrict the length or scope of an observation simply because the evaluator is not employed by the school system.

As a best practice, observations lasting a full instructional period (approximately 45–60 minutes) are widely considered reliable and defensible, particularly when conducted in more than one setting or on more than one day. Effective observation reports clearly describe the setting, instructional expectations, supports provided, and the behaviors or skills being examined. Data-based approaches—such as frequency counts, duration tracking, or structured behavioral observations—are generally given greater weight than narrative impressions alone.

If an observation is too brief or occurs in a setting that does not reflect the child's typical school experience, families may request additional observation time to ensure compliance with 603 CMR 28.04 and to support informed IEP decision-making. Thorough, well-documented observations help ensure that IEPs are based on reliable information and support parents as equal members of the Team.

LOOKING AHEAD TO TRANSITION PLANNING

A dedicated portion of the session focused on transition planning, which becomes increasingly important as students move toward middle school, high school, and adulthood. Transition planning should be individualized and may address:

- Postsecondary education or training
- Employment
- Independent living skills
- Community participation

Parents are encouraged to ask early and specific questions about transition support, especially during key transition years. While districts cannot always guarantee specific programs due to changing cohorts or resources, families have the right to request information and discuss how the district plans to support long-term outcomes.

Under federal special education law (IDEA), formal transition planning must begin by age 16. At that point, a student's IEP must include measurable postsecondary goals and transition services focused on life after high school, such as education or training, employment, and independent living.

In Massachusetts, best practice is to start transition planning earlier—often by ages 14–15, especially for students with more complex needs. Beginning early allows teams to build skills gradually, explore interests, and adjust supports over time rather than rushing decisions in high school.

Parents can request transition-related discussions at any IEP meeting, even before age 16. Early transition planning may include vocational exploration, self-advocacy skills, daily living skills, and discussions about diplomas, graduation requirements, and post-high school options. Parents were encouraged to make requests in writing, tie requests directly to documented student needs, ask questions early and often, keep detailed records. Strong documentation helps clarify expectations, resolve disagreements, and support families if services are not delivered as written.

What is iCAP? An Individual Career and Academic Plan (iCAP) is a general education planning tool used in Massachusetts to support academic and career exploration. For students with IEPs, iCAP does not replace required transition planning, but it can complement transition goals when thoughtfully aligned.

FINAL TAKEAWAYS FOR FAMILIES

While special education law can feel complex, parents are essential partners in the process. Understanding your rights, staying organized, and advocating through clear, written communication can make a meaningful difference in your child's educational experience. Asking questions is not only allowed—it's encouraged—and that legal, advocacy, and community support are available to help along the way.

Remember, IEPs and support models are constantly evolving:

- Families can request a meeting with their team at any time, even outside of the three year evaluation period.
- As students grow, they can also ask to participate in the IEP meeting and communicate their own vision and goal statement to reflect their individual choices.
- Parents and students benefit from keeping documentation of emails, evaluations, IEPs, progress reports, meeting notes and service logs. Written records support accountability and effective advocacy.

SAMPLE COMMUNICATION REQUESTS

STARTING THE REFERRAL	<p>Dear [Special Education Director/Case Manager/Principal],</p> <p>I am writing to formally request a comprehensive special education evaluation for my child, [Child's Name], who is currently in [grade/class] at [school name]. I have concerns about [briefly note areas of concern, e.g., learning, attention, communication, behavior], and I would like these concerns evaluated under special education regulations.</p> <p>Please consider this email my written referral. I look forward to receiving the proposed evaluation plan and consent forms. Thank you for your attention to this request.</p> <p>Sincerely, [Your Name]</p>
REQUESTING COPIES OF EVALUATIONS	<p>Dear [IEP Team Coordinator],</p> <p>I am requesting copies of all current evaluations, progress reports, and service logs for my child, [Child's Name], in advance of our upcoming meeting. Please let me know when these will be available.</p> <p>Thank you, [Your Name]</p>
REQUESTING REIMBURSEMENT FOR IEE	<p>Dear [IEP Team Coordinator],</p> <p>I am writing to request an Independent Educational Evaluation (IEE) at public expense, as I disagree with the district's evaluation of my child, [Child's Name]. Please provide the district's IEE criteria and next steps.</p> <p>Thank you, [Your Name]</p>
DOCUMENTING MISSED SERVICES	<p>Dear [IEP Team Coordinator],</p> <p>I am writing to document that my child has missed the following IEP services: [brief list or date range]. Please let me know how and when these services will be made up.</p> <p>Thank you for your attention to this matter, [Your Name]</p>
COMPENSATORY SERVICES	<p>Dear [IEP Team Coordinator],</p> <p>Due to missed IEP services for my child, [Child's Name], I am requesting compensatory services to address the impact of those missed supports per my previous email on [Date(s)]. Please advise on the proposed plan and timeline.</p> <p>Thank you, [Your Name]</p>
REQUEST FOR TRANSITION PLANNING	<p>Dear [IEP Team Coordinator],</p> <p>I would like to request that transition planning be included in my child's next IEP meeting. Please let me know how the team plans to address postsecondary goals and transition services.</p> <p>Best, [Your Name]</p>