

Comprehensive Roadmap to PCS-ing with School-Aged Dependents Eligible for the Individual Education Program (IEP)

When you are anticipating a PCS

- Compare and gather information on education options and quality of special education at potential locations by reaching out to your losing School Liaison and requesting a warm hand-off to the gaining SLPM at the potential location.
- Remember if your child has a new Individualized Family Service Plan (IFSP) or IEP, you are required to enroll your family member into EFMP. Your EFMP Family Support Coordinator (FSC) or EFMP Medical Special Needs Coordinator (SNC) will help you enroll into the program. If you are already enrolled, you must submit the new IEP/IFSP to your SNC as soon as possible to avoid delays in family member travel screening (FMTS).
- Review your child's documents (e.g., IEP, 504 plan, IFSP); make note of when it expires.
- If you anticipate your child's IEP expiring 30 days before or during FMTS, ask for an earlier meeting to review and amend as needed.
- Also check the Triennial Review (3-year Evaluation) Date on the IEP. If it is within 6 months of your PCS report date, request to initiate the process. Be aware if a full evaluation is required, the process should be initiated no less than 90 days prior to your departure date to ensure completion.
- If your child has an IFSP and is nearing 2 years and 3+ months during your PCS, initiate a referral and evaluation for a Preschool IEP. IFSP does not transfer into comparable IEP automatically. Please be aware, IFSP ends on your child's 3rd birthday not at the end of the school year and some overseas locations do not have preschool options for 3- or 4-year-olds without a preschool IEP.
- It is good practice to share with your IEP team of your anticipated PCS. You can help your IEP team to prepare the document so that services and accommodations are clear for the next school.
- However, please refrain from requesting changes to services hours, placement, or accommodations to influence the FMTS determination. Your child's IEP is documentation of what he/she needs to successfully access equitable education. It also provides federal and local level protections for free and appropriate public education (FAPE) for your child at any school in any location on your orders.
- If your child is getting compensatory services and you anticipate the service to go beyond your PCS date, consult with your legal office to see if you are entitled to monetary funds to deliver those services hours at the new location.
- Prepare DD2792-1 with appropriate special education services identified (e.g., transportation, related services, and assistive technology) and signed by the school administrator or teacher.

During Family Member Travel Screening (FMTS) Process

- Read all directions and emails from Military Personnel Flight (MPF) and EFMP Medical and Family Support as well as notes on Part 1 and Part 2 orders carefully. Submit promptly any appropriate documents such as DD 2792, DD 2792-1, IEP, or IFSP.
- Remember, in addition to DD 2792-1, IEP and IFSP are required documents for all OCONUS gaining locations (except for AK and HI)
- If you have any question on the education screening during the FMTS process, please do not reach out directly to the local DoDEA school. The special education service recommendations are not finalized at the local school level.
- Even though the release of your child's IEP is not required for FMTS to CONUS gaining locations, consider voluntarily uploading it into myVector, then alert your SNC or ask for an educational review or warm hand off. This could allow for coordination of services with the local school districts in anticipation of your arrival especially if the educational services are difficult to locate. This may assist in reducing waiting times for educational services and assist in a smoother and shorter transition period at the new school.
- Do not make financial decision such as putting down non-refundable deposits to private schools or international schools prior to receiving Part 2 orders.

After FMTS DTA and Part 2 Amended Orders but before arriving at new location

- Reach out to your gaining school liaison about the following:
 - Ask about potential school district, school pyramid, or schools in the new area
 - Ask for school choice information, any scholarships available for alternative schools, or any public preschools for students with disabilities.
 - Ask for school district calendar for the upcoming or current school year, note quarter and semester end dates especially for middle school and high school years.
 - Ask for information on The Interstate Compact on Educational Opportunity for Military Children (The Compact) written and enforced by the Military Interstate Children's Compact Commission (MIC3) or download the [Compact Rule Book](#)
- If your child is taking high school courses be aware of semester end times and make sure your transcripts reflect work completed for each semester to get credit
- Understand comparable services. Every public school must comply with federal law, Individuals with Disabilities Education Act (IDEA), but how they interpret varies by state or even by district. Remember, Special Education under IDEA is not a location, a specific curriculum, or a program.
- Special education is a service for students with a disability rather than a place, therefore, the school district may transport your child for services at another school outside of your zoned area.
- Before committing to a house to buy or rent, get the most recent school zoning information and transportation routes. Ask for any anticipated school zoning or transportation changes. Sometimes the districts may have already approved a change that will not go into effect until later during your assignment.
- If possible, visit with each school of interest. Schedule a school tour and talk with teachers and related services staff.

- Arrange to get copies of all school documents (transcripts, report cards, IEP/504, evaluations, behavioral plans, minutes from meetings, progress reports, etc.) from the school. Be aware of the school's policy on timelines for requests and possible fees for paper copies. The earlier the request the better.
- Remember to hand-carry those documents. Do not leave in an area where movers may accidentally pack it with HHG or unaccompanied items. Consider saving those documents on an external hard drive as a back-up.
- If going to a CONUS location,
 - ask for a warm hand-off to a special education support staff at the district and the schools of interest.
 - Connect with the special education POC and share any documents early to better your chance that services are available at a reasonable time. School districts and school may need to find funding, hire new staff, train existing staff, or acquire equipment or technology.
 - Ask the school for a copy of the school's parental rights and safeguarding procedures.
- If going to OCONUS location where DODEA schools are present,
 - Connect with the district Special Education ISS and discuss IEP education or related services and transportation availability.
 - Remember that related services such as OT and PT are provided by Educational and Developmental Intervention Services (EDIS)
 - Consider Online registration. If there are multiple schools, contact the school or SLPM for information on specific catchment areas or school zoning.
 - Request or schedule an IEP meeting with the school Case Study Committee (CSC) team.
- If going to OCONUS location without a servicing DoDEA school,
 - Contact your SLPM or Non DoD School Program (NDSP) representative to assist in finding international school or private/public host nation schools
 - Gather information on application process to NDSP, including reimbursement/funding charts as not all school expenses are covered.
 - Be aware, related services on an IEP will need to be coordinated with the NDSP representative; they may be found on the economy and/or virtually.

When you arrive at your new location

- Visit the school and meet administrators in person, if not already.
- Review all school options (traditional public, virtual/online, homeschool, private secular, private religious/parochial, public charter, magnet, Public School on Military Installation (PSMI), specialized schools, Montessori, Language Immersion, Boarding, etc.). Be advised that some states have School Choice and Private School Scholarships for EFMP families. Decide on school with the most appropriate special education services and programs for your child.
- Meet with your school liaison. Get orientation information and ask specific questions about your needs and concerns. Get referrals to other helping agencies if information requested is beyond the capabilities of the School Liaison. Referrals to the legal office or Parent Training Center might be appropriate if you have unique or specialized needs or questions or anticipate difficulties based off prior experience.

- Enroll with the school registrar early. Remember to take all your hand-carried documents with you including IEP and 504 plans.
- Once students are enrolled in a school, schedule an appointment to meet with a counselor or administrator to share your IEP and request an IEP meeting as soon as possible.
- The school may need time to conduct an evaluation to develop and implement a new IEP. Please be aware that during this time, the school must provide comparable services from the sending district's IEP.

During your time on station

- Communicate often with your teachers and special education staff often. Stay informed and follow up on progress of goals.
- Request an IEP meeting for an amendment as needed or to discuss progress on goals, especially if the child is not progressing or is regressing.
- Keep in mind that an IEP will need to be reviewed annually and student will need to be reevaluated every 3 years. Please weigh all consequences to signing a waiver to not conduct the 3-year reevaluation. This may cause a major gap in appropriate services for our frequently transitioning student population.
- Be proactive in the IEP team discussions. Slow things down. Ask clarifying questions. Attend face-to-face meetings as much as possible.
- Be prepared for the IEP meetings. Reach out to your school liaison or legal team for advice and questions to consider, especially if you anticipate a difficult or contentious conversation.
- Connect with your EFMP FSC for resources and activities. Enjoy your new location and explore community resources.
- As you reach the end of your tour, review the top of this document in preparation for your next PCS.

DAF Special Education Empowering Families

PCS with an IEP ROADMAP

(Individualized Education Program)

Pre-PCS
~ 6 mo.



Anticipate

Update and Research

- Ask for school records early
- Collect and organize documents
- Review and update IEP
- Track IEP progress
- Research possible PCS areas



Advocate

Visit and Schedule

- Schedule transfer IEP meeting, know deadline
- Agree on comparable services and suspense dates
- Review thoroughly and ask questions
- Pause before signing IEP, review at home
- Seek support as needed—EFMP Family Support, School Liaison, Legal Office
- Fill out Impact Aid Cards for district to receive grant money for military students

With Orders
~ 1 mo.



Prepare

Contact and Discuss

- Contact School Liaison for school choice and open enrollment
- Contact District Office to review IEP and recommendations for schools
- Understand school zones, options
- Beware of consolidated services at select district schools prior to housing decisions
- Understand district timelines, initiate ASAP if possible
- Anticipate initial evaluation for out-of-state IEP

Post-PCS



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