

New IEP Presentation

Malden SEPAC

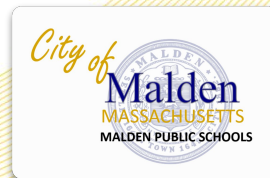
September 23, 2024

AGENDA

- **Welcome/Introductions**
- **IEP Project Goals and Areas of Focus**
- **Review New Forms Individually**
- **Discuss/Overview/Review each section of the New IEP**

What is DESE's goal for creating the New IEP?

To improve outcomes for all students with disabilities by providing guidance, technical assistance, and tools on equitable processes to school and district professionals, families, and students so that all students with disabilities have meaningful access to the curriculum frameworks and life of the school.



What does the IEP contain?

- Parent Concerns and Student/Team Vision
- Student Profile
- Present Level of Academics, Behavior/Social Emotional, Communication/Additional Areas
- Post Secondary Transition Planning
- Community and Interagency Connections
- Decision-Making Options for Student
- Accommodations and Modifications
- State and/or District Wide Assessment / Alternate Assessment
- Measurable Annual Goals
- Participation in the General Education Setting / Service Delivery
- Transportation Services / Schedule Modification
- Service Delivery for Extended School Year Services
- Additional Information / Response Section

Massachusetts DESE Individualized Education Program (IEP)

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, “parent” shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

What concern(s) do you want this IEP to address?

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STUDENT AND TEAM VISION

Student's Vision (ages 3–13)

This year, I want to learn:

By the time I finish (circle one: elementary or middle school),
I want to:

Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)

While I am in high school, I want to:

After I finish high school, my education or training plans are:

After I finish high school, my employment plans are:

After I finish high school, my independent living plans are:

Additional Team Vision Ideas

In response to the student's vision, this year:

In response to the student's vision, in 5 years:

Parent Concerns
can be shared at
the meeting or in
writing
before/after the
meeting.

The Student Vision
should guide the
IEP Process.

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.

- | | | |
|--|--|--|
| <input type="checkbox"/> Autism
<input type="checkbox"/> Communication Impairment
<input type="checkbox"/> Developmental Delay (ages 3–9)
<input type="checkbox"/> Emotional Impairment | <input type="checkbox"/> Health Impairment
<input type="checkbox"/> Intellectual Impairment
<input type="checkbox"/> Neurological Impairment
<input type="checkbox"/> Physical Impairment | <input type="checkbox"/> Sensory Impairment
<input type="checkbox"/> Hearing
<input type="checkbox"/> Vision
<input type="checkbox"/> Deaf-Blind
<input type="checkbox"/> Specific Learning Disability |
|--|--|--|

English Learner

Has the student been identified as an English learner?

- Yes No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

Identify any language needs and consider how they relate to the student's IEP:

Assistive Technology

Does the student require assistive technology devices or services?

- Yes No

If yes, this need will be addressed in the following section(s) of the IEP:

- | | |
|--|--|
| <input type="checkbox"/> Accommodations/Modifications
<input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> Services Delivery Grid
<input type="checkbox"/> Additional Information |
|--|--|

- Disability(ies) include the same areas.
- If Autism is checked, the Team will be required to answer the state's 7 required question.
- The English Learner area formally addresses the language needs of the student.
- Assistive Tech now has its own area to determine AT devices and services for the student.

PLAAP - Academics

From the 2023 form, describe the student's present levels of academic achievement and functional performance in the relevant areas listed below. Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

<p>Academics</p> <p>Briefly describe current performance.</p> <p>Check all that apply:</p> <ul style="list-style-type: none">• English Language Arts• History and Social Sciences• Math• Science, Technology, and Engineering	<p>Strengths, interest areas, and preferences</p>	<p>Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities</p>
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Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

Yes No

If yes, this need will be addressed in the following section(s) of the IEP:

- Accommodations/Modifications Services Delivery Grid
 Goals/Objectives Additional Information

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below. Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations; documentation from classroom performance; parent(s), student, and teacher observations; and curriculum-based and standardized assessments, including MCAS.

In this example, we explore the a sample from a profile of student 'Clara'.

PLAAFP - Academics EXEMPLAR

<p>Academics</p> <p>Briefly describe current performance.</p> <p>Check all that apply:</p> <ul style="list-style-type: none"> • English Language Arts • History and Social Sciences • Math • Science, Technology, and Engineering 	<p>Strengths, interest areas, and preferences</p>	<p>Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities</p>
<p>Clara's Example Data:</p> <ul style="list-style-type: none"> • Attendance: present 35 / 44 days • Grades: below 70 in all academic classes • Cognitive profile (WISC-V): Verbal comprehension and visual / spatial reasoning similar to age peers; fluid reasoning, working memory and processing speed more than 1 standard deviation below peers. • Academic Skills (WIAT-IV): Reading, math and writing below 4th percentile in all subtests and composite scores. • BASC-3 Executive Functioning Index: Behavioral, attentional, emotional control, problem solving and overall executive functioning are elevated. 	<p>Clara's Example Data:</p> <ul style="list-style-type: none"> • Family relationships and support • Responsible for learned tasks at home • Homework completion • Eager to do well in school • Willing to re-do assignments • Calm and confident presentation at school 	<p>Clara's Example Data:</p> <ul style="list-style-type: none"> • Reading: vocabulary, decoding / encoding, and reading comprehension skills are far below those of age peers. • Math skills and critical thinking skills including the ability to select the appropriate operation to use to solve problems are far below those of age peers. • Writing skills are proficient at the sentence level, well below those of age peers. • Organization / Executive functioning skills are impacted when tracking and communicating about assignments and responsibilities between home and school.

Accommodations

We begin this section of the IEP by considering student accommodations. Accommodations refer to how a student accesses learning materials. Accommodations are provided with the goal of supporting a student's access to the general curriculum. Accommodations are different than modifications. Modifications refer to a change in the learning materials themselves.

In this section of the IEP, Teams will list all of the accommodations a student will need to access the general education curriculum and make effective academic and functional progress. For accommodations in IEP 2023, we consider the following categories in varied settings (classroom, unstructured time, extracurricular, community):

- Presentation of Instruction
- Response
- Timing/Scheduling
- Setting/Environment

As Teams make decisions on accommodations, they will find that some of these categories may not always apply to every circumstance. This is all part of the Team decision making process.

Sample Form

ACCOMMODATIONS AND MODIFICATIONS				
Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.				
	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

Annotated Example

In the second half of this slide, you are provided with an annotated example that breaks down each category for consideration when thinking about accommodations.

Accommodations - Exemplar

	Teacher	Student	Teacher	Room/Space
	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations	Bathroom log	Use graphic organizer for prewriting Student-generated reference sheet (e.g. multiplication chart) Use Chromebook with speech-to-text Reduced number of problems to allow student to demonstrate grade level skills	Advance warnings of daily routine changes Redirect student to task Provide wait time: up to 1 minute when expecting verbal response to question	Agenda on the board with pictures / icons Directions (step by step) posted Models and reference sheets for letters posted Clean space-notice contact with peanuts to maintain wellness
Nonacademic settings (lunch, recess, etc.)		Student chooses lunch table Student can invite specific peers to join him at lunch Student requests space during lunch to avoid sounds and smells that are triggering		Flexible seating-seating near driver of bus Field trip access not contingent on behavior Quiet space for lunch Access to sensory room
Extracurricular activities		Student participates on track team with an identified peer or adult guide		LPN present at afterschool dances Monitor during Wednesday after-school hour
Community/workplace	Job coach during co-op or work-based learning to teach new skills fading as skills are mastered			

Modifications

Modifications in a student IEP refer to a change in the learning materials presented to a student. Teams list the modifications to the student's programming that are needed for the Student to meet their goals, make progress, and participate in activities alongside students with and without disabilities. Like accommodations, not every box will be completed here as Teams consider the individual needs of the learner.

Three categories are considered for modifications:

- Content
- Instruction
- Student output

Modifications: List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

Modifications - Exemplar

This annotated example provides sample modifications for the classroom, during unstructured times, in extracurricular activities and the community. Content modifications include changes to curriculum, schedule changes, field trip criteria, and the inclusion of a job coach in the community. Instructional modifications include changes to classroom expectation, peer models, and the work of a coach or aide to support the student through new events. Lastly, Student output refers to modification in the work volume completed, and conditions for participation.

	CONTENT	INSTRUCTION	STUDENT OUTPUT
Classroom modifications	<p>Gradually increase number of spelling words to scaffold up to grade level spelling lists by end of IEP period</p> <p>Focus on essential questions and power standards at grade level</p>	<p>Pictures to match words in English and Haitian-Creole to meet language learning needs</p>	<p>No more than 10 minutes on homework assignments</p> <p>Grade student based on completed work only</p>
Nonacademic settings (lunch, recess, etc.)	<p>Modification of attendance policy excusing absences due to migraines</p>	<p>1-3 peers are identified as peer buddies at recess.</p>	
Extracurricular activities	<p>Student participates in field trips when team agrees that sensory needs can be met on site. Student is excused from field trips when team agrees sensory needs can't be met on site.</p>	<p>Coach and aid partner to support the student to learn new events for track team or during periods of dysregulation.</p>	<p>Student participates in track team when regulated. Excused from events and practices without penalty if dysregulation occurs.</p>
Community/workplace	<p>Job coach for community work-based learning, fading once tasks are mastered per supervisor</p>		

“Standard” IEP Goal Formula

Condition + Task + Rate + Defined Duration of Time

Given _(condition)_, Student will complete_ (task)_ at _(rate)_ for _(defined duration of time)_

Goal Writing in the NEW IEP Format

Annual Goal/Target	Baseline	Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of the year in which the IEP is in effect?	What skill(s) does the student currently have?	Measure to determine if How progress will be goal has been achieved. --- % Accuracy _/_ # of attempts Other (specify) -----	How progress will be measured. -- Data Charts -- Assessments -- Observation Log -- Other(specify)	When progress will be measured. -- Daily -- Weekly -- Quarterly -- Semester -- Other(specify)	Who will monitor progress?

Annual Goal/Target <ul style="list-style-type: none"> Measurable Annual Goal 	Method <ul style="list-style-type: none"> Data Collection
Baseline <ul style="list-style-type: none"> Current Performance 	Schedule <ul style="list-style-type: none"> Timeline
Criteria <ul style="list-style-type: none"> Demonstration of Progress 	Person(s) Responsible <ul style="list-style-type: none"> Who is responsible for assessing/collecting data (can be special ed teacher, gen ed teacher, student, parent, paraprofessional)
Benchmarks/Objectives: Action Steps toward meeting the Goal	

“Standard” IEP Goal Formula

Condition + Task + Rate + Defined Duration of Time

Given _ (condition)_ , Student will complete_ (task)_ at _ (rate)_ for _ (defined duration of time)_

Given a graphic organizer, Sally will complete a one paragraph essay, at 5 sentences per paragraph, by the end of the IEP period.

Goal Writing in the NEW IEP Format

Annual Goal/Target	Baseline	Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of the year in which the IEP is in effect?	What skill(s) does the student currently have?	Measure to determine if How progress will be goal has been achieved. ___ % Accuracy _/_ # of attempts Other (specify) _____	How progress will be measured. ___Data Charts ___Assessments ___Observation Log ___Other(specify)	When progress will be measured. ___Daily ___Weekly ___Quarterly ___Semester ___Other(specify)	Who will monitor progress?

Annual Goal/Target <ul style="list-style-type: none"> Measurable Annual Goal 	Method <ul style="list-style-type: none"> Data Collection
Baseline <ul style="list-style-type: none"> Current Performance 	Schedule <ul style="list-style-type: none"> Timeline
Criteria <ul style="list-style-type: none"> Demonstration of Progress 	Person(s) Responsible <ul style="list-style-type: none"> Who is responsible for assessing/collecting data (can be special ed teacher, gen ed teacher, student, parent, paraprofessional)
Benchmarks/Objectives: Action Steps toward meeting the Goal	

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

Postsecondary Transition Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement in the general education curriculum and/or specific area of postsecondary transition
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

The identified areas of postsecondary transition will be addressed in the following section(s) of the IEP:

<input type="checkbox"/> Accommodations/Modifications	<input type="checkbox"/> Services Delivery Grid	
<input type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information	

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

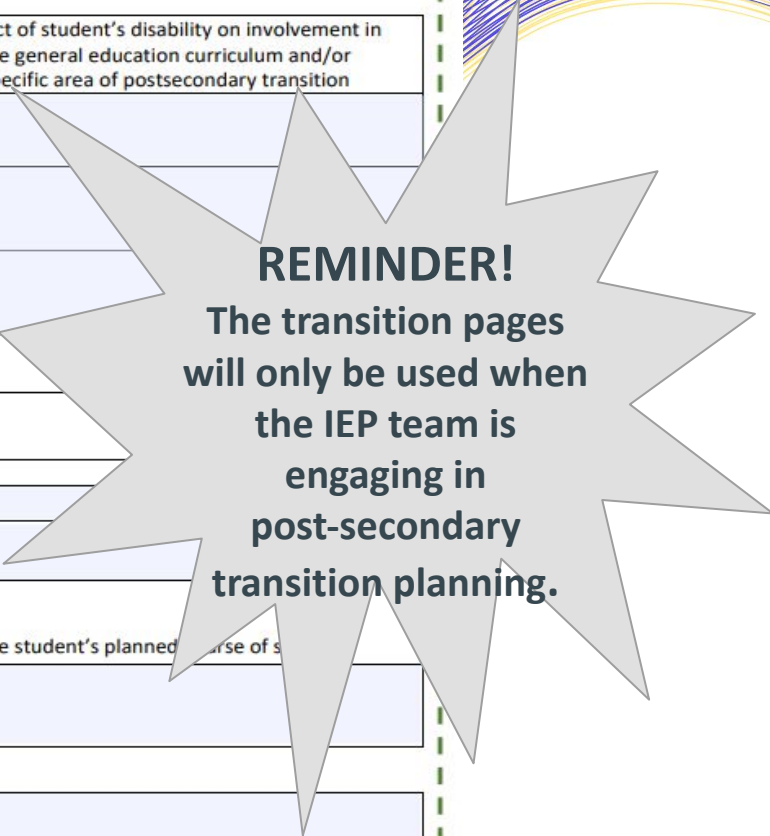
What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

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What is the student's current status regarding meeting those requirements?

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* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.



REMINDER!
The transition pages
will only be used when
the IEP team is
engaging in
post-secondary
transition planning.

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency

TRANSFER OF RIGHTS TO STUDENT

The student and parent(s) must be notified at least 1 year before the student's 18th birthday that decision-making rights will transfer from parent(s) to the student when the student turns 18. Is the student 17 or will they turn 17 during the timeframe of this IEP?

Yes No

On what date was the student provided with the notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

On what date was the parent(s) provided with notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

* The dotted line indicates that this page of this IEP is dedicated to secondary transition planning.

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- The student will make their own educational decisions.
- The student will share decision-making with their parent, caregiver, or other adult.

Individual with whom the student will share decision-making: _____

- The student has delegated decision-making to their parent, caregiver, or other adult.

Individual to whom the student has delegated decision-making: _____

- A court has appointed a legal guardian for the student who will make educational decisions.

Name of court-appointed legal guardian: _____

Date of determination: _____

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="radio"/> Yes <input type="radio"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="radio"/> Yes <input type="radio"/> No
Has a 688 referral been submitted for this student?	<input type="radio"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="radio"/> No (If so, date the 688 referral will be submitted: _____)* <input type="radio"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	_____

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

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How does the student participate in state and/or districtwide assessments?

- The student participates in on-demand assessment with no accommodations under routine conditions in all content areas.
- The student participates in on-demand assessment with accommodations.

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

- The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation:	Explanation:	Explanation:	Explanation:

This includes MCAS (Gr. 3-12) and ACCESS for EL (Gr. K-12)

[MCAS/ACCESS ALT](#)

Alternate Assessments are for a small number of students with the most significant cognitive disabilities. (May affect graduation with a diploma.)

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

Yes No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __- day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

This section explains why the student will NOT participate in the general education setting.

All students are serviced in the Least Restrictive Environment (LRE) that the Team determines.

TRANSPORTATION SERVICES

- Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, then transportation will be provided.)
- The student requires transportation supports and/or services as a related service.
 - Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

- Yes No

If yes, what are the student's disability-related needs that require a different schedule?

If yes, describe the change in schedule to the student's educational program.

If the student requires a longer year, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]) during Extended School Year in the service delivery grid below.

Beyond determining if Transportation is required, this area discusses any Schedule Modification and whether the student requires a longer day/year.

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

- Transportation will be provided in the same manner as it would be for students without disabilities. (Please note that if the student is placed in a program located at a school **other** than the school they would have attended if not eligible for special education, transportation will be provided.)
- The student requires transportation supports and/or services as a related service.
- Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

- Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties):

[NEW - Service Delivery for ESY](#)

Outlines services for ESY included related services, duration and frequency.

Transportation for ESY is also attached to this NEW form.

ADDITIONAL INFORMATION

Record other IEP information not previously stated (e.g., information about the student that is important to know but is not addressed through IEP goals and services).

RESPONSE SECTION

School Assurance: I certify that the goals in this IEP are those recommended by the Team and that the indicated special education services will be provided.

Name and role of LEA representative:

Signature:

Date:

Response from parent(s) or student who has reached the age of majority with decision-making rights:

It is important to tell the district your decision as soon as possible. Please indicate your response by checking the appropriate box below and returning a signed copy to the district.

I accept this IEP as developed.

I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:

I reject this IEP as developed.

Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP will not be implemented unless the IEP is amended.

Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over**

Date:

** Student signature is required once a student reaches 18 unless there is a court-appointed guardian.

Meeting Request

I request a meeting to discuss the rejected IEP or rejected portion(s).

Thank you!

DESE New IEP Improvement IEP Samples

<https://www.doe.mass.edu/sped/ImproveIEP/default.html>

On behalf of the Special Education Staff across the district, thank you for attending the Malden SEPAC New IEP Overview!

Pamela MacDonald - Assistant Superintendent, Student Services

Leslie Cella - Interim Program Manager ELC

Stephanie Scalese - Program Manager K-8

Joanna Rizzo - Program Manager K-8

Jared Wickham - Program Manager Malden High School