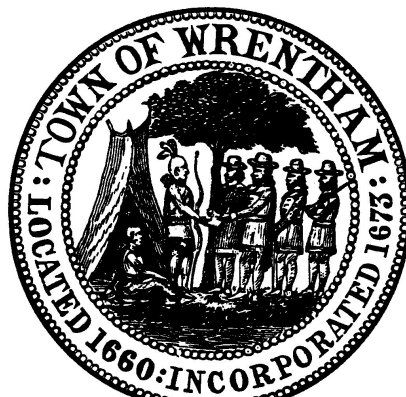


KP

Massachusetts Individualized Education Program (IEP)




TODAY'S Agenda

- IEP Project Goals
- Area of Focus
- Founding Principals
- Highlight key changes between the current and new forms



DESE's Vision



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



Goals of The New IEP



- Clearer progression and presentation of information through the document
- The student's voice drives the focus of the document
- Ensuring all disability-related needs are addressed
- Transition planning is incorporated throughout the document
- Provide a clearer idea of the student graduation pathway and completion document type
- Help families better understand the information in the IEP document

Student Vision Changes

Old

The team envisions that Eric will make progress towards increased independence in all areas of his education to prepare him for a happy, full life in adulthood. We see Eric engaged with peers, his school community, and his larger community outside of school. Eric enjoys music, sensory input, and connecting with people.

New

While I am in high school, I want to:
Listen to and play music.

- **After I finish high school, my education or training plans are:** to work a job that involves music.
- **After I finish high school, my employment plans are:** to work a job with other people in quiet environment.
- **After I finish high school, my independent living plans are:** to live with friends.



Multilingual Learners

NEW

Multilingual Learners with Disabilities must be provided with:

language instruction and specialized services

IEP Teams will be asked:

Has the student been identified as a
Multilingual Learner?

If YES:

The team will

- describe the student's English Learner Education program
- English as a Second Language services
- Student's progress towards English language proficiency

Considerations

- Impact of the student's disability on language acquisition
- Student's specialized services within English Learner Education program
 - Using language supports to aid learning
 - Culturally affirming strategies for teaching Multilingual Learners
- Student's progress towards English language proficiency

NEW Structure of PLAAFPs

(Present Levels of Academic Achievement & Functional Performance)

- **There are 4 PLAAFP tables:**
 - Academic
 - Behavioral/Social/Emotional
 - Communication
 - Additional Areas (such as activities of daily living, health, hearing, motor, sensory, and vision)
- **Each PLAAFP is divided into 3 columns:**
 - Current Performance
 - Strengths, interest areas, and preferences
 - Impact of student's disability [in this area]
- **Some sections have “special factor” questions in checkbox format**
(ex: AAC use, Braille use, O&M instruction)

PLAAFPs

Present Levels of Academic Achievement and Functional Performance

Academics

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

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.

Briefly describe current academic performance. Check all that apply: <input type="checkbox"/> English Language Arts <input type="checkbox"/> History and Social Sciences <input type="checkbox"/> Math <input type="checkbox"/> Science, Technology, and Engineering	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities



Postsecondary Transition Planning

Now Included Within The IEP

- Anticipated graduation date or program completion
- A statement of community and interagency connections/responsibilities, if appropriate
- Documentation that the discussion of the transfer of rights has occurred at least one year before the age of majority
- Recommendation for Chapter 688 Referral/ transition to adult service agencies
- The IEP documents efforts to obtain participation if a parent and if the student did not attend an IEP meeting or provide input

Transition and Decision Making Options

It is a requirement of a school district to have students sign-off indicating the decision-making choice.

688 referral promotes coordination and communication between the school and the community or agency providers.

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:	



Community and Interagency Connections

This section documents the agencies and community organizations the student is working with as part of their transition from secondary school.

COMMUNITY AND INTERAGENCY CONNECTIONS

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

This section promotes coordination and communication between the school and the community or agency providers.





Accommodations



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				

- Improve outcomes for students with disabilities by building on individual student strengths.



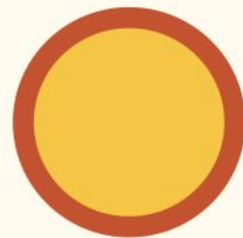


Content

Instruction

Student Output

Modifications



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			



Goals

*Measurable annual goals begin with data gathered by teachers and service providers to understand students abilities and areas where students may experience challenges. This data may be found in the **Current Performance** section under **Baseline**.*

Goals are developed considering what the student needs to learn next.

The new IEP, we will explain:
how we measure the student's progress
how often we measure progress
what we use to measure progress
who collects the data



MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:			
Baseline (What can the student currently do?):				
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				



Service Delivery Grid

The service delivery grid is now divided into two sections. Although the general format and information remain consistent with the old form, the new IEP form now divides the service delivery grid into two sections:

- 1) standard school year and
- 2) extended school year services.



Service Delivery Grid

The service delivery grid refers to:
what services are provided
who (which service providers) works on the goal
the frequency of the service

The New IEP includes:

NEW: service location

NEW: group size

ESY services have their own grid separate from the school-year services.

Also, ESY transportation will be documented separately in the ESY section.

Thank you! for participating!

IEP <https://www.doe.mass.edu/sped/ImproveIEP/iep-form/iep-form.pdf>
[Changes to the IEP Forms crosswalk](#)

