

School District Name:

School District Address:

School District Contact Person/Phone #:

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____

DOB: _____

ID#: _____

Grade/Level: _____

Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

NO CHANGE

Student Strengths and Key Evaluation Results Summary

What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?
What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

ADDED:

In developing each child's IEP, the IEP Team...shall consider...the academic, developmental, and functional needs of the child.

614(d)(3)(A)(i)(iii)(IV)

IMPLEMENTATION GUIDANCE:

- *In addition to academic performance, the summary should be written from a whole student perspective, including the student's developmental and functional strengths.*
- *This summary should include a description of the student's strengths and needs in various nonacademic settings.*

Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.

CHANGED:

Beginning age 14 or sooner if determined appropriate by an individualized education program team, school age children with disabilities shall be entitled to transition services and measurable postsecondary goals, as provided under the federal Individual Disabilities with Education Act, 20 USC sec. 1400, et sec.

M.G.L. c. 71B, § 2, as amended by Chapter 285 of the Acts of 2008

IMPLEMENTATION GUIDANCE:

With the passage of [Chapter 285](#) of the Acts of 2008, transition planning must now begin in Massachusetts when the student is 14 years of age. Therefore, Massachusetts now requires:

- *Beginning when the eligible student is 14, the school district must plan for the student's need for transition services and the school district must document this discussion annually using the [Transition Planning Form](#).*
- *The student must be invited to that Team meeting and to all subsequent meetings at which transition plans are discussed.*
- *The existing requirements for the vision statement remain in place for all students.*
- *Beginning when the eligible student turns 14, the vision statement must continue to reflect the student's preferences and interests, including desired outcomes in adult living, post-secondary and working environments.*

*** See IEP 3, "Age Specific Considerations," for additional information.*

Present Levels of Educational Performance

A: General Curriculum

Check all that apply.

General curriculum area(s) affected by this student's disability(ies):

- English Language Arts Consider the language, composition, literature (including reading) and media strands.
- History and Social Sciences Consider the history, geography, economic and civics and government strands.
- Science and Technology Consider the inquiry, domains of science, technology and science, technology and human affairs strand.
- Mathematics Consider the number sense, patterns, relations and functions, geometry and measurement and statistics and probability strands.
- Other Curriculum Areas Specify:

How does the disability(ies) affect progress in the curriculum area(s)?

NO CHANGE

What type(s) of accommodation, *if any*, is necessary for the student to make effective progress?

NO CHANGE

What type(s) of specially designed instruction, *if any*, is necessary for the student to make effective progress?

ADDED:

A statement of the special education and related services and supplementary aids and services [should be] based on peer-reviewed research to the extent practicable.

614 (d)(1)(A)(i)(IV)

IMPLEMENTATION GUIDANCE:

- *Teams must continue to describe the specially designed instruction necessary for the student to be involved in and to make progress in the general education curriculum.*
- *Specially designed instruction should be selected based upon available relevant research when possible.*

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

- Content:
- Methodology/Delivery of Instruction:
- Performance Criteria:

NO CHANGE

Use multiple copies of this form as needed.

IEP 2

Present Levels of Educational Performance

B: Other Educational Needs

Check all that apply.

General Considerations

- | | | |
|--|--|--|
| <input type="checkbox"/> Adapted physical education | <input type="checkbox"/> Assistive tech devices/services | <input type="checkbox"/> Behavior |
| <input type="checkbox"/> Braille needs (blind/visually impaired) | <input type="checkbox"/> Communication (all students) | <input type="checkbox"/> Communication (deaf/hard of hearing students) |
| <input type="checkbox"/> Extra curriculum activities | <input type="checkbox"/> Language needs (LEP students) | <input type="checkbox"/> Nonacademic activities |
| <input type="checkbox"/> Social/emotional needs | <input type="checkbox"/> Travel training | <input type="checkbox"/> Skill development related to vocational preparation or experience |
| <input type="checkbox"/> Other _____ | | |

ADDED:

In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

614 (d)(3)(B)

IMPLEMENTATION GUIDANCE:

- *Teams should consider completing a Functional Behavioral Assessment and developing a Behavior Intervention Plan when a student's behavior is affecting progress.*

Age-Specific Considerations

- For children ages 3 to 5 — participation in appropriate activities
- For children ages 14* (or younger if appropriate) — student's course of study
- For children ages 16 (or younger if appropriate) to 22 — transition to post-school activities including community experiences, employment objectives, other post school adult living and, if appropriate, daily living skills

ADDED:

Beginning age 14 or sooner if determined appropriate by an individualized education program team, school age children with disabilities shall be entitled to transition services and measurable postsecondary goals, as provided under the federal Individual Disabilities with Education Act, 20 USC sec. 1400, et sec.

M.G.L. c. 71B, § 2, as amended by Chapter 285 of the Acts of 2008

IMPLEMENTATION GUIDANCE:

- *The transition services and courses of study must be linked directly to the vision statement on IEP 1 and appropriate goals on IEP 4.*
- *The Department has created a form for documenting the Team's transition discussion. For additional information, please see the Transition Planning Form, available at: <http://www.doe.mass.edu/sped/28MR/28m9.doc>*

How does the disability(ies) affect progress in the curriculum area(s)?

NO CHANGE

What type(s) of accommodations, if any, is necessary for the student to make effective progress?

NO CHANGE

What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?

ADDED:

A statement of the special education and related services and supplementary aids and services [should be] based on peer-reviewed research to the extent practicable.

614 (d)(1)(A)(i)(IV)

IMPLEMENTATION GUIDANCE:

- *Teams must continue to describe the specially designed instruction necessary for the student to be involved in and to make progress in the general education curriculum.*
- *Specially designed instruction should be selected based upon available relevant research when possible.*

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

- Content: **NO CHANGE**
- Methodology/Delivery of Instruction:

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____

DOB: _____

ID#: _____

Current Performance Levels/Measurable Annual Goals

There must be a direct correlation between the annual goal(s) and the present level of educational performance

Goal #	Specific Goal Focus:
--------	----------------------

Current Performance Level: What can the student currently do?

NO CHANGE

Measurable Annual Goal: What challenging, yet attainable, goal can we expect the student to meet by the end of this IEP period?
How will we know that the student has reached this goal?

ADDED:

[The IEP] includes...a statement of measurable annual goals, including academic and functional goals. 614(d)(1)(A)(i)(II)

[The IEP] includes...appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. 614 (d)(1)(A)(i)(VIII)(aa)

IMPLEMENTATION GUIDANCE:

- *In order for the student to make progress in the general education curriculum and life of the school, academic and functional goals should continue to be skill based, measurable and reflect individual student needs based upon the disability.*
- *Beginning when the eligible student is 14, the IEP must include skill based measurable post-secondary goal(s) that will help the student reach his/her post-secondary vision as outlined in the vision statement (IEP 1).*
- *See the Transition Planning Form for guidance related to transition services, goals and courses of study.*

Benchmark/Objectives: What will the student need to do to complete this goal?

NO CHANGE IN PRACTICE FOR MASSACHUSETTS

[Large empty grey box for benchmark/objectives]

NO CHANGE

NO CHANGE

Use multiple copies of this form as needed.

Individualized Education Program

IEP Dates: from _____ to _____

Student Name: _____ DOB: _____ ID#: _____

IEP 4

NO CHANGE

Service Delivery

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

School District Cycle: 5 day cycle 6 day cycle 10 day cycle other:

A. Consultation (Indirect Services to School Personnel and Parents)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

B. Special Education and Related Services in General Education Classroom (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

C. Special Education and Related Services in Other Settings (Direct Service)

Focus on Goal #	Type of Service	Type of Personnel	Frequency and Duration/Per Cycle	Start Date	End Date

Use multiple copies of this form as needed.

IEP 5

NO CHANGE

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

No Yes If yes, why is removal considered critical to the student's program?

IDEA '97 Regulation §300.550(b)(2): "... removal of children with disabilities from the regular educational environment occurs **only if** the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Emphasis added.)

NO CHANGE

Schedule Modification

Shorter: Does this student require a *shorter school day or shorter school year*?

No Yes — shorter day Yes — shorter year If yes, answer the questions below.

Longer: Does this student require a longer school day or a longer school year to prevent substantial loss of previously learned skills and / or substantial difficulty in relearning skills?

No Yes — longer day Yes — longer year If yes, answer the questions below.

How will the student's schedule be modified? Why is this schedule modification being recommended?
If a longer day or year is recommended, how will the school district coordinate services across program components?

NO CHANGE

Transportation Services

Does the student require transportation as a result of the disability(ies)?

No Regular transportation will be provided in the same manner as it would be provided for students without disabilities. If the child is placed away from the local school, transportation will be provided.

Yes Special transportation will be provided in the following manner:

on a regular transportation vehicle with the following modifications and/or specialized equipment and precautions:

on a special transportation vehicle with the following modifications and/or specialized equipment and precautions:

After the team makes a transportation decision and after a placement decision has been made, a parent may choose to provide transportation and may be eligible for reimbursement under certain circumstances. Any parent who plans to transport their child to school should notify the school district contact person.

State or District-Wide Assessment

Identify state or district-wide assessments planned during this IEP period:

Fill out the table below. Consider any state or district-wide assessment to be administered during the time span covered by this IEP. For each content area, identify the student's assessment participation status by putting an "X" in the corresponding box for column 1, 2, or 3.

	1. Assessment participation: Student participates in on-demand testing under routine conditions in this content area.	2. Assessment participation: Student participates in on-demand testing with accommodations in this content area. (See 1 below)	3. Assessment participation: Student participates in alternate assessment in this content area. (See 2 below)
CONTENT AREAS	COLUMN 1	COLUMN 2	COLUMN 3
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 For each content area identified by an X in the column 2 above: note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program.

NO CHANGES IN PRACTICE FOR MASSACHUSETTS

2 For each content area identified by an X in column 3 above: note in the space below, the content area, why the on-demand assessment is not appropriate and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student's performance on the alternate assessment.

NO CHANGES IN PRACTICE FOR MASSACHUSETTS

NOTE

When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be assessed.

Individualized Education Program

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Student Name: _____ DOB: _____ ID#: _____

Additional Information

- Include the following transition information: the anticipated graduation date; a statement of interagency responsibilities or needed linkages; the discussion of transfer of rights at least one year before age of majority; and a recommendation for Chapter 688 Referral.
- Document efforts to obtain participation if a parent and if student did not attend meeting or provide input;
- Record other relevant IEP information not previously stated.

CHANGED:

Beginning age 14 or sooner if determined appropriate by an individualized education program team, school age children with disabilities shall be entitled to transition services and measurable postsecondary goals, as provided under the federal Individual Disabilities with Education Act, 20 USC sec. 1400, et sec.

M.G.L. c. 71B, § 2, as amended by Chapter 285 of the Acts of 2008

IMPLEMENTATION GUIDANCE:

- *Beginning when the eligible student is 14, see the Transition Planning Form for guidance related to transition services, goals and courses of study.*
- *The IEP will be written and implementation begun when the eligible student turns 14 for the IEP developed that year.*

Response Section

School Assurance

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

Signature and Role of LEA Representative

Date

Parent Options / Responses

It is important that the district knows your decision as soon as possible. Please indicate your response by checking at least one (1) box and returning a signed copy to the district. Thank you.

- I accept the IEP as developed. I reject the 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 request a meeting to discuss the rejected IEP or rejected portion(s).

Signature of Parent, Guardian, Educational Surrogate Parent, Student 18 and Over*

Date

**Required signature once a student reaches 18 unless there is a court appointed guardian.*

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.
