

Sample IEP

High School Version

In June 2023, the Massachusetts Department of Elementary and Secondary Education (DESE) released a new IEP form for use throughout the state by the 2024-2025 school year. To provide illustrative examples of what the new IEP might look like in practice, DESE is developing sample IEPs. The purpose of these samples is to assist educators, parents, and other stakeholders with envisioning what the new IEP may look like when completed. They are offered for your reference only and are not intended to represent the best or only approach to IEP development, supports, and services. Each IEP must be developed based on the needs of the individual student and in accordance with all applicable federal and state requirements. Below, please find a sample IEP for a high school student with autism. Please note that the students and parents referenced in this sample are fictitious.

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?
Andrew expressed concern about getting a job after he graduates from high school. While Ms. Chen is happy with the progress Andrew has been making, she is concerned about his level of independence and whether he will have the skills necessary to work after he completes high school.

STUDENT AND TEAM VISION

<i>Student’s Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)</i>	
While I am in high school, I want to:	Andrew stated that he wants to make friends and learn about career opportunities while in high school. He hopes to begin to take more vocational courses during his time in high school so that he is prepared for a vocational training program after high school. He wants to be with his peers in as many classes as possible in order to make more friends. Outside of school, he wants to get a job when he turns 16.
After I finish high school, my education or training plans are:	Currently, Andrew is most interested working with his hands. He enjoys working on automobiles and assists his parents and others in vocational classes.
After I finish high school, my employment plans are:	Andrew expressed interest in working at an automobile repair shop or in HVAC installation and repair when he is finished with high school. While he is in high school, he would like to experience those careers.
After I finish high school, my independent living plans are:	Andrew envisions moving out of his parents’ house and living either independently or with friends. He hopes to live near his parents, other family members, and friends, and within walking distance of shops, recreation facilities, and restaurants. He hopes to be able to complete daily chores independently and is concerned that he might need help with cooking.

Additional Team Vision Ideas	
In response to the student's vision, this year:	The IEP Team wants Andrew to succeed in academic, vocational, and independent living opportunities. As a sophomore, they want to see him taking core academic courses while beginning to experience vocational and independent living classes. They want him to be successful in as many general education classes as possible with supports while also receiving the direct and substantial supports he needs to continue to make progress.
In response to the student's vision, in 5 years:	In 5 years, the IEP Team envisions Andrew receiving a certificate of attainment, maintaining a job, and living as independently as possible. To get there, they want Andrew to have many opportunities to learn vocational and independent living skills. They want Andrew to stay well-connected to his current friends and to expand his circle of friends as he gets older. In 5 years, Andrew will be nearing the end of his eligibility for special education services, so he will need to be well-connected to adult service agencies so that he has a seamless transition to adult services.

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.		
<input checked="" 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

Assistive Technology

Does the student require assistive technology devices or services?

- Yes No

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.

<p>Briefly describe current academic performance. Check all that apply:</p> <p><input checked="" type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> History and Social Sciences <input checked="" type="checkbox"/> Math <input type="checkbox"/> Science, Technology, and Engineering</p>	<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>Andrew receives intensive individualized instruction using curriculum that is substantially modified to his learning abilities across all subject areas. Curriculum-based measurements indicate that Andrew is slowly progressing academically on these modified instructional opportunities.</p> <p>On his most recent re-evaluation on March 2, 2023, Andrew scored in the extremely low range in the areas of word reading and pseudoword decoding.</p> <p>Andrew reads at a first-grade level, and his reading rate is adequate for comprehending the text, though he does not pause to indicate the start or end of a sentence. He struggles with decoding multi-syllabic words, which impedes his ability to comprehend second-grade reading passages when reading independently.</p> <p>Classroom data also indicates that Andrew met his previous sight word recognition IEP goal. When given instructional-level texts and visual supports, Andrew can sequence events with 65% accuracy. He can comprehend simple passages when given the opportunity to read the same passage multiple times or listen to the passage</p>	<p>Andrew enjoys reading, especially passages related to science, technology, or his favorite Marvel comic book characters. His relative strengths include sight words and vocabulary knowledge.</p> <p>In the area of math, Andrew enjoys identifying coins and how much his favorite items cost, such as comic books.</p> <p>Andrew expressed that his vocational course is his favorite class this year. He enjoys hands-on experiments and learning about technology, especially as it relates to automobiles.</p>	<p>Andrew’s autism diagnosis impacts his ability to understand figurative speech, draw inferences, and comprehend complex passages without specially designed instruction. His delayed skill progression in decoding, fluency, language comprehension, math calculation, and math reasoning limits his access, participation, and progress in the general education curriculum.</p>

read aloud to him. Based on recent classroom

data, Andrew can identify the main idea in a first-grade reading passage with 75% accuracy. He responds to general comprehension questions accurately at the first-grade level with a basic retelling of the story in sequential order, or by ordering pictures of distinct parts of a story. Andrew benefits from the use of visual supports, such as story maps or graphic organizers, to express his responses. Andrew also benefits from additional wait time to process information before responding. He is currently working to apply these skills in his U.S. History class, where he is learning to sequence historical events and identify figures in U.S. history.

Andrew can independently and legibly write a simple sentence in response to a familiar prompt, using a capital letter at the beginning. Overall, Andrew's March 2, 2023, re-evaluation showed that his written expression composite score is in the Extremely Low range.

Andrew's strengths include basic math skill fluency, calculation, and problem solving. He can identify numbers 1-100 and perform functional mathematic computations for one-digit numbers. He is working on identifying \$1, \$5, \$10, \$20, and \$50 bills, and coins, and with supports correctly add them. Andrew can tell time on a digital clock and follow visual schedules. He enjoys the application of math within independent living contexts. He can count to 100 by ones, fives, and tens. Based on recent classroom data, Andrew can complete single addition with 75% accuracy and single-step subtraction with 60%

<p>accuracy. Classroom data indicates that Andrew met his previous IEP goal focused on identifying the value of coins and bills up to \$10.00. On Andrews’s recent March 2, 2023, re-evaluation, he continues to score in the extremely low range in numerical operations, addition, subtraction, and multiplication.</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:

<input checked="" type="checkbox"/> Accommodations/Modifications <input checked="" type="checkbox"/> Goals/Objectives	<input checked="" type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

<p>Briefly describe current behavioral/social/emotional performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.</p>	<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>Andrew performs best in a highly structured environment, with use of visuals, paired with text.,</p> <p>Andrew is using a daily schedule and a checklist for each class. Timers on his phone help him complete tasks in a timely manner. Andrew can adjust to changes in his schedule more successfully when his parent/teachers provide a warning before any changes in his routine. During less structured activities or when preferred activities are interrupted, Andrew can become anxious and dysregulated. Most notably during these times, he appears agitated, and he greatly increases his repetitive motions.</p>	<p>Andrew’s strengths include social engagement with peers. When given prompts and a checklist to help identify his strengths and needs, Andrew can advocate for his needs and educational goals.</p> <p>Andrew prefers to select his own activities for leisure.</p>	<p>Andrew’s disability impacts his ability to advocate for himself in social situations, manage unexpected changes in his routine, and engage in age appropriate peer and social interactions.</p>

<p>After engaging with someone for a few minutes, Andrew will sometimes lose interest and simply walk away, rather than continuing social reciprocity.</p> <p>When learning about a topic that he particularly enjoys, Andrew will briefly engage in some repetitive movement behaviors (e.g., flapping his hands).</p> <p>Based on teacher and paraprofessional observation, Andrew selects the appropriate social choice approximately 60% of the time without adult prompting.</p> <p>On his March 2, 2023 re-evaluation, Andrew's evaluation results were:</p> <p>WISC-IV: FSIQ 68, (-2.25 Standard Deviations, SD)</p> <p>Adaptive Behavior Assessment System, Third Edition (ABAS-3):</p> <p>General Adaptive Composite- <-3.0 SD, Extremely Low. Scaled Score = 58, SD=-2.75</p>		
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<p style="text-align: center;">Bullying</p> <p>Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.</p>	<p>Specify how these needs, if any, will be addressed in the IEP.</p>
<p>Not applicable.</p>	<p>Not applicable.</p>

Autism-Specific Question: Does the student require any positive behavioral interventions, strategies, and supports to address their behavioral difficulties resulting from autism spectrum disorder?

Yes No

Autism-Specific Question: Does the student need to develop social interaction skills and proficiencies?

Yes No

Autism-Specific Question: Does the student have needs related to changes in environment or to daily routines?

Yes No

Autism-Specific Question: Does the student have needs related to repetitive activities and movements?

Yes No

Autism-Specific Question: Does the student have needs resulting from their unusual responses to sensory experiences?

Yes No

If yes to any of the above, these needs will be addressed in the following section(s) of the IEP:

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

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities
<p>One of Andrew’s strengths is his confidence in starting a conversation; his teachers have observed that he struggles to continue a discussion until the end. At times, his inability to effectively communicate with others limits his active participation in class and interactions with his peers. Andrew has difficulty with pragmatic language and reasoning.</p> <p>As reported by his speech and language pathologist and his parent, Andrew struggles with using language for varied reasons (like informing, declaring, and demanding). He occasionally finds it challenging to answer classmates' inquiries. He frequently runs out of things to say after approximately two minutes.</p>	<p>Andrew is generally outgoing and enjoys socializing with peers, including those with and without disabilities. Topics of conversation are age-appropriate and revolve around new movies, video games, cars, and music. Andrew’s ability to generalize newly learned communication skills, related receptive language .</p>	<p>Andrew’s symptoms of Autism affect his expressive language and his ability to engage in social situations for more than a few minutes. This makes it difficult for him to engage in assignments that require social interactions (e.g., group projects, debates, etc.) and verbally show what he knows and learned.</p>

<p>The Comprehensive Assessment of Spoken Language (CASL-2) was administered as part of Andrew's re-evaluation on March 2, 2023. Results indicated scaled scores < 2 percentile all core index scores.</p>		
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Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

Yes No

Autism-Specific Question: Does the student have needs in the areas of verbal and nonverbal communication, including but not limited to those identified in assistive technology/AAC evaluation(s)?

Yes No

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

<input checked="" type="checkbox"/> Accommodations/Modifications <input checked="" type="checkbox"/> Goals/Objectives	<input checked="" type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

<p>Additional Areas, as Applicable (Such as activities of daily living, health, hearing, motor, sensory, and vision)</p> <p>Briefly describe current performance and any applicable documentation.</p> <p>Please note that parent(s) are only asked to share health information voluntarily.</p>	<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>Not applicable.</p>	<p>Not applicable.</p>	<p>Not applicable.</p>

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
<p>Education/training</p> <p>The Jobs and Job Training portion of the Enderle-Severson Transition Rating Scale was completed on 4/5/2023. Andrew demonstrated that he mastered 40 out of 62 skills, or 64% (up from 43%). This shows that Andrew is beginning to realize basic factors that influence job retention, such as dismissal and promotion. He demonstrates appropriate hygiene and grooming and maintains a productive work pace relevant to the situation or task. However, these results indicate Andrew still struggles with adapting well to changes in schedules and routines and applying basic math skills to understanding information on a paycheck. He continues to need further development in the interpersonal skills needed to be successful in a job.</p> <p>Further, these results indicate his need for continued exposure to various working environments to better understand how an individual earns and handles money. He also needs continued opportunities that will help him better understand the connection between his educational/training opportunities and his life experiences after graduation, which he will receive in the career vocational program.</p>	<p>Based on a recent informal transition interview, Andrew enjoys social engagement opportunities and participates in community-based activities. He enjoys spending time with his family and helping his mother in the kitchen. He is beginning to learn basic cooking skills.</p> <p>Andrew wants to complete a vocational certificate in automobile mechanics or HVAC. He enjoys tasks that involve working with his hands.</p>	<p>Andrew faces challenges with working memory and fluid reasoning due to the impact of autism. These challenges impede Andrew’s overall executive functioning, and his ability to complete tasks independently at school and home.</p>
<p>Employment</p> <p>Andrew is currently not employed but hopes to get a job when he graduates. Andrew completed the Work Environment Preferences on 4/6/2023. This assessment indicates Andrew would prefer to work inside and with a small group of people. Andrew is</p>	<p>Andrew expresses interest in working at an automobile repair shop in an entry-level position, and ultimately attaining a vocational certificate in automobile mechanics or HVAC. He hopes to find a paid internship or an entry-level position in those career fields while he is in high school. He has also expressed interest</p>	<p>Andrew’s challenges relate to expressive language and understanding complex social situations within a vocational setting. This impacts his ability to navigate novel situations, problem-solve with others, and ask for assistance, when necessary.</p>

<p>open to a job that requires physical activity and prefers to stand and/or move around as much as possible. Andrew prefers to work in a job with regular routines but at a slow pace. Andrew wants support from a supervisor and to be shown (rather than told) how to do things.</p>	<p>in finding his first part-time job when he turns 16. When discussing options for part-time jobs, he explained that he would like hands-on options such as working with the Department of Public Works or in a retail store.</p>	
<p>Community experiences/postschool independent living, if applicable</p> <p>Casey Life Skills Assessment (updated 4/6/2023): Updated results remained the same in the area of Home Living. Andrew scored “yes” on 51 out of 90 skills (56%). Andrew has limited proficiency at performing household tasks (e.g., laundry, cleaning his room, and cooking) without frequent verbal prompting from an adult. He is only beginning to use a task list to complete such tasks. He has begun to shop for food items, but he has not yet prepared a grocery list or compared costs to a budget. Andrew’s family reports that he can help with cleaning at home (i.e., dusting, laundry, vacuuming, doing dishes, taking out trash, cleaning bathrooms and kitchens) with guidance and visual cues. At home and at school, Andrew does not demonstrate effective self-direction or take initiative to start activities.</p> <p>Andrew can dress appropriately for specific situations (i.e., weather, special events, casual, seasonal), can independently use a cell phone, ask for help if he needs medical assistance, and create a basic shopping list of necessary items. He requires a high level of verbal and visual prompting to learn new self-care routines.</p>	<p>Andrew enjoys leisure and recreation time spent with his family and friends, such as attending neighborhood events on weekends. He wants to live as independently as possible, potentially with friends. When asked about his social goals for the future, Andrew says he wants to date and have a girlfriend.</p>	<p>Andrew requires specially designed instruction to help him address challenges related to advocating for himself in unstructured social settings. These challenges may impact his ability to fully participate in community experiences and postsecondary independent living.</p>

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

<input type="checkbox"/> Accommodations/Modifications <input checked="" type="checkbox"/> Goals/Objectives	<input checked="" type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information	
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Projected date of graduation/program completion:	05/22/2030
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	Certificate of Attainment

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?

School Year 2023-24 10 th Grade (Actual Courses)	School Year 2024-25 11 th Grade (Potential Courses)	School Year 2025-26 12 th Grade (Potential Courses)	School Year 2026-27 and beyond
Art 2 English 2 Independent Living Lab Introduction to Automotive Repair Math Foundations 2 PE/Health U.S. History 1	English 3 Independent Living Lab Automotive Repair 2 Math Foundations 3 PE/Health Community Experiences (Travel Training, etc.) Vocational Internship-- Discovery	English 4 Independent Living Lab Math Foundations 4 PE/Health HVAC Vocational Course Community Experiences (Travel Training, etc.) Vocational Internship	Community-based transition services, including vocational training opportunities or the Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI).

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

Andrew is currently taking academic, independent living and vocational classes with modifications to the curriculum. He is passing all classes and is on track for achieving a certificate of attainment.

* The dotted line indicates that this page of this IEP is dedicated to 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
Department of Developmental Services (DDS)	Assistance with community functioning and independent living.	The IEP case manager is Susan Marks, and she can be reached at (555) 555-5555 or smarks@xyzpublicschools.edu.

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

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: <input checked="" type="checkbox"/> No (If so, date the 688 referral will be submitted: <u>September 2028</u>)* <input type="checkbox"/> 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:	

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

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	<ul style="list-style-type: none"> • Simplify and repeat directions, as needed. • Provide visual supports and cues (such as written directions and checklists). • Provide verbal prompting but fade verbal prompting as quickly as possible. • Give repeated opportunities to practice and generalize new skills. • Provide Andrew with immediate, positive, and descriptive feedback. • Behavior intervention plan with focus on positive behavioral supports. 	<ul style="list-style-type: none"> • Provide additional wait time to process information and respond. 	<ul style="list-style-type: none"> • Provide a warning prior to any change in routine. • Allow additional time to complete a task or assessment. • Complete an assessment in several timed sessions or over several days. • Allow for frequent breaks, such as after completing an activity, or every half hour. • Allow extra time to process spoken information. 	<ul style="list-style-type: none"> • Use personal timers or alarms to help with time management. • Provide Andrew with access to a classroom and school schedule.
Nonacademic settings (lunch, recess, etc.)	Not applicable	<ul style="list-style-type: none"> • Use verbal cues or visual supports to help Andrew express his emotions 	Not applicable	Not applicable
Extracurricular activities	Not applicable	Not applicable	Not applicable	Not applicable
Community/workplace	Not applicable	Not applicable	Not applicable	Not applicable

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	<ul style="list-style-type: none"> Provide academic content that is substantially modified for Andrew. 	<ul style="list-style-type: none"> Provide direct, explicit, individualized instruction to teach new concepts and skills. Allow for pre-teaching and re-teaching of key terms, concepts, and skills. 	<ul style="list-style-type: none"> Dictation of answers on all written response assignments longer than two sentences.
Nonacademic settings (lunch, recess, etc.)	Not applicable	Not applicable	Not applicable
Extracurricular activities	Not applicable	Not applicable	Not applicable
Community/workplace	Not applicable	Not applicable	Not applicable

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.

Andrew is in 10th grade and will complete English Language Arts and Math MCAS this year through the MCAS Alternate Assessment. He completed the Science and Technology/Engineering MCAS Alternate Assessment during his 9th grade year.

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 checked="" type="checkbox"/> English Language Arts	<input checked="" type="checkbox"/> Math	Science	<input type="checkbox"/> Alternate Access for ELLs
Explanation: The IEP Team reviewed the definition of a student with the most significant cognitive disability, and Andrew meets all criteria. The IEP Team completed the Companion document: Alternate Assessment Participation Tool	Explanation: The IEP Team reviewed the definition of a student with the most significant cognitive disability, and Andrew meets all criteria. The IEP Team completed the Companion document: Alternate Assessment Participation Tool	Explanation: Not applicable.	Explanation: Not applicable.

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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.

<p>Goal Number: 1</p>	<p>Goal Area: Reading</p>
<p>Baseline (What can the student currently do?): Based on recent classroom and assessment data, Andrew can identify the main idea from 1st grade level text with 75% accuracy. When given instructional text and visual supports, Andrew can sequence events with 65% accuracy with some adult support using visual cues. Andrew struggles reading multisyllabic words, which impedes his ability to decode more complex text. He currently reads two-syllable words with 50% accuracy. He has mastered the Dolch first 100 sight word list and can identify 85/100 words on the second-grade sight word list.</p>	

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?
Andrew will increase his decoding and understanding of functional academic, independent living, and career-related text containing two-syllable words (with 90% accuracy).	90% accuracy by May 2024	Curriculum-based measurement	Biweekly (twice a month)	Special Education Teacher
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				
<ol style="list-style-type: none"> 1. Andrew will accurately read a list of 10 two-syllable functional academic, independent living, and career-related words. 2. Andrew will accurately read a list of 15 two-syllable functional academic, independent living, and career-related words. 3. Given visuals, sentence strips, or graphic organizers, Andrew will sequence the events of work or independent living-related processes. 				

Goal Number: 2	Goal Area: Math			
Baseline (What can the student currently do?): Based on recent classroom and assessment data, Andrew can complete single and multi-step equations involving multi-digit addition with 75% accuracy and single step subtraction with 60% accuracy. He can identify and name the following coins: penny, nickel, dime and quarter. He can identify money symbols, such as cent sign, dollar sign and decimal point. He can convert one denomination of coins into another denomination (such as ten pennies is equal to a dime), with minimal visual prompting. When given a collection of coins and dollars, Andrew can count money up to ten dollars. When given a price, he can round up to the next dollar to determine the amount of money needed to purchase an item.				
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?
Andrew will be able to add and subtract money in real-world scenarios.	90% accuracy by May 2024	Curriculum-based measurement	Biweekly (Twice a month)	Special Education Teacher
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				
<ol style="list-style-type: none"> 1. When given real-world addition and subtraction problems using money, Andrew will independently and accurately calculate the equation with 80% accuracy by January 2024. 2. When given real-world addition and subtraction problems using money, Andrew will independently and accurately calculate the equation with 90% accuracy by May 2024. 3. When given a budgeting scenario based on projected income from his career interests, Andrew will correctly solve multi-digit addition and multi-digit subtraction math problems with 80% accuracy by May 2024. 				

Goal Number:3	Goal Area: Independent Living			
Baseline (What can the student currently do?): Andrew has limited proficiency at performing household tasks (e.g., laundry, cleaning his room, and cooking) without frequent verbal prompting from an adult. He is only beginning to use a task list to complete such tasks. He has begun to shop for food items, but he has not yet prepared a grocery list or compared costs to a budget. Andrew completes self-care routines with a high level of verbal and visual prompting and has not yet learned to use a daily schedule for completing such routines.				
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?
Given instruction in daily living skills and routines, Andrew will demonstrate independent living skills in caring for himself and his environment.	90% accuracy by May 2024	Classroom and community data collection and student self-monitoring report	Biweekly (twice a month)	Transition Specialist and Special Education Teacher
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				
<ol style="list-style-type: none"> Given a task list, Andrew will perform household tasks over the course of a week, including laundry, house cleaning, and cooking on nine out of ten observed opportunities. Given adult support with diminishing levels of verbal prompting, Andrew will prepare grocery supply lists, shop for food items, and compare actual costs with what he has budgeted on nine out of ten observed opportunities. Given a daily schedule, Andrew will engage in self-care routines with minimal prompting, such as practicing good personal hygiene, on nine out of ten observed opportunities. 				

Goal Number: 4	Goal Area: Behavior/Social/Emotional			
Baseline (What can the student currently do?): When unexpected changes occur in the school day, Andrew perseverates on the change and has trouble refocusing back to the task. Andrew exhibited this behavior on average seven times per week from September through March, and on average five times per week from March through May. This decrease in his behavior correlates with adjustments made to his behavior intervention plan. Specifically, his team began implementing a warning system so he was aware of changes before they occurred. However, there are multiple changes that occur each day that cannot be predicted, so Andrew's team will implement additional calming strategies and measure his progress with this goal.				

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?
Andrew will implement calming strategies to help him refocus back to tasks after unexpected events.	80% implementation by May 2024	Classroom data collection	Once per month	Special Education Teacher

Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)
<ol style="list-style-type: none"> 1. After an unexpected event occurs, Andrew will request a short break before orienting himself back on task during four out of five observed opportunities. 2. Andrew will utilize deep breathing to regain composure when he is dysregulated from an unexpected event during four out of five observed opportunities. 3. Andrew will refer to his schedule and classroom checklists to help reorient himself back to the rest of the school day during four out of five observed opportunities.

Goal Number: 5	Goal Area: Communication			
Baseline (What can the student currently do?): Andrew's receptive communication skills are strong, and he responds appropriately to directions (orally and in writing) and follows daily schedules independently. He uses language courtesies in various settings (e.g., saying hello when he sees friends at school and in the community) and asks for needed materials when they are not readily available. Andrew is able to hold conversations with peers for a maximum of two minutes. This impacts his ability to actively participate in classes and to sustain social connections. During these interactions, he rarely advocates for himself or makes requests of his peers.				
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?
Andrew will increase his ability to carry on a conversation with a familiar peer to ten minutes on a variety of topics that are of interest to him and his peer.	Three consecutive conversations with peers that are at least ten minutes in length	Data collection based on adult observations of peer interactions	Observations will be completed at least weekly	Special Education Teacher, Speech and Language Pathologist

Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)

1. Andrew will increase his ability to carry on a conversation with a familiar peer for up to three minutes by the end of June 2023 (end of the school year) on a variety of topics that are of interest to him and his peer.
2. Andrew will increase his ability to carry on a conversation with a familiar peer on a variety of topics that are of interest to him and his peer for up to four minutes by the end of the first semester of the academic year (November 2023).
3. Andrew will increase his ability to carry on a conversation with a familiar peer on a variety of topics that are of interest to him and his peer for up to seven minutes and thirty seconds by the end of the second semester (February 2024).
4. Andrew will increase his ability to carry on a conversation with a familiar peer on a variety of topics that are of interest to him and his peer for up to ten minutes by the end of the IEP period (May 2024).

SCHEDULE OF PROGRESS REPORTING

Explain how and when parent(s) will be periodically informed of the student’s progress toward meeting the annual goal(s):

Parents will be sent progress reports with updated data on Andrew’s progression as frequently as students without disabilities in the district receive report cards, every quarter.

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.

Andrew can participate in several general education classes with supplementary aids and services, such as U.S. History 1, Art, Physical Education/Health and Introduction to Automobile Repair with support from a second adult in those classes (special education teacher, speech/language pathologist or paraprofessional). To make effective progress, Andrew requires direct and explicit instruction to learn and retain concepts and skills in English language arts, math, social/emotional development, and independent living in a small group setting outside the general education classroom where specially designed instruction can be provided more intensively.

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)						
4 & 5	Behavior/Social/Emotional Parent Consultation	School Counselor	Conference Room or Virtual Meetings	30 minutes x 1 day per 7-day cycle	5/22/2023	5/21/2024
1, 2, 4, 5	Academic Consultation (with Paraprofessional)	Special Education Teacher	Planning Room or Virtual Meetings	30 minutes x 1 day per 7-day cycle	5/22/2023	5/21/2024
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
1, 4, 5	History Inclusion	Special Education Teacher	Academic Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024
1, 2, 4, 5	Career/Vocational Inclusion	Special Education Teacher	Career/Vocational Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024
5	Communication	Speech/Language Pathologist	Academic Classroom	50 minutes x 3 days per 7-day cycle	5/22/2023	5/21/2024
1, 4, 5	Elective Inclusion (PE/Health, Art)	Special Education Teacher	Elective Classrooms and Gymnasium	50 minutes x 3 days per 7-day cycle	5/22/2023	5/21/2024
1, 4, 5	Elective Inclusion (PE/Health, Art)	Paraprofessional	Elective Classrooms and Gymnasium	50 minutes x 3 days per 7-day cycle	5/22/2023	5/21/2024
C. Special Education and Related Services in Other Settings (Direct Service)						
1	Reading	Special Education Teacher	Special Education Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024
2	Math	Special Education Teacher	Special Education Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024
3	Independent Living	Transition Specialist	Special Education Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024

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: Bus monitor and preferential seating at the front of the bus.

Specify the disability-related need(s) that require support(s) during transportation (e.g., seizures, a tendency for motion sickness, behavioral or communication difficulties): Andrew can become anxious and dysregulated while riding the bus. He requires a bus monitor who can remind him of calming strategies and preferential seating at the front of the bus to address these concerns.

- 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?

Andrew is at-risk of substantial regression in the areas of reading, math and independent living skills if he does not have access to these services over the summer break.

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

Andrew will have reading services focused on decoding and comprehension, and math services focused on money and budgeting. He will also receive transition services focused on independent living skills. These services will be offered during the summer for 5 days per week for seven weeks. .

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.

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)						
1	Reading	Special Education Teacher	Special Education Classroom	45 minutes x 5 days per week per 5-day cycle	7/3/2023	8/18/2023
2	Math	Special Education Teacher	Special Education Classroom	45 minutes x 5 days per week per 5-day cycle	7/3/2023	8/18/2023
3	Independent Living	Transition Specialist	Special Education Classroom	60 minutes x 5 days per week per 5-day cycle	7/3/2023	8/18/2023

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: Bus monitor and preferential seating at the front of the bus.

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

Andrew can become anxious and dysregulated while riding the bus. He requires a bus monitor who can remind him of calming strategies and preferential seating at the front of the bus to address these concerns.

- 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):

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:	Mrs. Francine Abate	Signature:		Date:	5/21/2023
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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:

5/21/2023

** 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).