

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 an educational surrogate parent appointed in accordance with federal law.)

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

STUDENT AND TEAM VISION

<i>Student's Vision (ages 3–13)</i>	
This year, I want to learn:	
By the time I finish (circle one: elementary or middle school), I want to:	
<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:	
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:	
<i>Additional Team Vision Ideas</i>	
In response to the student's vision, this year:	
In response to the student's vision, in 5 years:	

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

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:

--

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

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.

Academics Briefly describe current 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

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
☐ Goals/Objectives
☐ Services Delivery Grid
☐ Additional Information

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: BEHAVIORAL/SOCIAL/EMOTIONAL

Behavioral/Social/Emotional. Briefly describe current performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
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.		Specify how these needs, if any, will be addressed in the IEP.

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 engage in repetitive activities and stereotyped 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 type="checkbox"/> Accommodations/Modifications | <input type="checkbox"/> Services Delivery Grid |
| <input type="checkbox"/> Goals/Objectives | <input type="checkbox"/> Additional Information |

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Communication Briefly describe current performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

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

If yes, describe how the Team will address the student's needs (including acquiring, designing, customizing, maintaining, repairing, and/or replacing AAC devices).

- ☐ The student needs an AAC device at school.
☐ The student needs an AAC device at home or in other non-school settings to receive a free appropriate public education.
☐ The student needs training and/or technical assistance to use the AAC device.
☐ The student's family needs training and/or technical assistance concerning the AAC device.
☐ Educators, other professionals, employers, or others who work with the student need training and/or technical assistance concerning the AAC device.

These needs will be addressed in the following section(s) of the IEP:

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

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:

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

* This component is recommended to be included in the IEP but is not required by state or federal laws or regulations.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Deaf or Hard of Hearing

- ☐ The student is deaf or hard of hearing, and their language and communication needs 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 |

Blind or Visually Impaired (including Cortical Visual Impairment)

- ☐ Braille is needed and 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 |
- ☐ Screen readers or other assistive technology are needed and 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 |
- ☐ Orientation and mobility services are needed and 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 |

* This component is recommended to be included in the IEP but is not required by state or federal laws or regulations.

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.

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 adult living, if applicable		

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

- ☐ Accommodations/Modifications
 ☐ Services Delivery Grid
☐ Goals/Objectives
 ☐ 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 that type of completion document? What is the student's planned course of study?

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

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role of school staff who will be the liaison to the agency, as needed (please include contact information)

TRANSFER OF RIGHTS TO STUDENT

Is the student 17 or will they turn 17 during the timeframe of this IEP?

☐ Yes

☐ No

If yes, notify the student at least 1 year before their 18th birthday that decision-making rights will transfer from parent(s) to them when the student turns 18. Please note below the date that the student was provided with notice of the transfer of rights and informed that they may request a copy of procedural safeguards concerning special education rights:

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If yes, notify the parent(s) at least 1 year before the student's 18th birthday that their rights will transfer from the parent(s) to the student when the student turns 18. Please note below the date that the parent(s) was provided with notice of the transfer of rights:*

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* This component is recommended to be included in the IEP but is not required by state or federal laws or regulations.

DECISION-MAKING OPTIONS FOR STUDENT

Complete for student who has turned 18 or will turn 18 within the IEP period. Please indicate the decision-making option that the student and/or parent(s) have selected:

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

Name of court-appointed legal guardian:

- ☐ 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: _____

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="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team has discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If yes, indicate the date the referral was submitted: _____.)* <input type="checkbox"/> No (If no, indicate the date by which the 688 referral will be submitted: _____.)* <input type="checkbox"/> Not applicable (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:	

* This component is recommended to be included in the IEP but is not required by state or federal laws or regulations.

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				

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 accommodations			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

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.

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

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

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

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

Please select the subject(s) below in which the student needs alternative assessment(s). Please explain why the student needs alternate assessment(s), and why the alternative 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
Explain:	Explain:	Explain:	Explain:

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.

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)				

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):

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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(s) Include as few or as many services as needed for each goal (direct service to student in general education, special education, consultation)	Provided by List job title	Location <ul style="list-style-type: none"> General Education Classroom Special Education Classroom Community Site (e.g., offsite vocational services) Other (e.g., recess, lunch) 	Frequency/ Duration __ × __ minutes per __ - day cycle	Start Date	End Date

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.

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Goal Number(s)	Type of Service(s) 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.	Provided by List job title	Location <ul style="list-style-type: none"> General education classroom Special education classroom Community site (e.g., offsite vocational services) Other (e.g., recess, lunch, internship site) 	Frequency/Duration/Length __ x __ minutes per week for __ weeks	Start Date	End Date

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):

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 that the district knows your decision as soon as possible. Please indicate your response by checking the appropriate box below and returning a signed copy to the district.					
<input type="checkbox"/> I accept this IEP. <input type="checkbox"/> I accept this IEP in part, and I want all portions of the IEP implemented immediately, except (check all that apply): <input type="checkbox"/> I do not want the student to receive the following: _____. <input type="checkbox"/> I wish to preserve the following portions from the last accepted IEP: _____. <input type="checkbox"/> I reject the IEP entirely.					
Parent comment: I believe the student needs the following special education services not reflected in this IEP. I understand that my suggested changes 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
<input type="checkbox"/> I request a meeting to discuss the rejected IEP or rejected portion(s).

Parent(s) and/or Student Comments I would like to make the following comment(s). I understand that any changes I suggest to the proposed IEP will not be implemented unless the IEP is amended.