

## 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. 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 help educators, parents, and other stakeholders envision what the new IEP may look like when completed. *Samples are not exemplars.* DESE offers them for your reference only; they 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.**

The sample below is for a high school student with autism and intellectual impairment. The student, parent, and professionals in this sample are fictitious. Sections of the IEP form that are to be completed only if they match the student's profile have been deleted because they do not apply to this sample student (e.g., English Learner questions were not included because this student is not an English learner). **DESE has included annotations in purple font to help you reflect on certain sections of the IEP form and to offer suggestions for potential ways to use the relevant sections. The annotations in purple are provided for informational purposes only and are not intended to limit the type of information that may be included under various sections of the form.**

### 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.)

**Note that the section below includes concerns from both Andrew and his mother. IEP Teams may choose (but are not required) to explicitly document which kinds of skills are discussed in the Concerns section, to make it easier to track skills throughout the IEP.**

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

Andrew says he is concerned about getting a job and having his own apartment when he leaves high school. **[Employment and Independent Living Skills]** While Ms. Chen is happy with Andrew's progress, she is concerned about his level of independence and whether he will have the skills necessary to work and live the life he wants after he completes high school. **[Employment and Independent Living Skills]** She is also worried about Andrew's safety in the future, since he doesn't always advocate for himself. She would like him to learn to say "no" and to tell people what he needs without prompting from teachers and parents. **[Self-Advocacy Skills]**

### STUDENT AND TEAM VISION

**Student's Vision (ages 3–13)**

**In this sample IEP, the IEP Team has chosen in the Vision section to encourage Andrew to speak in his own voice, using "I" statements. Though this is not a requirement, this language was used to illustrate how adult team members communicate respect and promote student self-advocacy skills when they support students to express their own strengths, preferences, and needs.**

This year, I want to learn:	See Student's Vision/Postsecondary Goals section below.
By the time I finish (circle one: elementary or middle school), I want to:	See Student's Vision/Postsecondary Goals section below.

<b><i>Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)</i></b>	
While I am in high school, I want to:	Make friends and learn about different jobs. I want to be in the same class my friends are taking. I want to make new friends. When I am 16, I want to get a job on Saturdays.
After I finish high school, my education or training plans are:	I want to take classes at the community college and earn a certificate.
After I finish high school, my employment plans are:	I want to get a job fixing electric cars or putting in heat pumps. I want to find out if I would like working in an auto parts store. I am also open to other kinds of jobs.
After I finish high school, my independent living plans are:	I want to have my own apartment. I want to live with my friends or by myself. When I have my own apartment, I can walk to the store and go out to eat. I want to take care of the apartment myself.
<b><i>Additional Team Vision Ideas</i></b>	
In response to the student's vision, this year:	Andrew's parents and teachers want him to succeed in his core academic classes while starting to have vocational and independent living classes and experiences. They want him to learn about all the different kinds of jobs related to his current interests in electric cars and heat pumps. The family spends a lot of time talking about sustainable energy and this is an important value to them. They also encourage Andrew to explore jobs in other career areas to see if he would be interested in them. They hope Andrew will be able to get a paid internship or part-time job soon with hands-on work (e.g. working with the Department of Public Works). They want him to have the supports he needs, so that he can make progress.
In response to the student's vision, in 5 years:	In 5 years, Andrew's parents and teachers envision that Andrew will have received a certificate of attainment and be part of our school's 18-22 programming. He will have a variety of academic, work, independent living, and community experiences, to improve his skills for adult life. Andrew will stay well-connected to his current friends and expand his circle of friends as he gets older. In 5 years, Andrew will be 20 years old, nearing the end of his eligibility for special education services at age 22. Therefore, the school will make a 688 referral to an adult service agency for him.

## 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 checked="" 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

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

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

- Since this sample student is 15 years old, the IEP Team included assessment information in the Postsecondary Transition section, as well as in the Present Levels sections. IEP Teams may decide where assessment information should go. For example, data on the student's money skills or ability to read directions and labels could appear either in the Postsecondary Transition section or in the Present Levels: Academics section. It is not required for IEP Teams to repeat the same information in multiple sections, however essential data must appear at least once on the IEP form.
- IEP Teams may choose to explicitly document which kinds of skills are discussed in the Present Levels sections to make it easier to track student skills throughout the IEP.

<p>Briefly describe current academic performance. Check all that apply:</p> <p><input checked="" type="checkbox"/> English Language Arts  <input 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 functional academic curricula that are substantially modified to his learning abilities across all subject areas. Curriculum-based measurements in reading and functional math as well as IEP progress reports show that Andrew has met his IEP goals related to functional reading and math and is making slow progress.</p> <p><b>Reading Skills (decoding and functional comprehension):</b> On his most recent re-evaluation on March 2, 2023, Andrew scored below the 4th percentile in the areas of word reading and pseudoword decoding. when using 1st grade level text. Andrew can identify the main idea in a first- grade reading passage with 75% accuracy. Classroom observations confirm that 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. Classroom data also indicates that Andrew met his previous sight word recognition IEP goal using a 2nd grade Dolch sight word list.</p> <p><b>Writing Skills:</b> Andrew can independently type with two fingers or legibly write a simple sentence in response to a familiar prompt, using a capital letter at the beginning. When given instructional-level texts and visual supports, Andrew can sequence events with 65% accuracy. Norm-referenced assessments (March 2, 2023, re-evaluation) show that Andrew's written expression composite score is in the Extremely Low range when compared with age peers.</p>	<p><b>Reading Skills (functional comprehension):</b> Given a choice of reading materials, Andrew chooses to read passages related to science, technology, or his favorite Marvel comic book characters. His relative strengths include sight words and vocabulary knowledge.</p> <p><b>Math Skills (money):</b> In the area of math, Andrew enjoys identifying coins and how much his favorite items cost, such as comic books. Andrew says that he enjoys going to the grocery store with his mother and using the handheld scanner to see how much each item costs.</p> <p><b>Writing Skills (functional sentence-level expression):</b> Andrew can write about his interests and preferences when prompted. He can write in complete sentences using vocabulary he has previously learned (early elementary level).</p>	<p>Andrew is a student with autism and intellectual impairment.</p> <p><b>Reading Skills (functional comprehension):</b> When reading, Andrew struggles to understand figurative speech, draw inferences, and comprehend complex passages without specially designed instruction. When reading unfamiliar words and sentences, lagging skills with decoding and fluency make it difficult for Andrew to understand unfamiliar words.</p> <p><b>Math Skills (money):</b> Andrew's math calculation and problem-solving skills impact his ability to estimate how much money he needs and successfully shop for items.</p>

<p><b>Math Skills (calculation, money and time):</b> Andrew can count to 100 by ones, fives, and tens. Based on recent classroom data, Andrew can complete single digit addition with 75% accuracy and single-digit subtraction with 60% accuracy.</p> <p>Classroom data indicates that Andrew met his previous IEP goal focused on identifying the value of coins and bills up to \$10.00. He is working on identifying \$1, \$5, \$10, \$20, and \$50 bills, and coins, and with supports correctly add them; however, he has difficulty understanding how the amount of money he has in hand or in an account is enough to buy an item he has chosen.</p> <p>Andrew can tell time on a digital clock and follow visual schedules. 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> <p><b>Classroom Listening and Writing Skills:</b> 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.</p> <p><b>MCAS-Alt Data:</b> On his March 2, 2023 re-evaluation, Andrew's evaluation results were: WISC-IV: FSIQ 68, (-2.25 Standard Deviations, SD)</p> <p>Adaptive Behavior Assessment System, Third Edition (ABAS-3): General Adaptive Composite- &lt;-3.0 SD, Extremely Low. Scaled Score = 58, SD=-2.75</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"/> Services Delivery Grid
<input checked="" type="checkbox"/> Goals/Objectives	<input checked="" type="checkbox"/> Additional Information

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

<ul style="list-style-type: none"> <li>Since this sample student is 15 years old, this IEP Team included assessment information in the Postsecondary Transition section, as well as in the Present Levels sections. IEP Teams may decide where assessment information should go. For example, data on the student's self-advocacy skills could appear either in the Postsecondary Transition section or in the Present Levels: Behavioral/Social/Emotional section. It is not required for IEP Teams to repeat the same information in multiple sections, however, essential data must appear at least once on the IEP form.</li> <li>IEP Teams may choose to explicitly document which kinds of skills are discussed in the Present Levels sections, to make it easier to track student skills throughout the IEP.</li> </ul>		
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.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
<p>Andrew performs best in a highly structured environment, with use of visuals, paired with text.</p> <p><b>Self-Regulation Skills (Response to Unexpected Changes in Routines):</b> 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. Triggers include loud noises, unexpected changes to routines, and unfamiliar people. Most notably during these times, he appears agitated, and he greatly increases his repetitive motions.</p> <p>Ms. Chen notes that Andrew is trying Special Olympics basketball on Thursday nights but is having some difficulty with the fast pace and noisy gym.</p> <p>Results of the Adolescent/Adult Sensory Profile identify</p>	<p><b>Self-Regulation Skills:</b> Andrew can follow his daily schedule and use classroom checklists and timers on his phone to complete classroom tasks within his typical routine.</p> <p><b>Self-Advocacy Skills:</b> Andrew has voiced an interest in being more independent in school. He would like to be able to travel through the high school building on his own and to manage his lock/locker independently.</p> <p>With prompts and a checklist, Andrew can advocate for some of his needs during the day. Mrs. Chen reports that Andrew will say what he wants and needs when he is at home one-on-one with her.</p> <p><b>Social Participation Skills:</b> Andrew is interested in socially engaging with his peers, and he is friendly toward his</p>	<p>Andrew is a student with autism and intellectual impairment. Current observations suggest that Andrew's disability affects:</p> <p><b>Self-Regulation and Self-Advocacy Skills:</b> Andrew's sensory processing needs, in particular sensitivity and overreaction to loud noises and unexpected touch, impact his ability to remain on task and regulated when in environments that are loud, busy, crowded and/or unfamiliar, when unexpected changes in routines occur, and when in the presence of unfamiliar people. In situations of dysregulation, Andrew becomes agitated with an increase in repetitive motions, and he has difficulty listening to and responding to others which results in an inability to advocate for his needs. When in these situations, Andrew's ability to participate in productive and expected activities is significantly reduced.</p> <p><b>Social Participation Skills:</b></p>

<p>that Andrew has sensory sensitivities “much more than most people,” which describes an individual who is typically distracted and overwhelmed by sensory stimuli. Andrew is sensitive to and overresponsive to noise and touch. These sensitivities are also noted in school-based observations by the OT, and reports from parents and classroom staff.</p> <p><b>Self-Advocacy Skills</b> Results of the Canadian Occupational Performance Measure (COPM) indicate that Andrew would like to have more independence during the school day.</p> <p><b>Social Participation Skills:</b> Based on classroom observations, after engaging with someone for a few minutes, Andrew will sometimes lose interest and simply walk away, rather than continuing to interact.</p> <p>Based on a social skills rating checklist used weekly by Andrew’s teachers while observing Andrew in the classroom, Andrew selects the appropriate social choice approximately 60% of the time without adult prompting.</p> <p>Ms. Chen reports that Andrew does not have any friends outside of school.</p>	<p>classmates. He enjoys talking about preferred topics with others. He likes to sit with students from other classes rather than his classmates at lunch.</p> <p>At school, Andrew will choose to look at Marvel comics during break/leisure times, rather than interacting with others.</p>	<p>Andrew shows interest in peer relationships at times; however, he is not always able to participate in activities with peers due to his sensory processing needs and difficulty with self-regulation in certain situations (described above).</p>
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<p align="center"><b>Bullying</b></p> <p>Describe any disability-related skills and proficiencies the student needs 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>Andrew continues to work on expanding the depth and frequency of his social interactions with peers. He currently engages in short conversations with peers, and his peers are overall welcoming to him. He can become agitated during less structured times of the school day, but this has not resulted in bullying, harassment, or teasing; however, team members are concerned that Andrew spends the majority of his day in substantially separate settings and therefore is not frequently exposed to environments where unexpected circumstances arise. The Team is concerned about Andrew’s lagging <b>Self-Regulation, Self-Advocacy and Social Participation Skills</b>, which could result in others perceiving him as disruptive.</p> <p>After considering Andrew’s skills, proficiencies, and strengths, the team decided that at this time the</p>	<p>Specify how these needs, if any, will be addressed in the IEP.</p> <p>While Andrew does not have specific needs in this area at this time, the Team agreed that his potential needs in this area should continue to be monitored. The IEP will address Andrew’s <b>Social Participation Skills, Self-Advocacy Skills, and Self-Regulation Skills</b> to help him increase reciprocal relationships with his peers and decrease moments of dysregulation.</p>

accommodations, modifications, IEP goals and services are designed to build skills and proficiencies to address needs related to bullying, harassment, or teasing. Andrew's potential needs in this area will continue to be monitored.

*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:

☒ Accommodations/Modifications

☒ Goals/Objectives

☒ Services Delivery Grid

☐ Additional Information

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

- Since this sample student is 15 years old, the IEP Team included assessment information in the Postsecondary Transition section, as well as in the Present Levels sections. IEP Teams may decide where assessment information should go. For example, data on the student's social participation skills could appear either in the Postsecondary Transition section or in the Present Levels: Communication section. It is not required for IEP Teams to repeat the same information in multiple sections, however, essential data must appear at least once on the IEP form.
- IEP Teams may choose to explicitly document which kinds of skills are discussed in the Present Levels sections, to make it easier to track student skills throughout the IEP.

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
<b>Social Participation Skills:</b> Based on teacher observation, 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,	<b>Social Participation Skills:</b> Andrew is generally outgoing and enjoys socializing with peers in the classroom, lunch, and hallways, including those with	Andrew is a student with autism and intellectual impairment. Current observations suggest that Andrew's disability affects:



<p>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. Ms. Chen reports that Andrew has similar challenges in the community. For example, at Coffee and Doughnuts after church, he is usually friendly and says hello to several people. However, he does not talk to anyone for more than a sentence or two and does not listen for a reply. He also has difficulty choosing a topic to match the situation and often talks only about Marvel characters or electric cars.</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 &lt; 2 percentile all core index scores.</p> <p>Three classroom teachers completed the Clinical Evaluation of Language Fundamentals (CELF-5) Pragmatic Profile checklist. The Pragmatics Profile was used to gain information about the student's verbal and non-verbal pragmatic skills that influence social and academic communication. These scores fell within the below average range.</p>	<p>and without disabilities. Topics of conversation can be age-appropriate and often revolve around Marvel characters, electric cars, and sustainable energy (heat pumps).</p> <p>Another strength is Andrew's ability to generalize newly learned communication skills, related receptive language.</p>	<p><b>Social Participation Skills:</b> Andrew's disabilities affect his ability to engage in social situations for more than a few minutes. This is especially true in less structured settings (church, Special Olympics, etc.). This makes it difficult for him to do assignments that require social interactions (e.g., group projects, classroom participation, etc.) and verbally share what he has learned.</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"/> Services Delivery Grid
<input checked="" type="checkbox"/> Goals/Objectives	<input type="checkbox"/> Additional Information

### PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

<b>Additional Areas, as Applicable</b> <b>(such as activities of daily living, health, hearing, motor, sensory, and vision)</b> 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
Not applicable.	Not applicable.	Not applicable.

NOTE: The dotted line on the following pages denotes the sections dedicated to secondary transition planning for students aged 13 and older, or earlier if appropriate.

## 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><b>Education/training</b></p> <p>Current performance related to postsecondary education/training can be understood using information above in the Present Levels sections for Academic, Behavioral/Social/Emotional, and Communication. <b>IEP Teams may want to insert a note like this to remind the reader that the Present Levels sections include data applicable to secondary transition.</b></p> <p>In March 2023, Andrew completed age-appropriate transition assessments including the Adaptive Behavior Assessment-3, the Landmark College Readiness Assessment, a Work Environments Preferences Assessment, and the Casey Life Skills Inventory (March 2023)</p> <p>Andrew also completed a transition interview using DESE’s “Discussion Questions to Get Ready for My Yearly IEP Meeting” tool before the April 2024 team meeting.</p> <p><b>Functional Academic Skills:</b> ABAS-3 results related to postsecondary education and training indicate that Andrew’s functional academic skills are more than 2 standard deviations below the mean (below the 8th percentile). School living skills are slightly lower than expected, but not significantly affected (25th percentile). Communication skills are significantly different from those expected for students of Andrew’s age (below the 4th percentile).</p> <p>The Landmark College Readiness Assessment was</p>	<p><b>Academic Interests:</b> Andrew reports, “I want to keep learning, so I might take classes at the community college and earn a certificate.”</p> <p>Andrew has relative strengths in school living. He can follow familiar classroom routines and enjoys being responsible for caring for the classroom and doing school jobs.</p> <p>Andrew is interested in learning and proud of his ability to complete classroom activities. He wants to continue going to school after he finishes high school.</p>	<p>Andrew’s autism and intellectual impairment impact <b>Functional Academic Skills</b> (reading and math) and <b>Self-Advocacy Skills</b>. Please see above, Present Levels Academics and Behavioral/Social/Emotional.</p> <p><b>Rather than repeating text, IEP Teams may choose to insert a note like this.</b></p>

<p>completed by Andrew and by his teacher. Results indicate that Andrew has preferred subjects and is motivated to succeed as a learner. All academic skills are significantly different than expected for matriculation from college (<b>Functional Academic Skills</b>). In addition, Andrew shows limited awareness of his profile as a learner and his rights and responsibilities as a student (<b>Self-Advocacy Skills</b>).</p> <p><b>Academic Interests:</b> Andrew's responses to the transition interview indicate that he would like to attend community college and learn more about electric cars and heat pumps. He is not able to share information about specific programs or the type of support he would need to be successful in college.</p>		
<p><b>Employment</b></p> <p>Andrew is currently not employed but hopes to get a job when he leaves high school.</p> <p><b>Employment Interests and Preferences:</b> Work Environments Preferences Assessment (March 2023): Andrew would prefer to work inside and with a small group of people. Andrew is 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><b>Employment Interest:</b> Andrew's responses to questions included in DESE's "Discussion Questions to Get Ready for My Yearly IEP Meeting" tool (April 2024) suggest that he is very interested in paid internships or employment that will allow him to work with his hands and do tasks that are related to his interests in electric cars and sustainable energy.</p>	<p><b>Employment Interest:</b> Andrew is motivated to get a job after finishing high school. He is interested in specific career fields (working with electric cars or heat pumps). Other team members believe that these interests may be related to current conversations in his family rather than experience with work in these fields.</p> <p><b>Employment Preferences:</b> Andrew also says he wants to work while he is in high school. He wants to get a paid internship and later, a part-time job doing work with his hands. When asked where he would like to work, Andrew replied, "Maybe at DPW [Department of Public Works] or with Mr. Boisvert [School Custodian]."</p> <p>Andrew enjoys hands-on experiments and learning about technology, especially as it relates to automobiles.</p> <p><b>Employment Skills:</b> Andrew learns best by</p>	<p>Andrew's autism and intellectual disabilities affect <b>Employment Skills</b>.</p> <p><b>Employment-related Self-Regulation and Generalization Skills:</b> Andrew requires support and structured routines when working in unfamiliar places, with unfamiliar people, or in noisy environments. He has difficulty generalizing skills from one environment to another. He needs support to facilitate extended social interactions.</p> <p><b>Career Exploration:</b> Andrew finds it difficult to talk about work accurately unless he is able to try out a job. After he tries out a job or task, he can reliably share whether he enjoys the work or not.</p>

	<p>experiencing work and other responsibilities in the setting in which he will be expected to perform skills.</p> <p>Andrew is at the career exploration phase of career development.</p>	
<p><b>Community experiences/postschool independent living, if applicable</b></p> <p>The ABAS-3 indicates that Andrew’s performance in the areas of self-care and leisure were within the low average range (25th - 30th percentile). His social skills, health and safety skills and community use skills are well below those of age peers (2nd to 6th percentile).</p> <p>The Casey Life Skills Assessment (updated March 2023) Updated results remained the same in <b>Home Living skills</b>. Andrew scored “yes” on 51 out of 90 skills (56%). Andrew’s parent reports that Andrew has limited proficiency at performing household tasks (e.g., laundry, cleaning his room, and cooking) without frequent verbal prompting from an adult. At school, Andrew is beginning to use a task list to complete classroom tasks and seems to take pride in his classroom jobs.</p> <p><b>Functional Math Skills (Money):</b> At school, Andrew has begun to shop for food items, but he has not yet prepared a grocery list or compared costs to a budget.</p> <p><b>Social Participation skills:</b> In spite of his parents’ efforts to connect him with peers outside of school (e.g. church, Special Olympics), Ms. Chen reports that Andrew does not have any friends outside of school.</p> <p><b>Personal care skills:</b> Andrew can dress appropriately for specific situations (i.e., weather, special events, casual, seasonal), can independently use a cell phone,</p>	<p><b>Leisure Skills and Social Participation Skills with familiar people:</b> Andrew enjoys leisure and recreation time spent with his family, such as attending neighborhood events on weekends.</p> <p><b>Independent Living Interests:</b> He enjoys spending time with his family and helping his mother in the kitchen. He is beginning to learn basic cooking skills.</p> <p><b>Social Interests:</b> 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 is a student with autism and intellectual impairment. At this time, concerns about postsecondary community living center around the need for Andrew to develop <b>Functional Academic skills (Money), Self-Advocacy, and Expected Social Behavior skills</b> in unstructured social settings.</p>

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.

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

☒ Accommodations/Modifications

☒ Goals/Objectives

☒ Services Delivery Grid

☐ Additional Information

Projected date of graduation/program completion:

5/22/2030

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 10th grade (Actual Courses)	School Year 2024-25 11th grade (Potential Courses)	School year 2025-26 12th grade (Potential Courses)	School year 2026-27 and beyond
Art 2 English 2 Independent Living Lab Career Interest and Exploration Math Foundations 2 PE / Health U.S. History 1	English 3 Independent Living Lab Career Immersion (School-based) 2 Math Foundations 3 PE / Health Elective (Inclusion—focus on social participation, self-regulation and social skills) Community Experiences (travel training, etc.) Vocational Internship—Discovery	English 4 Independent Living Lab Math Foundations 4 PE / Health Elective (Inclusion—focus on social participation, self-regulation and social skills) Community Experiences (travel training, etc.) Vocational Internship (Community-based)	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's current transcript shows that he is making progress toward meeting the requirements for the Certificate of Attainment and areas of identified transition service need. Progress includes:  
9th grade (2022-23)

- Chorus (Elective) Incomplete
- Art 1 Passed
- English 1 Passed
- Career Awareness Passed
- Math Foundations 1 Passed
- PE / Health Passed
- Civics / World History 1 Passed
- Life science and biology foundations Passed

Biology MCAS (Spring 2023): Not Meeting Expectations (Awareness)

Attendance (April 2024): Andrew has attended 153 days of 160 possible days of school during 2023-24.

To date (April 2024), Andrew has earned 22 credits and is a sophomore in good standing.

## COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency
MA Department of Developmental Services (DDS)	DDS provides family support services, autism resource services and assistance to apply for wrap around services in the community. When Andrew approaches his 18th birthday, he may want to apply for services for adults with intellectual disabilities. The DDS Children's and Adult Service Coordinators can help the team to determine which of these types of service are the best fit for Andrew at the time he turns 18.	SAMANTHA TEAMLEADER, PS ETL will act as the liaison with DDS. 555-555-5555 <a href="mailto:steamleader@publicschool.org">steamleader@publicschool.org</a>  Release signed by parent at team meeting on April 3, 2024 <b>The IEP Team decided that this is a helpful place to note that parent signed the release form.</b>
Family Support Resource Center	The Family Support Resource Center provides information and referral services, training and support for students and families, family activities, and flexible funding to families.	STEVE GUIDANCE, PS Guidance Counselor will act as the liaison with the Family Support Resource Center. 555-555-5555 <a href="mailto:sguidance@publicschool.org">sguidance@publicschool.org</a>  Release signed by parent at team meeting on April 3, 2024 <b>The IEP Team decided that this is a helpful place to note</b>

		that parent signed the release form.
Autism Resource Center	Autism Resource Centers provide information and referral as well as training, support services specific to people with autism in Massachusetts.	ANA SETEACHER, Local School Autism Specialist, will act as the liaison with the Autism Resource Center. 555-555-5555 <a href="mailto:aseteacher@publicschool.org">aseteacher@publicschool.org</a>
Massachusetts Rehabilitation Commission (MRC) Transition Services ( <a href="https://www.mass.gov/locations/mrc-lowell">https://www.mass.gov/locations/mrc-lowell</a> )	MRC provides a variety of services to students while they are still in high school to develop employment skills. For more information, see: <a href="https://www.mass.gov/mrc-transition-services-for-students-and-youth">https://www.mass.gov/mrc-transition-services-for-students-and-youth</a>	SAMANTHA TEAMLEADER, PS ETL will act as the liaison with MRC. 555-555-5555 <a href="mailto:steamleader@publicschool.org">steamleader@publicschool.org</a>  Release signed by parent at team meeting on April 3, 2024 <b>The IEP Team decided that this is a helpful place to note that parent signed the release form.</b>

## 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?

☐ Yes

☒ No

\* The dotted line indicates the pages in this IEP that are 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.

In the Accommodations and Modifications sections below, the IEP Team for this sample student chose to group accommodations and modifications by skill areas, to help the Team track the student's needed skills across the IEP.

	<b>Presentation of Instruction</b> The way information is presented.	<b>Response</b> The way the student responds.	<b>Timing and/or Scheduling</b> The timing and scheduling of the instruction.	<b>Setting and/or Environment</b> The characteristics of the setting.
Classroom accommodations	<p><b>To support Self-Advocacy:</b></p> <ul style="list-style-type: none"> <li>● Simplify and repeat directions, as needed.</li> <li>● Provide visual supports and cues (such as written directions and checklists).</li> <li>● Provide verbal prompting but fade verbal prompting as quickly as possible.</li> </ul> <p><b>To support Functional Academic Skills and Employment Skills (generalization):</b></p> <ul style="list-style-type: none"> <li>● Give repeated opportunities to practice and generalize new skills.</li> </ul> <p><b>To support Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>● Provide Andrew with immediate, positive, and descriptive feedback.</li> <li>● Behavior intervention plan with focus on positive behavioral supports.</li> <li>● Provide prompting before changes in routine but fade prompting as quickly as possible.</li> </ul>	<p><b>To support Self-Advocacy:</b></p> <ul style="list-style-type: none"> <li>● Provide additional wait time to process information and respond.</li> </ul> <p><b>To support Functional Academics and Social participation in classroom activities:</b></p> <ul style="list-style-type: none"> <li>● Access to text-to-speech and supplemental videos when reading.</li> <li>● Access to manipulatives and reference sheets when completing math calculation tasks.</li> <li>● Access to speech-to-text and word-prediction software when completing writing tasks.</li> </ul>	<p><b>To support Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>● Provide a warning prior to any change in routine.</li> <li>● Allow additional time to complete a task or assessment.</li> <li>● Complete an assessment in several timed sessions or over several days.</li> <li>● Allow for frequent breaks, such as after completing an activity, or every half hour.</li> <li>● Allow extra time to process spoken information.</li> </ul>	<p><b>To support Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>● With agreement from Andrew's parents, Andrew will use timers on his phone and other teacher-endorsed apps, as needed. *</li> <li>● Give Andrew access to a classroom and school schedule.</li> </ul> <p><b>*Here the IEP Team noted the assistive technology (apps and timer on his personal phone) that Andrew will be using.</b></p>

Nonacademic settings (lunch, recess, etc.)	<b>To support Social Participation skills and Self-Regulation skills:</b> Adults monitoring less structured settings provide gestural cues and offer positive and descriptive feedback when Andrew interacts well with peers.	<b>To support Self-Regulation and Self-advocacy:</b> Access to visual supports to help Andrew express his emotions and request breaks	Not applicable	<b>To Support Self-Regulation and Sensory Needs:</b> Andrew may be dismissed to a quieter setting if he indicates the need for a break.
Extracurricular activities	<b>To support Self-Regulation and Social participation:</b> Adults supervising with school sponsored activities follow Andrew's behavior intervention plan when providing feedback.	<b>To support Self-advocacy and Self-Regulation:</b> Access to visual supports to request needed sensory or emotional regulation breaks in a quieter space	Not applicable	Not applicable
Community/ workplace	<b>For field trips or field days to support Self-Regulation and Social Participation:</b> Prepare a schedule and preview activities (including photos/videos of the sites visited).	<b>For field trips or field days to support Self-Regulation and Social participation:</b> Prepare visuals and incentives to support implementation of the behavior intervention plan and reminders about the schedule of activities.	Not applicable	<b>For field trips or field days, to support Emotional and Sensory Needs:</b> Andrew may be dismissed to a quieter setting if he indicates the need for a break.

**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	<b>To support academic skills:</b> <ul style="list-style-type: none"> <li>Focus on entry points and access level content in all classes</li> <li>Access to modified curriculum to teach functional reading, writing and math skills</li> </ul>	<b>To support academic, self-regulation, self-advocacy and social participation skills:</b> <ul style="list-style-type: none"> <li>Provide systematic instruction and task analysis when teaching new skills</li> <li>Teach acquired skills directly when expecting Andrew to use skills in a new environment or with unfamiliar people (generalization)</li> <li>Use a collaborative problem-</li> </ul>	<b>To support academic skills:</b> <ul style="list-style-type: none"> <li>Dictation of answers on all written response assignments longer than two sentences (scribe or speech to text technology)</li> <li>Allow the student to research and draft materials or explore solutions to problems using generative artificial intelligence technology</li> <li>Pass - fail grading</li> </ul>

		solving approach to plan for recovery from periods of dysregulation with Andrew <ul style="list-style-type: none"> <li>● Allow for pre-teaching and re-teaching of key terms, concepts, and skills.</li> <li>● Design peer-assisted learning opportunities</li> </ul>	
Nonacademic settings (lunch, recess, etc.)	<b>To support employment skills:</b> Provide school-based internships during nonacademic periods	<b>To support social participation:</b> <ul style="list-style-type: none"> <li>● Use the behavior intervention plan to encourage social participation skills</li> <li>● Design peer-assisted learning opportunities</li> </ul> <b>To support employment skills:</b> <ul style="list-style-type: none"> <li>● Provide direct instruction and use task analyses and visual supports to teach skills at the start of new school-based internships.</li> <li>● Fade instruction and support as tasks are mastered during school-based internships</li> </ul>	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	<input type="checkbox"/> Science	<input type="checkbox"/> Alternate Access for ELLs
<p>Explanation:</p> <p>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 <a href="#">Companion document: Alternate Assessment Participation Tool</a></p>	<p>Explanation:</p> <p>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 <a href="#">Companion document: Alternate Assessment Participation Tool</a></p>	<p>Explanation: Not applicable</p>	<p>Explanation: Not applicable.</p>

## 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.

<b>Goal Number:</b> <b>1</b>	<b>Goal Area: Reading Skills</b> <b>Note that this sample student’s IEP Team chose to focus each goal in this section on skills. In previous sections, the Team chose to organize the student’s needs and strengths in terms of skills. Here they wrote goals to support the student in building skills in his areas of disability-related need.</b>			
<b>Baseline (What can the student currently do?):</b> 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.				
<b>Annual Goal/Target</b> What skill(s) will the student be expected to attain by the end of this IEP’s timeframe? <b>This new form breaks down the elements of each goal into target, criteria, method, and schedule.</b>	<b>Criteria</b> What measurement will be used to determine whether the goal has been achieved?	<b>Method</b> How will progress be measured?	<b>Schedule</b> How frequently will progress be measured?	<b>Person(s) Responsible</b> Who will monitor progress?
Andrew will improve 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
<b>Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)</b>				

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 school-based internship or independent living-related processes.

Andrew's IEP Team decided to write short-term reading objectives that are relevant to his career development.

Goal Number: 2	Goal Area: Mathematics Skills			
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)				
<div>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.</div> <div>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.</div> <div>3. Given adult support with diminishing levels of verbal prompting, Andrew will prepare grocery supply lists, shop for food items, and purchase food items by offering the amount of money needed based on what he has estimated on nine out of ten observed opportunities.</div>				

<b>Goal Number:</b> 3	<b>Goal Area: Employment Skills [Career Exploration Skills]</b> <b>DESE defines three stages of Career Development Education for all students: Awareness, Exploration, and Immersion. Andrew's IEP Team decided to call this out in the name of the Goal Area.</b>
<b>Baseline (What can the student currently do?):</b> Andrew has strong career awareness skills. He can express his interests and preferences related to future employment. In preparation for his team meeting in April 2024, Andrew shared that he would prefer to work inside and with a small group of people. Andrew is	

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. Andrew is at the career exploration stage of career development and while he can identify areas of interest, he has also stated that he is interested in learning about different jobs.				
<b>Annual Goal/Target</b> What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	<b>Criteria</b> What measurement will be used to determine whether the goal has been achieved?	<b>Method</b> How will progress be measured?	<b>Schedule</b> How frequently will progress be measured?	<b>Person(s) Responsible</b> Who will monitor progress?
Andrew will develop Employment Skills by applying to the MRC Pre-Employment Training program and completing pre-employment training activities. He will complete a resume and be able to describe the requirements for at least one job of interest.	Completed Pre-ETS application and participation in Pre-ETS program. Completed resume. 90% accuracy in describing one job of interest.	Progress will be measured by monitoring the benchmarks below and communicating with all team members via email.	Monthly	Transition Specialist
<b>Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)</b>				
<ol style="list-style-type: none"> <li>By June 1, 2024, Andrew will meet with the MRC Pre-ETS provider and complete an application for Pre-ETS.</li> <li>By the end of the 1st quarter of the 2024-25 school year, Andrew will research 3 or more careers related to his interests and identify related skills and education needed with support from the transition specialist, special educator, and Pre-ETS provider.</li> <li>By the end of the 2<sup>nd</sup> quarter of the 2024-25 school year, Andrew will have visited at least 2 worksites in areas of interest and completed a reflection worksheet with support from the transition specialist, special educator, and Pre-ETS provider.</li> <li>By the end of the 3<sup>rd</sup> quarter of the 2024-25 school year, Andrew will develop a resume and submit at least 2 job applications with support from the transition specialist, special educator, and Pre-ETS provider.</li> <li>By the end of the IEP period, Andrew will participate for 10 or more hours in a school-based or district-based work training opportunity.</li> </ol>				

<b>Goal Number:</b> <b>4</b>	<b>Goal Area: Self-Regulation and Self-Advocacy Skills</b>  <b>Andrew's IEP Team decided to call out both skills in the Goal Area since Andrew will be working on both these interrelated skills simultaneously.</b>
<b>Baseline (What can the student currently do?):</b> When unexpected noises and changes to the schedule occur in the school day, Andrew overreacts to and perseverates on the noise and changes, and he is unable to sustain focus and participation in the task at hand without adult verbal prompting. Prompting occurred an average of ten times per week from September through February, and an average 7 times per week from March through May. This improvement in ability to refocus and continue participation in a task following unexpected noises and/or schedule changes 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 explore additional calming strategies with Andrew and measure his progress with this goal.	
<b>Note that the IEP Team decided to write this section using data from the Present Levels: Behavioral/Social/Emotional section.</b>	

<b>Annual Goal/Target</b> What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	<b>Criteria</b> What measurement will be used to determine whether the goal has been achieved?	<b>Method</b> How will progress be measured?	<b>Schedule</b> How frequently will progress be measured?	<b>Person(s) Responsible</b> Who will monitor progress?
After planning in advance with staff, Andrew will try out at least 4 different calming strategies, will evaluate with staff how well each strategy worked to help him regulate, and will then work with staff to use his preferred strategy consistently.	Andrew will demonstrate improved self-regulation using preferred strategy as demonstrated by 4 or fewer prompts per week for focus over a 4-week period.	Data collection of strategies, prompts, and behavior using checklists and completed self-reflection.	Twice a month.	Occupational Therapist, Special Education Teacher, School Counselor, General Education Teachers (History & Electives)

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

1. Andrew will preview his schedule for the day during homeroom by completing a checklist, 5 days per week over a 3-week period.
2. Andrew will accurately identify triggers in school and community-based settings when asked on 3 separate occasions.
3. Andrew will identify 3 or more strategies that help him to calm and return to task/participation when asked on 3 separate occasions.
4. Andrew will utilize an identified strategy when an unexpected noise or schedule change occurs as documented on 3 consecutive reflection sheets completed with school staff.
5. Andrew will present triggers and the strategies that help him when triggers occur to his team at his annual team meeting.
6. After an unexpected event occurs, Andrew will request a short break before orienting himself back on task during four out of five observed opportunities.
7. 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.

<b>Goal Number:</b> 5	<b>Goal Area: Social Participation Skills</b>
<p><b>Baseline (What can the student currently do?):</b> Based on teacher observation, 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. 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><b>Note that the IEP Team decided to copy this section from the first column in the Present Levels: Communication section.</b></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?
Given group-based tasks and a visual or verbal reminder, Andrew will collaborate with peers as evidenced by sharing his ideas verbally, listening to the ideas of others, and providing feedback (making comment, asking question) related to the ideas that he heard and self-monitoring these targeted social behaviors.		Communication exchanges with peers during group-based tasks and adults showing at least 4 communication exchanges and answering one question from another person by staying on topic.	Data collection based on adult observations of group-based tasks, and student reflection and self-monitoring checklist.	At least weekly.	Special Education Teacher, Speech and Language Pathologist, Paraprofessionals, General Education Teachers (History and Electives)
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)					
<div>1. Andrew will state the perspective of others in pictures, video clips, role playing activities, and problem-solving tasks.</div> <div>2. Given visual supports, Andrew will demonstrate attentiveness to various perspectives by identifying the unique and shared non-spoken forms of communication, spoken forms of communication, and socio-emotional values of group members.</div> <div>3. Andrew will take his conversation partner's perspective into consideration when giving feedback in a group or sharing information by his ability to remain on topic or shifting to tangential topics, and then use subtle/nonverbal cues from his conversation partner (wait time, partner asking questions/adding thoughts, partner walking away) to monitor partner interest.</div> <div>4. Andrew will determine a positive social skill that he would like to use (e.g., adding a thought, making a related comment) and utilize that positive skill in at least two settings.</div>					
Goal Number: 6	Goal Area: In-School Travel Skills  The IEP Team chose this goal to increase Andrew’s self-determination and start to prepare him for eventual travel outside the school building.				
Baseline (What can the student currently do?): Andrew is currently able to travel from his classroom to other classrooms in the same wing of the high school building but has a staff with him when traveling to other parts of the building to ensure that he does not get lost and to monitor for signs of sensory overload/dysregulation in the sometimes-busy hallways. He is able to get his lunch in the cafeteria line independently but generally is with his classmates and has a staff person present. Andrew is able to locate his locker but requires assistance to unlock the combination lock 50% of the time.					
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 travel through the high school building independently and access his locker independently as required to move through his schedule.	Andrew will not need prompting or assistance from adults.	Student completes data collection sheet with classroom staff at the end of each day based on the number of times Andrew needed to ask an adult for directions or assistance when traveling through the building or accessing his locker.	Daily.	Special Education Teacher, Occupational Therapist, General Education Teachers
<b>Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)</b>				
<ol style="list-style-type: none"> <li>1. By the end of the 2023-24 school year, Andrew will learn to navigate the high school building using contextual cues with support from the occupational therapist.</li> <li>2. By the end of the first marking period of the 2024-25 school year, Andrew will locate all areas needed for his new school year schedule with supervision (no prompting) over 3 consecutive trials.</li> <li>3. By the end of the second marking period of the 2024-25 school year, Andrew will travel independently throughout the school day, arriving to class on time.</li> <li>4. By the end of the IEP period, Andrew will independently manage his locker and lock over 5 consecutive days.</li> </ol>				

## 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 progress 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 has successfully participated in several general education classes with supplementary aids and services, such as U.S. History 1, Art, and Physical Education/Health 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 including functional academic skills (reading, math), social participation and self-advocacy skills, self-regulation skills, and employment skills 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
<b>A. Consultation (Indirect Services to School Personnel and Parents)</b>						
4 & 5	Behavior/Social/Emotional Parent Consultation	School Counselor	Conference Room or Virtual Meetings	30 minutes x 1 day per 7-day cycle	4/3/2024	4/2/2025
1, 2, 4, 5	Academic Consultation (with Paraprofessional and General Education Teachers in History and Electives)	Special Education Teacher, School counselor	Planning Room or Virtual Meetings	30 minutes x 1 day per 7-day cycle	4/3/2024	4/2/2025
4, 6	Self-Regulation, Self-Advocacy, and In-School Travel Skills Consultation with school team	Occupational Therapist		20 minutes per 7-day cycle	4/3/2024	4/2/2025
<b>B. Special Education and Related Services in General Education Classrooms (Direct Service)</b>						
4, 5	History Inclusion	Special Education Teacher	Academic Classroom	50 minutes x 6 days per 7-day cycle	4/3/2024	4/2/2025
5	Social Participation Skills	Speech/Language Pathologist	Academic Classroom	50 minutes x 3 days per 7-day cycle	4/3/2024	4/2/2025
4, 5	Elective Inclusion (PE/Health, Art)	Paraprofessional	Elective Classrooms and Gymnasium	50 minutes x 3 days per 7-day cycle	4/3/2024	4/2/2025
4, 5	Elective Inclusion (PE/Health, Art)	Paraprofessional	Elective Classrooms and Gymnasium	50 minutes x 3 days per 7-day cycle	4/3/2024	4/2/2025
4, 6	Self-Regulation, Self-Advocacy, and In-School Travel Skills	Occupational Therapist	Classrooms, Hallways between classrooms	50 minutes x 1 day per 7-day cycle	4/3/2024	4/2/2025
<b>C. Special Education and Related Services in Other Settings (Direct Service)</b>						
1	Reading	Special Education Teacher	Special Education Classroom	50 minutes x 6 days per 7-day cycle	4/3/2024	4/2/2025
2	Math	Special Education Teacher	Special Education Classroom	50 minutes x 6 days per 7-day cycle	4/3/2024	4/2/2025
3	Employment	Transition Specialist	Special Education Classroom	50 minutes x 6 days per 7-day cycle	4/3/2024	4/2/2025

## TRANSPORTATION SERVICES

☐ 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):** 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.

## 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 employment skills if he does not have access to these services over the summer break. Data to support this determination includes data from norm-referenced assessments at the most recent 3-year re-evaluation regarding decoding, encoding, and math calculation and problem solving as compared with classroom curriculum-based measures collected throughout the year. Employment skills are a new area of focus; however, Andrew's ambitious goal of obtaining a paid internship or part-time job will require that Andrew maintain employment skills he has acquired from the end of the school year until the start of the following school year.

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 employment skills. These services will be offered during the summer for 5 days per week for six weeks.

If the student requires Extended School Year Services, 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 during extended school year to receive a free appropriate public education.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ × __ minutes per __ - day cycle	Start Date	End Date
<b>A. Consultation (Indirect Services to School Personnel and Parents)</b>						
<b>B. Special Education and Related Services in General Education Classrooms (Direct Service)</b>						
<b>C. Special Education and Related Services in Other Settings (Direct Service)</b>						
1	Reading	Special Education Teacher	Special Education Classroom	45 minutes x 5 days per week per 5-day cycle	7/1/2024	8/16/2024
2	Math	Special Education Teacher	Special Education Classroom	45 minutes x 5 days per week per 5-day cycle	7/1/2024	8/16/2024
3	Employment	Transition Specialist	Special Education Classroom	60 minutes x 5 days per week per 5-day cycle	7/1/2024	8/16/2024

### Extended School Year Transportation Services

☐ 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):** 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.

## 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 Educator	Signature:	Mrs. Francine Educator	Date:	4/3/2024
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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:

\*\* 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).