



## Sample IEP

### Preschool Version

In June 2023, the Massachusetts Department of Elementary and Secondary Education (DESE) released a new IEP form for use throughout the state by the 2024-25 school year. To provide illustrative examples of what the new IEP might look like in practice, DESE is developing three sample IEPs. The purpose of these samples is to assist educators, parents, and other stakeholders with envisioning what the new IEP may look like when completed. They are offered for your reference only and are not intended to represent the best or only approach to IEP development, supports, and services. Each IEP must be developed based on the needs of the individual student and in accordance with all applicable federal and state requirements. Below, please find a sample IEP for a preschool age student with a developmental disability. Please note, the student and parents referenced in this sample are fictitious.

## STUDENT AND PARENT CONCERNS

(For 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?
Ms. Davis attended the annual review IEP team meeting for Nia and expressed concerns about Nia’s communication and sensory processing. Ms. Davis would like to see Nia continue to work on the clarity of her speech and develop strategies to help with Nia’s dislike of loud noises and the need for constant movement. Ms. Davis also expressed concern about Nia falling behind and regressing over the summer with regard to her academic and social emotional development and speech progress.

## STUDENT AND TEAM VISION

<b>Student’s Vision (ages 3-13)</b>	
This year, I want to learn:	Nia wants to learn to dance, color, and play outside.
By the time I finish (circle one: elementary or middle school), I want to:	Nia wants to go to the big kid school after she finishes her preschool program.
<b>Additional Team Vision Ideas</b>	
In response to the student’s vision, this year:	The team would like to see Nia continue to work on her readiness and articulation skills. The team would like to see Nia have a smooth transition into a new classroom in the fall.
In response to the student’s vision, in 5 years:	The team would like to see Nia’s speech skills become age appropriate and on level with her peers. In addition, the team would like to see Nia interacting socially with her peers, appropriately communicating her feelings, and asking for help when needed and attending to grade-level learning expectations.

## STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.		
<input type="checkbox"/> Autism <input checked="" type="checkbox"/> Communication Impairment <input checked="" 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

Does the student require assistive technology (AT) devices or services?

Yes  No

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

Describe the student's present levels of academic achievement and functional performance in the relevant areas listed below.

Consider the areas of learning listed below and complete only the sections that apply to the student. Include relevant information and data from sources such as initial or most recent evaluations, documentation from classroom performance, parent(s), student, and teacher observations, and curriculum-based and standardized assessments, including MCAS.

<p>Briefly describe current performance. Check all that apply:</p> <ul style="list-style-type: none"> <li>✓ English Language Arts</li> <li>✓ History and Social Sciences</li> <li>✓ Math</li> <li>✓ Science, Technology and Engineering</li> </ul>	<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>On the Battelle Developmental Inventory, Second Edition (BDI-2), Nia demonstrated age-appropriate skills in two out of three cognitive areas (reasoning and academic skills, and perception and concepts). She has a mild delay in attention and memory skills. She could not repeat 3-digit sequences or retell a story that had been told or read to her.</p> <p>During large group activities, she participates in songs, fingerplays, and movement activities independently. She is working on increasing her attention to group instructional activities and stories read aloud. Currently, she is only able to attend to instructional activities for 1 minute before needing redirection from staff. Nia has begun to answer questions and share her personal experiences; however, it can be difficult to understand her, especially when she is speaking out of context.</p>	<p>Nia can count to 10 and was able to show some one-to-one correspondence of items to two objects. She is able to sort by a single attribute (e.g., color or size). She is able to identify five colors (red, blue, green, yellow, and orange). Nia does better learning a new tasks when they are adult directed with visual cues. She shows excitement (clapping, smiling, laughing) when it is story time. Nia especially likes hearing books and stories by Eric Carle.</p>	<p>Developmental delays in attention and memory and challenges with expressive communication impact Nia's ability to make progress in age-appropriate learning standards in English language arts, math, and science, technology, and engineering and share what she knows and needs with adults and peers.</p>

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

<p>Briefly describe current performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.</p>	<p>Strengths, interest areas, and preferences</p>	<p>Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities</p>
<p>Nia is able to remain in classroom center activities for about 10 minutes during child-directed activities. Nia will allow peers into her play space and plays alongside them. She responds to peer requests 1 out of 5 times. Nia has also started inviting her peers to play in centers with her.</p> <p>Nia is not able to express feelings of frustration or anger using words in a way that is appropriate to the setting and her age. She can match 1 out of 5 feelings to an emotions chart with faces (happy, sad, mad, excited, frustrated). This can be used to teach her to identify and express her own feelings through increasing her emotion-related vocabulary. Nia does not appear to utilize any calming strategies when she becomes upset.</p>	<p>Nia enjoys swimming, gymnastics, soccer, and dramatic play activities. Transitioning from one location to another is a strength, with an average of one difficult transition occurring per month. She follows learned rules and routines independently, with fewer than three prompts needed per day.</p>	<p>As a result of Nia’s developmental disability and communication disability, she has difficulty expressing feelings appropriately and using calming strategies. She is not yet able to ask for help when she is mad or frustrated, and instead acts out by screaming. These periods of dysregulation cause Nia to miss preschool activities and are preventing her from accessing the general education curriculum. Therefore, she requires direct instruction to develop strategies for calming and expressing her feelings.</p>
<p style="text-align: center;"><b>Bullying</b></p> <p>Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development, students vulnerable to bullying, harassment or teasing, and students with autism.</p>	<p style="text-align: center;">Specify how these needs, if any, will be addressed in the IEP.</p>	
<p>Nia needs to continue working on age-appropriate social interactions. She currently engages in parallel play with peers and is developing the skills to reciprocal-play with her peers. Peers are welcoming to her. When frustrated, she does not lash out at peers.</p>	<p>After considering Nia's skills and developmental delay, the IEP team decided that her disability-related needs did not make her vulnerable to bullying or being an aggressor at this time; however, the team agreed that her needs related to bullying should continue to be monitored. The IEP will address her needs in social skills and self-regulation to help her develop strategies to increase age-appropriate social interactions.</p>	

## PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: 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
<p>Nia's expressive language has greatly improved this past year, and she can now combine 2-3 words into sentences. Recent sentences include, " baby want toy," "He spill drink," " write my name," "Her take bath," and "Her riding horsie." She makes some errors in pronoun choice and omits small words in sentences. She uses plural "s", but does not yet use possessive "s" endings. When answering questions, she relies on single words rather than phrases. She understands directions and linguistic concepts. She is difficult to understand, and makes many errors of articulation. Some errors include b/f, d/s, w/l, bl/gr, dw/fl, w/sl, and d/v. She also drops or adds syllables in multisyllabic words, such as berreries/berries, and nana/banana. Nia signals her understanding of the end of a sentence by pausing. She can follow simple directions and demonstrates an understanding of frequently occurring nouns by relating them to their opposite. Initiating and sustaining language/communication with adults and peers was noted as an area of concern. While eager to engage in open-ended and/or play-based tasks, expressive communication was limited. Nia is not able to independently use intelligible phrases containing two or more words or using multisyllabic words.</p> <p>On a recent early language assessment (the Receptive Expressive Early Language Questionnaire, or REEL-3) Nia's receptive language score was average (103) compared to her peers, while her expressive language fell significantly below the average (76). The skill levels from this assessment are consistent with the clinician's observations. The clinician reports that Nia makes a lot of errors with her speech, which makes it difficult for most listeners to understand her meaning. She substitutes initial and final sounds (e.g., d/s "bud" for "bus") and omitting syllables in words (e.g., "nana" for "banana"). Some of her speech patterns are age appropriate while others are atypical.</p>	<p>Nia enjoys singing and dancing. She wants to use language to communicate with others. When verbal communication is challenging for Nia, she is typically able to get her needs met by pointing and gesturing. Nia's overall auditory comprehension is within the average range. She knows the names of objects and the functions of many, can make inferences, and enjoys listening to short stories. She can state and use the word "mine" to represent ownership, and her ability to agree to or reject an item or activity is met with a simple "yep" or "no."</p>	<p>Delays in expressive language impact ability to access the preschool curriculum and share what she knows and needs with adults and peers.</p>

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

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

<p><b>Additional Areas, As Applicable</b>  <b>(Such as activities of daily living, health, hearing, motor, sensory, and vision)</b></p> <p>Briefly describe current performance and any applicable documentation.</p> <p>Please note that parent(s) are only asked to share health information voluntarily.</p>	<p>Strengths, interest areas, and preferences</p>	<p>Impact of student’s disability on involvement and progress in the general education curriculum or appropriate preschool activities</p>
<p>Observations by the parent at home and by educators in school as well as assessment data from the Sensory Processing Disorder Checklist conducted in March 2023 revealed the following information about Nia’s sensory processing development: In the auditory area, Nia has difficulty with processing loud or unexpected sounds. Some of these sounds are often not noticed by others, such as the humming of lights or the refrigerator. Others are environmental sounds, such as the toilet flushing or a dog barking. She will become upset, cover her ears, and yell "too loud." In the tactile area, Nia seeks out surfaces that provide strong tactile input.</p> <p>In the oral area, she prefers foods with strong flavors (spicy, sweet, sour, salty). She often will chew on her hair, clothes, and fingers. In the vestibular/movement area, Nia likes to be in constant movement. She likes fast, spinning, or intense movements. She loves to swing very high and will spin around for long periods of time without getting dizzy. She loves being wrapped in heavy blankets. She also is a frequent toe-walker. She is followed by an outside doctor, who feels that this is a sensory-based need. In the muscle tone area, Nia presents with poor muscle tone. She has limited trunk control and will often W-sit. In the self-regulation/emotion area, she takes a long time to calm down when upset. She benefits from hugs and drinks of water to calm her down. In the sensory-seeking area, Nia seeks out jumping, bumping, and crashing activities. She has difficulty sitting still; she will often kick her feet on the floor or chair while sitting.</p>	<p>Nia enjoys watching, being near, and engaging in nonverbal play exchange with peers through spectator, parallel, associative and some cooperative play. In addition, Nia demonstrates gross motor skills, such as her ability to run, jump, stand on one foot, throw a ball, and catch a ball, with some success. Her fine motor skill development and eye-hand coordination is age appropriate. She can grasp a pencil using a pincer grasp, completes developmentally appropriate puzzles, and builds with small and large blocks. Right-hand dominance is emerging.</p>	<p>Nia’s developmental disability results in an inability to self-regulate and understand emotions. Because she is often distracted and has difficulty self-calming, her ability to respond appropriately to loud and unexpected sounds impacts her progress in many preschool activities. Nia will need accommodations to support her access to and progress in the school environment.</p>

## 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.

	<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	When Nia makes an articulation mistake, adults should model the correct sounds back immediately. Provide Nia with clear and simple directions.  Pair verbal directions with visual support for the organization of materials.	Provide Nia with additional wait time to respond.	Give Nia opportunities to engage in gross motor activities and movement throughout the day.	During instructional and play times, group Nia with peers who can model good speech production.  Provide Nia access to adaptive, kinesthetic seating (wobble cushion or chair).  Provide access to a variety of fidgets, based on her preference.  Give extra time and a quiet setting for independent work and assessment.
Nonacademic settings (lunch, recess, etc.)	When Nia makes an articulation mistake, adults should model the correct sounds back immediately.	Provide Nia with verbal cues to get help or to express her emotions when in larger school settings such as the cafeteria, auditorium, or gymnasium.	Allow Nia opportunities to engage in gross motor activities and movement throughout the day.	Use noise-reducing headphones and preferential seating that is away from distractions and close to an adult or peer mentor.
Extracurricular activities	Not applicable	Not applicable	Not applicable	Not applicable
Community/workplace	Not applicable	Not applicable	Not applicable	Not applicable

**Modifications** List the modifications, if any, that are needed to the student's program so they can meet their goals, make progress, and participate in activities alongside students with and without disabilities. Leave blank any boxes that are not appropriate for the student.

	<b>Content</b>	<b>Instruction</b>	<b>Student Output</b>
Classroom modifications	Not applicable	<p>Incorporate multisensory components into instruction, for example providing visual aids such as sound cards or walls for phonemes, visual word walls, and storyboards to combine words into 3-word picture sentences.</p> <p>Scaffold complex tasks by breaking them down into manageable steps.</p> <p>Provide explicit instruction and modeling, using think-alouds and guided practice before asking Nia to complete independent work.</p> <p>Use visual charts and cues to teach predictable schedules, routines, and strategies for self-regulation.</p>	Use visual story maps and prompting to retell a story.
Nonacademic settings (lunch, recess, etc.)	Not applicable	Use peer support for transitioning to and from nonacademic settings.	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.

Nia will not participate in state assessments during this IEP period.

Nia will participate in district benchmark assessments for ELA testing during the fall of her kindergarten year.

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
Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

Please select the subject(s) below where the student needs alternative assessment(s). Please also 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
Explanation:	Explanation:	Explanation:	Explanation:

## 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 also meet each of the student’s other educational needs that result from their disability.

<b>Goal Number: 1</b>	<b>Goal Area: Social/Emotional/Behavior</b>			
<b>Baseline (What can the student currently do?):</b> Nia can correctly identify one (“happy”) out of five feelings.				
<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 if 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?
Nia will use her words to identify four out of five feelings (happy, sad, mad, excited, and frustrated) and corresponding faces to increase her self-awareness of her emotions over 3 consecutive weeks.	Nia will demonstrate mastery of 4 out of 5 feelings for three consecutive weeks.	Weekly behavior rating chart	Weekly	Special education teacher and speech language pathology assistant staff
<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) Nia will correctly identify faces that show happy and sad.</li> <li>2) Nia will correctly identify faces that show happy, sad, and mad.</li> <li>3) Nia will correctly identify faces that show happy, sad, mad, and excited.</li> </ol>				

## 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 also meet each of the student's other educational needs that result from their disability.

<b>Goal Number: 2</b>	<b>Goal Area:</b> Communication			
<b>Baseline (What can the student currently do?):</b> Nia is currently able to use functional language with her peers and adults in 2-word requests.				
<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 if 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?
Nia will increase the use of functional language with peers and familiar adults, going from 3-word sentences to 5 and 6-word sentences.	Nia will use a 5 or 6 -word sentence when requesting an item, retelling an event, or gaining information with targeted grammatical forms for three 3 consecutive weeks.	Informal assessments during class activities and through weekly assessments created by the speech language therapist	Weekly	Speech language therapist, classroom teacher, special education teacher
<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) Nia will imitate a mean length of utterance from 3-word response up to 6-words to request an item from peers or familiar adults.</li> <li>2) Nia will increase the use of multisyllabic words in a phrase to retell an event or gain information, increasing from 3 to 5 words.</li> <li>3) Nia will use 5 and 6-word sentences using targeted grammatical forms (e.g., pronoun, verb, preposition) to retell an event and gain information.</li> </ol>				

## 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: 3</b>	<b>Goal Area:</b> Communication			
<b>Baseline (What can the student currently do?):</b> Nia will be able to produce developmentally appropriate sounds in single-word and short phrases.				
<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?
Nia will be able to produce the /f, b, d, v/ sounds in all positions of words in single words and short phrases	Nia will correctly produce the sounds using placement strategies with 90% accuracy	Informal assessments during class activities and through weekly assessments created by the speech language therapist	Weekly	Speech language therapist, classroom teacher, special education teacher
<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. Nia will produce the /f, b, d, v/ in initial and final position in consonant-vowel and consonant-vowel-consonant combinations using placement strategies.</li> <li>2. Nia will produce /f, b, d, v/ in initial position of words in single words and short phrases using placement strategies.</li> <li>3. Nia will be able to produce /f, b, d, v/ in final position of words in single words and short phrases using placement strategies.</li> <li>4. Nia will be able to produce /f, b, d, v/ in medial position of words in single words and short phrases using placement strategies.</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 Nia's progression as frequently as nondisabled preschool students in the district receive progress reports, every 10-weeks.
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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.

Nia's developmental delays and communication disability (language, articulation, attention, memory, social/emotional development) result in the need for direct speech and language therapy in a small group setting (four or fewer students) with fewer distractions outside the general education classroom. This will allow the SLP to provide Nia more effective targeted instruction and intervention.

## 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)	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>						
2 & 3	Consultation	SLP	General Education Classroom	1x30 min/month	05/25/2023	05/24/2024
<b>B. Special Education and Related Services in General Education Classrooms (Direct Service)</b>						
1	Special Education	Special Educator	General Education Classroom	4x90 min/week	05/25/2023	05/24/2024
2 & 3	Special Education	Special Educator	General Education Classroom	4x20 mins/week	05/25/2023	05/24/2024
<b>C. Special Education and Related Services in Other Settings (Direct Service)</b>						
2 & 3	Related Service	SLP	Special Education Classroom	2x30 min/week	05/25/2023	05/24/2024

## TRANSPORTATION SERVICES

Transportation will be provided in the same manner as it would be for students without disabilities. Please note that if the student is placed in a program located at a school **other** than the school the student would have attended if not eligible for special education, 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?

Nia is at risk of substantial regression in the area of speech and language skills (articulation) if she does not have access to these services over the summer break.

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

Nia will have speech and language services focused on articulation during the summer once per week in a small group setting (four or fewer students) with few distractions. These services will take place for 7-weeks.

If the student requires a longer year, please include the services they will receive (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent(s)) during Extended School Year in the service delivery grid below

## SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR (ESY) SERVICES

Goal Number(s)	Type of Service(s)	Provided by List job title	Location	Frequency/Duration/Length __ X __ 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>						
2	Related Service	SLP	Special Education Classroom	1x30 min/week	7/10/23	8/25/23

### ESY 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.

Not applicable

**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:	Mr. Matthew Fischer, Principal	Signature:	<i>Matthew Fischer</i>	Date:	5/25/2023
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**Response from parent(s) or student who has reached the age of majority with decision-making rights:**

It is important to tell the district your decision as soon as possible. Please indicate your response by checking the appropriate box below and returning a signed copy to the district.

**I accept this IEP as developed.**

**I reject the following portions of the IEP with the understanding that any portion(s) that I do not reject will be considered accepted and implemented immediately. Rejected portions are as follows:**  
\_\_\_\_\_  
\_\_\_\_\_

**I reject this IEP as developed.**

**Parent Comment: I would like to make the following comment(s) but realize any comment(s) made that suggest changes to the proposed IEP will not be implemented unless the IEP is amended.**  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over**	
<i>Judy Davis</i>	Date: 5/25/2023

\*\* Student signature is required once a student reaches 18 unless there is a court-appointed guardian.

**Meeting Request**

I request a meeting to discuss the rejected IEP or rejected portion(s).

**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.

\_\_\_\_\_