



FAIRHAVEN SCHOOL COMMITTEE MINUTES
May 8, 2024

FAIRHAVEN TOWN CLERK
RCUD 2024 MAY 28 PM3:26

MEMBERS PRESENT: Colin Veitch, Donna McKenna, Erik Andersen, Stephanie Pickup, Nicole Pacheco

MEMBERS ABSENT: Brian Monroe

STAFF PRESENT: Superintendent Tara Kohler, School Business Manager Nicole Potter, Assistant Superintendent Mark Balestracci, Executive Assistant Sheri Souza

The meeting was called to order by Mr. Veitch at 6:32 pm.

Delegations, Visitors, Etc.

Tanya Dawson, Director of Student Service, Drew Davey, Assistant Principal Fairhaven High School (FHS), Tracy Higgins, Assistant Principal FHS, Teachers, Students, Parents

Approval of Minutes

Motion to approve regular session minutes from April 10, 2024 made by Mr. Andersen, seconded by Mrs. Pickup, approved unanimously (5-0).

Motion to approve executive session minutes, from April 10, 2024, for content only, made by Mr. Andersen, seconded by Mrs. Pickup, approved unanimously (5-0).

Reports and Recommendations of the Superintendent:

Eversource Challenge Contest Winners:

Mrs. Kohler introduced Innovation Teacher, Jennifer Perrotti, to present the Eversource Challenge Contest winners. Mrs. Perrotti introduced three student winners from East Fairhaven Elementary School (EAST), Kindergartener Briella Raphael, Third Grader Amber Sullivan, and Third Grader Hadley Rotondo and showed the Committee a presentation explaining the contest details (Attachment A). The Committee congratulated the students on a job well done.

FY25 Budget Update:

Mrs. Kohler updated the Committee that the FY25 budget number passed at Town Meeting on May 4, 2024. Reminding the Committee of the \$447,774 offset. She noted the adjustments don't have a big effect on Net School Spending. She acknowledged the Town for working with her to set up a revolving fund for McKinney Vento transportation. She also thanked the Town for honoring the football team on the cover of the Annual Town Report. She stated that there will still be some hard conversations due to grant funding ending for two positions. We did get the Special Education Teacher and the Secretary back. Mrs. Kohler then mentioned the House of Representatives voted for an increase in SOA funds to \$104 per student. She noted it's still a long road until officially passed, but she is starting the conversation of needing to go to a Special Town Meeting in the fall to request those funds should they happen. The State is implementing guidelines on what the money can be used for moving forward, so this will help protect the District. She is grateful the Town invited our committee members to be part of Financial Policy Committee meetings, this helps keep issues in the forefront.

Review and Vote to Approve the Proposed Restructured Job Descriptions for Coordinator of Student Technology Engagement and the Technology Support Technician Positions:

Mrs. Kohler stated the Committee received the new job descriptions prior to the meeting (Attachment B) and reminded the Committee that we share a memorandum of understanding with the Town regarding the Information Technology (IT) Department. The Coordinator of Student Technology Engagement is a combination of the position that is funded through the expiring grant and Kraig Perry's part time position, as Mr. Perry is retiring. Mrs. Kohler stated she and IT Director Steve Rosa met and discussed what the new job description should be, making sure the lines between student engagement and information technology were not crossed. Mrs. Kohler then stated the Technology Support Technician Positions were restructured as well. With movement in the IT department after Mr. Rosa was promoted, it was a good time to make changes. Having a Senior Technician and a Junior Technician will make the department run smoother, with the Senior Technician having more responsibilities as well as help with training. The District sent the new Technology Support Job Descriptions to the Town via the Human Resources Director and Town Administrator and they are in agreement. Mrs. Kohler introduced Mr. Rosa, he reiterated Mrs. Kohler's statements then added that the department is being forced to grow with the addition of the police and fire departments and this is the perfect time to implement this. He added it will also help organize the ticketing system as we grow.

A motion was made by Brendalee Smith, to approve the restructured job descriptions for the Coordinator of Student Technology Engagement and the Technology Support Technician Positions, seconded by Ms. Pacheco, approved unanimously (5-0).

Mrs. Kohler requested to take the Presentation of FHS Tri-M National Music Honor Society out of order. Mr. Veitch agreed.

Presentation of FHS Tri-M National Music Honor Society:

Mrs. Kohler introduced Molly McNulty, Music Teacher at FHS, who is also the Voice Lead, and students Lexi Davignon and Ariyah Boswell. Ms. McNulty informed the Committee that FHS has formed a chapter of the Tri-M Music Honor Society which is an organization sponsored through the National Association for Music Education. They recognize students who have gone above and beyond academically and musically. It also provides leadership, community connections, service hours, and music education advocacy opportunities for the students. The induction of twenty three students in grades nine through twelve during the Spring Concert on May 14, 2024. Lexi Davignon then spoke to the Committee a bit more about Tri-M's advantages. She noted that there is an annual fee, and they will also be fundraising for community causes, charities, field trips, guest

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speakers, music department support and advocacy, being the reason they are requesting a student activity account. The Committee commended the students on their induction and involvement in the Tri-M.

A motion was made by Ms. Pickup to approve a Tri-M Music Honor Society student activity account to be set up, seconded by Mr. Andersen, approved unanimously (5-0)

Receive Update on the new IEP:

Mrs. Kohler introduced Tanya Dawson, Director of Student Services. Mrs. Dawson showed the Committee a presentation (Attachment C) regarding the updates on the new IEP. Discussion ensued regarding the new IEP.

Music Program Update:

Mrs. Kohler introduced Drew Davey, Assistant Principal FHS, Tracy Higgins Assistant Principal FHS, and again Ms. McNulty to speak about the future of the music program with Mr. Young retiring at the end of the school year. Mr. Davey and Ms. Higgins noted the ideas are in the very early stages and the execution and roll out of a newer, more robust music program will take a few years to be where they dream it will be. They mentioned a marching band, drumline and or possibly a color guard, adding different types of instruments such as guitars, drums, and pianos. Mr. Davey also mentioned that new course offerings will come as well, such as music history, music appreciation, etc. Ms. Higgins stated they will also be starting this program with the younger students so when they arrive at FHS they are familiar with the programs ins and outs. The Committee was very excited about this change and added ideas such as a pep band, and an instrument donation program. Discussion and excitement ensued regarding the new music program moving forward.

Introduce Update Process on Obtaining a Work Permit:

Mrs. Kohler informed the Committee that the Work Permit process will be mainstreamed by online access within the next month.

Update on Business Office Payment Options:

Mrs. Potter updated the Committee that the Business Office is working toward a new payment option using Unibank stating this is what the Town Departments use.

FHS Building Project Update:

Mrs. Kohler let the Committee know that they have received good news regarding the gable project. The insides of the gables look better than expected and they are able to be repaired using an electrode process. Spencer Preservation will be on site re-evaluating on May 16th and 17th, and will then share their findings with the Committee at the May 22, 2024 meeting.

Upcoming Events:

March 22, 2024 - School Committee Meeting 5:30 pm

March 22, 2024 - School Committee Workshop 6:30 pm

A motion was made by Mrs. Pacheco to combine the June 12, 2024 and the June 26, 2024 School Committee meetings into one meeting on June 19, 2024, seconded by Mrs. Pickup, approved unanimously (5-0).

New Business:

A motion was made by Mr. Andersen to accept an \$5,000 donation from EHMS PTO for the EHMS 8th grade activities, seconded by Mrs. Pacheco, approved unanimously (5-0).

A motion was made by Mr. Andersen to accept an \$1,000 donation from Ray Canastra through the FHS Alumni Association for the FHS Football Team for any needs they may have, seconded by Mrs. Pacheco, approved unanimously (5-0).

A motion was made by Mr. Andersen to accept a \$500 grant from Massachusetts Agriculture in the Classroom for the Leroy Wood Elementary School Community Garden, seconded by Mrs. Pacheco, approved unanimously (5-0).

A motion was made by Mr. Andersen to move up to \$800,000 from salaries to operations, seconded by Mrs. Pacheco, approved unanimously (5-0).

A motion was made by Ms. Pickup to approve School Choice participation for the SY24-25, seconded by Mr. Andersen, denied unanimously (0-5).

A motion was made by Mr. Andersen to approve the School Committee meeting dates (Attachment D) for SY24-25, seconded by Mrs. Pacheco, approved unanimously (5-0).

Motion to go into Executive Session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigation position of the public body and chair so declares and to not return into open session made by Ms. Pacheco, seconded by Mr. Andersen, roll call vote, approved unanimously (5-0).

Adjourned at 8:15 pm.

Sheri Souza
Secretary to the School Committee
Fairhaven Public Schools

East fairhaven elementary INNOVATION CLASS



EverSource Challenge

Prizes for Winners

Each grade has first-, second- and third-place winners. In the case of winning groups, each student receives his or her own prize.

First-Place Prize:

\$400 Amazon™ gift card*

Second-Place Prize:

\$250 Amazon™ gift card*

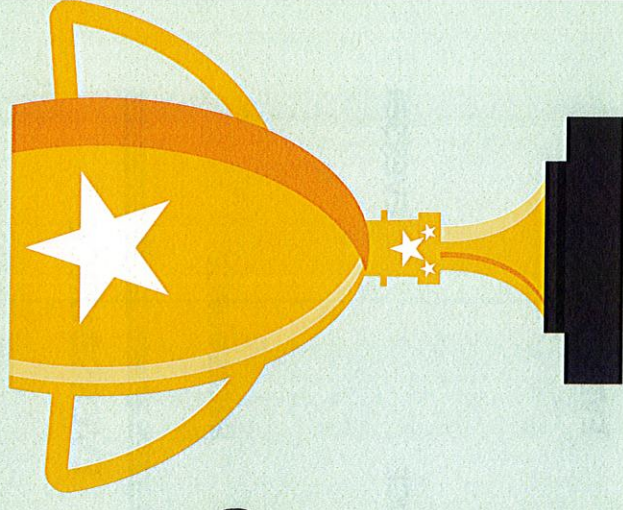
Third-Place Prize:

\$100 Amazon™ gift card*



Our students really stood out!

- We had **ALL** 3 third grade winners.
- We had 4 out of only 39 winners.
- Our students were picked out of 900 total entries!



**KINDERGARTEN
WINNER!**

**Briella
Raphael**

2nd Place

www.reallygreatsite.com



exp 109 X
Ipa 2 when
ix 15
charged.



3rd GRADE WINNER

**Leland
Machado**

1st Place

www.reallygreatsite.com



Leland Machado

Grade 3

Eversource Challenge - Limericks (home and school energy saving)

HOME

Saving energy is fun.

I'd love to show you how it is done.

If you turn off the light.

You are doing what's right.

We can use the power of the sun.

SCHOOL

At school you should save energy too.

I will show you just what you can do.

Turn off the faucet please.

Shut the air or you freeze.

Try to help at school to save a few.

3rd GRADE WINNER

Hadley Rotondo

2nd Place

www.reallygreatsite.com



Hadley Rotondo
Grade 3

Eversource Challenge - Limericks (home and school energy saving)

HOME

The dishwasher should be full to run.
Our energy can be from the sun.
To leave shut off the lights.
Always do what is right.
Do these things to save power have fun!

SCHOOL

At school we can save energy too.
I can show you just what you can do.
Turn off lights before math.
Take a walk on the path.
Do not chew on a power line too.

3rd GRADE WINNER

**Amber
Sullivan**

3rd Place

www.reallygreatsite.com



Amber Sullivan

Grade 3

Eversource Challenge - Limericks (home and school energy saving)
East Fairhaven Elementary

HOME

I turn off the light to save money.

I go outside with my bunny.

Use solar panels too.

Turn off the tv too.

Let's go outside where it is sunny.

SCHOOL

Saving energy at school is fun.

Charging the chromebook unplug when done.

You can turn off the light.

You can do what is right.

School has solar panels to use sun.







JOB DESCRIPTION

ADMINISTRATIVE REGULATION GCA-R SENIOR TECHNOLOGY SUPPORT TECHNICIAN

1:0 SENIOR TECHNOLOGY SUPPORT TECHNICIAN

2:0 LINE AND STAFF RELATIONSHIP

2:0:1 The Senior Technology Support Technician reports to and is evaluated by the Director of Instructional Technology.

3:0 FUNCTIONS AND DUTIES

3:0:1 The Senior Technology Support Technician installs, diagnoses, repairs, maintains, and upgrades all hardware/software/peripherals on both MAC, Windows, iOS and Chrome platforms in compliance with copyright laws and the AUP.

3:0:2 The Senior Technology Support Technician troubleshoots network connectivity issues from the switches to the edge devices.

3:0:3 The Senior Technology Support Technician maintains school networking closets.

3:0:4 The Senior Technology Support Technician ensures security and privacy of all related technology and information.

3:0:5 The Senior Technology Support Technician supports all audio/video/media equipment in assigned schools.

3:0:6 The Senior Technology Support Technician maintains an accurate inventory of hardware/software/peripherals.

3:0:7 The Senior Technology Support Technician provides support and assistance for staff, especially Instructional Technology Specialists, Library Specialists, and Teachers, on proper use of equipment, basic troubleshooting and preventive maintenance techniques.

3:0:8 The Senior Technology Support Technician creates and maintains student, teacher, and staff accounts for various software and online applications.

3:0:9 The Senior Technology Support Technician provides on-site visits and phone assistance to users as it relates to hardware/software/peripherals.

3:0:10 The Senior Technology Support Technician provides necessary training to ensure that all staff are at a designated level of proficiency with hardware, and that they are familiar with and follow department policies and procedures.

3:0:11 The Senior Technology Support Technician works cooperatively with contracted vendors, as needed.

3:0:12 The Senior Technology Support Technician updates job knowledge by participating in educational opportunities; reading publications and attending professional development opportunities.

- 3:0:13 The Senior Technology Support Technician works as a team with other school-based staff to provide classroom level technology support for curricular-based projects.
- 3:0:14 The Senior Technology Support Technician contributes to projects as defined by the Director of Instructional Technology and/or Network and Infrastructure Manager.
- 3:0:15 The Senior Technology Support Technician prepares school technology for summers and reopening of schools in the fall.
- 3:0:16 The Senior Technology Support Technician performs other duties as assigned by the Director of Instructional Technology and/or Network and Infrastructure Manager

3:1 SECONDARY DUTIES

- 3:1:1 Advanced Troubleshooting: Investigate and resolve escalated technical issues efficiently and effectively. Utilize advanced diagnostic tools, techniques, and resources to identify root causes of complex problems.
- 3:1:2 Escalation Management: Collaborate with Tier 1 support teams to gather necessary information and escalate issues as appropriate. Provide detailed documentation of troubleshooting steps and escalate to Network Administrator or vendor/manufacturer support or engineering teams when necessary.
- 3:1:3 Technical Expertise: Develop and maintain a deep understanding of the product or service being supported. Stay updated on new features, upgrades, and technical specifications to provide accurate and up-to-date assistance.
- 3:1:4 Documentation and Knowledge Sharing: Create and maintain technical documentation, including FAQs, troubleshooting guides, and system configurations. Share knowledge and best practices with colleagues to enhance the overall efficiency and effectiveness of the IT support team.
- 3:1:5 Training and Mentorship: Assist in the training and mentorship of Tier 1 support staff. Share expertise, best practices, and troubleshooting techniques to help improve overall support capabilities.
- 3:1:6 Quality Assurance: Ensure adherence to quality standards and service level agreements (SLAs). Monitor performance metrics, such as response time and resolution time, and strive for continuous improvement in service delivery.
- 3:1:7 Feedback and Improvement: Provide feedback to the Director of Technology based on recurring issues and customer feedback. Contribute ideas for department enhancements and improvements to streamline support processes.
- 3:1:8 Ticket Management: Manage and prioritize support tickets using a ticketing system, ensuring timely resolution of issues according to established service level agreements (SLAs). Document all interactions and resolutions accurately for future reference and analysis.

4:0 QUALIFICATIONS

- 4:1 College Degree in related field or work equivalent.
- 4:2 Three (3) years minimum work experience with the use and application of technology, computers, and networking.
- 4:3 Excellent diagnostic and problem-solving skills.
- 4:4 In-depth understanding of diverse computer systems and networks.
- 4:5 Specific knowledge of computer systems and other technology peripherals, networking equipment, Microsoft Windows, various software, help-desk ticketing.
- 4:6 Prior experience with hardware installation/repair, software installation/troubleshooting.
- 4:7 Ability to speak clearly and concisely both in oral and written communication.
- 4:8 Experience in the usage of technology in an educational setting.
- 4:9 Strong organizational skills and attention to detail.
- 4:10 Ability to work cooperatively in school environment with all members of the teaching and administrative staff.
- 4:11 Ability to manage staff.

Enacted:

JOB DESCRIPTION

ADMINISTRATIVE REGULATION GCA-R JUNIOR TECHNOLOGY SUPPORT TECHNICIAN

1:0 JUNIOR TECHNOLOGY SUPPORT TECHNICIAN

2:0 LINE AND STAFF RELATIONSHIP

- 2:1 The Junior Technology Support Technician reports to and is evaluated by the Director of Instructional Technology.

3:0 FUNCTIONS AND DUTIES

- 3:1 The Junior Technology Support Technician installs, diagnoses, repairs, maintains, and upgrades all hardware/software/peripherals on both MAC, Windows, iOS and Chrome platforms in compliance with copyright laws and the AUP.
- 3:2 The Junior Technology Support Technician troubleshoots network connectivity issues from the switches to the edge devices.
- 3:3 The Junior Technology Support Technician ensures security and privacy of all related technology and information.
- 3:4 The Junior Technology Support Technician supports all audio/video/media equipment in assigned schools.
- 3:5 The Junior Technology Support Technician maintains an accurate inventory of hardware/software/peripherals.
- 3:6 The Junior Technology Support Technician provides support and assistance for staff, especially Instructional Technology Specialists, Library Specialists, and Teachers, on proper use of equipment, basic troubleshooting and preventive maintenance techniques.
- 3:7 The Junior Technology Support Technician creates and maintains student, teacher, and staff accounts for various software and online applications.
- 3:8 The Junior Technology Support Technician provides on-site visits and phone assistance to users as it relates to hardware/software/peripherals.
- 3:9 The Junior Technology Support Technician provides necessary training to ensure that all staff are at a designated level of proficiency with hardware, and that they are familiar with and follow department policies and procedures.
- 3:10 The Junior Technology Support Technician updates job knowledge by participating in educational opportunities; reading publications and attending professional development opportunities.
- 3:11 The Junior Technology Support Technician works as a team with other school-based staff to provide classroom level technology support for curricular-based projects.

JOB DESCRIPTION

ADMINISTRATIVE REGULATION GCA-R TIER 1 JUNIOR TECHNOLOGY SUPPORT TECHNICIAN

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- 3:12 The Junior Technology Support Technician contributes to projects as defined by the Director of Instructional Technology and/or the Senior Support Technician.
- 3:13 The Junior Technology Support Technician prepares school technology for summers and reopening of schools in the fall.
- 3:14 The Junior Technology Support Technician performs other duties as assigned by the Director of Instructional Technology and/or the Senior Support Technician.

4:0 QUALIFICATIONS

- 4:1 College Degree in related field or work equivalent.
- 4:2 Three (3) years minimum work experience with the use and application of technology, computers, and networking.
- 4:3 Excellent diagnostic and problem solving skills.
- 4:4 In-depth understanding of diverse computer systems and networks.
- 4:5 Specific knowledge of computer systems and other technology peripherals, networking equipment, Microsoft Windows, various software, help-desk ticketing.
- 4:6 Prior experience with hardware installation/repair, software installation/troubleshooting.
- 4:7 Ability to speak clearly and concisely both in oral and written communication.
- 4:8 Experience in the usage of technology in an educational setting.
- 4:9 Strong organizational skills and attention to detail.
- 4:10 Ability to work cooperatively in school environment with all members of the teaching and administrative staff.

Enacted:

Fairhaven Public Schools
Fairhaven, MA 02719

Position Title: Coordinator of Student Technology Engagement

Qualifications:

1. College Degree in a related field or work equivalent.
2. Three (3) years minimum work experience with the use and application of technology, computers, and networking.
3. Excellent diagnostic and problem-solving skills.
4. In-depth understanding of diverse computer systems and networks.
5. Specific knowledge of computer systems and other technology peripherals, networking equipment, Microsoft Windows, various software, and help-desk ticketing.
6. Prior experience with hardware installation/repair, and software installation/troubleshooting.
7. Ability to speak clearly and concisely both in oral and written communication.
8. Experience in the usage of technology in an educational setting.
9. Strong organizational skills and attention to detail.
10. Ability to work cooperatively in a school environment with all members of the teaching and administrative staff.

Responsibilities:

1. Install, diagnose, repair, maintain, and upgrade all hardware/software/peripherals on both MAC, Windows, iOS, and Chrome platforms in compliance with copyright laws and the Acceptable Use Policy.
2. Recommend software and hardware solutions to create a more efficient and secure environment.
3. Assist in aligning all IT strategic planning to district strategic plans and goals in order for technology to serve the purpose of achieving District goals.
4. Assist the School Business Manager and IT Director with budget development, comprehensive timelines, resource requirements, communications, staffing requirements, etc. for this strategic plan
5. Supporting the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.
6. Create guides for staff on common technology issues and questions and provide necessary training to ensure that all staff are at a designated level of proficiency with hardware and that they are familiar with and follow department policies and procedures
7. Work with staff members to develop remote learning platforms to support daily instruction.
8. Troubleshoot common student issues in the classroom and at home prohibiting students from accessing the curriculum.
9. Ensure security and privacy of all related technology and information.
10. Support all audio/video/media equipment in assigned schools.
11. Maintain an accurate inventory of School Department hardware/software/peripherals.
12. Provide support and assistance for staff on the proper use of equipment, basic troubleshooting, and preventive maintenance techniques.
13. Assist in creating and maintaining student, teacher, and staff accounts for various software and online applications.
14. Provide on-site visits and phone assistance to users as it relates to hardware/software/peripherals.

15. Work cooperatively with contracted vendors, as needed.
16. Work as a team with other school-based staff to provide classroom-level technology support for curricular-based projects.
17. Prepare school technology for summers and reopening of schools in the fall.
18. Maintain the school district's 1:1 program.
19. Create and manage a Student Helpdesk at appropriate school levels to assist with 1:1 device repairs
20. Assist with District online assessments
21. Update job knowledge by participating in educational opportunities; reading publications and attending professional development opportunities.
22. Contribute to projects as defined by the School Business Manager.
23. Perform other duties as assigned by the Superintendent or his/her designee.



Sample IEP

High School Version

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

Massachusetts DESE Individualized Education Program (IEP)

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

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

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

STUDENT AND TEAM VISION

Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)

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

Additional Team Vision Ideas

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

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.

- ☒ Autism
☐ Communication Impairment
☐ Developmental Delay (ages 3–9)
☐ Emotional Impairment

- ☐ Health Impairment
☐ Intellectual Impairment
☐ Neurological Impairment
☐ Physical Impairment

- ☐ Sensory Impairment
☐ Hearing
☐ Vision
☐ Deaf-Blind
☐ Specific Learning Disability

English Learner

Has the student been identified as an English learner?

- ☐ Yes ☒ No

Assistive Technology

Does the student require assistive technology devices or services?

- ☐ Yes ☒ No

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

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

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

read aloud to him. Based on recent classroom

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

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

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

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

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 type="checkbox"/> Additional Information

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

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

<p>After engaging with someone for a few minutes, Andrew will sometimes lose interest and simply walk away, rather than continuing social reciprocity.</p> <p>When learning about a topic that he particularly enjoys, Andrew will briefly engage in some repetitive movement behaviors (e.g., flapping his hands).</p> <p>Based on teacher and paraprofessional observation, Andrew selects the appropriate social choice approximately 60% of the time without adult prompting.</p> <p>On his March 2, 2023 re-evaluation, Andrew's evaluation results were:</p> <p>WISC-IV: FSIQ 68, (-2.25 Standard Deviations, SD) Adaptive Behavior Assessment System, Third Edition (ABAS-3):</p> <p>General Adaptive Composite- <3.0 SD, Extremely Low. Scaled Score = 58, SD=-2.75</p>		
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Bullying	
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. Not applicable.	Specify how these needs, if any, will be addressed in the IEP. Not applicable.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

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

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

Briefly describe current communication performance.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
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.	Andrew is generally outgoing and enjoys socializing with peers, including those with and without disabilities. Topics of conversation are age-appropriate and revolve around new movies, video games, cars, and music. Andrew's ability to generalize newly learned communication skills, related receptive language .	Andrew's symptoms of Autism affect his expressive language and his ability to engage in social situations for more than a few minutes. This makes it difficult for him to engage in assignments that require social interactions (e.g., group projects, debates, etc.) and verbally show what he knows and learned.

The Comprehensive Assessment of Spoken Language (CASL-2) was administered as part of Andrew's re-evaluation on March 2, 2023. Results indicated scaled scores < 2 percentile all core index scores.

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

Additional Areas, as Applicable (Such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
Not applicable.	Not applicable.	Not applicable.

POSTSECONDARY TRANSITION PLANNING*

Complete for eligible students aged 14–22 and update annually. Complete also for students who are 13 and will turn 14 during this IEP period. The dotted lines indicate the pages of this IEP that are dedicated to secondary transition planning.

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

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.

in finding his first part-time job when he turns 16. When discussing options for part-time jobs, he explained that he would like hands-on options such as working with the Department of Public Works or in a retail store.

Community experiences/postschool independent living, if applicable

Casey Life Skills Assessment (updated 4/6/2023):

Updated results remained the same in the area of Home Living. Andrew scored "yes" on 51 out of 90 skills (56%). Andrew has limited proficiency at performing household tasks (e.g., laundry, cleaning his room, and cooking) without frequent verbal prompting from an adult. He is only beginning to use a task list to complete such tasks. He has begun to shop for food items, but he has not yet prepared a grocery list or compared costs to a budget. Andrew's family reports that he can help with cleaning at home (i.e., dusting, laundry, vacuuming, doing dishes, taking out trash, cleaning bathrooms and kitchens) with guidance and visual cues. At home and at school, Andrew does not demonstrate effective self-direction or take initiative to start activities.

Andrew enjoys leisure and recreation time spent with his family and friends, such as attending neighborhood events on weekends. He wants to live as independently as possible, potentially with friends. When asked about his social goals for the future, Andrew says he wants to date and have a girlfriend.

Andrew requires specially designed instruction to help him address challenges related to advocating for himself in unstructured social settings. These challenges may impact his ability to fully participate in community experiences and postsecondary independent living.

Andrew can dress appropriately for specific situations (i.e., weather, special events, casual, seasonal), can independently use a cell phone, ask for help if he needs medical assistance, and create a basic shopping list of necessary items. He requires a high level of verbal and visual prompting to learn new self-care routines.

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:	05/22/2030
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	Certificate of Attainment

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

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

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

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

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

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency
Department of Developmental Services (DDS)	Assistance with community functioning and independent living.	The IEP case manager is Susan Marks, and she can be reached at (555) 555-5555 or smarks@xyzpublicschools.edu .

TRANSFER OF RIGHTS TO STUDENT

The student and parent(s) must be notified at least 1 year before the student's 18th birthday that decision-making rights will transfer from parent(s) to the student when the student turns 18. Is the student 17 or will they turn 17 during the timeframe of this IEP?

☐ Yes ☒ No

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____) <input checked="" type="checkbox"/> No (If so, date the 688 referral will be submitted: <u>September 2028</u> .) * <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

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

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

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

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

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

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

Andrew is in 10 th 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 9 th grade year.

☒ The student participates in state and/or districtwide alternate assessment(s).

Please select the subject(s) below in which the student needs alternate assessment(s). Please explain why the student needs alternate assessment(s), and why the alternate assessment you have chosen is appropriate for them.

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

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MEASURABLE ANNUAL GOALS

Please identify the academic and functional goals for this student this year. The goals must be measurable and meet the student's needs that result from their disability to enable them to be involved in and make progress in Early Childhood Outcomes (ages 3–5) or the Massachusetts Curriculum Frameworks (older students). The goals must meet each of the student's other educational needs that result from their disability. Please include additional goals, as necessary.

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

Annual Goal/Target		Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of this IEP's timeframe?		What measurement will be used to determine whether the goal has been achieved?	How will progress be measured?	How frequently will progress be measured?	Who will monitor progress?
Andrew will increase his decoding and understanding of functional academic, independent living, and career-related text containing two-syllable words (with 90% accuracy).		90% accuracy by May 2024	Curriculum-based measurement	Biweekly (twice a month)	Special Education Teacher
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)					
<ol style="list-style-type: none"> Andrew will accurately read a list of 10 two-syllable functional academic, independent living, and career-related words. Andrew will accurately read a list of 15 two-syllable functional academic, independent living, and career-related words. Given visuals, sentence strips, or graphic organizers, Andrew will sequence the events of work or independent living-related processes. 					

Goal Number: 2	Goal Area: Math			
Baseline (What can the student currently do?): Based on recent classroom and assessment data, Andrew can complete single and multi-step equations involving multi-digit addition with 75% accuracy and single step subtraction with 60% accuracy. He can identify and name the following coins: penny, nickel, dime and quarter. He can identify money symbols, such as cent sign, dollar sign and decimal point. He can convert one denomination of coins into another denomination (such as ten pennies is equal to a dime), with minimal visual prompting. When given a collection of coins and dollars, Andrew can count money up to ten dollars. When given a price, he can round up to the next dollar to determine the amount of money needed to purchase an item.				
Annual Goal/Target	Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	What measurement will be used to determine whether the goal has been achieved?	How will progress be measured?	How frequently will progress be measured?	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)				
1. When given real-world addition and subtraction problems using money, Andrew will independently and accurately calculate the equation with 80% accuracy by January 2024.				
2. When given real-world addition and subtraction problems using money, Andrew will independently and accurately calculate the equation with 90% accuracy by May 2024.				
3. When given a budgeting scenario based on projected income from his career interests, Andrew will correctly solve multi-digit addition and multi-digit subtraction math problems with 80% accuracy by May 2024.				

Goal Number:3	Goal Area: Independent Living				
Baseline (What can the student currently do?): Andrew has limited proficiency at performing household tasks (e.g., laundry, cleaning his room, and cooking) without frequent verbal prompting from an adult. He is only beginning to use a task list to complete such tasks. He has begun to shop for food items, but he has not yet prepared a grocery list or compared costs to a budget. Andrew completes self-care routines with a high level of verbal and visual prompting and has not yet learned to use a daily schedule for completing such routines.					
Annual Goal/Target		Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of this IEP's timeframe?		What measurement will be used to determine whether the goal has been achieved?	How will progress be measured?	How frequently will progress be measured?	Who will monitor progress?
Given instruction in daily living skills and routines, Andrew will demonstrate independent living skills in caring for himself and his environment.		90% accuracy by May 2024	Classroom and community data collection and student self-monitoring report	Biweekly (twice a month)	Transition Specialist and Special Education Teacher
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)					
1. Given a task list, Andrew will perform household tasks over the course of a week, including laundry, house cleaning, and cooking on nine out of ten observed opportunities.					
2. Given adult support with diminishing levels of verbal prompting, Andrew will prepare grocery supply lists, shop for food items, and compare actual costs with what he has budgeted on nine out of ten observed opportunities.					
3. Given a daily schedule, Andrew will engage in self-care routines with minimal prompting, such as practicing good personal hygiene, on nine out of ten observed opportunities.					
Goal Number: 4	Goal Area: Behavior/Social/Emotional				
Baseline (What can the student currently do?): When unexpected changes occur in the school day, Andrew perseverates on the change and has trouble refocusing back to the task. Andrew exhibited this behavior on average seven times per week from September through March, and on average five times per week from March through May. This decrease in his behavior correlates with adjustments made to his behavior intervention plan. Specifically, his team began implementing a warning system so he was aware of changes before they occurred. However, there are multiple changes that occur each day that cannot be predicted, so Andrew's team will implement additional calming strategies and measure his progress with this goal.					

Annual Goal/Target		Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of this IEP's timeframe?		What measurement will be used to determine whether the goal has been achieved?	How will progress be measured?	How frequently will progress be measured?	Who will monitor progress?
Andrew will implement calming strategies to help him refocus back to tasks after unexpected events.		80% implementation by May 2024	Classroom data collection	Once per month	Special Education Teacher
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)					
<ol style="list-style-type: none"> 1. After an unexpected event occurs, Andrew will request a short break before orienting himself back on task during four out of five observed opportunities. 2. Andrew will utilize deep breathing to regain composure when he is dysregulated from an unexpected event during four out of five observed opportunities. 3. Andrew will refer to his schedule and classroom checklists to help reorient himself back to the rest of the school day during four out of five observed opportunities. 					

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

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

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

SCHEDULE OF PROGRESS REPORTING

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

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

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?

☐ Yes ☒ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

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

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
4 & 5	Behavior/Social/Emotional Parent Consultation	School Counselor	Conference Room or Virtual Meetings	30 minutes x 1 day per 7-day cycle	5/22/2023	5/21/2024
1, 2, 4, 5	Academic Consultation (with Paraprofessional)	Special Education Teacher	Planning Room or Virtual Meetings	30 minutes x 1 day per 7-day cycle	5/22/2023	5/21/2024
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
1, 4, 5	History Inclusion	Special Education Teacher	Academic Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024
1, 2, 4, 5	Career/Vocational Inclusion	Special Education Teacher	Career/Vocational Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024
5	Communication	Speech/Language Pathologist	Academic Classroom	50 minutes x 3 days per 7-day cycle	5/22/2023	5/21/2024
1, 4, 5	Elective Inclusion (PE/Health, Art)	Special Education Teacher	Elective Classrooms and Gymnasium	50 minutes x 3 days per 7-day cycle	5/22/2023	5/21/2024
1, 4, 5	Elective Inclusion (PE/Health, Art)	Paraprofessional	Elective Classrooms and Gymnasium	50 minutes x 3 days per 7-day cycle	5/22/2023	5/21/2024
C. Special Education and Related Services in Other Settings (Direct Service)						
1	Reading	Special Education Teacher	Special Education Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024
2	Math	Special Education Teacher	Special Education Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024
3	Independent Living	Transition Specialist	Special Education Classroom	50 minutes x 6 days per 7-day cycle	5/22/2023	5/21/2024

TRANSPORTATION SERVICES

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

☒ The student requires transportation supports and/or services as a related service.

☒ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions: Bus monitor and preferential seating at the front of the bus.

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

☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

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

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

☒ Yes ☐ No

If yes, what are the student's disability-related needs that require a different schedule?

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

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

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

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

SERVICE DELIVERY FOR EXTENDED SCHOOL YEAR SERVICES

Describe the specially designed instruction, related services, and supports that the student needs to avoid substantial regression during summer break and to continue to make effective progress.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						
1	Reading	Special Education Teacher	Special Education Classroom	45 minutes x 5 days per week per 5-day cycle	7/3/2023	8/18/2023
2	Math	Special Education Teacher	Special Education Classroom	45 minutes x 5 days per week per 5-day cycle	7/3/2023	8/18/2023
3	Independent Living	Transition Specialist	Special Education Classroom	60 minutes x 5 days per week per 5-day cycle	7/3/2023	8/18/2023

Extended School Year Transportation Services

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

☒ The student requires transportation supports and/or services as a related service.

☒ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions: Bus monitor and preferential seating at the front of the bus.

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

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

☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

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

ADDITIONAL INFORMATION

Record other IEP information not previously stated (e.g., information about the student that is important to know but is not addressed through IEP goals and services).

RESPONSE SECTION

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

Name and role of LEA representative:	Mrs. Francine Abate	Signature:		Date:	5/21/2023
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Response from parent(s) or student who has reached the age of majority with decision-making rights:

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

☒ I accept this IEP as developed.

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

☐ I reject this IEP as developed.

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

Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over**

Date:

5/21/2023

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

Meeting Request

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

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

<i>Student's Vision (ages 3-13)</i>	
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.
<i>Additional Team Vision Ideas</i>	
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.

Briefly describe current performance. Check all that apply:	Strengths, interest areas and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
<ul style="list-style-type: none">✓ English Language Arts✓ History and Social Sciences✓ Math✓ Science, Technology and Engineering <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 task 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

Briefly describe current performance. Consider the use of positive behavioral interventions and supports, and other strategies, to address behavior that impedes learning.	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities
<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>
Bullying Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development, students vulnerable to bullying, harassment or teasing, and students with autism.	Specify how these needs, if any, will be addressed in the IEP.	
<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/i, b/gr, dw/fi, 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>Additional Areas, As Applicable (Such as activities of daily living, health, hearing, motor, sensory, and vision) Briefly describe current performance and any applicable documentation. Please note that parent(s) are only asked to share health information voluntarily.</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.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations	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 (wiggly 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.

	Content	Instruction	Student Output
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.

Goal Number: 1	Goal Area: Social/Emotional/Behavior			
Baseline (What can the student currently do?): Nia can correctly identify one ("happy") out of five feelings.				
Annual Goal/Target	Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	What measurement will be used to determine if the goal has been achieved?	How will progress be measured?	How frequently will progress be measured?	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
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				
1) Nia will correctly identify faces that show happy and sad. 2) Nia will correctly identify faces that show happy, sad, and mad. 3) Nia will correctly identify faces that show happy, sad, mad, and excited.				

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.

Goal Number: 2	Goal Area: Communication			
Baseline (What can the student currently do?): Nia is currently able to use functional language with her peers and adults in 2-word requests.				
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 if 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?
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
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				
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. 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. 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.				

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.

Goal Number: 3	Goal Area: Communication			
Baseline (What can the student currently do?): Nia will be able to produce developmentally appropriate sounds in single-word and short phrases.				
Annual Goal/Target	Criteria	Method	Schedule	Person(s) Responsible
What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	What measurement will be used to determine whether the goal has been achieved?	How will progress be measured?	How frequently will progress be measured?	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
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				
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.				
2. Nia will produce /f, b, d, v/ in initial position of words in single words and short phrases using placement strategies.				
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.				
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.				

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.

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
A. Consultation (Indirect Services to School Personnel and Parents)						
2 & 3	Consultation	SLP	General Education Classroom	1x30 min/month	05/25/2023	05/24/2024
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
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
C. Special Education and Related Services in Other Settings (Direct Service)						
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
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						
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:

Date: 5/25/2023

Response from parent(s) or student who has reached the age of majority with decision-making rights:

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

☒ I accept this IEP as developed.

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

☐ I reject this IEP as developed.

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

Signature of Parent(s), Guardian, Educational Surrogate Parent, or Student 18 and Over**

Date: 5/25/2023

**** 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.

Massachusetts DESE Individualized Education Program (IEP)

Student Name: _____ Student ID: _____

IEP Dates: From _____ To _____

STUDENT AND PARENT CONCERNS

(For the purposes of special educational decision-making, "parent" shall mean father, mother, legal guardian, person acting as a parent of the child, foster parent, or educational surrogate parent appointed in accordance with federal law.)

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

STUDENT AND TEAM VISION

Student's Vision (ages 3–13)

This year, I want to learn:

By the time I finish (circle one: elementary or middle school), I want to:

Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)

While I am in high school, I want to:

After I finish high school, my education or training plans are:

After I finish high school, my employment plans are:

After I finish high school, my independent living plans are:

Additional Team Vision Ideas

In response to the student's vision, this year:

In response to the student's vision, in 5 years:

STUDENT PROFILE

The student is identified as having the following disability or disabilities. Include all that apply.

- ☐ Autism
- ☐ Communication Impairment
- ☐ Developmental Delay (ages 3–9)
- ☐ Emotional Impairment

- ☐ Health Impairment
- ☐ Intellectual Impairment
- ☐ Neurological Impairment
- ☐ Physical Impairment

- ☐ Sensory Impairment
 - ☐ Hearing
 - ☐ Vision
 - ☐ Deaf-Blind
- ☐ Specific Learning Disability

English Learner

Has the student been identified as an English learner?

- ☐ Yes ☐ No

If yes, describe the student's English Learner Education program, English as a Second Language services, and progress toward English language proficiency benchmarks:

Identify any language needs and consider how they relate to the student's IEP:

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

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ACADEMICS

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

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

Briefly describe current academic performance. Check all that apply: <input type="checkbox"/> English Language Arts <input type="checkbox"/> History and Social Sciences <input type="checkbox"/> Math <input type="checkbox"/> Science, Technology, and Engineering	Strengths, interest areas, and preferences	Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Autism-Specific Question: Does the student have needs resulting from the disability that impact progress in the general curriculum, including social and emotional development (e.g., organizational support, generalizing skills, practicing skills in multiple environments)?

☐ Yes ☐ No

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

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

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

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

Bullying		
Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.		Specify how these needs, if any, will be addressed in the IEP.

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

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

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: COMMUNICATION

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

Does the student require the use of augmentative and alternative communication (AAC)? Consider any AAC needs for non-speaking students or those with limited speech.

☐ Yes ☐ No

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

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

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

☐ Accommodations/Modifications
☐ Goals/Objectives

☐ Services Delivery Grid
☐ Additional Information

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

☐ Yes ☐ No

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

☐ Accommodations/Modifications
☐ Goals/Objectives

☐ Services Delivery Grid
☐ Additional Information

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: ADDITIONAL AREAS

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

Deaf or Hard of Hearing

☐ The student is deaf or hard of hearing, and their language and communication needs will be addressed in the following section(s) of the IEP:

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

Blind or Visually Impaired (including Cortical Visual Impairment)

☐ Braille is needed and will be addressed in the following section(s) of the IEP:

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

☐ Screen readers or other assistive technology are needed and will be addressed in the following section(s) of the IEP:

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

☐ Orientation and mobility services are needed and will be addressed in the following section(s) of the IEP:

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

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
Education/training		
Employment		
Community experiences/postschool independent living, if applicable		

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

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

Projected date of graduation/program completion:	
Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):	

Planned Course of Study

What requirements does the student need to meet to receive the type of completion document above? What is the student's planned course of study?

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

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

COMMUNITY AND INTERAGENCY CONNECTIONS

Agency	Description of Support Provided	Role and contact information of school staff who will be the liaison to the agency

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

On what date was the student provided with the notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

On what date was the parent(s) provided with notice of transfer of rights and a copy of procedural safeguards concerning special education rights?

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

DECISION-MAKING OPTIONS FOR STUDENT*

Complete for student who has turned 18. Please indicate the decision-making option that the student or court-appointed legal guardian has selected:

- ☐ The student will make their own educational decisions.
- ☐ The student will share decision-making with their parent, caregiver, or other adult.
Individual with whom the student will share decision-making: _____
- ☐ The student has delegated decision-making to their parent, caregiver, or other adult.
Individual to whom the student has delegated decision-making: _____
- ☐ A court has appointed a legal guardian for the student who will make educational decisions.
Name of court-appointed legal guardian: _____

Date of determination: _____

TRANSITION TO ADULT SERVICE AGENCY OR AGENCIES—688 REFERRAL

Is the student within 2 years of exiting special education services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, has the Team discussed whether the student meets the criteria for a 688 referral?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has a 688 referral been submitted for this student?	<input type="checkbox"/> Yes (If so, date the 688 referral was submitted: _____)* <input type="checkbox"/> No (If so, date the 688 referral will be submitted: _____)* <input type="checkbox"/> The Team has determined that the student does not meet the criteria for a 688 referral.
If yes, please identify the agency to which referral was made:	

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

ACCOMMODATIONS AND MODIFICATIONS

Accommodations: List the accommodations the student needs to make progress in the areas of academic achievement and functional performance. Leave blank any boxes that are not appropriate for the student.

	Presentation of Instruction The way information is presented.	Response The way the student responds.	Timing and/or Scheduling The timing and scheduling of the instruction.	Setting and/or Environment The characteristics of the setting.
Classroom accommodations				
Nonacademic settings (lunch, recess, etc.)				
Extracurricular activities				
Community/workplace				

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

	Content	Instruction	Student Output
Classroom modifications			
Nonacademic settings (lunch, recess, etc.)			
Extracurricular activities			
Community/workplace			

STATE AND/OR DISTRICTWIDE ASSESSMENT/ALTERNATE ASSESSMENT

Identify the state or districtwide assessments planned during the IEP period. Consider MCAS (Grades 3–12), ACCESS (Grades K–12), etc.

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

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

Please indicate which testing accommodations the student requires:

English Language Arts	Math	Science	Other

- ☐ 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 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 meet each of the student's other educational needs that result from their disability. Please include additional goals as necessary.

Goal Number:	Goal Area:			
Baseline (What can the student currently do?):				
Annual Goal/Target What skill(s) will the student be expected to attain by the end of this IEP's timeframe?	Criteria What measurement will be used to determine whether the goal has been achieved?	Method How will progress be measured?	Schedule How frequently will progress be measured?	Person(s) Responsible Who will monitor progress?
Short-term objectives and/or benchmarks (intermediate steps between the baseline and the measurable annual goal)				

SCHEDULE OF PROGRESS REPORTING

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

--

PARTICIPATION IN THE GENERAL EDUCATION SETTING

Can the student's educational needs be met in the general education setting, with or without the use of supplementary aids and services?
☐ Yes ☐ No

If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.

SERVICE DELIVERY

Include specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Consider providing services in general education settings before considering other options.

Goal Number(s)	Type of Service	Provided by List job title	Location	Frequency/Duration __ x __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

TRANSPORTATION SERVICES

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

☐ The student requires transportation supports and/or services as a related service.

☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

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

☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

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

SCHEDULE MODIFICATION

Does the student require a different duration to their school program, including the length of their day or year so that they can receive a free appropriate public education?

☐ Yes ☐ No

If yes, what are the student's disability-related needs that require a different schedule?

If 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 __ x __ minutes per __ - day cycle	Start Date	End Date
A. Consultation (Indirect Services to School Personnel and Parents)						
B. Special Education and Related Services in General Education Classrooms (Direct Service)						
C. Special Education and Related Services in Other Settings (Direct Service)						

Extended School Year Transportation Services

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

☐ The student requires transportation supports and/or services as a related service.

☐ Student will be transported on a **regular** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

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

☐ Student will be transported on a **special** transportation vehicle with the following assistance, attendants, modifications, and/or specialized equipment and precautions:

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

ADDITIONAL INFORMATION

Record other IEP information not previously stated (e.g., information about the student that is important to know but is not addressed through IEP goals and services).

RESPONSE SECTION

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

Name and role of LEA representative:

Signature:

Date:

Response from parent(s) or student who has reached the age of majority with decision-making rights:

It is important 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).

Office of the Superintendent
FAIRHAVEN PUBLIC SCHOOL DISTRICT

ADMINISTRATIVE CENTER
 128 Washington Street
 Fairhaven, MA 02719

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Tara M. Kohler
Superintendent of Schools

Mark L. Balestracci
Assistant Superintendent of Schools

Nicole V. Potter
School Business Manager

Tanya L. Dawson
Director of Student Services

May 8, 2024

To: Fairhaven School Committee
From: Tara Kohler, Superintendent of School

Re: Proposed 24-25 School Committee Meeting Dates

Below are the proposed 24-25 School Committee meeting dates for your consideration.
Please note all dates are on a Wednesday (except for Saturday, May 3rd)

August 14, 2024	February 26, 2025
September 11, 2024	March 12, 2025
September 25, 2024	March 26, 2025
October 16, 2024	April 9, 2025
November 13, 2024	April 30, 2025
December 18, 2024	May 3, 2025 – if needed
January 8, 2025	May 14, 2025
January 22, 2025	June 11, 2025
February 12, 2025	June 25, 2025 – if needed