

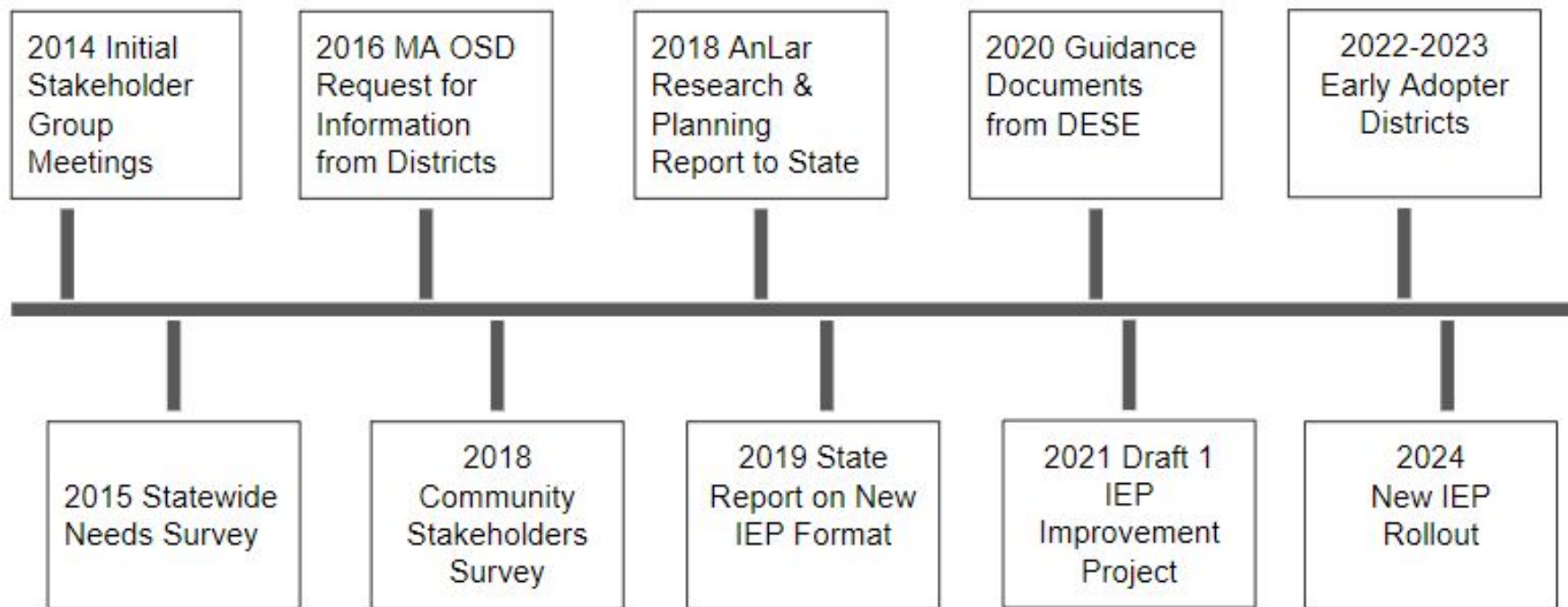
# The New IEP

**Marblehead Public Schools**  
**10/01/2024**





# New IEP Project Timeline

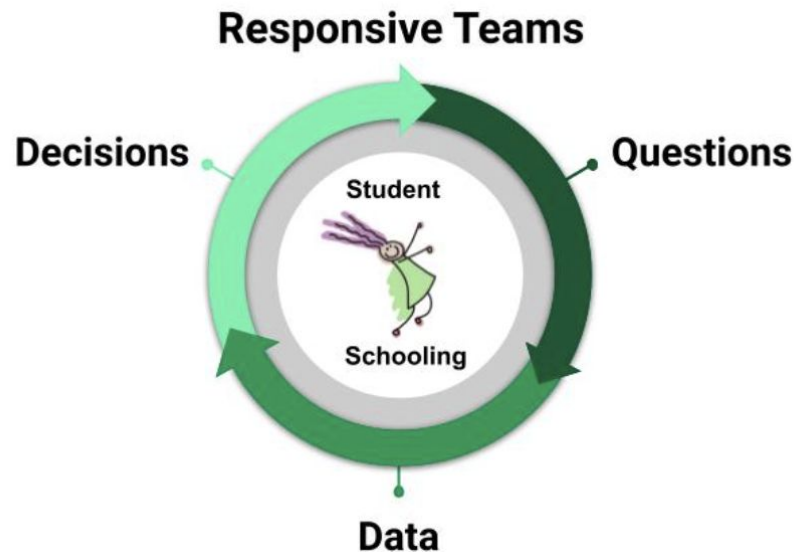


# DESE Founding Principles of The New IEP



- Student Centered
- Stakeholder Voice
- Data Driven Decision Making

*The Goal of the New IEP Process is **Collaboration**. Every IEP Team is made up of Multidisciplinary Experts with knowledge about the Educational Needs of the Student. Responsive Team are Collaborative, Recognize All Stakeholders, and Engage in Shared Responsibility for providing a High Quality Education to every Learner.*





<b>IEP Components</b>	<b>IEP 2023</b>	<b>IEP 2001</b>
<b>Student Centered Approach</b>	This is a more student-centered approach, encouraging students to have a greater say in their educational goals and decisions.	2001 IEPs often took a more institution-centered approach with decreased emphasis on the active involvement of the student in the Team process.
<b>Inclusive Education</b>	A stronger emphasis on inclusive practices aims to include students with disabilities on the Least Restrictive Environment (LRE), promoting a more inclusive and equitable learning environment.	The wording was more focused on why the student wasn't accessing general education
<b>Collaborative Team</b>	Collaboration among all stakeholders, including students, is increasingly emphasized, with more structured processes for team meetings and data driven decision-making reflective of all members of the team.	Collaboration between parents, educators, and specialists was important but lacked the current structures for consistent facilitation of collaborative practices.
<b>Data-Driven Decision-Making</b>	There is a stronger emphasis on using data to inform decisions, assess student progress, and make necessary adjustments to the educational plan.	While data has always been a part of the IEP process, the 2001 document lacked the current and consistent structures to promote clear data-driven decisions with regular progress monitoring.
<b>Transition Planning</b>	By imbedding the Transition planning form in the IEP there is an increased focus on the legal requirement for Transition planning for all students ages 14 and older, encompassing a broader range of post-secondary options, including vocational training, employment, and independent living skills.	The transition planning form was not part of the IEP.
<b>Technological Integration</b>	Integration of technology for communication, data tracking, and accessibility is increasingly common in IEP process.	Technology was not specifically named in the old IEP.

# Components and Order of the New IEP

2023 IEP Form	2001 Form
Student and Parent Concerns	Parent and/or Student Concerns 1
Student and Team Vision	Vision Statement 3
Student Profile	Student Strengths and Key Evaluation Results Summary 2
Present Levels of Academic Achievement and Functional Performance	Present Levels of Educational Performance 4
Post Secondary Transition Planning	Transition Planning Form
Accommodations and Modifications	Present Levels of Educational Performance 4
State and/or Districtwide Assessment/Alternate Assessment	State or Districtwide Assessment 10
Measurable Annual Goals	Current Performance Levels/ Measurable Goals 5
Participation in the General Education Setting	Non-Participation Justification 7
Service Delivery	Service Delivery 6
Transportation Services	Transportation Services 9
Schedule Modification	Schedule Modification 8
Service Delivery for Extended School Year Services	Service Delivery 6
Extended School Year Transportation Services	Transportation Services 9
Additional Information	Additional Information 11





# The New IEP

# Student and Team Vision



## 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:

# Transition Planning



## 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.

<b>Postsecondary Transition</b> 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:

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





### 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

### 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



# How Many Accommodations Do You Need?



# Accommodations and Modifications



## ACCOMMODATIONS AND MODIFICATIONS

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

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

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

# Goals



## MEASURABLE ANNUAL GOALS

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

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

## SCHEDULE OF PROGRESS REPORTING

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

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# Service Delivery Grid



## 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
<b>A. Consultation (Indirect Services to School Personnel and Parents)</b>						
<b>B. Special Education and Related Services in General Education Classrooms (Direct Service)</b>						
<b>C. Special Education and Related Services in Other Settings (Direct Service)</b>						

# Extended School Year



## 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
<b>A. Consultation (Indirect Services to School Personnel and Parents)</b>						
<b>B. Special Education and Related Services in General Education Classrooms (Direct Service)</b>						
<b>C. Special Education and Related Services in Other Settings (Direct Service)</b>						

### 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):

# Other forms will have stylistic changes such as the N1 and the Eligibility Flowchart



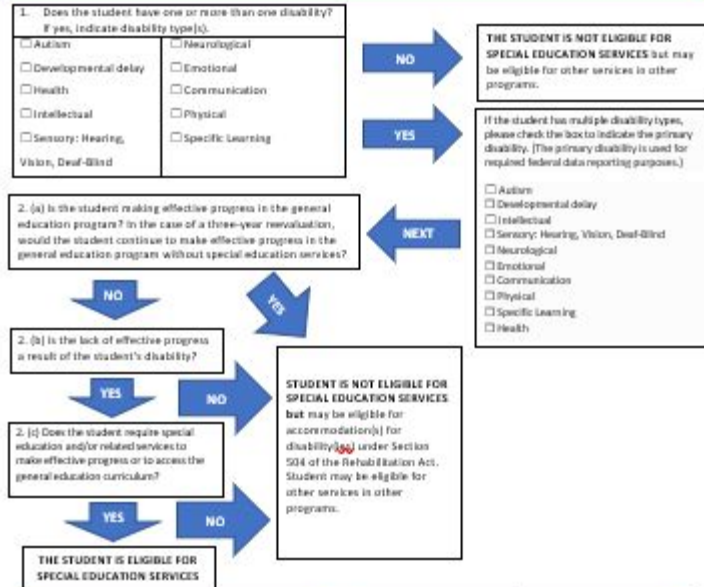
District Name: \_\_\_\_\_  
 District Contact (Name, Phone, Email): \_\_\_\_\_

## Special Education Eligibility/Initial and Reevaluation Determination

Date: \_\_\_\_\_

Student Information	
Student Name: _____	Student Date of Birth: _____
Student ID#: _____	Grade Level: _____

### A. Proceed through the flowchart until an eligibility determination is reached.



**B. Answer this question for ALL students**

Is the parent satisfied with the school evaluation?

Yes

No → Discuss Extended Evaluation and rights to an Independent Education Evaluation.

**C. Key Evaluation Findings and/or next steps**

# Areas of Focus Moving Into Changes From The New IEP



- **Student** centered
- **Strengths** based
- **Vision** (and transition planning) to drive the areas of focus
- Evaluations should be a high level summary of the **strengths and areas of need** (3-5 minutes each)
- The majority of the meeting should be focused on **IEP development**



# What Doesn't Change?



- This is still a collaborative process focused on student growth.
- We want to work with parents/guardian's to support students.
- Data Driven Decision Making
- IEP services will not start until the parent/guardian signs and accept the IEP.
- All of the timelines remain the same.



# How Do We Support The Changes for the New IEP?

# 3 Focus Areas



- 1) Student Strengths Based Approach
- 2) Compliance
- 3) Parent/Guardian Communication and Connection

# Student Strengths Based Approach

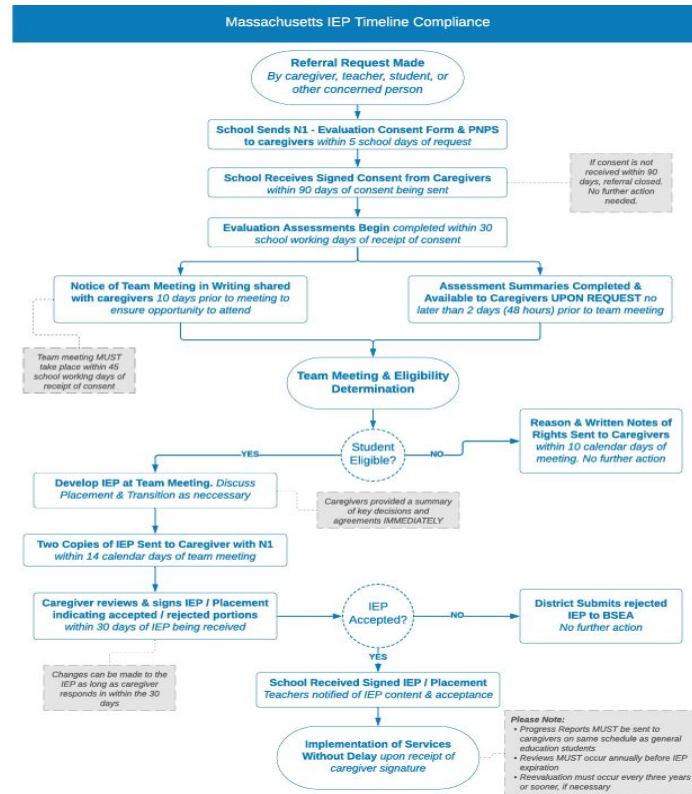


- How we report out: evaluation meeting will be summarized starting with areas of strength
- Focusing on Least Restrictive Environment (LRE) for all students
- Meaningful inclusion
- Writing goals using the new IEP and data collection methods which will give us the ability to report out data driven positive growth and continued areas of growth based
- Vertical alignment of programming to support LRE and growing student areas of strength and level of independence

# Compliance



- Meeting Trackers used by team chairs, special education secretaries, and district administrators to meet all timelines (annual, initial, reevaluation, ect.)
- New systems for compiling all relevant information before, during, and after a team meeting
- Missed Service Tracking Systems and Communication to Families
- District Administrators holding weekly meetings with Team Chairs to ensure compliance and consistent practices
- Team Chairs holding weekly meetings with Special Education Staff to review compliance and consistent practices



# Parent/Guardian Connection and Communication



- Clear, consistent, and transparent communication to families
- Email sent from case manager at the start of the school year to all parent/guardians welcoming them and listing the members of the student's team
- Email from Team Chair Introducing themselves
- Student Services Newsletters
- Family survey available to give feedback on success or concerns after team meetings (find the link in Student Services Newsletter and email signature of special education administrators)
- Consistent practices by the district in team meetings so families know what to expect (agenda and supporting parents through the new order of the new IEP)
- LisaMarie and Victoria will be holding office hours to parents to sign up
- Continuing a positive relationship with SEPAC
- Parent/Guardian Nights, twice a year, presentations, answering questions, ect.



Questions?