



# NEW IEP FORM AND FOCUS

*A Collaboration between Springfield  
Parent Academy and Special Education  
Parent Advisory Council*

*Spring 2024*

*Presented by Dr. Marisa McCarthy and  
Ms. Patti Burns*

# Agenda

- Introduction to the New IEP
- Review the importance of student and family voice in the IEP
- Prepare for your first Team meeting with the New IEP
- Questions

# What Do These Things Have in Common?

Nokia 1100



MA IEP 1-8

State of Massachusetts  
Office of Education  
Special Education Services Bureau

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**Individualized Education Program**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Local Education Agency: \_\_\_\_\_

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Special Education Services Bureau  
Office of Special Education Programs  
100 State Street, Room 3000, Boston, MA 02109

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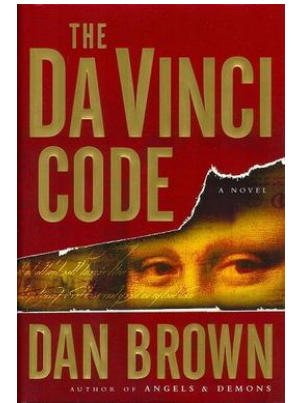
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Individualized Education Program  
Date: \_\_\_\_\_

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The DaVinci Code



# The New IEP

MA has not had a new IEP form since 2001

- Is a new form – it is not a new process
- 2024-2205 Implementation



# Areas of Focus for Improved IEP Form

Family and  
student voice

Form  
documents  
process

Least  
Restrictive  
Environment

Integrated  
transition  
planning

Accessibility of  
language



The new IEP offers an opportunity for increased student voice!



Page 1  
Student and  
Parent  
Concerns  
Student and  
Team Vision

Home Tools Massachusetts D... x

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?

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**STUDENT AND TEAM VISION**

<b>Student's Vision (ages 3–13)</b>	
This year, I want to learn:	
By the time I finish (circle one: elementary or middle school), I want to:	
<b>Student's Vision/Postsecondary Goals (required for ages 14–22, may be completed earlier if appropriate)</b>	
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:	
<b>Additional Team Vision Ideas</b>	
In response to the student's vision, this year:	
In response to the student's vision, in 5 years:	

# Student and Parent Concerns New Form vs. Current Form



## Massachusetts DESE Individualized Education Program (IEP)

### STUDENT AND PARENT CONCERNS

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

### STUDENT AND TEAM VISION

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

After I finish high school, my employment plans are:

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#### *Additional Team Vision Ideas*

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

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

## Individualized Education Program

IEP Dates: from \_\_\_\_\_ to \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_ Grade/Level: \_\_\_\_\_

### Parent and/or Student Concerns

What concern(s) does the parent and/or student want to see addressed in this IEP to enhance the student's education?

### Student Strengths and Key Evaluation Results Summary

What are the student's educational strengths, interest areas, significant personal attributes and personal accomplishments?

What is the student's type of disability(ies), general education performance including MCAS/district test results, achievement towards goals and lack of expected progress, if any?

### Vision Statement: What is the vision for this student?

Consider the next 1 to 5 year period when developing this statement. Beginning no later than age 14, the statement should be based on the student's preferences and interest, and should include desired outcomes in adult living, post-secondary and working environments.



# Elementary Student and Team Vision

- **This year I want to learn:**
  - **PreK student: Nia wants to learn to dance, color and play outside.**
- **By the time I finish elementary school, I want to:**
  - **PreK student: Nia wants to go to big kid school after she finishes her preschool program.**
- **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.**

# Secondary Student and Team Vision

- **While I am in high school, I want to:**
  - **High School student: Andrew stated 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 training plans are:**
  - **Currently Andrew is most interested in 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 finished high school. While he is in high school, he would like to experience those careers."**
- **In response to the student's vision in 5 years:**
  - **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.**

# Elementary Student and Team Vision

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# Springfield Student Vision Samples

- **This year I want to learn:**
  - **3<sup>rd</sup> grader: I want to learn how to do double digit math. I want to calm myself down better.**
- **By the time I finish elementary school, I want to:**
  - **3<sup>rd</sup> grader: I want to walk to Forest Park Middle and do after school science projects.**
- **This year I want to learn:**
  - **4<sup>th</sup> grader: I want to do good on MCAS and I want to be on safety patrol.**
- **By the time I finish elementary school, I want to:**
  - **4<sup>th</sup> grader: I want to go to Conservatory of the Arts and play the guitar in a group and learn how to read music and novels with hundreds of pages.**

# Let's Prepare for your First Team Meeting with the New IEP

1

Take out the blank IEP and turn to page one

- Student and Team Vision

2

Think about your student

- Fill in the section with what you think they will want to learn in the upcoming year

3

Think about yourself

- Fill in the section with what you would like your student to learn this year

Name \_\_\_\_\_

### Student Interest Survey

What do you like to do at recess?

Playground



Soccer



Frisbee



What is your favorite part about school?

Math



Reading



Writing



What do you like to do at home?

Watch T.V.



Play outside



Draw



Name \_\_\_\_\_

### Student Interest Inventory

Read each question and circle the face that shows how you feel.

1. How do you feel about school?



2. Do you like to read?



3. Do you like to write?



4. How do you feel about math?



5. How do you feel about social studies?



6. How do you feel about science?



7. Do you enjoy music?



8. Do you enjoy art?



9. What are your strengths? \_\_\_\_\_

10. What would you like help with? \_\_\_\_\_

### How do You Like to **LEARN**

1. How do you like to work?



2. Where do you like to work?



3. I like to try new things.

YES

NO

4. I feel safe asking for help.

YES

NO

5. I feel bad if I don't know something.

YES

NO



# Student Interest Inventory

Name \_\_\_\_\_  
 Nickname: \_\_\_\_\_  
 Birthday: \_\_\_\_\_ Age: \_\_\_\_\_  
 Favorite Hobbies or Sports: \_\_\_\_\_  
 Favorite Book(s): \_\_\_\_\_  
 Favorite School Subject: \_\_\_\_\_  
 Something special about you: \_\_\_\_\_

Put a check mark next to the things you like to do in math:

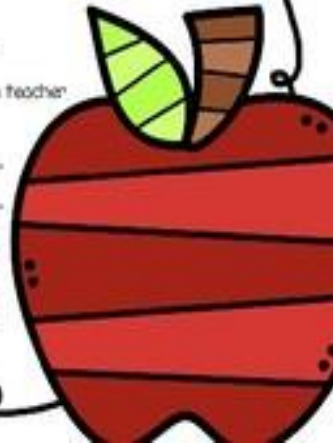
- \_\_\_ word problems
- \_\_\_ practice on dry erase boards
- \_\_\_ work problems on the board in front of the class
- \_\_\_ math projects
- \_\_\_ math on the computer
- \_\_\_ work on math in groups
- \_\_\_ work on math by myself
- \_\_\_ work on math with a partner
- \_\_\_ complete math worksheets
- \_\_\_ learn in a small group with the teacher

Do you work on math at home?

If so, what do you do?

What is one thing you want me to know about you?

@Phat is the Middle



## Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.

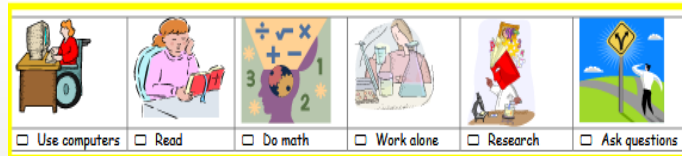
**Step 1:** Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

### Realistic: The Doer



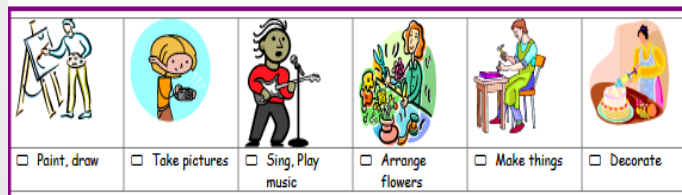
Total Checked \_\_\_\_\_

### Investigative: The Thinker



Total Checked \_\_\_\_\_

### Artistic: The Creator



Total Checked \_\_\_\_\_

## GOALS & DREAMS *and a better me!*

Three things I want to accomplish in a day/year:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I will spend **MORE TIME**

I will spend **LESS TIME**



I can accomplish these goals by...

I want to learn \_\_\_\_\_  
 I'd like to go \_\_\_\_\_  
 I want to try \_\_\_\_\_

# Attendance Matters

- Chronic absenteeism can impact a student's academic, social, and emotional progress
- If your student is frequently absent:
  - Collaborate with the school to develop a plan of support and/or re-engagement
  - Meet with the IEP Team to review their program and discuss options
- The school is here to support you – we are a team for your student!

# Resources

- Springfield Special Education Department
  - [https://www.springfieldpublicschools.com/departments/pupil\\_services/parent\\_information](https://www.springfieldpublicschools.com/departments/pupil_services/parent_information)
- Federation for Children with Special Needs
  - <https://fcsn.org/new-iep/>
- MA Department of Elementary and Secondary Education
  - <https://www.doe.mass.edu/sped/improveiep>

# Future Meetings

- **Parent Academy: New IEP Form**
  - April 25<sup>th</sup> Rebecca Johnson Elementary, 5-6
  - May 2<sup>nd</sup> Brightwood/Lincoln Elementary, 5-6
  - June 6<sup>th</sup> South End Middle School, 5-6
- **Special Education Parent Advisory Council (SEPAC)**
  - Autism Supports for Home and Schools
  - May 6th, Zoom, 5-6
  - <https://springfieldpublicschools.zoom.us/j/81011101000>

Thank you!

Next Special Education Parent Advisory Council Session for interested individuals is XXXXX