

IEP Improvement Project

Presentation for the
Norwood Public Schools
School Committee

December 20, 2023



Welcome & Introductions

Norwood Team



From left to right:

Kate Dave, Assistant Director of Special Education

Lori Cimeno, Director of Student Services

Karen Milch, Assistant Director of Out of District

Improved IEP project steps to date...

Administration Team attended DESE Train the Trainer in Waltham, MA on October 16, 2023

Special Education Department met on November 7th professional development day to review the new document.

Schedule of meetings set for year; focused on new IEP implementation

ASPEN Users Group - early adopter group

Special Education new IEP training schedule

Date Elem	Date CMS	Date NHS	Training Schedule	Type of Meeting
11/7/2023 AM	11/7/2023 PM	11/7/2023 PM	New IEP Introduction	In-person
12/20/2023	12/21/2023	12/20/2023	Technical v. Adaptive Change	Virtual
2/28/2024	1/30/2024	1/22/2024	Data Collection	Virtual
4/24/2024	4/23/2024	4/22/2024	Family Engagement	Virtual
N/A	3/19/2024	3/18/2024	Post-Secondary	Virtual
1/23/2024	1/23/2024	1/23/2024	Connections	In-person
1/2/2024 AM	1/2/2024 AM	1/2/2024 AM	ASPEN	In-Person
2/7/2024 PM	2/7/2024 PM	2/7/2024 PM	Behavior - Maladaptive Behavior v. Emotional disability	In-Person

Learning Objectives

Staff members will...

- Understand the **technical changes** to new IEP form, in relation to existing form(s), systems, policies, and guidance.
- Identify & increase **opportunities for adaptive change** that result in effective and efficient collaboration between general educators, special educators, related service providers, parents, and students to support students eligible for special education.
- Learn **how to implement the new IEP in Norwood.**

New IEP Form

What Do These Things Have in Common?

Nokia 1100



MA IEP 1-8

Section 150C, Mass. Regs.
Section 17, Mass. Admin. Code
Section 17, Mass. Code of Regulations

Individualized Education Program

IEP Number: _____ to _____
TAXP/Name: _____ Date: _____ Location: _____

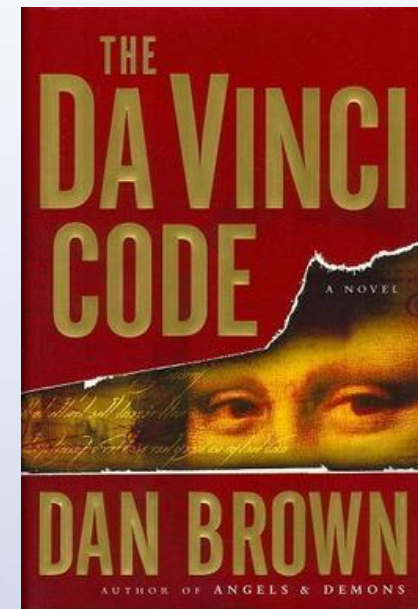
**Section 150C, Mass. Regs.
Section 17, Mass. Admin. Code
Section 17, Mass. Code of Regulations**

State, District and/or Suburban Goals, Objectives, and/or Performance Indicators
What are the measurable goals, objectives, and/or performance indicators?
What are the measurable goals, objectives, and/or performance indicators?
What are the measurable goals, objectives, and/or performance indicators?

Other General Information
What other information is relevant to this IEP?
The information should be based on the student's needs and strengths.
What other information is relevant to this IEP?

Individualized Education Program
Student Name: _____ Date: _____
Section 150C, Mass. Regs.
Section 17, Mass. Admin. Code
Section 17, Mass. Code of Regulations Page 1 of 8

The DaVinci Code



IEP Project Goals

To **improve outcomes** for all students with disabilities by providing guidance, technical assistance, and tools on **equitable processes** to school and district professionals, families, and students so that all students with disabilities have **meaningful access** to the curriculum frameworks and life of the school.

Areas of Focus for Improved IEP Form

Family and
student voice

Form
documents
process

Least
Restrictive
Environment

Integrated
transition
planning

Accessibility of
language

Components of new IEP form

Student and Team Vision

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?

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.

<input type="checkbox"/> Autism	<input type="checkbox"/> Health Impairment	<input type="checkbox"/> Sensory Impairment
<input type="checkbox"/> Communication Impairment	<input type="checkbox"/> Intellectual Impairment	<input type="checkbox"/> Hearing
<input type="checkbox"/> Developmental Delay (ages 3–9)	<input type="checkbox"/> Neurological Impairment	<input type="checkbox"/> Vision
<input type="checkbox"/> Emotional Impairment	<input type="checkbox"/> Physical Impairment	<input type="checkbox"/> Deaf-Blind
		<input type="checkbox"/> 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

The Gift of the Present



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

<p align="center">Bullying</p> <p>Describe any disability-related skills and proficiencies the student needs in order to avoid and respond to bullying, harassment, or teasing. This section must be completed for students who have a disability that affects social skills development; students vulnerable to bullying, harassment, or teasing; and students with autism.</p>		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"/> Goals/Objectives	<input type="checkbox"/> Services Delivery Grid <input type="checkbox"/> Additional Information
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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE: 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:

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

<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: ADDITIONAL AREAS

<p>Additional Areas, as Applicable (such as activities of daily living, health, hearing, motor, sensory, and vision)</p> <p>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><i>Deaf or Hard of Hearing</i></p>		

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

Post-Secondary 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.

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
 Goals/Objectives

- Services Delivery Grid
 Additional Information

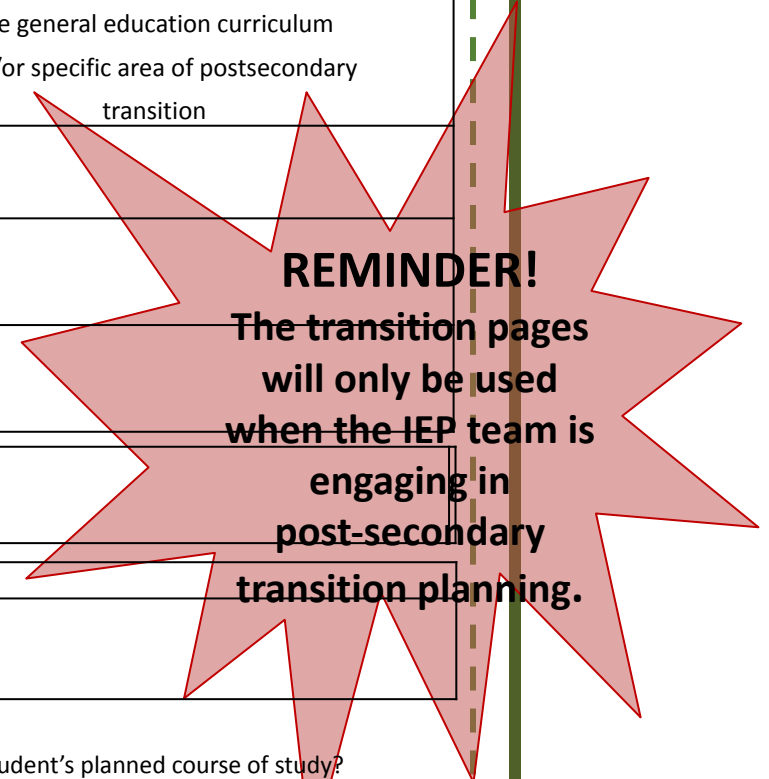
Projected date of graduation/program completion:
 Projected type of completion document (diploma, certificate of attainment, or other locally defined completion document):

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 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 District Wide Assessments

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.

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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

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 General Education Setting

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/Schedule Modification

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

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.

ESY

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)						

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/Response

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

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

I accept this IEP as developed.

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

I reject this IEP as developed.

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

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

Date:

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

Meeting Request

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

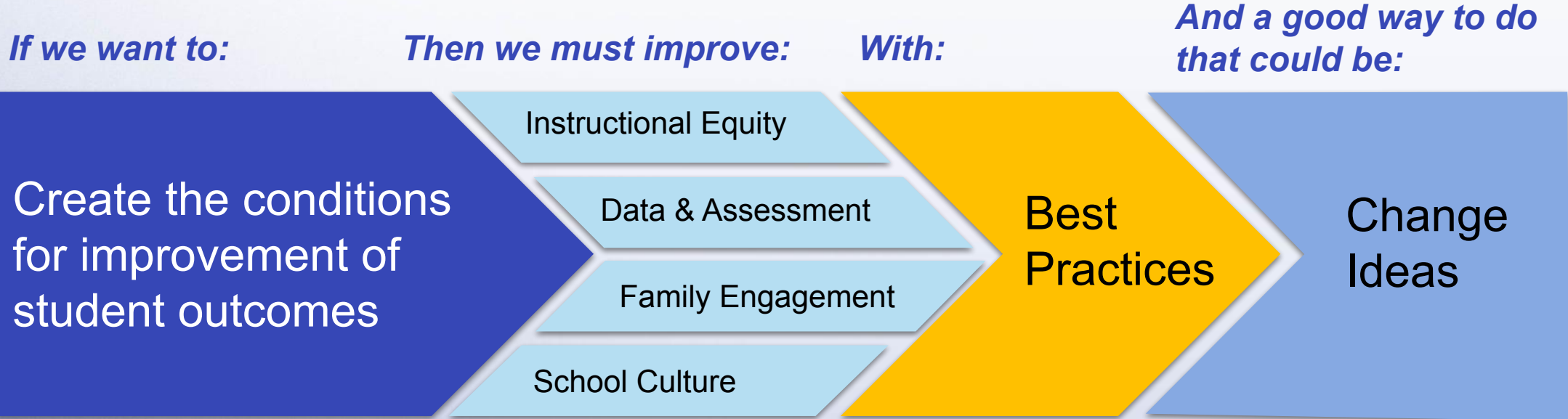
Reflection – IEP Form

As you think about using these forms moving forward...

- What **opportunities** do you see to improve outcomes for students with disabilities?
- What **supports** will you need?



Our theory of improvement



Technical vs. adaptive changes

Technical	Adaptive
Responds to a clear issue or challenge	Responds to a complex issue or challenge
Often involves changing a process or procedure	Often involves changing culture (“hearts and minds”)
Clear path forward with easily defined next steps	No clear path forward or easily defined next steps
Usually requires decisions and action from a defined group of people	Usually requires ongoing input and feedback from a large group of stakeholders

Relationship to the new IEP form

New IEP forms are a **technical change**...

- They will result in changes to school processes and procedures
- They require clearly defined next steps, such as training staff and communicating with families

...but they also provide an **opportunity for adaptive changes** to the culture and practices of the special education system.

Next Steps

- Continue with our training cycles
- Meet with SEPAC to determine date of parent training
- Send letter to all parents regarding the change
- Post links on NPS website to DESE support materials

Questions?

