



AZ-TAS

INDIVIDUALIZED EDUCATION PROGRAMS

Processes and Procedures for Developing IEPs for Students with Disabilities

Exceptional Student Services
July 2012

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GENERAL INFORMATION

The Individualized Education Program (IEP)

34 CFR §300.320

The Individualized Education Program (IEP) is an important written record of the decisions reached by the team members at the IEP team meeting. The purpose of this guide is to provide administrators, teachers, students, parents, and other IEP team members with practical information about the development and implementation of an IEP that is effective and meets the requirements of the Individuals with Disabilities Education Act (IDEA), the Arizona Revised Statutes (ARS), and Arizona Administrative Code (State Board of Education Rules).

Some things to consider when developing IEPs include:

- Each public school student who receives special education and related services under the IDEA must have an IEP.
- The IEP must be developed within thirty days of a determination that a child is eligible for special education and related services.
- An IEP must be in effect for each child with a disability at the beginning of each school year.
- Special education and related services must be made available to the child as soon as possible following the development of the IEP.

This guide is designed for use in conjunction with each public agency's policies and procedures for implementation of a free appropriate public education in the least restrictive environment for children with disabilities. In order to make this task easier, individuals using this AzTAS document will be guided through the IEP process by reviewing the requirements of the law and how they can be addressed on the IEP and by considering suggestions for implementing the requirements.

This document is written as a practical, user-friendly guidebook and contains a sample IEP that includes the IDEA required components and each area that must be "considered" according to the IDEA. Because there is no State-mandated form for IEPs in Arizona, the look of the document will vary from one PEA to another. Many PEAs have chosen to purchase a software program that generates IEPs and other special education documents. As long as all the requirements are met, any IEP form is acceptable. While a sample IEP form is included in Appendix A, it should be noted that a form, by itself, will not ensure compliance. The information recorded on each IEP determines whether or not the IEP meets the federal and state requirements.

To provide further assistance in this area, the Arizona Department of Education's Exceptional Student Services (ADE/ESS) has assigned an education program specialist as consultant to each school district, charter school, approved private school, and secure care facility that provides public education. Please consult the assigned education program specialist for your district or school if you have additional questions.



FEDERAL AND STATE IEP REQUIREMENTS

34 CFR §§300.320 and 300.160

The IDEA specifically states that the required components of the IEP are:

- **A statement of the child’s present levels of academic achievement and functional performance including:** how the disability affects the child’s involvement and progress in the general education curriculum; or for preschool children, how the disability affects the child’s participation in age-appropriate activities;
- **A statement of measurable annual goals including:** academic and functional goals designed to meet the child’s needs that result from the disability to enable the child to be involved in and progress in the general education curriculum; and to meet each of the child’s other educational needs that result from the disability;
- **For children with disabilities who take alternate assessments aligned to alternate achievement standards including:** a description of benchmarks or short-term objectives that lead to attainment of the annual goals;
- **A description of progress reporting including:** how the child’s progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals will be provided;
- **A statement of special education, related services, and supplemental aids and services to be provided to the child or on behalf of the child including:** the projected date for the beginning of services and modifications; the anticipated frequency, location, and duration of those services and modifications;
- **A statement of the program modifications or supports for school personnel that will be provided to enable the child to:** advance appropriately toward attaining the goals; be involved in and make progress in the general education curriculum; participate in extracurricular and other nonacademic activities; be educated and participate with other children with disabilities and without disabilities in such activities;
- **An explanation of the extent, if any, to which the child will not participate with children without disabilities in general education classes and activities;**
- **A statement of appropriate testing strategies including:** individual accommodations necessary to accurately measure the academic achievement and functional performance of the child on state and district-wide assessments or a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;

A supplemental regulation issued in 2007 clarified that: “The State’s (or in the case of a PEA-wide assessment, the PEA’s) guidelines must—

- (i) Identify only those accommodations for each assessment that do not invalidate the score; and
 - (ii) Instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.” (§300.160)
- **Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team:** measurable postsecondary goals, which must be reviewed annually and must be based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skill;
 - **Transition services including:** courses of study needed to assist the child in reaching the postsecondary goals;
 - **Beginning not later than one year before the child reaches the age of majority:** a statement that the child has been informed of his or her rights, if any, that will transfer to the child on reaching the age of majority.

OTHER FACTORS TO CONSIDER

34 CFR §§300.106; 300.107; 300.114; 300.115; 300.117; 300.324

The IDEA also states specifically what the IEP team must consider when developing the IEP. Best practice and common sense dictate that the easiest place to document the discussion of these considerations is in the IEP. The required areas of consideration are:

- **Extended School Year Services:** ESY services must be provided only if a child's IEP team determines that the services are necessary for the provision of FAPE. (§300.106)
- **Nonacademic Services:** Each public agency must take steps, including the provision of supplementary aids and services determined necessary and appropriate by the child's IEP team, to provide nonacademic and extracurricular activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities and may include:

Counseling services; athletics; transportation; health services; recreational activities; special interest groups or clubs sponsored by the public agency; referrals to agencies that provide assistance to individuals with disabilities. (§300.107)
- **Placement:** Each public agency must ensure that the placement decision for each child is made by a group of persons, including the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. The placement decision must be in conformity with the least restrictive environment provisions of the regulations, be determined at least annually, be based on the child's IEP, and be as close as possible to the child's home. (§300.116)
- **Nonacademic Settings:** Each public agency must ensure that each child with a disability has the opportunity to participate with children without disabilities in extracurricular services and activities to the maximum extent appropriate given the needs of that child and ensure that each child has the supplementary aids and services determined by the IEP team to be appropriate and necessary for the child to participate in nonacademic settings. (§300.117)
- **Other Factors:** The strengths of the child; the concerns of the parents for enhancing the education of their child; the results of the initial or the most recent evaluation of the child; the academic, developmental, and functional needs of the child. (§300.324)



COMPONENTS OF THE IEP

Introduction

The purpose of this document is to help provide the IEP team, consisting of school administrators, teachers, and parents with the basic framework to write an effective IEP. This document contains the major components of the IEP. Each section is addressed separately.

DEMOGRAPHIC INFORMATION

IEP Date _____	Prior IEP Date _____	Eligibility Category _____
Student's Last Name _____	First Name _____	M.I. _____
Birth Date _____	Gender _____	Grade _____ Student ID# _____
Home Address _____		
City _____	State _____	ZIP _____
Primary Language of Student _____	English Language Learner	
Primary Language of Instruction _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
School of Residence _____		
School of Attendance _____		
Parent/Guardian Last Name _____ First Name _____		
Address _____		
City _____	State _____	ZIP _____
Home Phone _____	Work Phone _____	Primary Home Language _____
Parent/Guardian Last Name _____ First Name _____		
Address _____		
City _____	State _____	ZIP _____
Home Phone _____	Work Phone _____	Primary Home Language _____

GUIDANCE: This section is self-explanatory. While most computer-based IEP programs will have this information stored for data-management purposes, reviewing it on a yearly basis will enable the IEP team to verify the demographic information with the parent and help ensure accuracy of the data.

DOCUMENTATION OF PARTICIPATION

Documentation of Participation at IEP Meeting §300.321(a)(1-6)			
_____ Student	_____ Date	_____ Other (Specify)	_____ Date
_____ Parent	_____ Date	_____ Other (Specify)	_____ Date
_____ General Education Teacher	_____ Date	_____ Other (Specify)	_____ Date
_____ Special Education Teacher	_____ Date	_____ Other (Specify)	_____ Date
_____ Public Education Agency Representative	_____ Date	_____ Other (Specify)	_____ Date
_____ Interpreter of Evaluation Data	_____ Date	_____ Other (Specify)	_____ Date

GUIDANCE: The public education agency (PEA) must be able to document which members of the IEP team participated in the development or revision of the IEP. While signatures are not required, they do provide means of documenting participation. The required members of the IEP team are noted in the left column, while space has been provided for other members, such as related services personnel, school administrators, evaluation personnel, or private school staff, on the right side. The IEP team must consist of the following members:

- The parent of the student;
- Not less than one general education teacher (if the student is or may be participating in the general education environment);
- Not less than one special education teacher/provider of the student;
- A representative of the PEA who may be another IEP team member (general education teacher, special education teacher/provider, interpreter of evaluation data, etc.) and is:
 - Qualified to provide or supervise the provision of specially designed instruction to meet the needs of the student;
 - Knowledgeable about the general education curriculum; and
 - Knowledgeable about the availability of the resources of the PEA and able to commit those resources;
- An individual who can interpret the instructional implications of the evaluation results who may be another IEP team member if he or she has sufficient knowledge to interpret the results;
- At the discretion of the parent or agency, other individuals who have knowledge or special expertise regarding the student, including related service personnel;
- Whenever appropriate, the student (if the purpose of the meeting is to discuss transition services, the student must be invited);
- With consent of the parent and to the extent possible, a representative of any participating agency that will be responsible for providing or paying for transition services;
- For an initial IEP team meeting for a child transitioning from AzeIP services and at the request of the parent, the AzeIP service coordinator or other representatives of the AzeIP system must be invited to assist with a smooth transition;
- If the student is or may be attending an approved private school, a representative of the private school.

Other team members may include, on an as needed basis:

- Additional general education or special education teachers (current or planned).
- Relevant school administrators
- Related school personnel
- Support staff (aides, bus driver, cafeteria staff, etc.)
- Internal or external specialists/experts
- Others, as deemed appropriate and necessary

A member of the teaching, administrative, or related services staff may be excused from attending the IEP meeting if the parent and PEA agree. The consent for the excusal must be in writing and the excused member should provide input into development of the IEP prior to the meeting if his or her area of expertise is being addressed at the meeting.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Present Levels of Academic Achievement and Functional Performance (PLAAFP) §300.320(a)(1)
Clearly specify the student's current levels of performance in academic, nonacademic, social, and emotional areas. Include a description of how the student's disability affects his/her involvement and progress in the general curriculum.
The PLAAFP should include: <input type="checkbox"/> recent evaluation information <input type="checkbox"/> progress and performance in the classroom and general curriculum <input type="checkbox"/> performance on PEA-wide and statewide testing <input type="checkbox"/> significant nonacademic and functional attributes <input type="checkbox"/> strengths and areas in need of improvement. <input type="checkbox"/> For preschool children, how the disability affects the student's participation in age-appropriate activities.
The PLAAFP could include: <input type="checkbox"/> For transition-aged youth, a description of strengths, preferences, and interests based upon age-appropriate transition assessments related to training, education, employment, and when appropriate, independent living skills.

GUIDANCE: This is a very important part of the IEP process because it lays the foundation for all the other components. There should be a clear and direct correlation between the most recent evaluation, the educational needs identified here, and the goals, services, and accommodations determined to be necessary for student achievement. In developing the PLAAFP statement, the IEP team should consider several aspects of the student's abilities and disabilities including:

- Strengths of the child;
- Parent concerns;
- How the most recent evaluation (within three years) relates to current functioning;
- How the student is currently performing in his or her classes, including performance baseline data in areas of need;
- How the student performed on recent statewide and PEA-wide assessments;
- The student's skill level in nonacademic areas such as communication, fine and gross motor, behavior and socialization, including performance baseline data;
- The strengths, preferences, and interests of transition-aged youth; and
- Any other relevant factors, including special factors.

CONSIDERATION OF SPECIAL FACTORS

Consideration of Special Factors §300.324(a)(2)	
Assistive technology devices and services (high and/or low tech) If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
Communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
Behavior—strategies, including positive behavioral interventions and supports to address behavior If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
English language learner—language needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not ELL
Deaf/Hearing impaired —language and communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not ELL
Blind/Visually impaired—provision of Braille instruction If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not VI
Comments	

GUIDANCE: It is recommended that the IEP team maintain a record that documents what the team considered for each special factor and how the conclusions were derived. Such documentation can guide the IEP team toward thoughtful and objective considerations.

- **Assistive Technology Devices and Services (AT):** Consider whether the student needs AT devices and services. AT can consist of low-tech, mid-tech, and high-tech devices ranging from pencil grips to computers to sophisticated communication devices.
- **Communication Needs:** Consider the communication needs of the student. Include opportunities for direct communication with peers and professional personnel and how instruction can be modified or accommodated to meet the student’s needs.
- **Behavior:** Consider how the student’s behavior affects his or her learning or disrupts the learning environment of others. Develop and implement positive behavior interventions and supports that will address the behavior and identify how progress will be monitored.
- **Limited English Proficiency (LEP):** Consider what supports and strategies the student will need to address limited English proficiency. LEP support can be addressed within the general education system or by direct instruction within the special education program.
- **Deaf/Hearing Impaired:** Consider the student’s language and communication needs including opportunities for direct communication with peers and professional personnel. Include other opportunities for direct instruction in the student’s language and communication mode.
- **Blind/Visually Impaired:** Provide instruction in Braille and in the use of Braille unless the IEP team determines that instruction in, or the use of, Braille is not appropriate for the student. That decision is made by evaluating the student’s reading and writing skills, identifying student needs, and determining appropriate reading and writing media.

MEASURABLE ANNUAL GOALS

Measurable Annual Goals and Benchmarks or Short-Term Objectives §300.320(a)(2)	
Measurable annual goals should ensure the student's access to the general curriculum.	
Include annual goals that meet other educational needs and support the student's measurable postsecondary goals. * Add benchmarks or short-term objectives for students who take alternate assessments.	
Measurable Annual Goal	ESY needed for this goal? <input type="checkbox"/> Y <input type="checkbox"/> N
How will progress toward meeting the annual goal be measured?	
Measurable Annual Goal	ESY needed for this goal? <input type="checkbox"/> Y <input type="checkbox"/> N
How will progress toward meeting the annual goal be measured?	
Measurable Annual Goal	ESY needed for this goal? <input type="checkbox"/> Y <input type="checkbox"/> N
How will progress toward meeting the annual goal be measured?	

GUIDANCE: Measurable annual goals provide the basis for instruction, describing what a child needs related to his or her disability. There must be a direct relationship between the needs identified in the PLAAFP and the annual and postsecondary goals. Goals must be meaningful and measurable in order to be used for decision making.

- An annual goal is meaningful when the expectation is reasonable, the skill or knowledge the goal represents is necessary for success in school and post-school activities, and the family believes the accomplishment of the goal is important.
- A goal is measurable when it reflects a skill or behavior that can be observed and counted in some manner. A goal should describe what a student can be reasonably expected to accomplish within a year.
- The measurable annual goals must align with on-grade-level Arizona Academic Standards but may be modified to meet the specific needs of the student.
- Each goal must be written so that it can be monitored frequently and the method of measuring progress must be described. The same method of measurement should be used for the PLAAFP, the goal statement, and the progress monitoring in order to facilitate an understanding of progress and the effectiveness of services.

To meet the requirements of this part, the IEP team reviews and analyzes the present levels of academic achievement and functional performance and then writes applicable annual goals for the areas of need. The IEP team writes annual goals that:

- Show a direct relationship to the present levels of academic achievement and functional performance;
- Enable the child to be involved in and make progress in the general curriculum;
- Are aligned to grade-level state standards;
- Describe only what the student can reasonably be expected to accomplish within one school year or the 12-month term of the IEP;
- Are written in measurable terms; and
- As appropriate, are aligned with the student's measurable postsecondary goals and transition services including the student's course of study.

Benchmarks or Short-Term Objectives: A benchmark or short-term objective is a logical intermediate step between the present levels of academic achievement and functional performance and the annual goal. The IDEA 2004 eliminated the requirement for benchmarks or short-term objectives for children with disabilities except for those children who take alternate assessments aligned to alternate achievement standards. Benchmarks or short-term objectives may be used with other students but are not required by statute.

PROGRESS REPORTING

Progress toward Annual Goals §300.320(a)(3)
When will periodic reports on the student’s progress toward meeting annual goals be provided to parents?

GUIDANCE: The IEP team must include a description of when periodic reports on the progress (such as quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parents and team. When making the report, it is important to provide the parents with the actual data from the progress monitoring instruments. This allows them to make their own determination as to whether the amount of progress will allow the student to achieve the goal within the period of the IEP.

INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS

Accommodations for Instruction and Assessment §§300.160(b), 300.320(a)(6)
Accommodation
<input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment
Accommodation
<input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment
Accommodation
<input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment
Accommodation
<input type="checkbox"/> Use for Instruction <input type="checkbox"/> Use for Assessment

GUIDANCE: The IEP team must document any appropriate accommodations that are necessary for the student to learn and for accurate measurement of the academic achievement and functional performance of the student on statewide and PEA-wide assessments. The specific accommodation and the specific subject/test area should be identified. Only those accommodations that do not invalidate the results may be used. Accommodations may not change the test content, but do consider alternative means of accessing the test and demonstrating performance. For additional information regarding testing accommodations, refer to the ADE publication “Testing Accommodation Guidelines,” located on the ADE website at <http://www.azed.gov/standards-development-assessment/assessing-students-with-disabilities/aims-a-2/>

PARTICIPATION IN STATE AND PEA-WIDE ASSESSMENTS

Participation in State and PEA-Wide Assessments §§300.160(c), 300.320(a)(6)
<p>Check one for AIMS participation:</p> <p><input type="checkbox"/> The student will participate in the AIMS with no accommodations or with standard accommodations.</p> <p><input type="checkbox"/> The student will participate in the state assessment through an alternate assessment.</p>
<p>If the student participates in an alternate assessment, explain why the student cannot participate in the regular assessment.</p> <p><input type="checkbox"/> Alternate Assessment Eligibility Determination form is attached to IEP.</p>
<p>Check one for PEA-wide assessment participation:</p> <p><input type="checkbox"/> The student will participate in PEA-wide assessments with no accommodations or with standard accommodations.</p> <p><input type="checkbox"/> The student will participate in an alternate PEA-wide assessment through _____</p> <p><input type="checkbox"/> The PEA does not have a PEA-wide assessment.</p>

GUIDANCE: All students must be included in state and PEA-wide assessments in some manner. The IEP team is responsible for determining how the student will participate in each state and/or PEA-wide assessment. First, the IEP team must determine if the student can take the assessments without any accommodations. If not, the team must determine if the assessment can be taken with accommodations. If the IEP team determines accommodations are necessary, only standard accommodations that do not invalidate the test results may be selected. In addition, these accommodations may only be implemented if the IEP indicates their use in daily classroom activities as well as on the assessment. Nonstandard accommodations may not be used on state and PEA-wide assessments even if the IEP authorizes their use in daily classroom activities.

Students with significant cognitive disabilities may take the AIMS A in lieu of the AIMS if criteria are met as documented on the Alternate Assessment Eligibility Determination form, which can be found at <http://www.azed.gov/wp-content/uploads/PDF/AIMSEligibilityForm.pdf>

If a PEA-wide assessment is conducted and the IEP team determines the student cannot take the assessment even with accommodations, the team must then select an alternate assessment. The alternate assessment must be specified and an explanation provided as to why the student cannot participate in the regular assessment and why the alternate assessment is most appropriate.



SPECIAL EDUCATION AND RELATED SERVICES

Special Education Services §300.320(a)(4)(5)(7); AAC R7-2-401(F)(4)					
Special Education Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position
Related Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position

Supplementary Aids and Services (Including Extracurricular and Nonacademic Activities)	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)
Program Modifications or Supports for School Personnel	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)

GUIDANCE: This section of the IEP includes a detailed description of all special education and related services to be provided directly to the student or for the benefit of the student.

Special Education Services column: It is important to be specific in describing the service to be provided. Words such as “inclusion,” “resource,” or “self-contained” do not describe services. Examples of appropriate special education services include such topics as:

- “Small group instruction in written expression”
- “Pre-teaching for comprehension in content areas”
- “Direct instruction in reading decoding”
- “In-class consultation for behavioral support”
- “Generalization and practice in daily living skills”
- “Articulation, voice, or fluency therapy”
- “Time management skills on the worksite”

It is possible for transition services to be the only special education service provided. As with all others, these services must be clearly delineated.

Related Services column: Include such terms as “Behavioral counseling,” “Family counseling,” “Occupational therapy,” “Speech therapy,” or “Door-to-door transportation.”

Supplementary Aids and Services column: Document supports that will be provided in general education classes or other education-related settings to maximize the extent to which student can be educated with nondisabled students. Examples include, but are not limited to, orientation and mobility training, interpreter assistance, assistive technology devices or services, and instructional aids.

Program Modifications or Supports for School Personnel column: Program modifications refer to changes in the environment or curriculum that allows the student with the disability to be educated with nondisabled peers. Examples include things such as preferential seating, an extended due date on assignments, the use of an augmentative communication device or a textbook written at a different reading level. Examples of supports for school personnel include such considerations as additional training or consultation on appropriate test modification, planning time with co-teachers to ensure consistent behavior supports, or additional aide support on the use of assistive technology.

Initiation Date column: This is the first date the service will be provided.

End Date column: This is the date the service will end. It cannot exceed one year from the date of the IEP meeting, but it can be sooner as determined by the IEP team.

Frequency/Amount column: Frequency refers to the number of times per week or month that the service will be provided. It is important that the measurement is clear to anyone reading the IEP. Amount usually refers to the number of minutes per session but can refer to minutes per week or even per month. So again, it is very important to be clear and specific. For example, speech therapy may be provided 3 times per week for 30 minutes per session (3x/wk, 30 min/session).

Location column: Location refers to the LRE environment in which the service will be delivered, such as “regular classroom,” “resource room,” “counselor’s office,” etc. It does NOT refer to a specific room or building.

Provider position column: This is the position or job title of the individual providing the service (e.g., special education teacher, paraprofessional, school psychologist). Do not use an individual’s name as the actual person could change during the duration of the IEP.



**REGULAR CLASS, EXTRACURRICULAR,
AND NONACADEMIC ACTIVITIES**

Participation in Regular Class, Extracurricular, and Nonacademic Activities §300.320(a)(5)

Provide an explanation of the extent, if any, to which the student will not participate with nondisabled children in regular class, extracurricular, and nonacademic activities.

GUIDANCE: If the student is being removed from the general education setting and not being educated with peers for any amount of time during the regular school day, an explanation with specific reasons for the removal must be written. Also include a statement that provides the reason(s), if any, the student is not participating in extracurricular and nonacademic activities. An example of an appropriate statement is “John has a severe deficit in reading that necessitates specialized individualized instruction most efficiently delivered in a small group in the resource room setting. He can participate in all extracurricular and nonacademic activities as long as all academic and behavioral criteria are met.”

LEAST RESTRICTIVE ENVIRONMENT

Least Restrictive Environment §300.115(b)(c)(d)

1. Is this placement as close as possible to the child’s home school? Yes No
2. Does this IEP require that the student be placed in a school other than the one he or she would attend if nondisabled? Yes No
3. What are the potential harmful effects (drawbacks) of this placement on the child or on the quality of services that he or she requires?

GUIDANCE: The IDEA mandates that the student with a disability is educated with students who are nondisabled to the maximum extent appropriate. Removal of a student with a disability from the general education setting should occur only when the nature and severity of the disability prevents satisfactory progress from being achieved in that setting, even with the use of supplementary aids and services. The IEP team must determine if the program outlined in the IEP can be implemented in the student’s home school, or as close to the home school as possible.

Potential harmful effects that may occur as a result of the selected placement(s) must be considered and documented. Examples of harmful effects for more restrictive placements might include such things as limited social interaction with nondisabled peers, modified curriculum standards, or less appropriate role models. Examples of harmful effects for less restrictive placements might include such things as limited individualized instruction, larger class size, or primary instruction by nonspecial education staff.

EXTENDED SCHOOL YEAR SERVICES

Extended School Year Services §300.106
Eligibility for ESY <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> To be determined by _____
ESY services to be provided

GUIDANCE: Extended school year services (ESY) must be considered for every student with a disability on an annual basis. Eligibility, as well as the nature and extent of any services, may change from year to year. ESY services are provided to prevent the loss of benefit from special education and related services. The type, amount, and duration of services are an IEP determination based on data. Services may be provided in school, at home, or at any other location determined appropriate by the IEP team.

SECONDARY TRANSITION
Transition Services §§300.43, 300.320(b), 300.321(b)

Transition Services must begin no later than the first IEP to be in effect when the child is 16 or younger if determined appropriate by the IEP team, and updated annually thereafter. The child must be invited to the IEP meeting where transition services are likely to be discussed. Transition Services must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. They must also include coordinated set of activities, courses of study, and measurable annual goals that are needed to assist the child in reaching those goals.

After obtaining the written consent of the parents (or the student who has reached the age of majority), the PEA must then invite a representative of any outside agency that is likely to be responsible for providing or paying for transition services. Services and activities may be the responsibility of the student, the family, the school, the Division of Developmental Disabilities, Vocational Rehabilitation, the Division of Behavioral Health, or other community resources. Best practice for “committing” (as opposed to “exploring”) outside agency services is to only do so if a representative from that agency is in attendance at the IEP and actually agree to commit services. However, if a participating outside agency fails to provide the transition services identified as their responsibility in the IEP, the public education agency must reconvene the IEP team to identify alternative strategies to provide the transition services in the IEP.

ASSESSMENTS
Training:
Education:
Employment:
Independent Living Skills: <i>(if “yes” list assessment/s used that supports the decision to include Independent Living)</i> needed: ___ yes ___ no
Other:
STUDENT STRENGTHS, PREFERENCES, AND INTERESTS
Information about the student’s strengths, preferences, and interests were provided by: <input type="checkbox"/> Student <input type="checkbox"/> Parent(s) and/or Family Members <input type="checkbox"/> School Staff <input type="checkbox"/> Service Agency (_____) <input type="checkbox"/> Other (_____)

GUIDANCE: The purpose of transition assessments is to gather information that identifies the student’s interest, preferences and especially their strengths. This information is to establish what the measurable postsecondary goals were “based upon”. This will enable the writer of the IEP to develop and write practical and achievable measurable postsecondary goals. The assessment information gathered may be formal or informal. Examples include; Interest Inventories, Situational assessments, Achievement tests, Intellectual functioning assessment, Arizona Career Information Systems (AZCIS), Armed Services Vocational Assessment Battery (ASVAB), ECAPs, student, parent and staff interviews etc.

MEASURABLE POSTSECONDARY GOALS		
<input type="checkbox"/> Training/Education	<input type="checkbox"/> Employment	<input type="checkbox"/> Independent Living
1.		
2.		
3.		

GUIDANCE: As stated, a student’s postsecondary goals must be based on age-appropriate transition assessments, taking into account his or her strengths, preferences, and interests. The postsecondary goals must be measurable and for all students regardless of the impact of their disability must address both training/education and employment. For some students, it may also be appropriate to include a goal related to independent living skills. Measurable postsecondary goals are not annual goals. As the name indicates, they are the student’s vision for life after high school. Measurable annual goals and transition services, including the student’s coordinated set of activities and course of study, should align with and enable the student to attain the measurable postsecondary goals.

Examples of measurable postsecondary goals include:

- Jeff will enroll in a two-year culinary arts program at Scottsdale Community College (training/education).
- Bobbi will enroll in the teacher preparation program at Gallaudet the following year (training/education).
- Shawna will work full time at ACE Hardware (employment).
- Joe will live with a roommate in his own apartment with support from the Arizona Department of Economic Security (independent living skills).

STATEMENT OF TRANSFER OF RIGHTS AT THE AGE OF MAJORITY §300.520
<p>Beginning not later than one year before the child reaches the age of majority (age 18 in Arizona), the child and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court appointed guardian).</p> <p>Yes <input type="checkbox"/> Date: _____</p> <p>Guardianship legally held by other <input type="checkbox"/> _____</p>

GUIDANCE: Beginning not less than one year before the child turns 18 (Arizona age of majority), the IEP must include a statement that the child has been informed of his or her rights, if any, that will transfer to the child upon reaching age 18. For students with severe disabilities, there may be a legal guardian appointed to manage the individual’s affairs after age 18.

Arizona statute provides that a student with a disability who is at least 18 years of age and who has not been declared legally incompetent may delegate the right to make educational decisions for special education to another individual provided the delegation meets the requirements outlined in A.R.S. §15-773.

TRANSITION SERVICES ACTIVITIES				
Activity Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Education/ Instruction				
Community Experience				
Employment				
Adult Living				
Daily Living Skills				
Functional/ Vocational				
Related Services				
Other				

GUIDANCE: The school system or other agencies could provide these services as well as the parents and student themselves. The IEP team is responsible for developing transition services including the coordinated set of activities which are transition-related services or activities that reasonably enable the child to achieve his/her stated measurable post-secondary goal(s) and they address the following areas;

- **Instruction:** The use of formal techniques to impart knowledge; instruction is typically provided in an educational setting (e.g., tutoring, general education classes). This is typically short term instruction and is not the same as information contained in the courses of study.
- **Related Services:** The services required to assist a student with a disability to benefit from special education transition services, such as obtaining information and materials for postsecondary school services, housing, employment, and social security services and building advocacy networks and long-term support.
- **Community Experiences:** Those services that are provided in community settings by schools and other agencies (e.g., community-based work experiences, job-site training programs, transportation, community counseling, independent living skill-building, recreation experiences).
- **Employment:** Services consisting of training, education, or other experiences that lead to a job or career. It can include career exploration, job shadowing, vocational internships, part-time employment with supervision by school personnel, and on-the-job training.
- **Adult Living:** Those services that lead to a student's ability to perform important adult functions. It includes occasional activities such as registering to vote, preparing tax forms, renting a home, accessing medical services, and accessing SSI services.
- **Daily Living Skills:** The skills for those activities adults do on a daily basis such as preparing meals, budgeting, maintaining a home, paying bills, grooming, etc.

COURSES OF STUDY				
	School Year:	School Year:	School Year:	School Year:
Language Arts				
Math				
Science/ Foreign Language				
Social Studies/ Humanities				
Health & PE/ Elective				
Elective				
Elective				
ADDITIONAL EDUCATIONAL OPPORTUNITIES				

GUIDANCE: The IEP team is responsible for developing transition services including courses of study that lead directly to the achievement of the measurable postsecondary goals documented in the IEP. It is important to identify specific courses (including electives) that the student requires to meet his or her measurable postsecondary goals and typically includes the graduation requirements. For example, one student who wants to be an automotive engineer will need college prep math courses while another student who wants to work at Discount Tires may need more functional math classes. Both students may elect an automotive shop course.

Multiple years of course work should be planned so that the student and family can picture how the student's high school education will lead to the attainment of the measurable postsecondary goals.

IEP MEETINGS

Parent Participation

34 CFR §300.322

The role of the parent is essential in the IEP meeting. The parent is an equal member of the IEP team, whose input merits careful consideration. The public education agency (PEA) must take steps to ensure that one or both of the parents are present at each IEP meeting or are afforded the opportunity to participate. These steps include:

- Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- Scheduling the meeting at a mutually agreed-upon time and place.

The PEA must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter for parents who are hearing impaired or whose native language is other than English. The PEA must also provide a copy of the IEP to the parents at no cost to them. Upon request, a parent must be provided with a copy of any revised or amended IEP as well.

Required Attendance

34 CFR §300.321(e)(1)

According to the IDEA regulations, required members of the IEP team include the parent, the special education teacher, the general education teacher, a PEA representative, someone to interpret the results of any evaluations, and the student, if appropriate. However, in certain instances, not all of these members may be required to attend a specific IEP meeting. Some team members may not be required to attend an IEP meeting, in whole or in part, if the parent and the PEA agree in writing that the attendance of a member is not necessary because that member's area of expertise or service provision is not being discussed or modified at the meeting. This decision should be made well in advance of the meeting and not used as a matter of convenience for an IEP team member who cannot attend unexpectedly. IEP teams should consider carefully the purpose of the IEP meeting and all potential areas of discussion prior to making the decision that a team member need not attend.

IEP Team Member Excusal

34 CFR §300.321(e)(2)

A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification or discussion of the member's area of expertise or service provision if:

- The parent and the PEA agree and consent to the excusal in writing; and
- The member submits, to the parent and the IEP team, written input into the development of the IEP prior to the meeting.

Conducting an IEP Team Meeting without the Parent

34 CFR §300.322(d)

In certain circumstances, an IEP team meeting may be conducted without a parent in attendance if the PEA is unable to convince the parents they should attend. In this case, the PEA must keep a record of its attempts to arrange a mutually agreed upon time and place, such as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to the parents and any responses received; and
- Detailed records of visits and results of visits to the parent's home or employment site

In order for an IEP team meeting to be conducted within the required timelines, it is important that the PEA plan ahead to allow sufficient time to schedule a meeting. Parents should be contacted to help determine meeting dates and times as soon as the PEA recognizes a need for a meeting. This may mean contacting the parents 4 to 6 weeks in advance of an annual IEP due date to ensure finding a mutually agreed upon date and time.

When an IEP Meeting Is Not Required

34 CFR §300.324

The parent and the PEA may agree not to convene an IEP team meeting for the purpose of changes to a student's IEP after the annual IEP team meeting. Instead, they may choose to develop a written document to amend or modify the current IEP. If changes are made in this manner, the PEA must ensure that the entire IEP team is informed of any changes.

Alternative Means of Meeting Participation

34 CFR §300.328

At times it is not possible for a meeting participant to attend the meeting in person. The parent and a PEA may agree to use alternative means of participation, such as video conferencing or conference phone calls. IEP teams are urged to use flexibility in order to obtain the best input possible from all team members.

Review of the IEP

34 CFR §300.324

The IEP must be reviewed at least once a year and more frequently if circumstances warrant. The purpose of the review might be to discuss the student's present levels of performance, review progress on the measurable annual and postsecondary goals, and identify any continuing or newly identified needs, as appropriate. Also, an IEP review should be conducted to address:

- Any lack of expected progress toward the annual and postsecondary goals;
- Any lack of expected progress in the general education curriculum (if appropriate);
- The results of a reevaluation (whether done by the PEA or privately by the parent); and
- New information about the student provided to or by the parents.

All sections of the IEP should be considered and updated as appropriate during the IEP review.

For further assistance in understanding federal and state requirements related to the IEP process, contact the Arizona Department of Education, Exceptional Student Services, and request to speak with the specialist assigned to your agency.

APPENDIX

IEP Sample Form

INDIVIDUALIZED EDUCATION PROGRAM

IEP Date _____			Prior IEP Date _____			Eligibility Category _____		
Student's Last Name _____			First Name _____			M.I. _____		
Birth Date _____			Gender _____		Grade _____		Student ID# _____	
Home Address _____								
City _____			State _____			ZIP _____		
Primary Language of Student _____						English Language Learner		
Primary Language of Instruction _____						<input type="checkbox"/> Yes <input type="checkbox"/> No		
School of Residence _____								
School of Attendance _____								
Parent/Guardian Last Name _____			First Name _____					
Address _____								
City _____			State _____			ZIP _____		
Home Phone _____			Work Phone _____			Primary Home Language _____		
Parent/Guardian Last Name _____			First Name _____					
Address _____								
City _____			State _____			ZIP _____		
Home Phone _____			Work Phone _____			Primary Home Language _____		

Documentation of Participation at IEP Meeting §300.321(a)(1-6)			
_____ Student _____ Date _____	_____ Other (Specify) _____ Date _____		
_____ Parent _____ Date _____	_____ Other (Specify) _____ Date _____		
_____ General Education Teacher _____ Date _____	_____ Other (Specify) _____ Date _____		
_____ Special Education Teacher _____ Date _____	_____ Other (Specify) _____ Date _____		
_____ Public Education Agency Representative _____ Date _____	_____ Other (Specify) _____ Date _____		
_____ Interpreter of Evaluation Data _____ Date _____	_____ Other (Specify) _____ Date _____		

Present Levels of Academic Achievement and Functional Performance (PLAAFP) §300.320(a)(1)

Clearly specify the student's current levels of performance in academic, nonacademic, social, and emotional areas. Include a description of how the student's disability affects his/her involvement and progress in the general curriculum.

The PLAAFP should include: recent evaluation information progress and performance in the classroom and general curriculum performance on PEA-wide and statewide testing significant nonacademic and functional attributes strengths and areas in need of improvement.

The PLAAFP should also include:

For preschool children, how the disability affects the student's participation in age-appropriate activities

The PLAAFP could include:

For transition-aged youth, a description of strengths, preferences, and interests based upon age-appropriate transition assessments related to training, education, employment, and when appropriate, independent living skills.

Consideration of Special Factors §300.324(a)(2)	
Assistive technology devices and services (high and/or low tech) If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
Communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
Behavior—strategies, including positive behavioral interventions and supports to address behavior If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed
English language learner—language needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not ELL
Deaf/Hearing impaired —language and communication needs If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not ELL
Blind/Visually impaired—provision of Braille instruction If needed, refer to PLAAFP, goals, services, supports, or accommodations and modifications.	<input type="checkbox"/> Needed <input type="checkbox"/> Not Needed <input type="checkbox"/> Not VI
Comments 	

Measurable Annual Goals and Benchmarks or Short-Term Objectives §300.320(a)(2)

Measurable annual goals should ensure the student's access to the general curriculum.

Include annual goals that meet other educational needs and support the student's measurable postsecondary goals.
* Add benchmarks or short-term objectives for students who take alternate assessments.

Measurable Annual Goal

ESY needed for this goal? Y N

How will progress toward meeting the annual goal be measured?

Measurable Annual Goal

ESY needed for this goal? Y N

How will progress toward meeting the annual goal be measured?

Measurable Annual Goal

ESY needed for this goal? Y N

How will progress toward meeting the annual goal be measured?

Progress toward Annual Goals §300.320(a)(3)

When will periodic reports on the student's progress toward meeting annual goals be provided to parents?

Accommodations for Instruction and Assessment §§300.160(b), 300.320(a)(6)

Accommodation

Use for Instruction Use for Assessment

Participation in State and PEA-Wide Assessments §§300.160(c), 300.320(a)(6)

Check one for AIMS participation:

The student will participate in the AIMS with no accommodations or with standard accommodations.

The student will participate in the state assessment through an alternate assessment.

If the student participates in an alternate assessment, explain why the student cannot participate in the regular assessment.

Alternate Assessment Eligibility Determination form is attached to IEP.

Check one for PEA-wide assessment participation:

The student will participate in PEA-wide assessments with no accommodations or with standard accommodations.

The student will participate in an alternate PEA-wide assessment through _____

The PEA does not have a PEA-wide assessment.

Special Education Services §300.320(a)(4)(5)(7); AAC R7-2-401(F)(4)					
Special Education Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position
Related Services	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)	Provider Position

Supplementary Aids and Services (Including Extracurricular and Nonacademic Activities)	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)
Program Modifications or Supports for School Personnel	Initiation Date	End Date	Frequency/ Amount	Location (LRE Setting)

Participation in State and PEA-Wide Assessments §§300.160(c), 300.320(a)(6)

Check one for AIMS participation:

- The student will participate in the AIMS with no accommodations or with standard accommodations.
- The student will participate in the state assessment through an alternate assessment.

If the student participates in an alternate assessment, explain why the student cannot participate in the regular assessment.

- Alternate Assessment Eligibility Determination form is attached to IEP.

Check one for PEA-wide assessment participation:

- The student will participate in PEA-wide assessments with no accommodations or with standard accommodations.
- The student will participate in an alternate PEA-wide assessment through _____
- The PEA does not have a PEA-wide assessment.

Least Restrictive Environment §300.115(b)(c)(d)

4. Is this placement as close as possible to the child's home school? Yes No
5. Does this IEP require that the student be placed in a school other than the one he or she would attend if nondisabled? Yes No
6. What are the potential harmful effects (drawbacks) of this placement on the child or on the quality of services that he or she requires?

Extended School Year Services §300.106

- Eligibility for ESY Yes
 No
 To be determined by _____

ESY services to be provided

Transition Services §§300.43, 300.320(b), 300.321(b)	
Transition Services must begin not later than the first IEP to be in effect when the child is 16 or younger if determined appropriate by the IEP team, and updated annually thereafter. Transition Services must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; the transition services (including courses of study) needed to assist the child in reaching those goals.	
ASSESSMENTS	
Training:	
Education:	
Employment:	
Independent Living Skills: <i>(if "yes" list assessment/s used that supports the decision to include Independent Living)</i> needed: ___ yes ___ no	
Other:	
STUDENT STRENGTHS, PREFERENCES, AND INTERESTS	
Information about the student's strengths, preferences, and interests were provided by: ___ Student ___ Parent(s) and/or Family Members ___ School Staff <input type="checkbox"/> Service Agency (_____) <input type="checkbox"/> Other (_____)	

MEASURABLE POSTSECONDARY GOALS		
<input type="checkbox"/> Training/Education	<input type="checkbox"/> Employment	<input type="checkbox"/> Independent Living
1.		
2.		
3.		

TRANSITION SERVICES ACTIVITIES				
Activity Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Education/ Instruction				
Community Experience				
Employment				
Adult Living				
Daily Living Skills				
Functional/ Vocational				
Related Services				
Other				

COURSES OF STUDY				
	School Year:	School Year:	School Year:	School Year:
Language Arts				
Math				
Science/ Foreign Language				
Social Studies/ Humanities				
Health & PE/ Elective				
Elective				
Elective				

ADDITIONAL EDUCATIONAL OPPORTUNITIES				

STATEMENT OF TRANSFER OF RIGHTS AT THE AGE OF MAJORITY §300.520

Beginning not later than one year before the child reaches the age of majority (age 18 in Arizona), the child and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court appointed guardian).

Yes Date: _____

Guardianship legally held by other _____