Committee to Revise the State Board Rules Governing Special Education		
Current	**Proposed**	**Comments**
G. Individualized Education Program (IEP)		
1. ~~Each public education agency shall establish, implement, and disseminate to its school-based personnel, and make available to parents, written procedures for the development, implementation, review, and revision of IEPs.~~	Eliminate	
2. Procedures for IEPs shall meet the requirements of the IDEA and regulations, and state statutes and State Board of Education rules.	**G.1** Each public education agency (PEA) shall ensure an IEP is developed and implemented for each child with a disability (34 CFR 300.8) served by the PEA in accordance with 34 CFR 300.320-328.	
3. Procedures shall include the incorporation of Arizona Academic Standards into the development of each IEP. IEP goals aligned with the Arizona Academic Standards shall identify the specific level within the Standard that is being addressed.	**G.2** In the development of the IEP, the team shall consider the strengths and needs of the student in the context of the state adopted standards and the general education curriculum of the district. If the student's expected progress toward annual goals substantially deviates from what was anticipated the team will reconvene. **G.3** The IEP shall include specially designed instruction (CFR 300.39), supplementary aids and services (CFR 300.42), transition planning (CFR 300.43), and related services (CFR 300.34) *that enable the student to access and make progress in the general curriculum implemented by a provider(s) as determined appropriate by the IEP team pursuant to CFR 300.320.*	

Committee to Revise the State Board Rules Governing Special Education		
Current	**Proposed**	**Comments**
4. ~~Each IEP of a student with a disability shall stipulate the provision of instructional or support services by a special education teacher, certified speech-language therapist, and/or ancillary service provider(s), as appropriate.~~	Eliminate	
5. Each student with a disability who has an IEP shall participate in the state assessment system. Students with disabilities can test with or without standard accommodations as indicated in the student's IEP. Students who are determined to have a significant cognitive disability based on the established eligibility criteria will be assessed with the state's alternate assessment as determined by the IEP team.	**G4** Each student with a disability who has an IEP shall participate in the state established assessment system based on the State's established eligibility criteria.	
6. ~~A meeting shall be conducted to review and revise each student's IEP at least annually or more frequently if the student's progress substantially deviates from what was anticipated. The public education agency shall provide written notice of the meeting to the parents of the student to ensure that parents have the opportunity to participate in the meeting.~~	Eliminate	
7. A parent or public education agency may request in writing a review of the IEP. Such review shall take place within 15 school days of the receipt of the request or at a mutually agreed upon time but not to exceed 30 school days.	G5 Any member of the IEP team can request to convene the IEP team to review and revise the IEP when necessary, consistent with IDEA CFR 300.324. LEA must respond to the request within a reasonable amount of time pursuant to IDEA notification requirements.	

Considerations, Recommendations and Suggestions for the Rule Committee
G. IEP

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Committee to Revise the State Board Rules Governing Special Education		
Current	**Proposed**	**Comments**
H. Least Restrictive Environment		
~~**1.** Each public education agency shall establish, implement, and disseminate to its school-based personnel, and make available to parents, written procedures to ensure the delivery of special education services in the least restrictive environment as identified by IDEA and regulations, and state statutes and State Board of Education rules.~~	~~1. Each LEA shall have policies and procedures to ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children that are non-disabled in accordance with CFR 300.114.~~	
2. A continuum of services and supports for students with disabilities shall be available through each public education agency.	1. Each LEA must ensure that a continuum of placements is available to meet the needs of children with disabilities for special education and related services in accordance with 34 CFR 300.114 to 34 CFR 300.118.	

Considerations, Recommendations and Suggestions for the Rule Committee
H. Least Restrictive Environment

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