



Arizona Technical Assistance System AZ-TAS

PROCESS FOR DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS

Exceptional Student Services

Table of Contents

Purpose	4
The Individualized Education Program (IEP).....	4
Federal and State IEP Requirements.....	5
Required Components of the IEP	6
Review of the IEP	18
IEP Meetings	19
IEP Team Member Excusal	20
Consensus	20
Parent Participation.....	20
Conducting an IEP Team Meeting without the Parent.....	21
Alternative Means of Meeting Participation.....	21
When an IEP Meeting Is Not Required	22
Transfer Students	22
Appendix A.....	23
Appendix B.....	31
Appendix C.....	33
Appendix D.....	44

Purpose

The purpose of this guide is to provide administrators, teachers, students, parents, and other individualized education program (IEP) team members with practical information about the development and implementation of an IEP that meets the requirements of the Individuals with Disabilities Education Act (IDEA), the Arizona Revised Statutes (A.R.S.), and the Arizona State Board of Education rules (found in the Arizona Administrative Code).

To provide further technical assistance, the Arizona Department of Education's Exceptional Student Services (ADE/ESS) has assigned an education program specialist as a consultant to each school district, charter school, approved private day school, and secure care facility (that is, to all agencies that are involved in the education of children with disabilities). Please consult the assigned education program specialist for your district or school if you have additional questions or need additional guidance.

The Individualized Education Program (IEP)

(§300.320)

The IDEA defines an IEP as a written statement for each student with a disability that is developed, reviewed, and revised in accordance with the specific requirements set forth in the IDEA and its implementing regulations.

Consider these requirements and time constraints when developing and implementing IEPs (§300.323):

- Each public school student determined eligible to receive 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.

Federal and State IEP Requirements

(34 CFR §§300.320 and 300.160; A.R.S. §15-761; R7-2-401)

The IDEA specifically requires these components of the IEP:

1. **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;
2. **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 make 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:** a description of benchmarks or short-term objectives that lead to attainment of the annual goals;
3. **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;
4. **A statement of the special education, related services, and supplemental aids and services to be provided to the child or on behalf of the child,** and the projected date for the beginning of those services and modifications and the anticipated frequency, location, and duration of those services and modifications;
5. **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; and be educated and participate with other children with disabilities and without disabilities in such activities;
6. **An explanation of the extent,** if any, to which the child will not participate with children without disabilities in general education classes and activities;
7. **A statement of any individual accommodations** necessary to accurately measure the academic achievement and functional performance of the child on State- and district-wide assessments; or, if the child's IEP team determines that he or she must take an alternate assessment, 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—
 - A. Identify only those accommodations for each assessment that do not invalidate the score; and
 - B. Instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.” (§300.160)
- 8. **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 skills;
- 9. **Transition services including:** courses of study needed to assist the child in reaching the postsecondary goals;
- 10. Beginning no 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.

Required Components of the IEP

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

The present levels should include a description of the student’s academic, developmental, and functional needs as they relate to performance in the classroom. There should be evidence that this information is based on the team’s consideration of the following:

- Strengths of the child;
- Concerns of the parent(s) for enhancing the education of their child; and
- Results of the initial and most recent evaluation of the child.

The description should be more extensive than test scores or grade level equivalents. All areas pertinent to the student’s needs must be addressed in the present levels, and the information presented should include skill-based data.

Guidance: The present levels of the IEP should give the reader a good picture of the student’s strengths and weaknesses and should accurately reflect how the student is performing at that specific point in time. All areas necessary to give a good picture should be included. **Remember**

the IEP is meant to address the student's needs; it is not specific to a single area of eligibility.

2. Measurable Annual Goals (§300.320)

While the PLAAFP should describe where the student is *now*, the goals should address where the team wants the student to be by the end of the IEP year with respect to specific skill areas. Annual goals must be meaningful and measurable, and there must be a direct relationship between the needs identified in the PLAAFP and the annual goals. Goals should be developed to meet the child's needs that result from the disability and should address skills that are needed in order for the student to make progress in the general curriculum. Goals need to include a specific skill, level of mastery, baseline, and method of measurement in order to be measurable. (See Appendix B for a tool that can aid in determining if a goal is measurable as written.)

Guidance: Annual goals should be included in any area that requires remediation or where there is an evident skill gap. The annual goals should address critical skills that are necessary to allow the student to access and make progress in the general education curriculum. Be sure that goals are attainable and reasonable for the student and her or his rate of progress. Also, be sure that goals are specific enough that anyone who may need to implement and measure the goal could do so in a consistent manner.

3. Benchmarks or Short-Term Objectives (§300.320)

A benchmark or short-term objective is required for all annual goals for students who qualify for the alternative assessment. Benchmarks are intermediate steps that break down the annual goal, similar to a task analysis of a skill.

4. Progress Reporting (§300.320)

The IEP team must include a description of when periodic reports on the progress of the goals (such as quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided to the parents and team. When creating the report, provide the parents with the actual data from the progress monitoring instruments. It is important that each goal has data that show the rate of progress so that anyone reviewing that progress can determine if the student is on target to meet the annual goal based on that rate of progress.

Guidance: Progress reporting needs to occur at a minimum of as often as it is provided for nondisabled peers. Typically, this is once per nine-week period, but it can be more often. Be

sure to set a timeline that is manageable but that is in line with progress reporting for nondisabled peers.

5. Statement of Special Education, Related Services, and Supplementary Aids and Services (§300.18; §300.320)

Special Education Services

Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from his or her disability and to ensure the child's access to the general curriculum so that he or she can meet the educational standards that apply to all children. Special education is meant to provide a child with a disability the skills, techniques, and strategies designed with the unique needs of the child in mind that result from his or her particular disabilities aimed at mitigating the effects of those disabilities. Specially designed instruction does not merely provide momentary access to information, but rather creates knowledge in a child with a disability by teaching the child a transferrable set of skills that can be used across settings and time.

Related Services (§300.34)

Related services include transportation and such developmental, corrective, and other supportive services required to assist a child with a disability to benefit from special education services.

Related services could include, but are not limited to these services:

- Physical therapy
- Interpreting services
- Audiology services
- Orientation and mobility services
- Medical services (but only those services that are for diagnostic and evaluation purposes)
- Behavioral counseling
- Family counseling
- Occupational therapy
- Speech therapy
- Specialized transportation

Supplementary Aids and Services (§300.42)

Supplementary aids, services, and other supports are provided in general education classes, other education-related classes, extracurricular activities, and nonacademic settings and enable children with disabilities to be educated in the general education setting to the maximum

extent possible. This underutilized area of the IEP really gives IEP teams an opportunity to be creative. Examples include but are not limited to:

- Assistive technology
- Behavioral support
- Instructional aids
- Modified assignments
- General education interventions, such as supplementary instructional time with a reading specialist

The services section of the IEP should include a detailed description of all special education, related services, and supplementary aids and services to be provided directly to the student or for the benefit of the student. This should be a clear description of the specially designed instruction and needs to include the following:

- Frequency (how often a particular service will be provided, such as twice per week)
- Duration (how long each session will last, typically stated in minutes)
- Type of service
- Location of the service
- Provider of the service

Guidance: Special education, related services, and supplementary aids to be provided should be specific and understandable to any reader. Be sure that descriptions are specific enough for any teacher, provider, and parent to understand what services are meant to be provided to the student. Services should be provided in any area that is needed to allow the student access to and the ability to progress in the general education curriculum. To reiterate where and how to include the kinds of services needed, special education services are needed when, without them, the student cannot access the general curriculum. Related services are needed to assist the student in benefitting from his or her special education services. Supplementary aids and services enable the student to participate with nondisabled peers. Services should not be limited to only areas of specific eligibility of the student. **The IEP is reflective of the student's needs not the student's category of eligibility.** Services in conjunction with goals and program modifications should address ALL areas of need that were presented in the present levels.

6. Program Modifications and Supports for School Personnel

(§300.320; §300.324; §300.34; A.R.S. §15-761; A.A.C. R-7-2-401)

Program modifications refer to changes in the environment or curriculum that allow the student with the disability to be educated with nondisabled peers. **Modifications are**

substantial changes in what a student is expected to learn and demonstrate.

Examples of modifications include, but are not limited to: a modified grading scale, reduced content for mastery, modified curriculum. Modifications are different from accommodations, which allow a student to access and demonstrate learning but do *not* substantially change the instructional level, the content, or the performance criteria.

Supports for school personnel are services the IEP team believes teachers or other school-based staff working with the student need in order to effectively assist the student and/or successfully implement the student's IEP.

Examples of supports for school personnel include, but are not limited to: additional training specific to the student, needs of the student, or the disability. Other examples include consultation on appropriate testing accommodations/modifications, additional training or consultation related to behavior supports, aide support or training, or training on the use of assistive technology.

Guidance: Program modifications and supports for school personnel need to be individualized and meet the unique needs of the student as outlined in the student's PLAAFP. They need to be descriptive enough that any reader can understand how to implement them. Be sure that in conjunction with the IEP goals and services, all of the student needs outlined in the PLAAFP have been addressed.

7. Explanation of the Extent to Which the Student Will Not Participate with Nondisabled Students (§300.320; §300.114–300.116)

The IDEA requires schools to ensure that children with disabilities receive a free appropriate public education in the least restrictive environment, which means that, "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." For this reason, schools "must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services," including instruction in regular classrooms, special classrooms, special schools, in the home, and in hospitals or institutions, and must, in selecting the appropriate placement, take into consideration any potential harmful effects on the child or on the quality

of service he or she will receive.

If the student will not be educated with nondisabled peers for any part of the regular school day, a detailed explanation with specific reasons why the child will not participate with non-disabled peers must be included in the IEP. This statement should also explain why the student is not participating in extracurricular and nonacademic activities.

Guidance: If a student will not participate with nondisabled peers in the general education environment for any part of the school day, a detailed explanation needs to be included as to *why* this is necessary. It is not sufficient to simply note the percentage of the day the student will be in the regular education classroom. If the student will participate in the general education classroom for the entire school day, it is sufficient to note that in the IEP.

An example of an appropriate statement is: “John has a severe deficit in reading that necessitates specialized individualized instruction, which is most efficiently delivered in a small group in the resource room setting.”

8. Statement of Individual Appropriate Accommodations Needed for State- and PEA-Wide Assessments (§300.320)

All students must be included in State- and PEA-wide assessments. 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 assessments. 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 MSAA (Multi-State Alternate Assessment) in lieu of the State tests, AzMERIT/AIMS Science, if criteria are met as documented on the [Alternate Assessment Eligibility Determination form](#).

The IEP team must document any appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on Statewide and PEA-wide assessments. The documentation should clearly explain what accommodations are available to the student and for which specific tests. 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](#).

9. Postsecondary Transition Components (§300.320)

Transition services must begin no later than the first IEP to be in effect when the child is 16 or younger if it is determined appropriate by the IEP team and must be updated annually thereafter. The child must be invited to the IEP meeting in which 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 a coordinated set of activities, courses of study, and measurable annual goals that are needed to assist the child in reaching those goals.

Measurable Postsecondary Goals

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 for all students regardless of the impact of their disability and 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.

Guidance: Measurable postsecondary goals need to clearly occur after high school. Measurable postsecondary goals are required in the areas of employment/training and education. An independent living goal is required if the IEP team determines it to be appropriate.

Examples of compliant measurable postsecondary goals include:

- Jeff will enroll in a culinary arts program. (training/education)
- Bobbi will enroll in the teacher preparation program. (training/education)
- Shawna will work as a chef. (employment)
- Joe will live with a roommate in his own apartment. (independent living skills)

Updated Annually

Postsecondary goals need to be updated annually. If there are measurable postsecondary goals

included in the student's IEP when the student will be 16 years of age, then this criterion has been met. Additionally, if the student was older and the IEP was updated annually, then this criterion has been met. Best practice would indicate that the postsecondary goals become more specific each year they are updated.

Age-Appropriate Transition Assessments

The purpose of transition assessments is to gather information that identifies the student's interests, preferences, and especially the strengths. This information establishes what the measurable postsecondary goals were "based upon." The age-appropriate transition assessments will enable the writer of the IEP to have the information necessary 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 assessments, Arizona Career Information System (AzCIS), Armed Services Vocational Assessment Battery (ASVAB), Education and Career Action Plans (ECAPs), and student, parent, and staff interviews.

Guidance: Transition assessments need to clearly identify linkage between the student's strengths, preferences, and interests and the measurable postsecondary goals. Transition assessments also need to be age-appropriate, not cognitively appropriate. Transition assessment data should drive the entire transition plan. All students in Arizona are required to complete an Education and Career Action Plan (ECAP). Much, if not all, of the data derived from this plan can be directly linked or correlated to the student's transition plan.

10. Transition Services and Activities

Transition services and activities are actions that the school system or other agencies could provide, as well as the parents and students themselves. The IEP team is responsible for developing the coordinated set of activities that will reasonably enable the child to achieve his/her stated measurable postsecondary goal(s).

These activities may address any of the following areas:

- **Instruction:** the use of formal techniques to impart knowledge typically provided in an educational setting (e.g., tutoring, general education classes) (This is generally 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, recreational experiences)
- **Employment:** services consisting of training, education, or other experiences that lead to a job or career; 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; includes occasional activities such as registering to vote, preparing tax forms, renting a home, accessing medical services, and accessing SSI assistance
- **Daily Living Skills:** the skills for the activities that adults do on a daily basis, such as preparing meals, budgeting, maintaining a home, paying bills, grooming, etc.

Guidance: For transition services and activities to be compliant, there needs to be at least one activity related to each of the postsecondary goals. One activity could address more than one measurable postsecondary goal. It is important to be thoughtful about these activities as they can serve as transition assessment data in the following year(s). A student is able to demonstrate a preference in an area if he or she completes activities related to that area. This can be part of transition assessment data the team can consider as they review the transition plan.

Courses of Study

The IEP team is responsible for developing transition services including courses of study that will reasonably enable 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 reasonably enable the student to meet his or her measurable postsecondary goals.

Guidance: To be compliant, the student’s course of study needs to include multiple courses related to the measurable postsecondary goals and should cover the life of the IEP. These courses could all be in one school year or they could be spread out over multiple school years. Best practice would be to include multiple years of course work so that the student and family can picture how the student’s high school education will reasonably enable the student to attain the measurable postsecondary goals. If the link between the course and the measurable postsecondary goals is not clearly evident, a clarification can be added to show the alignment. Additionally, the courses need to be specific and should not include “elective,” as this is not

specific, and it is not individualized for the student.

For example, a 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.

Annual IEP Goals Related to Postsecondary Goals

Annual IEP goals need to relate to and support the student's measurable postsecondary goals. There needs to be evidence that each postsecondary goal is supported. One annual goal could support all postsecondary goals.

Guidance: Generally speaking, annual IEP goals will always support the student's measurable postsecondary goals. It is best practice to directly link the annual goal to the measurable postsecondary goals. If there is only one annual IEP goal, and it is not relevant to the measurable postsecondary goals, and/or generally not appropriate for the student, it could be considered noncompliant.

Evidence Student Was Invited to the IEP Meeting

Documentation needs to be evident that the student was invited to any IEP meeting where transition services would have been discussed. Documentation can include, but is not limited to:

- a student invitation to the meeting
- student signature as a meeting participant

Outside Agency Meeting Attendance

After obtaining the written consent of the parents (or the student who has reached the age of majority), the PEA must 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 agrees to commit services. If a participating outside agency fails to provide the transition services identified as the agency's responsibility in the IEP, the PEA must reconvene the IEP team to identify alternative strategies to provide the transition services in the IEP.

11. Transfer of Rights (§300.320)

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.

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.

12. Special Factors to Consider (§300.324)

Assistive Technology Devices and Services (AT): IEP teams must consider whether each 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: IEP teams must consider the communication needs of each student. Include opportunities for direct communication with peers and professional personnel and how instruction can be modified or accommodated to meet a student's needs.

Behavior: In the case of a student whose behavior impedes learning, the IEP team must consider how the student's behavior affects his or her learning or disrupts the learning environment of others. Develop and implement positive behavioral interventions and supports that will address the behavior and identify how progress will be monitored.

Limited English Proficiency (LEP): In the case of a student with limited English proficiency, IEP teams must consider what supports and strategies the student will need to address this limitation in English proficiency. LEP support can be addressed within the general education system or by direct instruction within the special education program.

Deaf/Hearing Impaired: IEP teams must consider the language and communication needs of a student with a hearing impairment 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: The IEP of a student with a visual impairment must 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.

13. Other Factors to Consider (§300.116; §300.106; R7-2-408)

The IEP team must consider special factors for specific students based on their disability and needs. It is recommended that the school document these not only in the student's IEP, but the prior written notice as well to ensure that all team members are aware of the decisions that were made, and the discussions that were held. These areas are included below:

Extended School Year Services (ESY) (§300.106; A.R.S. §15-881)

Schools are required to ensure that extended school year services are available to students, as necessary, in order to provide a free appropriate public education (FAPE). Extended school year (ESY) services are defined as special education and related services that are provided to a child with a disability beyond the school's normal school days, in accordance with the child's IEP, at no cost to the parent. A child's need for ESY services is to be determined on an individual basis by the IEP team. Schools are not permitted to limit ESY services to particular categories of disability or to unilaterally limit the type, amount, or duration of the services. Moreover, eligibility for ESY services cannot be based on need or desire for day care or respite care, an educational program to maximize the student's academic potential, or a summer recreational program.

ESY services are necessary if either: (1) the benefits that the student gained during the regular school year would be significantly jeopardized if he or she is not provided educational services, or (2) the student would experience severe or substantial regression if he or she is not provided educational services during short or long recesses or summer months, and the regression would result in substantial skill loss of a degree and duration that would seriously impede the student's progress toward educational goals. The IEP team shall determine if the student is eligible to receive ESY services no later than 45 days prior to the last day of the school year.

The determination of whether a student is eligible for ESY services must take into account least restrictive environment considerations and be determined by the IEP team, using a multifaceted inquiry based on the following criteria: (1) retrospective data, such as past regression and the rate of recoupment, and (2) predictive data, when empirical data is not available, which may be proven by expert opinion based upon a professional individual assessment.

Guidance: The team should consider the student's progress on annual IEP goals. Additionally, the team needs to consider whether the student is at a critical development stage. An ESY

explanation should include data related to regression and recoupment of skills, as well as whether the student is at a critical learning stage or not. It is important that this consideration is made annually for ALL students and that it is based on data collected relevant to the student's individual IEP goals.

Placement (§300.116)

The IDEA mandates that the student with a disability be 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, and the potential harmful effects that may occur as a result of the selected placement(s) must be considered and documented.

Guidance: The student's placement needs to be based on student data and should be an individual decision related to student needs. If the student needs to be placed in a more restrictive environment, why this placement is necessary should be explained. The team should always start with the general education classroom and work through the continuum to determine what is needed to allow the student to access and make progress in the general education curriculum. **Placement in a more restrictive environment should not mean that the student has reduced access to the general education curriculum.**

Review of the IEP

(§300.324)

The IEP must be reviewed at least once a year and more frequently to address the following:

- 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 reviewed and revised, as appropriate, during the IEP review.

IEP Meetings

(§300.321, §300.322)

The PEA should document IEP team member participation in all IEP meetings. While signatures on an IEP are not required, a sign-in sheet is a good way to document the participation of a compliant IEP team. 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 (this individual may serve in more than one role on the IEP team, such as the general education teacher, special education teacher/provider, interpreter of evaluation data, etc.) In order to fulfil this role, the individual must be:
 - Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - 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 (this person may serve in more than one role on the IEP team);
- At the discretion of the parent or school, 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 in making the transition smooth;
- If the student is or may be attending an approved private school, a representative of the private school.

IEP Team Member Excusal

(§300.321(e)(1),(2))

- A required member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related service if the parent and the PEA 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.

If the parent and the PEA agree in writing that the attendance of a member is not necessary because that member's area of the curriculum or related service is not being discussed or modified at the meeting. This decision should be made well in advance of the meeting and excusal should not be used as a matter of convenience for an IEP team member who unexpectedly cannot attend. 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.

Consensus

In making decisions about a child's educational program, the IEP team should work toward consensus, but if it is unable to do so, the school has the ultimate responsibility to ensure that the child receives a FAPE. It is not appropriate for the IEP team to make decisions based upon a majority "vote." If the team is unable to reach consensus, the individual acting as the school representative must make the final decision and the school must explain its proposal or refusal regarding the child's educational program in a prior written notice (PWN) to the parent. The parent may seek resolution of any disagreement by filing a due process complaint or requesting mediation with the school.

Parent Participation

(34 CFR §300.322)

The role of the parent is essential in the IEP meeting. The parents are equal members of the IEP team and their input merits careful consideration. The PEA must take steps to ensure that one or both of the child's 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

Conducting an IEP Team Meeting without the Parent

(§300.322(d))

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

Guidance: In 2013, the 9th Circuit Court of Appeals held that schools must ensure parental involvement in the “creation process” of their child’s IEP unless the parents affirmatively refuse to attend, or are entirely unresponsive to the school’s requests to meet. It is important for schools to plan ahead to allow sufficient time to schedule a meeting, particularly if the deadline for the annual review is coming up; it is also important to work closely with parents to ensure that meetings are scheduled at a mutually agreed upon date and time. ([Doug C. v. Hawaii Department of Education](#))

Alternative Means of Meeting Participation

(34 CFR §300.328)

At times it is not possible for a meeting participant to attend a 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.

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 making changes to a student's IEP after the annual IEP team meeting. Instead, the parent and the PEA 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. A PWN and the revised IEP with any amendments must be provided to the parents.

Transfer Students

(§300.323, A.R.S. §15-828(G))

In the case of a child with a disability who has an IEP in effect and who, during the same school year, transfers to a different school district or charter school within the *same* state, the receiving school, in consultation with the parents, is required to provide that student a FAPE, including services comparable to those in the IEP from the sending school until such time as the receiving school adopts the previous school's IEP or develops and implements a new IEP.

In the case of a child with a disability who has an IEP in effect and who transfers during the same school year to a *different* state, the receiving school, in consultation with the parents, is required to provide that student with a FAPE, including services comparable to those in the IEP from the sending school until such time as the receiving school conducts an evaluation, if determined to be necessary, and develops and implements a new IEP.

In either case, the receiving school must take reasonable steps to promptly obtain the child's records (including the IEP and supporting documentation) from the sending school. In Arizona, the receiving school has five school days to request records from the child's previous school and that school (if it is in Arizona) has 10 school days to send the records.

Appendix A

Individualized Education Program

Individualized Education Program

Demographics

IEP Date: Prior IEP Date: Eligibility Category:
Student's Last Name: Student's First Name: M.I.:
Birth Date: Gender: Grade: Student ID#:
Home Address:
City: State: Zip Code:
Primary Language of Student:
Primary Language of Instruction:
English Language Learner: Yes No
District/PEA of Residence:
School/PEA of Attendance:
Parent Name:
Parent Address:
Work Phone: Home Phone: Cell Phone:
Primary Home Language of Parent:
Parent Name:
Parent Address:
Work Phone: Home Phone: Cell Phone:
Primary Home Language of Parent:

Documentation of Participation at IEP Meeting

(§300.321)

Student: Date:
Parent: Date:
General Education Teacher: Date:
Special Education Teacher: Date:
PEA Representative: Date:
Person to Interpret Results: Date:

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

(§300.320(a)(1))

Clearly specify the student's current level of performance in the following areas: academic, non-academic, social, and emotional. Include a clear description of how the student's disability affects his/her involvement and progress in the general curriculum. Be sure to address any and all areas that are impacted by the student's disability. Academic Strengths and Needs:

Functional Strengths and Needs:

Behavioral Strengths and Needs:

Independent Living Strengths and Needs:

Communication Strengths and Needs:

Motor Skill Strengths and Needs:

Social/Emotional Strengths and Needs:

Information Provided by Parents:

Classroom-Based Information and Observation:

Observational Information Provided by Special Education Teacher and/or Related Services Provider:

Consideration of Special Factors

(§300.324(a)(2))

Each of the following areas has been considered by the team. If supports are needed additional information has been included.

Assistive technology devices and services: Needed Not Needed

Communication needs: Needed Not Needed

Behavioral needs: Needed Not Needed

For an English language learner—language needs: Needed Not Needed

For a student who is deaf or hard of hearing—
language and communication needs: Needed Not Needed

For a student who is blind or visually impaired—
provision of Braille instruction: Needed Not Needed

Measurable Annual Goals

(§300.320(a)(2))

*Measurable annual goals should ensure the student's access to the general curriculum. Annual goals that meet other education needs and support measurable postsecondary goals can also be included. *Ensure that benchmarks or short-term objectives are included for any student who qualifies to take the alternate assessment.*

Measurable Goal:

Baseline:

Mastery:

Measurable Goal:

Baseline:

Mastery:

Progress toward Annual Goals

(§300.320(a)(3))

Describe how parent(s) will be notified of student's progress towards measurable annual IEP goals. This should, at minimum, be at least as often as general education peers are notified of their academic progress.

Participation in State- and PEA-Wide Assessments

(§300.160(c), §300.320(a)(6))

Student will participate in statewide assessment:

- With no accommodations or with standard accommodations
- With accommodations described below
- Using alternate assessment (alternate assessment eligibility form is included)

Accommodations:

Student will participate in PEA-wide assessment(s):

- With no accommodations or with standard accommodations
- With accommodations described below
- Alternative method through _____
- There are no PEA-wide assessments given

Accommodations:

Special Education and Related Services

(§300.320(a)(4),(5),(7); A.A.C. R7-2-401(F)(4))

Special Education Services	Start Date	End Date	Frequency/Amount	Location/Setting	Service Provider
Related Services	Start Date	End Date	Frequency/Amount	Location/Setting	Service Provider

- Related services have been considered and the team determined that they are not needed.

Supplementary Aids and Services, Program Modifications, and Supports for School Personnel

(§300.324(a)(4)(a)(3)(ii), §300.34(a))

Supplementary Aids and Services	Start Date	End Date	Frequency/Amount	Location/Setting
Program Modifications or Supports for School Personnel	Start Date	End Date	Frequency/Amount	Location/Setting

- Supplementary aids and services have been considered and the team has determined that they are not needed.
- Program modifications have been considered and the team has determined that they are not needed.
- Supports for school personnel have been considered and the team has determined that they are not needed.

Least Restrictive Environment (LRE)

(§300.115(b)(c)(d))

This placement is as close to possible as the student’s home school.

- Yes
- No

Comments:

Does this IEP require that the student be placed in a school other than one he/she would attend if not for the disability?

- Yes
- No

Comments:

The potential harmful effects of the student’s placement are explained here. *(This is required for all students regardless of placement.)*

Explain the extent to which the student will not participate with their nondisabled peers based on the placement decision. Explain why this removal is necessary to meet the student’s needs. (If the student is 100% included in the general education environment, then this would not be required. A statement to this effect is sufficient.)

Extended School Year Services (ESY)

(§300.106)

Eligibility for ESY services:

- Yes
- No

To be determined at a later date to be no later than 45 calendar days before the end of the current school year

This determination was based on the following information. (Describe **the data** used to make the determination and whether it was based on critical skill and/or regression recoupment concerns.)

If determined eligible, describe the ESY services to be provided:

Transition Services

(§300.43, §300.320(b), §300.321(b))

Transition services must begin no later than the IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate by the IEP team. The plan is required to be updated annually. Transition services need to include appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; the transition services (including courses of study) need to reasonably enable the student to achieve the measurable postsecondary goals.

Measurable Postsecondary Goals Education/Training:

Employment:

Independent Living Skills (if determined appropriate):

Age-Appropriate Transition Assessments (These should identify the student's strengths, preferences, and interests.):

Transition Services and Activities

Services and activities should be included in any area that is required to reasonably enable the student to meet his/her measurable postsecondary goals. The team will determine which area(s) need to be addressed, as not all are required.

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

Courses of Study

Courses of study that will reasonable enable the student to meet his/her measurable postsecondary goals should be included. There needs to be more than one course that aligns to the student’s measurable postsecondary goals. If the alignment is not obvious, additional explanation may be included to clarify. The courses of study should cover the life of the IEP, at a minimum.

	School Year:	School Year:	School Year:	School Year:
Language Arts				
Math				
Science				
Social Studies				
Health/PE/Elective				
Foreign Language/ Elective				
Elective				

Additional Educational Opportunities or Comments/Clarification:

Statement of Transfer of Rights at the Age of Majority

(§300.520)

Beginning not later than one year before the student 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 student with a disability whose rights remain with a court-appointed guardian).

Student Informed: Yes

Student Signature:

Date:

Parent Informed: Yes

Parent Signature:

Date:

Guardianship legally held by other (Describe documentation provided.)

Appendix B

Measurable Goal Worksheet

Measurable Goal Worksheet

Baselines can be contained in the PLAAFP and/or the Goal Statement.

Do <i>(What is the specific skill/behavior to be achieved in this goal?)</i>	To What Extent or Criteria? <i>(How will the student show that he/she has mastered the goal?)</i>	As Evaluated <i>(Identify the specific measurement tool or assessment strategy.)</i>	Baseline <i>(What is the present level of the student related to this skill?)</i>	Does this goal make sense?	Is this goal measurable?

Appendix C

Individualized Education Program (IEP) Guidance

Individualized Education Program (IEP) Guidance

The following document is included to provide readers with guidance on the IEP requirements. It is divided into three sections. Each component of the IEP is listed and broken down into three descriptive categories:

Noncompliance

Compliance

Best Practice

Noncompliance describes what will not meet requirements and will result in an “out” call during monitoring.

Compliance can be considered “in” during monitoring and should meet requirements of IDEA, Arizona Revised Statutes, and Arizona State Board Rules. While these descriptions can be identified as meeting requirements, they may leave the PEA vulnerable to IEP team confusion and disagreement, opening the door to possible State complaints and/or due process complaints. In addition, FAPE may be called into question, which could include compensatory education services.

Best Practice provides information to assist PEAs in potentially avoiding confusion, disagreement, or more significant issues. *These items may require little more from the PEAs and the IEP teams to aid in student success.*

1. The IEP includes present levels of academic achievement and functional performance (PLAAFP)		
<p>Noncompliance</p> <ul style="list-style-type: none"> • Present levels are not evident at all • Present levels are evident, but only include grade level equivalents and/or test scores • For a preschool student, there is no information related to functional or readiness levels 	<p>Compliance</p> <ul style="list-style-type: none"> • There is information related to the student’s functional strengths and weaknesses as well as academic strengths and weaknesses and how the disability affects progress in the general education curriculum • The information included is more extensive than grade level equivalents and/or test scores • For a preschool student, there is information about the student’s functional and readiness levels 	<p>Best Practice</p> <ul style="list-style-type: none"> • The information included clearly explains the student’s strengths, weaknesses, and needs and gives anyone reading a clear picture of the student • The information is skill specific and leads directly into the annual goals and services based on the needs outlined, and (if it is appropriate) includes the student’s functioning in relation to post-school outcomes • For a preschool student, there is information about the student’s functional and readiness abilities
2. The IEP includes measurable annual goals		

<p>Noncompliance</p> <ul style="list-style-type: none"> • Goals included are not measurable—they may be missing a baseline, level of mastery, etc. • Goals are included, but they are not related to the student’s needs • Goals are included, but they are not specific to the student’s needs or are not skill specific—they are general, such as achieving a certain grade in a class • There are no annual goals 	<p>Compliance</p> <ul style="list-style-type: none"> • Goals are included and they are measurable (see Appendix B for all required criteria) • Goals are skill based • Goals are aligned to the student’s needs • Goals are individualized 	<p>Best Practice</p> <ul style="list-style-type: none"> • Goals are skill specific and aligned to the individual student’s needs • Goals address specific skill gaps and are based on criterion data
<p>3. For a student eligible for alternate assessment, the IEP contains eligibility documentation and short-term objectives for all annual goals</p>		
<p>Noncompliance</p> <ul style="list-style-type: none"> • No documentation of alternate assessment eligibility is included • Annual goals do not include objectives 	<p>Compliance</p> <ul style="list-style-type: none"> • Student is eligible for alternate assessment and eligibility documentation is in the file • All annual goals have at least one short-term objective 	<p>Best Practice</p> <ul style="list-style-type: none"> • Student is eligible for alternate assessment and eligibility documentation is in the file • All annual goals have short-term objectives that are written as task analyses for each annual goal
<p>4. Progress report is included and provides a measurement of progress towards annual goals</p>		
<p>Noncompliance</p> <ul style="list-style-type: none"> • Progress report is evident, but goal progress is not clear • Progress report is included but not all goals have progress measurements • There is no progress report evident 	<p>Compliance</p> <ul style="list-style-type: none"> • Progress report is included and it is clear what progress has been made on each goal • Progress report includes data related to each goal 	<p>Best Practice</p> <ul style="list-style-type: none"> • Progress report is included and it is clear what progress has been made on each goal • Progress report includes data related to each goal • Progress report includes anecdotal data related to each goal
<p>5. IEP includes special education services</p>		
<p>Noncompliance</p> <ul style="list-style-type: none"> • Services are included, but they are not specific or individualized 	<p>Compliance</p> <ul style="list-style-type: none"> • Services are clearly outlined and include duration, frequency, location, and provider (highly qualified special education teacher) 	<p>Best Practice</p> <ul style="list-style-type: none"> • Services are clearly outlined and include duration, frequency, location, and provider (highly qualified special education teacher)

<ul style="list-style-type: none"> • Services are included, but they do not describe specialized instruction, and there is no evidence elsewhere in the IEP that further explains the specially designed instruction • Services are included, but they do not include duration, frequency, location, and/or provider (highly qualified special education teacher) • Services are not included or clearly defined 	<ul style="list-style-type: none"> • Services are individualized and evidence specialized instruction • Services included can be aligned to student needs 	<ul style="list-style-type: none"> • Services are individualized and clearly outline what specialized instruction is being provided to the student • Services are clearly tied to the student’s needs
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6. The IEP includes the consideration of related services

Noncompliance	Compliance	Best Practice
<ul style="list-style-type: none"> • There is no evidence that the team considered related services • There is a section for related services on the IEP, it is blank, and there is no evidence elsewhere in the IEP about the consideration of related services • There is a section for related services in the IEP, it is marked NA, and there is no documentation anywhere else in the IEP that documents the consideration of related services • Related services are included, but they are not specific (speech therapy) • Related services are included but they do not include a location, duration, frequency, and/or provider 	<ul style="list-style-type: none"> • There is evidence that the team considered related services and determined that they were not needed • Related services are included, and they delineate location, duration, frequency, and provider • Related services included are specific (expressive language therapy) • Related services are included and are aligned to the student’s needs 	<ul style="list-style-type: none"> • There is evidence that the team considered related services and determined that they were not needed • Related services are included and they delineate location, duration, frequency, and provider • Related services included are specific (expressive language therapy) • It is clearly evident that the related services included are necessary to meet the student’s needs

7. The IEP includes consideration of any supplementary aids, services, and program modifications that are needed

<p>Noncompliance</p> <ul style="list-style-type: none"> • There is no evidence that supplementary aids, services, or program modifications were considered or needed • There is a place for supplementary aids, services, and program modifications on the IEP; however, it is blank and there is no evidence elsewhere in the IEP that documents the consideration or need • There is a place for supplementary aids, services, and program modifications on the IEP; however, it is marked NA, and there is no other evidence elsewhere in the IEP that documents the consideration • Supplementary aids, services, and program modifications are included, but there is no location, frequency, and/or duration • Supplementary aids, services, and program adaptations are included, but they are not individualized (ex., calculator) 	<p>Compliance</p> <ul style="list-style-type: none"> • There is evidence that supplementary aids, services, and program adaptations were considered and not needed • Supplementary aids, services, and program modifications are included and the frequency, duration, and location are delineated • Supplementary aids, services, and program modifications are individualized for the student (ex., use of 10-key calculator) • Supplementary aids, services, and program modifications are included, and they are aligned to the student’s needs 	<p>Best Practice</p> <ul style="list-style-type: none"> • There is evidence that supplementary aids, services, and program adaptations were considered and not needed • Supplementary aids, services, and program modifications are included and the frequency, duration, and location are delineated • Supplementary aids, services, and program modifications are individualized for the student (use of 10-key calculator for math and science classes to address basic math needs) • Supplementary aids, services, and program modifications are included, and they are clearly linked to the student’s needs
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8. The location of each service is included in the IEP

<p>Noncompliance</p> <ul style="list-style-type: none"> • The location for each service is not included anywhere in the IEP • The location for each service is included but not specific (ex., campus, Mrs. Smith’s classroom) 	<p>Compliance</p> <ul style="list-style-type: none"> • The location for each service is included in the IEP • The location included is specific for each service (general education classroom, special education classroom) 	<p>Best Practice</p> <ul style="list-style-type: none"> • The location for each service is included in the IEP • The location included is specific for each service (general education classroom, special education classroom) • The location included is specific to the environment
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		that is appropriate for the specific service to be provided and is aligned with the student's needs
9. The IEP includes consideration of supports for school personnel		
<p>Noncompliance</p> <ul style="list-style-type: none"> • There is no evidence that supports for school personnel have been considered by the IEP team • There is a place for consideration on the IEP; however, it is blank and there is no evidence elsewhere in the IEP that the consideration has been made • There is a place on the IEP for consideration of supports, it is marked NA, and there is no evidence elsewhere in the IEP that the consideration has been made • Supports for school personnel are included, but they are not individualized or student specific (ex., consultation with special education teacher) 	<p>Compliance</p> <ul style="list-style-type: none"> • There is evidence that the team considered supports, and they were not needed • Supports are included, and they are individualized for the student • (ex., consultation with general education teacher to aid with modifying tests for the student's reading comprehension disability) • Supports included can be aligned with student needs 	<p>Best Practice</p> <ul style="list-style-type: none"> • There is evidence that the team considered supports, and they were not needed • Supports were included and they were individualized for the student • (ex., consultation with general education teacher to aid with modifying tests for the student's reading comprehension disability) • Supports included are clearly linked to student needs
10. The IEP includes the consideration of extended school year (ESY) services		
<p>Noncompliance</p> <ul style="list-style-type: none"> • There is no evidence in the IEP that ESY services were considered by the IEP team • There is a place for ESY consideration on the IEP; however, it is blank or marked NA with no other explanation anywhere in the IEP • ESY is considered, but it is not based on the individual student needs and is a general statement related to disability category, age of 	<p>Compliance</p> <ul style="list-style-type: none"> • There is evidence that ESY was considered by the team, and it was determined based on individual student needs • There is a statement that ESY will be determined at a later date, and there is evidence that the determination was made no later than 45 days before the last day of school 	<p>Best Practice</p> <ul style="list-style-type: none"> • There is evidence that ESY was considered by the team, and it was determined based on individual student needs • The determination is explained, includes data, and specifically speaks to the needs of the student and why ESY is recommended • There is a statement that ESY will be determined at a later date, and there is evidence that the

<p>the student, and/or availability of LEA resources</p> <ul style="list-style-type: none"> • There is a statement that ESY services will be considered at a later date, and then it was not revisited within 45 days prior to the last day of school, or there is no documentation that it was revisited within 45 days from the last day of school 		<p>determination was made no later than 45 days before the last day of school</p>
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11. The IEP includes an explanation of the extent to which the student will not participate with nondisabled peers

<p>Noncompliance</p> <ul style="list-style-type: none"> • There is no explanation and/or justification as to why the student will not be participating with nondisabled peers • There is an explanation, but it is not individualized (ex., Jim will not participate with nondisabled peers when in the special education classroom for reading) 	<p>Compliance</p> <ul style="list-style-type: none"> • There is an explanation and justification as to why the student will not participate with nondisabled peers • The documentation is individualized (Jim will not participate with nondisabled peers when he is in the special education classroom for small group instruction in reading,, which will allow Jim individualized attention, as well as the capability for better focus in a smaller environment) • There is a statement indicating that the student is 100% included in the general education environment 	<p>Best Practice</p> <ul style="list-style-type: none"> • There is an explanation and justification as to why the student will not participate with nondisabled peers • The documentation is individualized (Jim will not participate with nondisabled peers when he is in the special education classroom for small group instruction in reading,, which will allow Jim individualized attention as well as the capability for better focus in a small environment) • There is a statement indicating that the student is 100% included in the general education environment • The participation statement is clearly tied to the student's needs
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12. For a student whose behavior impedes his or her learning or the learning of others, the IEP includes consideration of behavioral supports and strategies

<p>Noncompliance</p> <ul style="list-style-type: none"> • There is no evidence of the consideration of behavioral 	<p>Compliance</p>	<p>Best Practice</p>
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<p>supports and/or strategies anywhere in the IEP</p> <ul style="list-style-type: none"> • There is a place for consideration in the IEP, but it is left blank and there is no documentation anywhere else in the IEP related to the consideration of behavioral supports and/or strategies 	<ul style="list-style-type: none"> • There is evidence of the consideration of behavioral supports and/or strategies • There is evidence of the consideration of behavioral supports and/or strategies and documentation that they are not needed • There is evidence elsewhere in the IEP that behavioral supports and/or strategies are being provided (goal related to behavior, counseling services, interventions, or accommodations described in the present levels, etc.) 	<ul style="list-style-type: none"> • There is evidence of the consideration of behavioral supports and/or strategies • There is evidence of the consideration of behavioral supports and/or strategies and documentation that they are not needed • There is evidence elsewhere in the IEP that behavioral supports and/or strategies are being provided (goal related to behavior, counseling services, interventions, or accommodations described in the present levels, etc.) • There is documentation that clearly aligns the student needs in the PLAAFP with the behavioral supports/strategies that are included
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13. The IEP includes documentation of accommodations needed for State testing and PEA-wide testing

<p>Noncompliance</p> <ul style="list-style-type: none"> • There is no documentation of testing accommodations included in the IEP or documentation that accommodations are not needed 	<p>Compliance</p> <ul style="list-style-type: none"> • The IEP includes documentation of testing accommodations • Testing accommodations can be tied to the student’s needs, as outlined in the PLAAFP; if no testing accommodations are needed, this is clearly documented 	<p>Best Practice</p> <ul style="list-style-type: none"> • The IEP includes documentation of testing accommodations • The testing accommodations listed are also to be used daily in classroom instruction • Testing accommodations are clearly aligned to the student’s needs as outlined in the present levels • The accommodations are delineated for statewide testing versus PEA-wide testing • The accommodations can be tied to student needs as outlined in the present levels
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14. The IEP includes consideration of the student’s communication needs

<p>Noncompliance</p> <ul style="list-style-type: none"> • There is no documentation that the communication 	<p>Compliance</p>	<p>Best Practice</p>
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<p>needs of the student were considered</p> <ul style="list-style-type: none"> • There is a place for communication needs' consideration in the IEP, but it is blank or marked NA without any documentation elsewhere in the IEP 	<ul style="list-style-type: none"> • There is documentation that the communication needs were considered • The documentation is individualized for the student's needs • If there are no communication needs, this is clearly documented • Communication needs can be tied to the student's needs as outlined in the present levels 	<ul style="list-style-type: none"> • There is documentation that the communication needs were considered • The documentation is individualized for the student's needs • If there are no communication needs, this is clearly documented • The communication needs are aligned to the needs outlined in the present levels
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15. The IEP includes consideration of the student's assistive technology needs

<p>Noncompliance</p> <ul style="list-style-type: none"> • There is no documentation that assistive technology needs of the student were considered • There is a place in the IEP for the consideration of assistive technology, but it is left blank or marked NA without any documentation elsewhere in the IEP 	<p>Compliance</p> <ul style="list-style-type: none"> • There is documentation that the assistive technology needs were considered • The documentation is individualized for the student and not based solely on the student's disability • If no assistive technology is needed, this is clearly documented • Assistive technology needs can be tied to the student's needs as outlined in the present levels 	<p>Best Practice</p> <ul style="list-style-type: none"> • There is documentation that the assistive technology needs were considered • The documentation is individualized for the student and not based solely on the student's disability • If no assistive technology is needed, this is clearly documented • The assistive technology needs are clearly aligned to the student's needs as outlined in the present levels
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16. *For a student who is an English Language Learner (ELL), the IEP documents that language needs were considered*

Noncompliance	Compliance	Best Practice
<ul style="list-style-type: none"> • The student has been identified as an ELL, and there is no documentation that language needs were considered • There is a place to address language needs on the IEP, but it is left blank or marked NA for a student who is identified as an ELL; additionally, there is no documentation about language needs elsewhere in the IEP 	<ul style="list-style-type: none"> • The student is identified as an ELL, and there is documentation of the consideration of the student’s language needs 	<ul style="list-style-type: none"> • The student is identified as an ELL, and there is documentation of the consideration of the student’s language needs • The identified needs are outlined and explained so any reader would understand how to plan for and work with the student

17. *For a student who has a hearing impairment, the IEP documents consideration of the student’s language and communication needs*

Noncompliance	Compliance	Best Practice
<ul style="list-style-type: none"> • The student is identified as having a hearing impairment, and there is no documentation that the team considered the student’s language and communication needs • The student is identified as having a hearing impairment, and there is documentation that the team considered the student’s language OR communication needs, but not evidence of both being considered • There is a place to address language and communication needs on the IEP, and it is left blank or marked NA for a student who is identified as hearing impaired; there is no documentation about language and communication needs. 	<ul style="list-style-type: none"> • The student is identified as hearing impaired, and there is documentation of the team’s consideration of the student’s language and communication needs 	<ul style="list-style-type: none"> • The student is identified as hearing impaired, and there is documentation of the team’s consideration of the student’s language and communication needs • The identified needs are outlined and explained so any reader would understand how to plan for and work with the student

18. Required postsecondary transition components (see Appendix D)		
19. For a student turning 17 in the current IEP year, evidence that the student was informed of the transfer of rights		
<p>Noncompliance</p> <ul style="list-style-type: none"> There is no evidence that the student and parent(s) have been informed of the transfer of rights prior to the student's 17th birthday 	<p>Compliance</p> <ul style="list-style-type: none"> There is evidence that the student and parent(s) have been informed of the transfer of rights prior to the student's 17th birthday 	<p>Best Practice</p> <ul style="list-style-type: none"> There is evidence that the student and parents have been informed of the transfer of rights prior to the student's 17th birthday Evidence includes a clear explanation of the rights that are being transferred, as well as signatures from the parent(s) and student
20. The IEP reflects the individual student needs		
<p>Noncompliance</p> <ul style="list-style-type: none"> The IEP, in its entirety, does not allow the student the provision of FAPE: <ol style="list-style-type: none"> There is no link between the IEP and the evaluation The needs are identified in the PLAAFP, but not all are addressed in the IEP The annual goals are not aligned with the student's needs Postsecondary transition components are not addressed 	<p>Compliance</p> <ul style="list-style-type: none"> The IEP, in its entirety, affords the student the provision of FAPE The evaluation and the IEP are aligned All of the student's needs are addressed throughout the IEP The secondary transition components are addressed There is alignment between the student's needs and the annual goals and services 	<p>Best Practice</p> <ul style="list-style-type: none"> The IEP in its entirety affords the student the provision of FAPE There is a clear alignment between the evaluation and the IEP The student's needs are clearly outlined in the present levels and then are addressed throughout the IEP All secondary transition components are addressed There is a clear connection between the student's needs outlined in the present levels and the annual goals and services

Appendix D

Indicator 13, Secondary Transition Requirements

Indicator 13, Secondary Transition Requirements

The following document is included to provide readers with guidance on Indicator 13 requirements from the federal Office of Special Education Programs. It is divided into three sections. Each component of Indicator 13 is listed and broken down into three descriptive categories:

Noncompliance

Compliance

Best Practice

Noncompliance describes what will not meet indicator requirements and will result in an “out” call during monitoring.

Compliance can be considered “in” during monitoring and should meet requirements of IDEA '04 and Indicator 13, Secondary Transition. While these descriptions can be identified as meeting requirements, they may leave the PEA vulnerable to IEP team confusion and disagreement opening the door to possible State complaints and/or due process complaints. In addition, FAPE may be called into question, which could result in compensatory education services being required and more importantly students with disabilities may still be underprepared and/or marginally successful in adult life related to employment, postsecondary education/training, and living independently in the adult world.

Best Practice provides information to assist PEAs in potentially avoiding confusion, disagreement, or more significant issues. These items may require little more from the PEAs and the IEP teams to aid in student success.

1. Measurable Postsecondary Goals (MPGs)		
<p>Noncompliance</p> <ul style="list-style-type: none"> • No MPGs present • All required areas not addressed— education/training and employment, independent living, as determined by the IEP team • No evidence that MPGs are based on strengths, interests, and preferences 	<p>Compliance</p> <ul style="list-style-type: none"> • MPGs present in each required area • Evidence that the MPGs are based on student strengths, preferences, and interests • MPGs are postsecondary • MPGs are measurable 	<p>Best Practice</p> <ul style="list-style-type: none"> • MPGs are present in all required areas • Evidence that the MPGs are based on student strengths, preferences, and interests • MPGs clearly state completion will occur after graduation • Contain <u>measurable</u> postsecondary outcomes
2. MPGs Updated Annually		
<p>Noncompliance</p> <ul style="list-style-type: none"> • IEP was not reviewed within the last 365 days 	<p>Compliance</p> <ul style="list-style-type: none"> • IEP was reviewed within the last 365 days and this included a review of the transition plan 	<p>Best Practice</p> <ul style="list-style-type: none"> • MPGs change each year as a result of new information from formal/informal assessment • MPGs change each year as a result of activities completed the year before

		<ul style="list-style-type: none"> • MPGS increase in specificity from year to year
3. Age-Appropriate Transition Assessment		
Noncompliance <ul style="list-style-type: none"> • No documentation of any age-appropriate transition assessment(s) • Boilerplate statements • No evidence of transition assessment(s) results, even though measurable postsecondary goals are present • The Transition Planning Interview identifies preferences and interests only • There is no assessment data (formal or informal) included in the IEP that identifies the student's strengths • Assessment(s) in the IEP and/or information from the assessment(s) do not support the MPGs as strengths, preferences, or interests 	Compliance <ul style="list-style-type: none"> • IEP has information that correlates to results from the age-appropriate assessment(s), which identify the strengths, preferences, and interests of the student for each of the MPGs • Classroom/job performance information in the IEP correlates to the stated MPGs 	Best Practice <ul style="list-style-type: none"> • Assessment(s) are clearly listed • IEP has a summary statement of the results of the specific formal/ informal age-appropriate assessment(s) that supports each MPG (i.e., information identifies strengths, preferences, and interests that justify selection of the MPGs) • The summary statement clearly identifies which assessments provided the information used to write each MPG • Actual classroom/job performance that demonstrates the required job skills for the MPG are summarized and used as informal assessments to support the MPGs
4. Transition Services		
Noncompliance <ul style="list-style-type: none"> • Services/activities are not correlated with the MPGs • Services/activities are not individualized (boilerplate) • Generic services/activities 	Compliance <ul style="list-style-type: none"> • Services/activities are only needed in areas that will reasonably enable the student to meet the MPGs • IEP contains a specific service/activity that correlates with reasonably enabling a student to achieve the MPGs • IEP contains a single service/activity that supports one or all MPGs 	Best Practice <ul style="list-style-type: none"> • IEP has information that addresses services/activities in all areas that the student will complete to reasonably enable the student to achieve each MPG • Multiple relevant activities and services are included
5. Courses of Study		

<p>Noncompliance</p> <ul style="list-style-type: none"> • Course titles are not indicative of reasonably enabling the student to achieve the MPGs (e.g., student’s MPG is to become an accountant and student is only taking remedial math courses in a self-contained setting) • No connection between courses listed and MPGs and/or there is not a clarification statement that aligns the course to a goal • No courses listed • Course of study not individualized (i.e., course of study is the same as that of a general education student) • Electives listed as “elective” and not individualized 	<p>Compliance</p> <ul style="list-style-type: none"> • Course titles correlate to the MPGs • Courses within the complete course of study correlate to the MPGs • Courses listed cover the life of the IEP 	<p>Best Practice</p> <ul style="list-style-type: none"> • Course titles directly connect to the MPGs • There is a connection between the courses and their relation to the MPGs (clarification statement for a course title that does not clearly align to the MPG in the IEP) • Courses of study support each MPG • Courses of study reflect a multi-year plan
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6. Annual IEP Goals

<p>Noncompliance</p> <ul style="list-style-type: none"> • No annual goals in the IEP • Annual IEP goal(s) included are in no way related to the MPGs 	<p>Compliance</p> <ul style="list-style-type: none"> • Annual IEP goal(s) appear to support the MPGs’ reasonable attainment (e.g., increasing reading comprehension supports being a newscaster or editor) • Annual IEP goal(s) are not measurable but still relate to the MPGs 	<p>Best Practice</p> <ul style="list-style-type: none"> • The annual IEP goal(s) specifically refer to an MPG (e.g., “. . . to enable the student to become . . . a welder.”)
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7. Student Invited to the IEP Meeting		
<p>Noncompliance</p> <ul style="list-style-type: none"> • No evidence that the student was invited • Student's name is not listed on the attendance portion of the IEP 	<p>Compliance</p> <ul style="list-style-type: none"> • Student's name is on the IEP section (if he/she attended) • Evidence that the student was invited to participate in the IEP if the student chose not to attend 	<p>Best Practice</p> <ul style="list-style-type: none"> • Document used, or a separate invitation form, specifically invites and records whether the student will/will not attend the IEP because transition services will be discussed (with a date on it) • Clear documentation that the student's input was represented at the IEP even though the student chose to be absent
8. Invitation by the PEA to an outside agency with PRIOR consent		
<p>Noncompliance</p> <ul style="list-style-type: none"> • No documentation that parental consent was obtained prior to the date of the IEP meeting invitation • No documentation of IEP meeting invitation made to the outside agency when parental consent was obtained • Note: Checkboxes for consent and/or invitation do not indicate compliance 	<p>Compliance</p> <p>Any combination of documents, <u>separate from the IEP</u>, that verifies:</p> <ol style="list-style-type: none"> 1. Parental consent date for PEA to invite outside agency 2. The agency was invited and the date of the PEA invitation is shown 3. Evidence that consent was given prior to the date of invitation to the agency 	<p>Best Practice</p> <ul style="list-style-type: none"> • PEA creates a separate form that documents the date the consent to invite an outside agency was received • The form shows a separate date the outside agency invitation was sent, and that date is clearly after the consent was provided