

# Training Materials for Determining Eligibility of Intensive Needs Students



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# **Training Materials for Determining Eligibility for Intensive Needs Students**

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## **INTRODUCTION**

The Department of Education & Early Development (EED) has developed the *Training Materials for Determining Eligibility for Intensive Needs Students* to provide assistance to school districts in correctly identifying and documenting students who may qualify for intensive needs funding.

These training materials contain four sections that will assist school district staff in understanding how the regulations concerning intensive needs students are interpreted and applied. In addition, this document includes a copy of the verification checklist EED staff and/or special education contractor's use when reviewing students who are claimed for intensive needs funding.

This document is intended to provide the reader with a general familiarity with the requirements for funding of intensive special education students. This document is not binding and does not have the force of law. All decisions related to intensive funding will be governed by the relevant statutes and regulations.

## SECTION 1

### Regulation 4AAC 53.700 Public School Foundation Program

The following are the regulations as they appear in the Alaska Administrative Code as of 9/22/08 for determining eligibility for students for intensive needs funding. Included in this section are the relevant sections from the definitions section.

#### 4 AAC 52.700. Public school foundation program

- (a) Each district that files a plan under [AS 14.17.420](#) (b) to provide special education and related services to children with disabilities is eligible for state financial aid under [AS 14.17.300](#) - 14.17.490.
- (b) Public school foundation reports must be submitted, on forms provided by the department, to the department's division of education support services.
- (c) A student is eligible for funding as an intensive student if the student has been identified for special education and the student needs and receives individual attention and services that are significantly more complex and frequent, and require significantly more resources to provide, than the services received by other special education students. The services received by an intensive student will include services necessary to meet a critical medical need, services necessary to provide for the student's health, safety, and educational needs, and special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting. A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting, is not an intensive student. Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes. For funding purposes under [AS 14.17.420](#), a student will not be counted as receiving intensive services unless the student needs and receives intensive services and the -
  - (1) student's IEP provides for the following:
    - (A) direct daily instruction by a certified special education teacher with an endorsement under 4 AAC [12.330](#) or special education alternate program certificate under 4 AAC [12.340](#);
    - (B) multiple services, including related services;
    - (C) that all services not provided by a certified special education teacher be supervised by at least one certified special education teacher or related service provider;
    - (D) continuous special education programming;
    - (E) assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student;
    - (F) that individual care will be provided to the student for the student's entire school day by staff who are trained to meet the student's individual needs;
    - (G) special transportation when the student needs transportation, except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it; or
  - (2) student experiences deaf-blindness, must read Braille, or needs and receives full-time the services of a deaf education interpreter or tutor;
  - (3) student's IEP team determines that out-of-state residential placement is necessary; or
  - (4) student has a disability that prevents the student from attending a regular or special education program even with the aid of special transportation, and the IEP team's evaluation and the IEP, itself, indicate that a home-based or health-care-facility-based instructional program is

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appropriate to meet the student's needs; however, a student may not be counted under this paragraph as receiving intensive services if the student is placed in a detention facility, or is receiving home-based or health-care-facility-based instruction solely because of a disciplinary problem.

- (d) A district may seek a department waiver, for one year, from one or more of the requirements of (c) of this section if the district needs additional money for a student whose IEP team has determined that the student's educational program includes high-cost services that do not meet the funding criteria in (c) of this section. The department will grant the waiver if the requested funding is consistent with [AS 14.17.420](#) and this section and in the public interest. An application for a waiver must be in writing and include -
- (1) a statement of the component or components to be waived and the reason why the waiver is sought;
  - (2) the student's IEP; and
  - (3) any additional information that the department determines is necessary to address a particular student's needs.
- (e) The department will notify a district of the action taken on a public school foundation report after receipt of the report.
- (f) A district may not receive state financial aid under this section for special education or related services provided by the department.
- (g) If, after an entitlement review under 4 AAC [52.780](#), or otherwise, the department determines that an overpayment has occurred, the department may require repayment or withhold all or part of one or more future payments. The decision to do so is subject to appeal under 4 AAC [52.750](#).

**History:** Eff. 7/1/83, Register 86; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 8/29/2004, Register 171; am 9/29/2005, Register 175; am 1/17/2007, Register 181; am 3/24/2007, Register 181

**Authority:** [AS 14.07.060](#), [AS 14.17.420](#), [AS 14.30.180](#)

### 4 AAC 52.790. Definitions

As used in 4 AAC [52.090](#) - 4 AAC [52.790](#), unless the context requires otherwise,

- (10) "IEP" means individualized education program;
- (15) "related services" has the same meaning given that term in [AS 14.30.350](#) ;
- (20) "basic self-help, daily living, or adaptive skills" means rudimentary facility, as appropriate to the age of the student, in eating, toileting, dressing, grooming, personal hygiene, communication, and other basic essential skills;
- (21) "multiple services" means more than one special education service or related service;
- (23) "appropriate to the age of the student" means with consideration of the wide range of ages during which children develop skills, particularly children under six years of age for whom a basic skill may be developing or emerging;
- (24) "individual care" means providing for the health, safety, and educational needs of the student with personal attention by a certified special education teacher, a special education aide, or another trained person; for purposes of this paragraph, "personal attention" means
  - (A) full-time one-on-one attention; or
  - (B) attention provided on other than a one-to-one basis if
    - (i) one-on-one care is not required for a particular intensive student;

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- (ii) the district has provided the level of care necessary to protect the health and safety of the child; and
- (iii) the teacher, aide, or another trained person attends to no more than three intensive students at a time.

**History:** Eff. 8/22/2001, Register 159; am 8/29/2004, Register 171; am 1/17/2007, Register 181; am 8/30/2007, Register 183; am 9/23/2007, Register 183

**Authority:** [AS 14.07.060](#), [AS 14.30.180](#), [AS 14.30.186](#), [AS 14.30.193](#), [AS 14.30.194](#), [AS 14.30.250](#), [AS 14.30.255](#), [AS 14.30.272](#), [AS 14.30.285](#), [AS 14.30.325](#), [AS 14.30.350](#)

## SECTION 2

### Regulation Explanation and Examples

Section two of this document breaks regulation *4 AAC 52.700* down and provides the reader with questions to consider when claiming a student for intensive needs funding. Examples are provided, but the reader is cautioned that the examples are **not** all inclusive and will require some judgment on the school district's part. Additionally, the reader is provided direction as to where EED staff will expect to find documentation in the student's IEP to support a claim for intensive needs funding.

EED has separated regulation *4 AAC 52.700(c)* into four sections for discussion because it establishes the basic criteria a school district must follow in order to correctly identify an intensive needs student. **The basic criteria outlined in *4 AAC 52.700(c)* must be met before moving to the additional seven criteria outlined in *4 AAC 52.700(c)(1)(A)-(G)*.**

Below, each section of the regulation is underlined and italicized for easy reference followed by some basic questions and examples pertaining to each section. If the reader is still unsure about the eligibility of a student for intensive funding, they are encouraged to contact EED special education staff for additional clarification.

#### *4 AAC 52.700 Public school foundation program.*

- (a) *Each district that files a plan under AS 14.17.420(b) to provide special education and related services to children with disabilities is eligible for state financial aid under AS 14.17.300-14.17.490.*
- School districts have completed this requirement.
- (b) *Public school foundation reports must be submitted, on forms provided by the department, to the department's division of education support services.*
- This is an annual reporting requirement.
- (c) *A student is eligible for funding as an intensive student if the student has been identified for special education and the student needs and receives individual attention and services that are significantly more complex and frequent and require significantly more resources to provide than the services received by other special education students.*
- Students must be eligible for special education under one of the 14 state categories - *4 AAC 52.130*.
  - The IEP documents this criteria in this place:
    - ✓ The student identification information section under "Eligibility Category".
  - Students must need and receive individual attention as defined by the IEP team and there must be evidence that these services are being delivered.
  - The IEP documents this criteria in this place:
    - ✓ Special Education & Related Services page (Section XIV of the IEP)
  - Students must receive services that are significantly more complex and frequent than those of a typical special education student. What makes the services significantly more complex and frequent?
  - The IEP documents this criteria in one or both of these places:
    - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)

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- ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
  - Students must require more resources than other typical special education students to access needed services. What are the financial, staff and environmental resources? Why does the student require more resources?
  - The IEP documents this criteria in one or both of these places:
    - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
    - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
- *The services received by an intensive student will include services necessary to meet a critical medical need, services necessary to provide for the student's health, safety, and education needs, and special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting.*
- Students must require services necessary to meet a critical medical need. What individual care is required for this student to meet a critical medical need? For example: tracheotomy care, wound care, tube feeding, ventilator care, psychotropic medication managed by school personnel, etc.
  - The IEP documents this criteria in one or both of these places:
    - ✓ Special Education & Related Services page (Section XIV of the IEP)
    - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
  - Students must require services necessary to provide for the students health, safety, and educational needs. What individual services are provided to meet the health, safety and educational needs of the student that are different from those of a typical special education student?
  - The IEP documents this criteria in one or both of these places:
    - ✓ Special Education & Related Services page (Section XIV of the IEP)
    - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
  - Students must require services necessary to provide special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting. What services and supports are needed in all environments while this student is attending school?
  - The IEP documents this criteria in one or more of these places:
    - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
    - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
    - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
- *A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting is **not** an intensive student.*
- Can this student function independently with limited supervision in or out of school? For example: driving a car , driving a 4 wheeler, driving a snow machine, attending social or sports functions by self or with peers, shops independently, has a job, etc.
- *Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.*
- Is the student placed in a rehabilitation facility or detention facility due to discipline, alcohol or illegal drug use, or criminal activity unrelated to education services?

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For example, a placement of a student made by an entity other than the IEP team does not make the student eligible for intensive funding.

-- For funding purposes under AS 14.17.420, a student will not be counted as receiving intensive services unless the student needs and received intensive services and the

(1) Student's IEP provides for the following:

### 4 AAC 52.700(c)(1)(A) Student's IEP provides for the following:

(A) Direct daily instruction by a certified special education teacher with an endorsement under 4 AAC 12.330 or special education alternate program certificate under 4 AAC 12.340.

- Is there evidence in the IEP that the Sped teacher is providing direct daily instruction to the student?
- Are the services identified in the IEP being provided?
- The IEP documents criteria A in one or both of these places:
  - ✓ Special Education & Related Services page – provider needs to say SPED teacher not Sped staff (Section XIV of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal – provider needs to say SPED teacher not SPED staff (Section XI of the IEP)

### 4 AAC 52.700(c)(1)(B) Student's IEP provides for the following:

(B) Multiple services, including related services;

- Is there evidence in the IEP that the student is receiving multiple services including related services?
  - This means that in addition to special education and special transportation, the child must also be receiving at least one related service involving instruction. (i.e. speech and language services, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services and social work services in schools)
- Are the services identified in the IEP being provided?
- The IEP documents criteria B in one or both of these places:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)

4 AAC 52.790 (15) AS 14.30.350: “Related Service” has the same meaning given that term in AS 14.30.350;

AS 14.30.350 (7): “Related Service” means services described in 34 C.F.R. 300.24.

4 AAC 52.790 (21): “Multiple services” means more than one special education service or related service.

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### **4 AAC 52.700(c)(1)(C) Student's IEP provides for the following:**

(C) That all services not provided by a certified special education teacher be supervised by at least one certified special education teacher or related service provider.

- Is there evidence in the IEP that services not being provided by the special education teacher or related service provider are supervised by a special education teacher or related service provider?
- Are the services identified in the IEP being supervised?
- The IEP documents criteria C in one or both of these places:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)

### **4 AAC 52.700(c)(1)(D) Student's IEP provides for the following:**

(D) Continuous special education programming:

- Is there evidence in the IEP that the student is receiving continuous special education programming?
  - This means that the child has specially designed instruction for the entire school day.
  - Regular education time needs to say 0 hours or specify that special education support person is with the student
- Are the services identified in the IEP being provided?
- The IEP documents criteria D in this place:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
    - Regular Education needs to say 0 hours or specify that special education support person is with the student (Section XIV of the IEP)

### **4 AAC 52.700(c)(1)(E) Student's IEP provides for the following:**

(E) Assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student:

- Is there evidence in the IEP that the student is receiving assistance and training in two or more basic self-help, daily living, or adaptive skills, appropriate to the age of the student?
- Is the assistance and training identified in the IEP being provided?
- The IEP documents criteria E in one or more of these places:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
  - ✓ Statement of Needed Transition Services for ages 16-21 (Section VIII of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
  - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)

**Definition 4 AAC 52.790 (20):** “Basic self-help, daily living, or adaptive skills” means rudimentary facility, as appropriate to the age of the student, in eating, toileting, dressing, grooming, personal hygiene, communication, and other basic essential skills;

- 1) As set out in regulation, when defining basic self help, daily living or adaptive skills consider large domain areas. They are not meant to be broken down into separate areas. (Separate objectives under each goal are not considered a single domain area.)

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For example:

- a. Utensil use, chewing, tongue thrusting, and swallowing, are not four separate domains areas. They fall under the single domain of eating.
- b. Receptive language, expressive language and articulation are not three separate domain areas. They fall under the single domain of communication.
- c. Verbal aggression and physical aggression are not two separate domain areas. They fall under the single domain of behavior.

**Definition 4 AAC 52.790 (23):** “Appropriate to the age of the student” means with consideration of the wide range of ages during which children develop skills, particularly children under six years of age for whom a basic skill may be developing or emerging;

**4 AAC 52.700(c)(1)(F) Student’s IEP provides for the following:**

(F) That individual care will be provided to the student for the student’s entire school day by staff who are trained to meet the student’s individual needs;

- Is there evidence in the IEP that individual care is provided to the student for the student’s entire school day by staff who are trained to meet the student’s individual needs?
  - 1) The expectation is that individual care means 1-1 attention.
  - 2) The only exceptions to 1-1 care is when the district can justify through documentation that:
    - I. one-on-one care is not required for a particular intensive student;
    - II. the district has provided the level of care necessary to protect the health and safety of the child; and
    - III. the teacher, aide, or another trained person attends to no more than three intensive students at a time.
- Is individual care being provided to the student?
- The IEP documents criteria F in this place:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP) (4AAC 52.790 (24) (A-B))

**Definition 4 AAC 52.790 (24):** “Individual care” means providing for the health, safety, and education needs of the student with personal attention by a certified special education teacher, a special education aide, or another trained person for purposes of this paragraph, “personal attention” means:

(A) full time one-on-one attention; or

(B) attention provided on other than a one-to-one basis if

- (i) one-on-one care is not required for a particular intensive student;
- (ii) the district has provided the level of care necessary to protect the health and safety of the child; and
- (iii) the teacher, aide, or another trained person attends to no more than three intensive students at a time.

**4 AAC 52.700(c)(1)(G) Student’s IEP provides for the following:**

(G) Special transportation when the student needs transportation, except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it; or

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- Is there evidence in the IEP that the student needs and receives transportation or no longer needs transportation services?
- Are the transportation services identified in the IEP being provided?
- The IEP documents criteria G in this place:
  - ✓ Special Education & Related Services page (Section XIV of the IEP)
    - If services are not being provided by the district the provider line should say person responsible (e.g., parent)
  - ✓ In the case of the student who has received special transportation for one year and no longer needs it. The district will provide a Prior Written Notice stating the changes and conditions of transportation

### 4 AAC 52.700(c)

(2) Student experiences deaf-blindness must read Braille, or needs and receives full time the services of a deaf education interpreter or tutor;

- This includes a deaf student who needs an interpreter or needs a tutor
- This includes a blind student who reads or are learning to read Braille or needs a tutor
- This includes a dual sensory impaired (deaf/blind) student
- The IEP documents this exemption in one or more of these places:
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)
  - ✓ Measurable Academic and Functional Annual Goal (Section XI of the IEP)
  - ✓ Program Modifications/Accommodations for student (Section XIII of the IEP)
  - ✓ Special Education & Related Services page (Section XIV of the IEP)

(3) Student's IEP team determines that out of state residential placement is necessary; or

- Placement is recommended by the IEP team and is paid for by the school district.
- The IEP documents this exemption in this place:
  - ✓ Justification for Placement (Section XVI of the IEP)

(4) Student has a disability that prevents the student from attending a regular or special education program even with the aid of special transportation, and the IEP team's evaluation and the IEP, itself, indicate that a home-based or health-care-facility-based instructional program is appropriate to meet the student's needs; however, a student may not be counted under this paragraph as receiving intensive services if the student is placed in a detention facility, or is receiving home-based or health-care-facility-based instruction solely because of a disciplinary problem.

- If a student is prevented from attending a regular or special education program due to the student's disability and the IEP team recommends and places the child in a home based or health care facility based instructional program they are eligible for intensive funding.
  - Home-school/correspondence is not synonymous with home-based or health-care-based instructional program.
- Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.
- Is the student placed in a Residential Treatment Placement Center (RTPC), rehabilitation facility or detention facility due to discipline, alcohol or illegal drug use, or criminal activity unrelated to education services? For example, a placement of a student made by an entity other than the IEP team does not make the student eligible for intensive funding.

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- The IEP documents this exemption in one or more of these places:
  - ✓ Justification for Placement (Section XVI of the IEP)
  - ✓ Present Levels of Academic Achievement and Functional Performance (Section V of the IEP)

### **4 AAC 52.700(d)**

*A district may seek a department waiver, for one year, from one or more of the requirements of (c) of this section if the district needs additional money for a student whose IEP team has determined that the student's education program includes high-cost services that do not meet the funding criteria in (c) of this section. The department will grant the waiver if the requested funding is consistent with AS 14.17.420 and this section and in the public interest. An application for a waiver must be in writing and include*

- (1) A statement of the component or components to be waived and the reason why the waiver is sought;*
- (2) The student's IEP; and*
- (3) Any additional information that the department determines is necessary to address a particular student's needs.*

### **Sec. 14.17.600. Student counting periods.**

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that counting period and other student count information that will aid the department in making a determination of its state aid under the public school funding program.

Example: District A submits its waiver request for Sally P. in January. The intensive funding for District A has already been processed and Sally P. was not approved as intensive. The waiver request is denied because it was not timely under AS 14.17.600 and 4 AAC 09.015(b).

### SECTION 3

**INTENSIVE REVIEW BY:** \_\_\_\_\_ **Type of Review:**  I  R  A  W

**District:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**School/Site:** \_\_\_\_\_

**Student ID Number:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Eligibility:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Observation: Date** \_\_\_\_\_ **Who** \_\_\_\_\_

\_\_\_ A student is eligible for funding as an intensive student if the student has been identified for special education and;

- \_\_\_ the student needs and receives individual attention and;
- \_\_\_ services that are significantly more complex and frequent, and;
- \_\_\_ require significantly more resources to provide, than the services received by other special education students.

\_\_\_ The services received by an intensive student will include services necessary to meet a critical medical need,

- \_\_\_ services necessary to provide for the student's health, safety, and educational needs, and;
- \_\_\_ special education and related services provided by qualified staff for the entire school day both in and out of the classroom setting.

\_\_\_ A student who is able to function independently, with limited or no supervision, for a substantial period of time, inside or outside the classroom setting is not an intensive student.

\_\_\_ Intensive services do not include new services due to discipline, alcohol or illegal drug use, or criminal activity that were not already provided to the student for educational purposes.

\_\_\_ A student will not counted as receiving intensive services unless the student needs and receives intensive services and the students IEP provides for the following:

**Notes**

**Criteria:**

- A)  Y  N Direct daily instruction by a certified special education teacher.
- B)  Y  N Provision of multiple services including related services. (This means that in addition to special education and special transportation, the child must also be receiving at least one related service involving instruction. (i.e. speech and language services, audiology services, psychological services, physical therapy, occupational therapy, recreation, therapeutic recreation, early identification and assessment of disabilities in children, counseling services, rehabilitation counseling, orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services and social work services in schools)
- C)  Y  N All services not provided by a certified special education teacher are supervised by at least one certified special education teacher or related service provider.
- D)  Y  N Continuous special education programming. (This means that the child needs specially designed instruction for the entire school day.)
- E)  Y  N Assistance and training in two or more basic self help, daily living, or adaptive skills, appropriate to the age of the child;
- F)  Y  N That individual care will be provided to the student for the student's entire school day by staff who are trained to meet the student's individual needs;
- G)  Y  N When the student needs transportation, (the student will receive special transportation), except that this transportation requirement does not apply in the case of a student who has received special transportation for at least a year and no longer needs it;

**Automatic Exemptions to Criteria:**

- Student experiencing deaf-blindness, must read Braille, and needs **or** receives full-time the services of a deaf education interpreter or tutor.
- Student's IEP team has determined that out-of-state residential placement is necessary.



**SECTION 4**  
**INDIVIDUAL EDUCATION PROGRAM (IEP)**

**Student's Legal Name:** \_\_\_\_\_  
(Last Name/First Name/Middle Name) (State ID Number)

\_\_\_\_\_ (School District) \_\_\_\_\_ (Site)

\_\_\_\_\_ (Grade) \_\_\_\_\_ (Primary Language of Student) \_\_\_\_\_ (Age) \_\_\_\_\_ (Birth Date - MM/DD/YYYY) \_\_\_\_\_ (Gender)

**Mark One:** Annual IEP [ ] **or** Interim IEP [ ] **or** Initial IEP [ ]

**IEP Meeting Date:** \_\_\_\_\_ **Eligibility Category:** \_\_\_\_\_  
(Primary Category – only one)

**IEP Expiration Date:** \_\_\_\_\_ **Eligibility Report Date:** \_\_\_\_\_  
(Most Recent Date)

[ ] **Transfer of Rights Letter** has been sent to both parent and student (at least one year before turning 18, the student must be informed of his/her rights).

**I. Signature Of Participants In Attendance At IEP Meeting \***

Parent _____	Special Ed. Teacher _____
Parent _____	Regular Ed. Teacher _____
Student _____	District Representative _____
Title/Signature _____	Title/Signature _____
Agencies _____	Community Partners _____

\* Signature indicates attendance and does not constitute agreement or disagreement with IEP content.

**II. Student's Strengths:**

  
  

**III. Student and Parent Comments, Needs or Concerns:**

  
  

**IV. Other Agency Comments:**

# INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

**V. Present Levels of Academic Achievement and Functional Performance** (Must address all identified needs from the ESER, and each need must correspond to a goal and objective or benchmark, when appropriate)

**Student's current functioning (Report on and consider most recent performance on classroom, statewide, and district-wide assessments) and results of most recent evaluations.**

**Describe how the disability affects the student's involvement and progress in the general education curriculum, or for a preschool student, participation in appropriate activities. \* Provide a Transition Statement based on the student's needs, interests and preferences.**

# INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

**VI. Post-School Goals for Students Age 16-21 years (based on age-appropriate transition assessments; students needs, interests and preferences.)**

**Secondary Transition Domains**

**A. Training:**

**Source of Information:**

**B. Education:**

**Source of Information:**

**C. Employment:**

**Source of Information:**

**D. Independent Living (when appropriate):**

**Source of Information:**

# INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

## VII. Statement of Transition Service Needs for Students Age 16-21 (or younger if appropriate)

School Year	Grade Level	List courses and activities needed to assist the student in reaching his/her post-secondary goals.	Credits Earned

Total number of credits required by district for graduation: \_\_\_\_\_ Anticipated month and year of graduation: \_\_\_\_\_

**INDIVIDUAL EDUCATION PROGRAM (IEP)**

**Student's Legal Name:** \_\_\_\_\_ **IEP Date:** \_\_\_\_\_

**VIII. Statement of Needed Transition Services for Ages 16-21 (or younger if appropriate)**

<b>Transition Services</b> Name of Service	<b>Needs &amp; Activities</b> What is needed and what is planned to provide this service	<b>Agency(s) &amp; Responsibilities</b> What agency will be providing the service and what agencies are responsible	<b>Contact/Date</b> Who will be contacting the agency and date of contact	<b>Provider &amp; Payer</b> Who is the provider of this service and who is responsible for payment of service
<b>Instruction:</b>				
<b>Related Services:</b>				
<b>Community Experiences:</b>				
<b>Job Training / Employment:</b>				
<b>Adult Living and Post-school Activities:</b>				
<b>Daily Living Skills (when appropriate):</b>				
<b>Functional Vocational Assessment:</b>				

**\* If any agency identified by the IEP team fails to provide services, the IEP team must reconvene as soon as possible to identify alternate strategies and amend the IEP as necessary. The team should document date of reconvened IEP meeting and results.**

# INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name:

IEP Date:

## IX. SPECIAL FACTORS IEP TEAM MUST CONSIDER:

1. In the case of a student whose behavior impedes his/ her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.

Concern addressed in IEP     Not a concern

2. In the case of a student with limited English proficiency, consider the student's language needs as they relate to the student's IEP.

Concern addressed in IEP     Not a concern

3. In the case of a student who is blind or visually impaired, provide instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

Concern addressed in IEP     Not a concern

4. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

Concern addressed in IEP     Not a concern

Whether the student requires assistive technology devices and services.

Concern addressed in IEP     Not a concern

## X. PROGRESS REPORTS

**Part XI**, with progress appropriately noted, may serve as a Progress Report to parents. Parents of children with disabilities must be notified of progress at least as often as parents of children without disabilities. Progress reports must answer two questions:

1. What is the student's progress toward the annual goal?

2. Is progress sufficient for the student to achieve the annual goal by end of IEP period? *(If not, IEP Team must review and revise IEP goals and objectives/benchmarks)*

Progress reports will be provided each:     Quarter     Trimester     Other \_\_\_\_\_

# INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_

IEP Date: \_\_\_\_\_

## **XI. MEASURABLE ACADEMIC AND FUNCTIONAL ANNUAL GOAL:**

### **STANDARD ADDRESSED:**

<b>Short-Term Instructional Objectives or Benchmarks</b> (required for all special education students in Alaska)	<b>Evaluation Procedure &amp; Schedule</b>	<b>Progress % or Ratio</b>	<b>Progress % or Ratio</b>	<b>Progress % or Ratio</b>	<b>Progress % or Ratio</b>
	<input type="checkbox"/> Test <input type="checkbox"/> Daily <input type="checkbox"/> Data <input type="checkbox"/> Weekly <input type="checkbox"/> Work Samples <input type="checkbox"/> Monthly <input type="checkbox"/> Grade <input type="checkbox"/> Quarterly <input type="checkbox"/> Observation <input type="checkbox"/> Semester <input type="checkbox"/> Other <input type="checkbox"/> Other  Person(s) Responsible (Including Other Agencies):	Date:  Result:	Date:  Result:	Date:  Result:	Date:  Result:
	<input type="checkbox"/> Test <input type="checkbox"/> Daily <input type="checkbox"/> Data <input type="checkbox"/> Weekly <input type="checkbox"/> Work Samples <input type="checkbox"/> Monthly <input type="checkbox"/> Grade <input type="checkbox"/> Quarterly <input type="checkbox"/> Observation <input type="checkbox"/> Semester <input type="checkbox"/> Other <input type="checkbox"/> Other  Person(s) Responsible (Including Other Agencies):	Date:  Result:	Date:  Result:	Date:  Result:	Date:  Result:
	<input type="checkbox"/> Test <input type="checkbox"/> Daily <input type="checkbox"/> Data <input type="checkbox"/> Weekly <input type="checkbox"/> Work Samples <input type="checkbox"/> Monthly <input type="checkbox"/> Grade <input type="checkbox"/> Quarterly <input type="checkbox"/> Observation <input type="checkbox"/> Semester <input type="checkbox"/> Other <input type="checkbox"/> Other  Person(s) Responsible (Including Other Agencies):	Date:  Result:	Date:  Result:	Date:  Result:	Date:  Result:

# INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

## XII. STATE AND DISTRICT-WIDE ASSESSMENTS:

### The student will:

1.  Participate in state and district-wide assessments (grades 3 through 10) without accommodations
2.  Participate in state and district-wide assessments (grades 3 through 10) with the following accommodations (refer to *The Participation Guidelines* booklet for the list of accommodations).

1.	2.
_____	_____
3.	4.
_____	_____
5.	6.
_____	_____

Comments:

3.  Participate in a modified High School Graduation Qualifying Exam (HSGQE) with the following modifications (refer to *The Participation Guidelines* booklet for the list of modifications and Appendix L of the State Special Education Handbook for parental guidance). **Requires application and Department approval.**

1.	2.
_____	_____
3.	4.
_____	_____
5.	6.
_____	_____

Comments:

4.  Participate in a nonstandardized High School Graduation Qualifying Exam (HSGQE) (refer to *The Participation Guidelines* booklet for guidance). **Requires application and Department approval.**

### *Non-Diploma Track*

5.  Participate in the statewide Alternate Assessment for grades 3 through 10.

The Alternate Assessment is based on alternate achievement standards and is a non-diploma track assessment. The team must provide a statement of why regular assessment **is not** appropriate and why the Alternate Assessment **is** appropriate.

Reason(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent Signature: \_\_\_\_\_

(Note: The parent's signature acknowledges participation in a non-diploma track assessment)

## INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

### XIII. Program Modifications/Accommodations for Student

to:

**Supports for School Personnel:**

Advance appropriately toward annual goals	What supports/training do school personnel need?
Be involved in and progress in the general education curriculum	What supports/training do school personnel need?
Participate in extracurricular and other nonacademic activities	What supports/training do school personnel need?

**Please address all areas listed above.**

***Extended School Year:***

Extended School Year services must be considered for each child with a disability. Justification for the team's decision must be stated below.

- A review of the child's educational program indicates that extended school year services are required.
- A review of the child's educational program indicates that extended school year services are not required.
- The team needs to collect further data before making this determination and will meet again by: \_\_\_\_\_.  
(mm/dd/yy)

Justification: \_\_\_\_\_

## INDIVIDUAL EDUCATION PROGRAM (IEP)

**Student's Legal Name:** \_\_\_\_\_ **IEP Date:** \_\_\_\_\_

### Special Education & Related Services

**XIV.**  - Total number of hours in student's school day (including lunch, recess and study periods)

**Note:** Supervision is required for any service provided by individuals who are not certified in that service area. Do not include supervision or transportation time in the total of special education and related service time received by the student.

Special Education	Location	Projected Start Date	Projected End Date	Provider	Frequency	Time
<input type="checkbox"/> Reading						
Supervision						
<input type="checkbox"/> Math						
Supervision						
<input type="checkbox"/> Writing						
Supervision						
<input type="checkbox"/> Speech/Language						
Supervision						
<input type="checkbox"/> Social/Behavioral						
Supervision						
<input type="checkbox"/> Other:						
Supervision						
<input type="checkbox"/> Other:						
Supervision						
<b>(Insert additional rows as needed)</b>						<b>Special Ed. Hours Per Week</b>
Related Services	Location	Projected Start Date	Projected End Date	Provider	Frequency	Time
<input type="checkbox"/> Speech/Language						
Supervision				Speech Pathologist		
<input type="checkbox"/> Gross Motor						
Supervision				Physical Therapist		
<input type="checkbox"/> Fine Motor						
Supervision				Occupational Therapist		
<input type="checkbox"/> Counseling						
Supervision						
<input type="checkbox"/> Other:						
Supervision						
<input type="checkbox"/> Transportation						
Supervision						
<b>(Insert additional rows as needed)</b>						<b>Related Service Hours Per Week</b>

## INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Regular Education Participation	Location	Provider	Frequency	Time
<b>Total Regular Education Hours Per Week</b> (Regular education + special education service and related service hours should total one school day.)				

### XV. FEDERAL REPORTING REQUIREMENT FOR EDUCATIONAL ENVIRONMENTS

This child is 3-5 years old

**Check the appropriate educational environment for this student: (only check one)**

**For students ages 3-5 in Early Childhood education environments the student receives:**

- Regular education, special education and related services **Inside** the regular early childhood program at least 80% of time.\*
- Regular education, special education and related services **Inside** the regular early childhood program 40% to 79% of time.\*
- Regular education, special education and related services **Inside** the regular early childhood program less than 40% of time.\*
- Regular education, special education and related services In a Separate Class. (do not include children who attend a regular EC program)
- Regular education, special education and related services In a Separate School. (do not include children who attend a regular EC program)
- Regular education, special education and related services In a Residential Facility (do not include children who attend a regular EC program)
- Regular education, special education and related services In a Home
- Not attending special education and related services, but receiving services (do including children who receive services at home)

\* When determining which environment to report you must calculate the percentage of time the child spends in a regular early childhood program. The numerator for this calculation is the amount of time per week the child spends in a regular early childhood program. The denominator for this calculation is the total number of hours the child spends in a regular early childhood program PLUS any time the child spent receiving special education and related services outside of a regular early childhood program. The result is multiplied by 100.

Divide # of hours per week inside regular childhood program by the total #hours in regular EC program plus anytime spent receiving SPED and Related Services outside a regular EC program.

## INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_

This child is 6-21 years old

Check the appropriate educational environment for this student: (only check one)

**For students ages 6-21 educational environments the student receives:**

- Regular education, special education and related services **Inside** the regular classroom at least 80% of time.\*
- Regular education, special education and related services **Inside** the regular classroom 40% to 79% of time.\*
- Regular education, special education and related services **Inside** the regular classroom less than 40% of time.\*
- Regular education, special education and related services In a Separate School. (do not include children who attend a regular classroom)
- Regular education, special education and related services In a Residential Facility (do not include children who attend a regular classroom)
- Regular education, special education and related services In a Homebound/Hospital environment
- Regular education, special education and related services In a Correctional Facility
- Regular education, special education and related services In a **Parentally Placed** Private school

\*To calculate the percentage of time INSIDE the regular classroom, divide the number of hours the youth spends inside the regular classroom by the total number of the hours in the school day (including lunch, recess, and study periods). The result is multiplied by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom.

Divide # of hours INSIDE the regular classroom \_\_\_\_\_  
by the total # of hours in a school day.....multiply answer by 100 = % of time INSIDE the regular classroom.

**\*\* For further clarification:**

See OASIS Data Handbook Appendix A for Schools and Districts

See OASIS Data Handbook Appendix C for environments

## INDIVIDUAL EDUCATION PROGRAM (IEP)

Student's Legal Name: \_\_\_\_\_

IEP Date: \_\_\_\_\_

### JUSTIFICATION FOR PLACEMENT

**XVI.** Teams must consider the first placement option and, if rejected, explain why. Do the same for each succeeding placement option until the most appropriate is selected. If a child's IEP requires multiple settings, choose the placement option that best describes the child's placement and then describe any variations in the justification box. (See Appendix E Data Handbook for Schools & Districts)

Placement	Justification
1. Regular education classroom 80% or more of the day. <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
2. Regular education classroom no more than 79% of day and no less than 40% of the day <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
3. Regular education classroom less than 40% of the day. <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
4. Full –time instruction in a separate day school. Separate school- a public or private day school <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
5. Residential facility- lives in residential facilities and rec's instruction for greater than 50% of the school day. <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
6. Homebound/Hospital <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
7. Correctional facilities <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	
8. At a Service Provider Location (for 3-5 year olds) <input type="checkbox"/> Selected <input type="checkbox"/> Rejected	