

MIGRANT CHILDREN PROGRAM

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Parent/Guardian Involvement in the Migrant Education Program

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference:

Elementary and Secondary Education Act, 20 U.S.C. § 6391, et seq., as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)
34 C.F.R. §200.40 - 200.45.

Revised 1/09

Reviewed 2/2016

Reviewed 4/2020

Reviewed 08/2022

INSTRUCTION

BP 6146.4

RECIPROCITY ON GRADUATION REQUIREMENTS

Credit Requirements

The Superintendent or designee may exempt students transferring into the district from meeting district credit requirements for graduation upon verification of equivalent credits received elsewhere.

(cf. 5118 - Transfers; Withdrawals)

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

Revised 10/2015

Reviewed 2/2020

Reviewed 08/2022

Instruction

BP 6146.4

RECIPROCITY ON GRADUATION REQUIREMENTS

Note: 4 AAC 06.075 authorizes the district to exempt transfer students with at least 13 units of credit from graduation credit requirements. Additionally, AS 14.03.075(c)(2) and 4 AAC 06.777 authorize the district to exempt a transfer student from taking the HSGQE if the student has passed another state's competency exam. The following sample policy may be revised or deleted to reflect district philosophy and needs.

CREDIT REQUIREMENTS

The Superintendent or designee may exempt students transferring into the district from meeting district credit requirements for graduation upon verification of equivalent credits received elsewhere.

HIGH SCHOOL GRADUATION QUALIFYING EXAM

The Board may award a diploma to a transfer student who has not taken the HSGQE if the student has otherwise met the district's graduation requirements and the student has passed a statewide secondary competency examination in another state. If the Board denies a student's request under this section, the Board will state its reasons for denial in writing and notify the student of his or her right to appeal.

(cf. 5118 - Transfers; Withdrawals)

*Legal Reference:**ALASKA STATUTES*

AS 14.03.075 Secondary Student Competency Testing

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

4 AAC 06.777 Students that have passed another state's competency examination

Revised 1/04

DIFFERENTIAL REQUIREMENTS FOR INDIVIDUALS WITH EXCEPTIONAL NEEDS***COURSE REQUIREMENTS***

Note: Under 4 AAC 06.078, a substitute course in the same subject area may be designed and provided as determined by the IEP team. A substitute course may be noted on the student transcript by a number code known only to the IEP team and institution offering the course.

The School Board recognizes that regular course requirements may not be appropriate for all students enrolled in district special education programs. Students with exceptional needs should meet the regular district requirements to the extent that their handicaps or disabilities permit. The Individualized Education Program (IEP) team will determine if a student's disabilities preclude the student from attaining the district's regular standards. Students with disabilities that prevent them from regular course requirements may complete substitute courses. The determination and development of appropriate differential standards will be included in the student's IEP.

STANDARDIZED ASSESSMENT

Under 4 AAC 06.775, a school district must provide a program of statewide assessment for every student with a disability enrolled in the district or attendance area. The assessment program must include the availability of accommodations required in a student's IEP or section 504 plan for every required standards-based or norm-referenced test, and be consistent with the Department's Participation Guidelines for Alaska Students in State Assessments, dated June 2019. In the following policy language, "accommodation" and "modification" are terms that have been defined by the Department of Education and Early Development as follows: "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability and that has been approved by the Department and recommended for use by the student's IEP team for the taking of a standardized test; and "modification" means a change to the setting, timing, presentation, or response format of a standardized test approved by the Department and recommended for a student by the student's IEP team that alters what a test measures.

Every student with a disability will participate in statewide assessments as required by law. Student participation will be facilitated by the provision of accommodations as identified in a student's Section 504 plan or IEP.

Students with disabilities may take all statewide standards-based tests, with or without accommodations. An alternate assessment may be conducted for students whose cognitive abilities and adaptive skills prevent completion of the standard academic curricula, even with modifications and accommodations as determined by the IEP team. Alternate assessments may also be conducted for those students enrolled in a curriculum focused on functional life skills where the student requires direct instruction in multiple settings to apply and transfer skills. In

INSTRUCTION

BP 6146.59(b)

such instances, an alternate assessment shall be provided as specified in the IEP or Section 504 plan.

COLLEGE AND CAREER READINESS ASSESSMENT

The IEP team for a student with a significant cognitive disability may determine whether the student will take the college and career readiness assessment. The IEP team's determination should consider whether the assessment supports the transition plan set forth in the student's IEP.

Legal Reference:

ALASKA STATUTES

14.03.075 College and career readiness assessment

ALASKA ADMINISTRATIVE CODE

4 AAC 06.717 College and career readiness assessments

4 AAC 06.775 Statewide assessment program for students with disabilities

4 AAC 06.078 Alternative completion requirements; students with disabilities

Added 1/12

Reviewed 2/2020

Reviewed 08/2022

ELEMENTARY SCHOOL DEVELOPMENTAL PROFILE

The Board believes that student assessment is one of the tools that may be considered in determining the best educational choices for a student, and that assessment at an early age may be especially beneficial. The Superintendent or designee shall administer to each incoming kindergarten and first grade student a developmental profile which contains indicators of the student's physical well-being and motor development; language and literacy development; personal-social development; thinking and cognitive development; and child background. Child background includes factors affecting a child's school performance such as pre-school experience, whether the child has an individualized education program, and health data.

At the discretion of the Superintendent, a child completing a profile upon entry to kindergarten may not be required to complete an additional profile upon entering first grade.

(cf. 6159 Individualized Education Program)

Legal Reference:

ALASKA STATUTES

14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide Student Assessment System

4 AAC 06.712 Developmental Profile

Added 1/12

Reviewed 2/2020

Reviewed 08/2022

ELEMENTARY SCHOOL DEVELOPMENTAL PROFILE

Note: Beginning in 2000, each school district must submit to the Alaska Department of Education and Early Development a developmental profile for each student entering kindergarten or first grade in each school in the district, including charter schools. A student whose profile is submitted upon entering kindergarten does not need an additional profile upon entering first grade. The profile should be completed on a form provided by the Department and must be submitted to the Department by November 1 of each year.

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(cf. 6159 Individualized Education Program)

Legal Reference:

ALASKA STATUTES

14.07.020 Duties of the Department

ALASKA ADMINISTRATIVE CODE

4 AAC 06.710 Statewide Student Assessment System

4 AAC 06.712 Developmental Profile

Added 9/2000

SCHOOL-SPONSORED TRIPS

The School Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 6145 - Extracurricular Activities)

All trips involving out-of-state travel shall require the prior approval of the Board. Other trips may be approved by the Superintendent or designee. Site Administrators shall ensure that teachers develop plans which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other school employees and parents/guardians also may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

(cf. 3541 - Transportation: School-Related Trips)

In advance of a study trip, teachers shall determine educational objectives which relate directly to the curriculum. Principals shall ensure that teachers develop plans which provide for the best use of students' learning time while on the trip. Teachers also shall provide appropriate instruction before and after the trip.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

Added 1/98

Reviewed 11/11

Reviewed 2/2020

Reviewed 08/2022

SCHOOL-SPONSORED TRIPS

Note: The following optional policy may be revised or deleted to reflect district philosophy and needs.

The School Board recognizes that school-sponsored trips are important components of a student's development. Besides supplementing and enriching classroom learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. The Board believes that careful planning can greatly enhance the value and safety of such trips.

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Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 06.520 Recreational and athletic activities

SCHOOL-SPONSORED TRIPS

Students must have written parental/guardian permission in order to participate in trips requiring transportation. The district shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Safety

1. Before trips of more than one day, the principal or designee shall notify parents/guardians and students of the importance of safety-related rules and procedures for the trip.

Supervision

1. Students on approved trips are under the jurisdiction of the Board and subject to school rules and regulations.
2. Teachers or chaperones shall accompany students on all trips and shall assume responsibility for their proper conduct.
3. Before the trip, teachers shall provide any adult chaperones who may accompany the students with clear information regarding their responsibilities.
4. Chaperones shall be 21 years of age or older.
5. Chaperones shall be assigned a prescribed group of students and shall be responsible for the continuous monitoring of these students' activities.
6. Teachers and chaperones shall not consume alcoholic beverages or use controlled substances while accompanying and supervising students on a trip.
7. When a trip is made to a place of business or industry, the teacher shall arrange for an employee of the host company to serve as conductor.

Travel Reimbursement

Students participating in activities shall be notified in advance when they are scheduled to travel. Students must commit to travel at that time. Once tickets have been purchased, students who decide not to travel, except in cases of emergency or ineligibility, will reimburse the district for the cost of the tickets.

*Revised 2/98
Reviewed 11/11
Reviewed 2/2020
Reviewed 08/2022*

HOMEWORK

Homework

The School Board believes that homework serves many important purposes. The administration and certificated staff shall design homework plans and assignments so that through their homework, students can reinforce academic skills taught in school and learn how to conduct research effectively, develop ideas creatively and become life-long learners.

The Board believes that homework is the responsibility of the student. It is the student's job to develop regular study habits and to do most assignments independently. The Board encourages teachers at all grade levels to use the parent/guardian as a contributing resource and to structure homework assignments so as to involve the parent/guardian without diminishing the student's sense of responsibility. When assigning homework which involves interaction with parents/guardians, teachers should include instructions which show how parents/guardians can best help their children.

To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence, unexcused absence, or suspension and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

(cf. 5113 - Absences and Excuses)

Revised 1/12

Reviewed 2/2020

Reviewed 08/2022

HOMEWORK/MAKEUP WORK

Note: The following optional policy may be revised to reflect district philosophy and needs.
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Homework

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To be effective, homework assignments should not place an undue burden on students and families. Homework should reinforce classroom learning objectives and be related to student needs and abilities.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit if the work is turned in according to a reasonable makeup schedule.

(cf. 5113 - Absences and Excuses)

Note: The following options regarding unexcused absences may be revised as desired.

OPTION 1: Students who miss school work because of unexcused absences or suspensions shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

(cf. 5144 - Discipline)

HOMEWORK/MAKE-UP WORK (continued)

OPTION 2: Students who miss school work because of unexcused absences or suspensions may be given the opportunity to make up missed work for full or reduced credit. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

HOMEWORK/MAKEUP WORK

Note: This sample regulation may be revised to or deleted as needed.
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The principal and staff at each school shall develop a homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan shall inform parents/ guardians as to how much time on homework will be expected and how homework relates to the student's grades.

Homework for Elementary Grades

- Students should be expected to spend an average of 30 minutes on homework at the primary level and an average of 45 minutes at the intermediate level four through six, four or five days a week.
- Kindergarten homework assignments should stimulate students to talk often with their parents/guardians. Parents/ guardians should be encouraged to read to their children.
- Homework assignments in grades one through three should promote the development of skills and encourage family participation.
- In grades four through six, homework should continue to reinforce skill development and encourage family participation. Assignments should help develop good personal study habits and may include occasional special projects. Teachers should instruct students on how to develop good study techniques and habits.
- Homework assignments should not require use of encyclopedias or other specialized materials unless sufficient time is allowed for students to get such materials from the library.

Homework for Grades Seven through Nine

- Students should be expected to spend an average of one to one and a half hours on homework, four or five days a week.
- Teachers of academic subjects should provide regular homework activities which promote the development of skills and provide students with the opportunity to grow academically.
- The teaching staff should coordinate assignments so that students do not receive an overload of homework assignments one day and very little the next.

HOMEWORK/MAKE-UP WORK (continued)

Homework for grades 10 through 12

- Students should be expected to spend an average of two to two and a half hours on homework, four or five days a week.
8. To help students learn to use time effectively, homework assignments should emphasize independent research, reports, special reading, and problem solving activities.

CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION

Challenging Courses by Examination

The School Board recognizes that students have unique and varied backgrounds and may already possess the skills and knowledge covered by a particular course. Students in grades 9 through 12 will be provided the opportunity to challenge approved courses by examination. Course challenges are available for courses offered by the district, in math, language arts, science, social studies and world language. The district will give full credit for a course to a student who successfully challenges the course by demonstrating mastery of the subject.

The Superintendent or designee shall establish an assessment tool and standards for demonstrating course mastery; as well as procedures for course challenges.

Legal Reference:

ALASKA ADMINISTRATIVE CODE
4 AAC 06.065 Challenging courses

Added 10/2015
Reviewed 2/2020
Reviewed 08/2022

CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION**Challenging Course by Examination**

Students in grades nine through twelve will be permitted to challenge a course by examination under the procedures set forth below. Course objectives and procedures for challenging courses will be a part of student orientation and outlined in secondary school handbooks.

Procedures

Prior to challenging a course, students must file a request with the principal or designee for approval. Currently enrolled students may challenge courses prior to enrollment or within the first two weeks of the semester. Entering ninth grade students and new enrollees must file a request and take the examination within two weeks of the time of initial entry to high school classes. If enrolled in the class to be challenged, the student will inform the course instructor of his/her intent to challenge the course and obtain a recommendation from the teacher.

The request shall include, but not be limited to, the following:

1. Grades in courses in the same subject area as the course being challenged;
2. Recommendations from the teacher;
3. Substitute courses to be taken by the student; and
4. Student's rationale or reasons for wishing to challenge a specific course.

Guidelines

1. During their enrollment in high school, students may earn through challenge, no more than 10 units of credit, which meet graduation requirements.
2. A student may challenge and attempt the competencies of a particular course only once. A student may not generally challenge a course in which he/she has previously received a failing grade, a course previously taken where credit was received, or any courses in subjects other than math, language arts, science, social studies or world languages.

3. A student may challenge a course in which the student is enrolled or any other approved course offering. A student may not attempt credit for a course below his/her ability or grade placement.

CLASS EXAMINATIONS/CHALLENGING COURSES BY EXAMINATION (continued)

Test Content and Administration

It shall be the responsibility of instructional department leaders to collaborate with teachers in the development of appropriate districtwide testing procedures and materials for the classes that may be challenged within their department. Departmentally developed performance objectives shall determine the content and the type of evaluation to be used. The examination must include a written assessment. The type of test administered should be dependent upon the course outline. It is further the responsibility of the department chairperson or designee to supervise the administration, correction and verification of tests in that subject area.

The student must pass the test with at least 80% to receive credit and a grade. The grade entered on the student's record will be in accordance with her/her achievement level. The student may decline to accept the grade and its inclusion on his/her permanent record. If not accepted, no credit will be awarded for the course. If accepted, the course credit and grade will be inserted into the student's permanent record.

If a student wishes to challenge a course and cannot afford the fee, he or she may apply to the district for a fee waiver.

*Added 10/2015
Reviewed 2/2020
Reviewed 08/2022*

INSTRUCTION

BP 6159(a)

INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed, to the maximum extent appropriate, in the least restrictive environment which meets their needs. The Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student with disabilities and a determination of student eligibility, the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, make placement decisions, and determine whether alternative assessments and curricular offerings are necessary and appropriate. An IEP must be completed within 30 days after a student is determined eligible for services. Students and parents/guardians shall have the right to participate in the development of the IEP in accordance with law.

(cf. 6164.4 – Child Find)

Each IEP shall be consistent, to the maximum extent appropriate, with the curriculum and course of study pursued in the regular education program. Students with disabilities should also receive instruction which fosters their independence and integration into the community.

(cf. 6143 – Courses of Study)

Parents/guardians must consent in writing to the student's placement in a special education program. The district will make reasonable efforts to obtain informed consent, which must be obtained before any placement is made. If parents refuse initial consent for services, the district is not required to convene IEP meetings for the child, or to develop an IEP.

(cf. 1312.3 – Public Complaints Concerning Discrimination of Exceptional Children)

(cf. 3541.2 – Transportation)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

(cf. 6146.5 – Different Graduation and Competency Standards for Individuals with Exceptional Needs)

INSTRUCTION

BP 6159(b)

Legal Reference:

ALASKA STATUTES

14.30.180 - .350 Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 – 52.990 Education for Children With Disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

20 USC § 1400 – 1487 Individuals with Disabilities Education Act 2004

CODE OF FEDERAL REGULATIONS, TITLE 34

34 C.F.R. 300.1 – 300.818 Individuals with Disabilities Education Act

Added 1/12

Reviewed 2/2020

Reviewed 08/2022

INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed, to the maximum extent appropriate, in the least restrictive environment which meets their needs. The Board provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student with disabilities and a determination of student eligibility, the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP, make placement decisions, and determine whether alternative assessments and curricular offerings are necessary and appropriate. An IEP must be completed within 30 days after a student is determined eligible for services. Students and parents/guardians shall have the right to participate in the development of the IEP in accordance with law.

(cf. 6164.4 – Child Find)

Note: The IEP team shall consider the factors specified in law and administrative regulation, as well as the educational and nonacademic benefits of placing the student in a regular class. The IEP team shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their nondisabled peers, in a manner that is appropriate to the needs of each.

Each IEP shall be consistent, to the maximum extent appropriate, with the curriculum and course of study pursued in the regular education program. Students with disabilities should also receive instruction which fosters their independence and integration into the community.

(cf. 6143 – Courses of Study)

Note: The following paragraph reflects parental consent requirements provided in AS 14.30.191 - .194; 20 U.S.C. 1414(a)(1)(d); 34 CFR 300.300; and 4 AAC 52.200. School districts are required to document their reasonable efforts to obtain informed parental consent. This includes maintaining detailed records of telephone calls made or attempted and the results of those calls; correspondence sent to the parents and any responses received; and detailed records of visits made to the parent's home or place of employment and the results of those visits.

Parents/guardians must consent in writing to the student's placement in a special education program. The district will make reasonable efforts to obtain informed consent, which must be obtained before any placement is made. If parents refuse initial consent for services, the district is not required to convene IEP meetings for the child, or to develop an IEP.

(cf. 1312.3 – Public Complaints Concerning Discrimination of Exceptional Children)

(cf. 3541.2 – Transportation)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

(cf. 6146.5 – Different Graduation and Competency Standards for Individuals with Exceptional Needs)

Legal Reference (see next page):

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Legal Reference:

ALASKA STATUTES

14.30.180 - .350 Education for Exceptional Children

ALASKA ADMINISTRATIVE CODE

4 AAC 52.010 – 52.990 Education for Children With Disabilities

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

20 USC § 1400 – 1487 Individuals with Disabilities Education Act 2004

CODE OF FEDERAL REGULATIONS, TITLE 34

34 C.F.R. 300.1 – 300.818 Individuals with Disabilities Education Act

Revised 2/2010

INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within the district's jurisdiction. (34 CFR 300.323)

MEMBERS OF THE IEP TEAM

The IEP team for any student shall include at least the following members: (20 USC 1414(d)(1); 34 CFR 300.321)

1. The parents/guardians of the student with a disability.
2. If the student is or may be participating in the regular education program, not less than one regular education teacher.
3. Not less than one special education teacher, or where appropriate, not less than one special education provider for the student.
4. A representative of the district who is:
 - a. qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. knowledgeable of the general curriculum; and
 - c. knowledgeable about the availability of district and state resources.
5. An individual who can interpret the instructional implication of evaluation results, who may already be a member of the team as described above.
6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.
7. Whenever appropriate, the student with a disability.
8. Transition service participants, to include:
 - a. The student with the disability if a purpose of the meeting will be to consider post-secondary goals and transition services needed to assist the student to meet those goals. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate and with consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

9. For students enrolled in a private school who receive special education services from the District, a representative of the private school.

In addition, any of the following may participate, as appropriate:

1. Related services personnel if the student's evaluation indicates the need for a specific related service.
2. Any other person whose competence is needed because of the nature and extent of the student's disability.
3. A public agency representative fluent in the student's primary language.

IEP MEETINGS

The IEP team shall meet: (20 USC 1414(d))

1. Within 30 days of determining a child eligible for special education and related services.
2. When considering a change in the IEP, including placement.
3. Whenever the parent/guardian or other IEP team member makes a request for a meeting to develop, review or revise the IEP.
4. On or before the annual review date to:
 - a. Review the student's progress and to determine whether the student's annual goals are being achieved.
 - b. Review the IEP and the appropriateness of placement.
 - c. Make any necessary revisions to the IEP.
5. To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.322). When conducting IEP meetings, the parent and district may agree to use alternative means to attend or participate in the meeting, such as video conferences or telephone conference calls.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

An IEP meeting may be conducted without a parent/guardian in attendance only if the district is unable to convince the parent/guardian that he/she should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as: (34 CFR 300.322)

1. detailed records of telephone calls made or attempted and the results of those calls;
2. copies of correspondence sent to the parent/guardian and any response received; and
3. detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

CONTENTS OF THE IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d); 34 CFR 300.320 and 300.324; AS 14.30.278; 4 AAC 52.140)

1. A statement of the present levels of the student's academic achievement and functional performance, including of the following:
 - a. How the student's disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
 - b. How the student will be involved and progress in the general education curriculum.
 - c. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.
2. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:
 - a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.

For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities.
 - b. Meeting each of the student's other educational needs that result from the student's disability.
3. A statement of the program modification accommodations for the student and support that will be provided to school personnel in order for the student to:
 - a. Advance appropriately towards attaining the annual goals.
 - b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

(cf. 6145 – Extracurricular and Co-curricular Activities)

- c. Be educated and participate with other students, with and without disabilities, in the activities in this item.

(cf. 3541.2 – Transportation of Exceptional Children)

- 4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in item #3 above.
- 5. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.
 - a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:
 - (1) why the student cannot participate in the regular assessment; and
 - (2) identify the particular alternate assessment selected and why it is appropriate for the student.
- 6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.
- 7. A statement of secondary transition service needs, as follows:
 - a. Beginning at 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
 - b. The transition services (including courses of study) needed to assist the student in reaching those goals.
 - c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.
- 8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
 - a. How the student's progress toward the annual goals described in item #2 above will be measured.
 - b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:
 - (1) Their child's progress towards the annual goals described in item #2 above.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

- (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
10. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

(cf. 6146.5 – Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include:

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.
2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
3. Extended school year services when needed, as determined by the IEP team.
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
- b. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 – Vocational Education)

(cf. 6181 – Charter Schools)

5. Specialized services, materials and equipment for students with low incidence disabilities.

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); 34 CFR 300.324).

1. The strengths of the student.
2. The concerns of the parents/guardians for enhancing the education of their child.
3. The results of the initial evaluation or most recent evaluation of the student.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

4. The academic, developmental, and functional needs of the student.
5. As appropriate, the results of the student's performance on any general state or districtwide assessment programs.
6. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
7. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.
8. In the case of a student who is blind or visually impaired, the need to provide for 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, that instruction in Braille or the use of Braille is not appropriate for the student.
9. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, 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.
10. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items 1-10 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.324)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d)).

1. Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.
2. The results of any reevaluation conducted.
3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B).
4. The student's anticipated needs.
5. Other matters.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP. (34 CFR 300.324)

PARENT/GUARDIAN NOTICE

The Superintendent or designee shall send parent/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.322)

1. Indicate the purpose, time and location of the meeting.
2. Indicate who has been invited to attend and their role.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

3. Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 16, or younger when appropriate:
 - a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student.
 - b. Indicate that the district will invite the student to the IEP meeting.
 - c. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

Added 1/12
Reviewed 2/2020
Reviewed 08/2022

INDIVIDUALIZED EDUCATION PROGRAM

Note: The following sample regulation reflects requirements found in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400 – 1487); the 2006 and 2008 amendments to the implementing regulations (34 C.F.R. 300.1 – 300.818); and the 2007 and 2009 changes to DEED's regulations (4 AAC 52.010-52.900).

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within the district's jurisdiction. (34 CFR 300.323)

MEMBERS OF THE IEP TEAM

The IEP team for any student shall include at least the following members: (20 USC 1414(d)(1); 34 CFR 300.321)

1. The parents/guardians of the student with a disability.
2. If the student is or may be participating in the regular education program, not less than one regular education teacher.
3. Not less than one special education teacher, or where appropriate, not less than one special education provider for the student.
4. A representative of the district who is:
 - a. qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. knowledgeable of the general curriculum; and
 - c. knowledgeable about the availability of district and state resources.
5. An individual who can interpret the instructional implication of evaluation results, who may already be a member of the team as described above.
6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate.

Note: Pursuant to 34 CFR 300.321, the determination as to whether an individual has "knowledge or special expertise" must be made by the party (either the district or parent) who invited the individual to the IEP meeting.

7. Whenever appropriate, the student with a disability.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Note: 34 CFR 300.321, as amended, clarifies the circumstances under which it is appropriate to include student's who receive transition services as members of the IEP team.

8. Transition service participants, to include:
 - a. The student with the disability if a purpose of the meeting will be to consider post-secondary goals and transition services needed to assist the student to meet those goals. If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate and with consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

Note: "Transition services" means a coordinated set of activities for a student with a disability that is designed as part of an outcome-oriented process that promotes the student's movement from school to post-school activities, such as post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and community participation. The transition services must be based on the individual student's needs, taking into account the student's preferences and interests. The services must address the student's needs in the areas of instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, the acquisition of daily living skills and functional vocational evaluation. 4 AAC 52.145.

9. For students enrolled in a private school who receive special education services from the District, a representative of the private school.

Note: The following optional section lists additional individuals who may also be invited to participate.

In addition, any of the following may participate, as appropriate:

1. Related services personnel if the student's evaluation indicates the need for a specific related service.
2. Any other person whose competence is needed because of the nature and extent of the student's disability.
3. A public agency representative fluent in the student's primary language.

Note: A member of the IEP team may be excused from an IEP meeting, in whole or in part, if the parent/guardian and the district agree that the member's attendance is not necessary because the member's area of curriculum or related services is not at issue for that specific meeting. Additionally, a member may be excused from attending an IEP meeting, in whole or in part, when the meeting does involve a discussion and/or change to the member's area of the curriculum or related services if: 1) the parent/guardian and district consent; and 2) the member submits written input regarding development of the IEP and this input is submitted to the parent and district prior to the meeting. In either instance just discussed, the parent/guardian consent must be in writing. 20 USC § 1414; 34 C.F.R. 300.321.

INDIVIDUALIZED EDUCATION PROGRAM (continued)**IEP MEETINGS**

The IEP team shall meet: (20 USC 1414(d))

1. Within 30 days of determining a child eligible for special education and related services.
2. When considering a change in the IEP, including placement.
3. Whenever the parent/guardian or other IEP team member makes a request for a meeting to develop, review or revise the IEP.
4. On or before the annual review date to:
 - a. Review the student's progress and to determine whether the student's annual goals are being achieved.
 - b. Review the IEP and the appropriateness of placement.
 - c. Make any necessary revisions to the IEP.
5. To review or create an assessment plan to develop a behavior intervention plan in discipline matters related to suspensions or expulsions.

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.322). When conducting IEP meetings, the parent and district may agree to use alternative means to attend or participate in the meeting, such as video conferences or telephone conference calls.

An IEP meeting may be conducted without a parent/guardian in attendance only if the district is unable to convince the parent/guardian that he/she should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, such as: (34 CFR 300.322)

1. detailed records of telephone calls made or attempted and the results of those calls;
2. copies of correspondence sent to the parent/guardian and any response received; and
3. detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

INDIVIDUALIZED EDUCATION PROGRAM (continued)**CONTENTS OF THE IEP**

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following: (20 USC 1414(d); 34 CFR 300.320 and 300.324; AS 14.30.278; 4 AAC 52.140)

1. A statement of the present levels of the student's academic achievement and functional performance, including of the following:
 - a. How the student's disability affects his/her involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students).
 - b. How the student will be involved and progress in the general education curriculum.
 - c. For the preschool child, as appropriate, how the disability affects his/her participation in appropriate activities.
2. A statement of measurable annual goals, including both academic and functional goals and short-term objectives or benchmarks related to:
 - a. Meeting the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general curriculum.

For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities.
 - b. Meeting each of the student's other educational needs that result from the student's disability.
3. A statement of the program modification accommodations for the student and support that will be provided to school personnel in order for the student to:
 - a. Advance appropriately towards attaining the annual goals.
 - b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.

(cf. 6145 – Extracurricular and Cocurricular Activities)

- c. Be educated and participate with other students, with and without disabilities, in the activities in this item.

(cf. 3541.2 – Transportation of Exceptional Children)

4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the activities described in item #3 above.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Note: Pursuant to 20 USC 1412(a), students with disabilities must be included in state and districtwide assessments, with appropriate accommodations and alternate assessments where necessary and as indicated in a student's IEP. Alaska regulations requires districts to administer a standardized norm referenced test for students in grades 4, 8, and 11. However, if the IEP team determines that a student with disabilities should be exempted from these exams, the IEP must contain a statement of any individual appropriate accommodations and what alternative assessment will be provided. Alternative assessment requirements for students with disabilities in Alaska are found at 4 AAC 06.775.

5. A statement of any individual accommodations in the administration of state or districtwide assessments that are necessary to measure academic achievement and functional performance in such assessment.
 - a. If the IEP team determines that the student will take an alternate districtwide assessment of student achievement (or part of such an assessment), a statement of:
 - (1) why the student cannot participate in the regular assessment; and
 - (2) identify the particular alternate assessment selected and why it is appropriate for the student.
6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.
7. A statement of secondary transition service needs, as follows:
 - a. Beginning at 16, and annually thereafter, a statement of appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
 - b. The transition services (including courses of study) needed to assist the student in reaching those goals.
 - c. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to IDEA that will transfer to the student upon reaching age 18.
8. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.
 - a. How the student's progress toward the annual goals described in item #2 above will be measured.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

- b. When the student's parents/guardians will be regularly informed (by such means as periodic reports on progress), at least as often as parent/guardians of students without disabilities, of:
 - (1) Their child's progress towards the annual goals described in item #2 above.
 - (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
- 10. A statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student and a statement of the program modifications or supports for school personnel that will be provided for the student.

(cf. 6146.5 – Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include:

- 1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.
- 2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
- 3. Extended school year services when needed, as determined by the IEP team.
- 4. Provision for transition into the regular education program if the student is to be transferred from a special class or center, or nonpublic, nonsectarian school, into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
- b. Support the transition of the student from the special education program into the regular education program.

(cf. 6178 – Vocational Education)

(cf. 6181 – Charter Schools)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

5. Specialized services, materials and equipment for students with low incidence disabilities.

DEVELOPMENT, REVIEW AND REVISION OF THE IEP

Note: Pursuant to 20 USC 1414(d) and 34 CFR 300.324, the IEP team should consider the following factors when developing the IEP.
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In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); 34 CFR 300.324).

1. The strengths of the student.
2. The concerns of the parents/guardians for enhancing the education of their child.
3. The results of the initial evaluation or most recent evaluation of the student.
4. The academic, developmental, and functional needs of the student.
5. As appropriate, the results of the student's performance on any general state or districtwide assessment programs.
6. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior.
7. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.
8. In the case of a student who is blind or visually impaired, the need to provide for 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, that instruction in Braille or the use of Braille is not appropriate for the student.

Note: 34 CFR 300.346 require the IEP team to consider the following factors to meet the needs of a deaf or hard-of-hearing student.

9. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, 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.
10. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items 1-10 above, the IEP team determines that a student needs a particular device or service in order to receive a free and appropriate public education (FAPE), the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.324)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d)).

1. Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate.
2. The results of any reevaluation conducted.
3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B).
4. The student's anticipated needs.
5. Other matters.

Note: Pursuant to 34 CFR 300.324, the regular education teacher as a member of the IEP team must participate in the development, review and revision of the IEP.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP. (34 CFR 300.324)

PARENT/GUARDIAN NOTICE

The Superintendent or designee shall send parent/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.322)

1. Indicate the purpose, time and location of the meeting.
2. Indicate who has been invited to attend and their role.
3. Inform the parents/guardians of the provisions of 34 CFR 300.321(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student.
4. For students age 16, or younger when appropriate:
 - a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student.
 - b. Indicate that the district will invite the student to the IEP meeting.
 - c. Identify any other agency that will be invited to send a representative, assuming the parent or eligible student consents.

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