



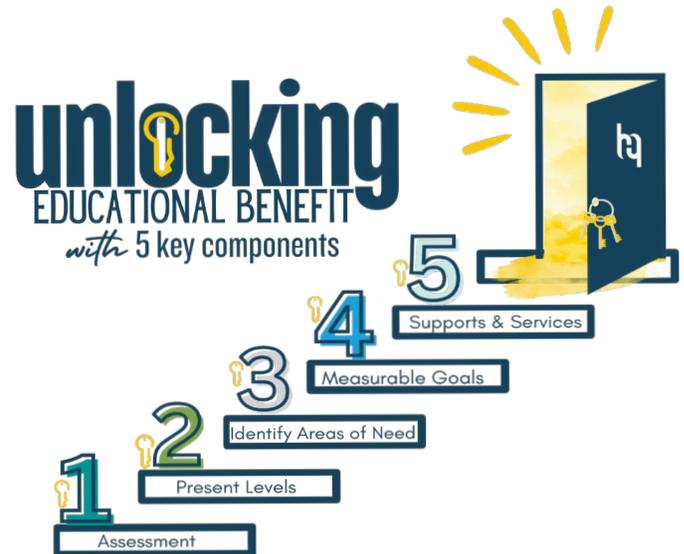
## Key Component 5: Supports and Services during the IEP

The Individualized Education Program (IEP) team should develop the Supports and Services sections to include program supports (which may include positive behavioral supports, training/supports to school personnel, and/or parent), accommodations, modifications, and special education and related services that will assist the student in reaching IEP goals.

This section of the IEP is only developed after goals are set and, if appropriate, objectives/benchmarks have been finalized. Supports and services should allow the student to be involved and progress in the grade level content standards, to participate in extracurricular/nonacademic activities, and to participate with nondisabled peers while working toward IEP goals.

### What is the difference between a service and a support?

Services documented in the IEP are provided directly to the student to guide their progress toward agreed-upon goals. Supplementary supports are provided to assist the student or the personnel at the school. They may include consultation support to a teacher, training needed for staff or parents.



### What drives the conversation about supports and services for students?

Goals drive services and additional support — not eligibility. Once the IEP team has agreed upon goals, the next step is to determine how to best meet these goals. Additionally, a decision must be made regarding who will work directly with the student on their goal(s) and essential skill development. This approach creates a more personalized, engaging, and effective learning experience for students.



## Supports and Services in the IEP

The supports and services section will include:

- [Accommodations and modifications](#)
- [Participation in local and statewide assessment](#)
- [Special education and related services](#)
- [Nonacademic and extracurricular activities](#)
- [Transition planning](#)
- [Transportation](#)
- [Extended school year \(ESY\)](#)
- [Parent involvement](#)
- [Emergency conditions](#)
- [IEP team signatures](#)

## Accommodations and Modifications

IEP accommodations and modifications are two types of support provided to students with disabilities through their IEPs. **The purpose of accommodations and modifications is to increase access to the general education curriculum for students who, due to their disabilities, cannot fully access it independently.** To the extent appropriate, accommodations and modifications should be paired with instructional strategies to reduce the need for supplementary aids and services. Both offer adaptations to how content is taught, accessed, or assessed. However, accommodations **do not** change “what” the student is expected to master, while modifications **do** change expectations for student mastery.

Instructional Accommodations	Instructional Modifications
<p><b>Change how</b> students access or demonstrate learning, but does not change what they learn.</p>	<p><b>Change what</b> students learn and is more commonly used with students who require more support or adjustments than accommodations can provide.</p>



## Accommodations

Generally, an accommodation is a support that provides access to learning in grade level content standards. Accommodations are changes in **how** a student accesses information and demonstrates learning. Accommodations provide support that allows students with disabilities to achieve the same instructional goals as students without disabilities. However, they do not substantially change the instructional level, content, or performance criteria.

### It is important to note that accommodations:

- **Do not** change the expectations for learning
- **Do not** change what the student is required to learn

Educators should provide accommodations that meet the unique needs of each individual student. Students with the same disability, or even those experiencing identical barriers, may not all benefit from the same accommodation.

### Accommodations may include changes to the following:

- Presentation of instruction
- Response
- Timing and/or scheduling
- Environmental supports

## Modifications

A modification is a change in **what** is taught to or expected from the student. Modifications are adaptations that change what students learn and are used with students who require more support or adjustments than accommodations can provide. These changes are made to provide a student with opportunities to participate meaningfully along with other students. The student may be accessing content aligned to grade-level standards through the Core Content Connectors.

### Unlike accommodations, modifications:

- **Do** change the expectations for learning
- **Do** change what the student is required to learn

### Modifications can include changes to the following:

- Presentation of instruction
- Response
- Timing and/or scheduling
- Environmental supports
- Content



**How do I know which accommodations and/or modifications to select for my student?** Based on the student’s present levels of performance, measurable goal(s) were developed. Thinking ahead to implementing the goal(s) and program designed specifically for the student, what accommodations and/or modifications does the IEP team need to consider to increase the student’s access to the general education curriculum? Students with disabilities can experience challenges or barriers that interfere with their ability to access and demonstrate learning.

**These barriers can be associated with the following:**

- **Presentation of instruction** refers to the way information is presented to the student. When providing adaptations for presentation of instruction, the goal is to provide access to the material and content being shared so that students with disabilities have access to grade-level standards.
- **Response** refers to the way the student interacts with instruction. The aim in providing these is to support students with disabilities in effectively communicating their knowledge and ideas.
- **Timing and scheduling** are designed to address the specific needs of students with disabilities regarding the pace, duration, and organization of their learning activities.
- **Environmental supports** refer to the physical educational setting. These supports aim to create an inclusive and accessible environment that promotes learning and participation.
- **Content** refers to curriculum or instructional materials. Adapting content to match the student's abilities and learning needs is sometimes necessary for the student to progress in the general education program.

Educators can address these potential barriers by providing accommodations and modifications to students with disabilities. Accommodations and modifications will vary depending on the context. In one context, an adaptation may be considered an accommodation, while in another it may be a teaching strategy. Likewise, a student might require an accommodation in one context and a modification in another; much depends on the learning environment, in concert with the student's individual needs.

When completing the IEP, select the accommodations and modifications (if any) necessary for the student to meet their goals, make progress, and participate in activities alongside students with and without disabilities.



## SUPPORTS & SERVICES

ACCOMMODATIONS			
<b>PRESENTATION OF INSTRUCTION</b> The way information is presented	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>
<b>RESPONSE</b> The way the student responds	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>
<b>TIMING AND/OR SCHEDULING</b> The timing and scheduling of the instruction	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>
<b>ENVIRONMENTAL SUPPORTS</b> The physical educational settings	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>

MODIFICATIONS			
<b>PRESENTATION OF INSTRUCTION</b> The way information is presented	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>
<b>RESPONSE</b> The way the student responds	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>
<b>TIMING AND/OR SCHEDULING</b> The timing and scheduling of the instruction	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>
<b>ENVIRONMENTAL SUPPORTS</b> The physical educational settings	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>
<b>CONTENT</b>	<input style="width: 95%;" type="text"/>	<b>LOCATION</b>	<input style="width: 95%;" type="text"/>

**Additional resources:**

- [UDL Guidelines](#): Scroll to the UDL guidelines and click on each individual component.
- [UDL Strategies to Provide Specially Designed Instruction in the General Education Classroom](#)

## EDUCATIONAL BENEFIT CONSIDERATIONS

- Are accommodations and modifications appropriate based on the student's needs?



## Participation in Local and Statewide Assessments

When determining which local and statewide assessments, will be provided to the student, it is important to remember that only designated supports, accommodations, or modifications required by the student for classroom instruction and testing may be used.

### LOCAL ASSESSMENTS

Local assessments refer to assessments administered per the direction of the Local Education Agency (LEA). Mark the box that best describes the student's participation in local assessments. Consult with your LEA for further clarification on this topic.

LOCAL ASSESSMENTS	
<input type="checkbox"/>	Local assessments are not administered at this student's grade level (if checked, move to Statewide Assessment section).
<input type="checkbox"/>	Student will participate in local assessments without accommodations
<input type="checkbox"/>	Student will participate in local assessments with the following accommodations or modifications
<input type="checkbox"/>	Student will take a local alternate assessment. The alternate assessment is appropriate, and the student cannot participate in the local general assessment for the following reasons:

### STATEWIDE ASSESSMENTS

The California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC) and Alternate ELPAC comprise the assessment system in California. The CAASPP measures students' knowledge and skills in English language arts/literacy (ELA), mathematics, science, and Spanish reading language arts, as well as students' progress toward college and career readiness.

All CAASPP tests, including alternate assessments, provide a wide range of resources to ensure that tests meet the needs of all students. To learn about why accessibility resources are so important, watch the California Department of Education video on the [Importance of Implementing CAASPP and ELPAC Resources: Voices from Educators](#).

The [California Assessment Accessibility Resources Matrix](#) describes the embedded and non-embedded universal tools, designated supports, and accommodations allowed as part of the CAASPP and ELPAC.

- **Universal tools** are available to participating students based on their preference and selection.
- **Designated supports** are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan. Assigning designated supports should be determined on a student-by-student basis. Any assigned designated support should be one the student uses during daily instruction, in the classroom, or on assessments.
- **Accommodations** are accessibility resources documented in a student's IEP or Section 504 plan that the student regularly uses in daily instruction, assessment, or both. These accommodations increase equitable access to assessments without fundamentally altering the comparability of test scores.



### What is the difference between embedded and non-embedded tools?

- **Embedded** tools are available to participating students as part of the technology platform.
- **Non-embedded** tools are provided outside of the computer test administration system.

### Desired Results Developmental Profile (DRDP), preschool only

The [Desired Results Developmental Profile \(DRDP\)](#) is an assessment instrument designed for teachers in early care and education programs. It allows teachers to observe, document, and reflect on the learning, development, and progress of children from birth through five years of age.

Mark the box that best describes the student's participation with or without adaptations in DRDP.

DESIRED RESULTS DEVELOPMENTAL PROFILE - DRDP (PRESCHOOL ONLY)	
<input type="checkbox"/>	Student will participate without adaptations
Student will participate with the following adaptations:	
<input type="checkbox"/>	Augmentative or alternative communication
<input type="checkbox"/>	Alternative mode for written language
<input type="checkbox"/>	Visual support
<input type="checkbox"/>	Assistive equipment or device
<input type="checkbox"/>	Functional positioning
<input type="checkbox"/>	Sensory support
<input type="checkbox"/>	Alternative response mode

### Seven Adaptations Used with the DRDP

						
<p><b>Augmentative or alternative communication system</b></p> <p>Methods of communication other than speech that allow a child who is unable to use spoken language to communicate.</p>	<p><b>Alternative Mode for Written Language</b></p> <p>Methods of reading or writing used by a child who cannot see well enough to read or write or cannot hold and manipulate a writing utensil well enough to produce written symbols.</p>	<p><b>Visual Support</b></p> <p>Adjustments to the environment that provide additional information to a child who has limited or reduced visual input.</p>	<p><b>Assistive Equipment or Device</b></p> <p>Tools that make it possible or easier for a child to perform a task.</p>	<p><b>Functional Positioning</b></p> <p>Strategic positioning and postural support that allow a child to have increased control of his body.</p>	<p><b>Sensory Support</b></p> <p>Increasing or decreasing sensory input to facilitate a child's attention and interaction in the environment.</p>	<p><b>Alternative Response Mode</b></p> <p>Recognition that a child might demonstrate mastery of a skill in a unique way.</p>

**Key Points to Keep in Mind:**

- Adaptations should be used throughout the day to increase the child's participation and engagement during all routines and activities.
- Special educators and other IEP team members with disability-specific expertise (such as in motor development or deaf education) can determine necessary adaptations and guide their appropriate use.
- Some children use equipment such as glasses and hearing aids every day. The special educator should make sure that adaptations such as these are in place and in working order prior to conducting observations for the DRDP.
- Instructional prompts are not the same as adaptations. Strategies such as providing a verbal or gestural prompt, providing a model of the desired behavior, or using a partial or full physical prompt are not adaptations. These instructional strategies should be gradually reduced as the child develops the targeted skills. A rating of mastery should not be provided if a child requires an instructional prompt to demonstrate a skill or behavior.
- Some adaptations require time for the child to learn to use. Special educators should collaborate with families and general education staff to plan how to teach the child to use specialized equipment. This team should also develop methods to assess whether the equipment effectively supports the child's engagement and progress.
- The special educator, with input from the IEP team, should determine if a child's adaptations continue to be of benefit or need to be modified.
- Adaptations that are used throughout the child's day and during observations for the DRDP must be documented on the IEP, as well as on the DRDP information page.

**Alternate Assessment**

The [Every Student Succeeds Act](#), which requires each state to assess students' progress for accountability purposes, provides flexibility for students with significant cognitive disabilities to be assessed through alternate assessments. A small number of students may be eligible to participate in alternate assessments, including those with the most significant cognitive disabilities who are unable to take the standard tests, even with accommodations.

The California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are part of CAASPP. Designed for students with the most significant cognitive disabilities, the CAA for ELA and mathematics are a measure of what students know and can do based on the Core Content Connectors. These standards are aligned with the Common Core State Standards for ELA and mathematics.



The **Assessment Fact Sheet** includes details regarding the California Alternate Assessments for the following subject areas:

- English language arts/literacy
- Mathematics

The California Department of Education (CDE) offers [guidelines](#) for IEP teams regarding participation in the California Alternate Assessments and the Alternate English Language Proficiency Assessments for California. Some LEAs utilize an [Alternative Assessment Worksheet](#) to assist IEP teams in making a determination.

Indicate whether the student will participate in any alternate assessment by selecting “yes” or “no.” If “yes,” include a description and rationale.

ALTERNATE ASSESSMENT
Will the student participate in any alternate assessments? If yes, describe and provide rationale. Yes <input type="checkbox"/> No <input type="checkbox"/>

The IEP team will check one of the following for the CAASPP ELA and math test (for students who will be in grades 3, 4, 5, 6, 7, 8, or 11 within the duration of the IEP); CA science test (for students who will be in in grades 5, 8, and high school within the duration of the IEP); and physical fitness test (for students who will be in grades 5, 7, or 9 within the duration of the IEP):

CAASPP ELA-GRADES 3,4,5,6,7,8, & 11	CAASPP MATH-GRADES 3,4,5,6,7,8, & 11
<input type="checkbox"/> Out of testing range <input type="checkbox"/> Participate without designated supports or accommodations <input type="checkbox"/> Participate with designated supports embedded <input type="checkbox"/> Participate with accommodations embedded <input type="checkbox"/> Participate with accommodations non-embedded <input type="checkbox"/> Participate with accessibility support (required CDE Approval) <input type="checkbox"/> Alternate assessment without designated support or accommodations <input type="checkbox"/> Alternate assessment with designated supports embedded <input type="checkbox"/> Alternate assessment with designated supports non-embedded	<input type="checkbox"/> Out of testing range <input type="checkbox"/> Participate without designated supports or accommodations <input type="checkbox"/> Participate with designated supports embedded <input type="checkbox"/> Participate with accommodations embedded <input type="checkbox"/> Participate with accommodations non-embedded <input type="checkbox"/> Participate with accessibility support (required CDE Approval) <input type="checkbox"/> Alternate assessment without designated support or accommodations <input type="checkbox"/> Alternate assessment with designated supports embedded <input type="checkbox"/> Alternate assessment with designated supports non-embedded

CA SCIENCE TEST-GRADES 5,8, & HIGH SCHOOL	PHYSICAL FITNESS TEST-GRADES 5,7,& 9
<input type="checkbox"/> Out of testing range <input type="checkbox"/> Participate without designated supports or accommodations <input type="checkbox"/> Participate with designated supports embedded <input type="checkbox"/> Participate with accommodations embedded <input type="checkbox"/> Participate with accommodations non-embedded <input type="checkbox"/> Participate with accessibility support (required CDE Approval) <input type="checkbox"/> Alternate assessment without designated support or accommodations <input type="checkbox"/> Alternate assessment with designated supports embedded <input type="checkbox"/> Alternate assessment with designated supports non-embedded	<input type="checkbox"/> Out of testing range <input type="checkbox"/> Participate without designated supports or accommodations <input type="checkbox"/> Participate with designated supports embedded <input type="checkbox"/> Participate with accommodations embedded <input type="checkbox"/> Participate with accommodations non-embedded <input type="checkbox"/> Participate with accessibility support (required CDE Approval) <input type="checkbox"/> Alternate assessment without designated support or accommodations <input type="checkbox"/> Alternate assessment with designated supports embedded <input type="checkbox"/> Alternate assessment with designated supports non-embedded



**Additional resources:**

- [English Language Arts/Literacy](#)
- [Mathematics](#)
- [Science](#)
- [Physical Fitness](#)

**English Language Proficiency Assessment for California (ELPAC)**

The [ELPAC](#) measures the English language proficiency (ELP) of students whose primary language is other than English.

**The ELPAC consists of two separate assessments:**

1. An initial assessment to identify students as potential English learners (ELs)
2. An annual summative assessment to measure a student’s progress in learning English and determine their English language proficiency determine their ELP level

The initial assessment identifies students as either EL who need support to learn English or as initial fluent English proficient. The summative assessment identifies students’ ELP level and measures their progress in learning English.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)		
The student will participate in:		
<input type="checkbox"/> Initial ELPAC	<input type="checkbox"/> Without designated supports (all domains)	<input type="checkbox"/> Embedded Accommodations
<input type="checkbox"/> Summative ELPAC	<input type="checkbox"/> With designated supports (all domains)	<input type="checkbox"/> Non-Embedded Accommodations
	<input type="checkbox"/> Without accommodations (all domains)	
	<input type="checkbox"/> With accommodations (all domains)	
	<input type="checkbox"/> Domain exemption	
	<input type="checkbox"/> Oral language composite	
	<input type="checkbox"/> Listening	
	<input type="checkbox"/> Speaking	
	<input type="checkbox"/> Written language composite	
	<input type="checkbox"/> Reading	
	<input type="checkbox"/> Writing	
	<input type="checkbox"/> Alternate ELPAC	
	<input type="checkbox"/> Expressive (Speaking & Writing)	
	<input type="checkbox"/> Receptive (Listening & Reading)	
	<input type="checkbox"/> Alternate ELPAC Designated Supports	

**Completing the ELPAC Section of the IEP**

**Identify which assessment the student will participate in:**

- Initial ELPAC
- Summative ELPAC



Utilize the following resources to determine which resources, testing conditions, or combination thereof will allow each student to take the test.

- [ELPAC Administration Student Accessibility Checklist](#)
- [ELPAC Accessibility Graphic- Computer Based](#)
- [ELPAC Accessibility Graphic- Paper-Pencil](#)

If all available embedded and non-embedded universal tools, designated supports, and accommodations have been exhausted, and certain domains remain inaccessible due to the manifestation of the student's disability, a domain exemption may be appropriate. This can be guided by the [Initial and Summative ELPAC Domain Exemption Decision-Confirmation Tool](#).

Students with the most significant cognitive disabilities may be assessed using the Alternate ELPAC if this accommodation is specified in their IEP. Utilize the [Alternate Assessment Decision Confirmation Worksheet](#) to guide the IEP team in determining if the Alternate ELPAC is appropriate for the student.

## EDUCATIONAL BENEFIT CONSIDERATIONS

- If needed, have all assessment accessibility features been discussed and documented?
- If the student requires alternate assessment, has a rationale been provided?

## Special Education and Related Services

The IEP team specifies specially designed instruction, related services, and supports based on peer-reviewed research to the extent practicable (including, if applicable, positive behavioral supports and support/training for school personnel and/or parent[s]). Students should be educated in a general education environment to the maximum extent appropriate.

### Least Restrictive Environment (LRE)

**When making decisions about participation in the general education setting for an eligible student, several points should be considered:**

1. **Individualized approach:** The extent to which the student can participate in the general education setting must be determined according to the student's strengths, abilities, and needs. IEP teams should avoid making blanket assumptions or decisions based solely on a student's disability category (e.g., assuming that the student should be placed in a substantially separate classroom because they are identified as having an intellectual disability).



2. **Collaboration and team decision-making:** The LRE determination involves collaboration among the student's IEP team, including parent(s), general and special education teachers, related service providers, administrators, and student support providers. The collective expertise and input from IEP team members is crucial in making informed decisions.
3. **Academic and social considerations:** Consider the student's academic abilities, learning, and social-emotional needs. Can the general education classroom adequately address the student's educational goals and needs? Can accommodations, supplementary aides, services, modifications, or other supports be provided to facilitate the student's meaningful participation and progress in the general education classroom?
4. **Support services and accommodations:** Determine the level and type of supplementary aides, services, supports, accommodations, and modifications required for the student to participate and progress in the general education setting. This may include additional teacher and other professional supports, specially designed instruction, assistive technology, modifications to assignments, or related services such as speech and occupational therapies.
5. **Social integration and peer interaction:** Consider the importance of social integration and peer interaction for the student's overall development. Will the general education classroom provide opportunities for meaningful interactions with peers without disabilities and promote social inclusion?

**State and federal law** requires that students with an IEP receive their education and services in the general education classroom alongside nondisabled peers to the maximum extent possible. A student's education is provided outside of the general education environment only when their needs are so significant that they cannot be met, even with supplementary aids and supports.

Providing services as close to the student's school of residence as possible is an essential aspect of the LRE continuum. Ideally, special education services should be offered at the student's school of residence. However, if this is not feasible, services should be provided at the nearest possible location to the school of residence.

Mark "yes" or "no" if the student is attending their school of residence. If "no" is selected, include justification as to why the student is not attending their school of residence (e.g., due to program location, transfer, etc.).

LEAST RESTRICTIVE ENVIRONMENT	
<p>Will the student attend the school of residence?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If no, include a justification</p>	<p>Can the student's educational needs be met in the general education setting with or without the use of supplementary aids and services?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If no, provide an explanation of the extent to which the student will not participate in general education. Include a description of the specific supplementary aids and services considered before determining that the student would be removed from a general education class or activity.</p>



In addition to having a student attend a school they would typically attend if they did not require special education services, the concept of LRE considers services in the general education environment to the greatest extent possible. In order to access the general education setting, it is recognized that a student may require supplementary aids and supports. The student should only be removed from the general education environment if their goals cannot be met in the general education classroom, even with the addition of supports. Discuss with the IEP team if the student's educational needs can be met in the general education environment with the use of supplementary aids and services.

If they cannot, mark "no" and provide an explanation. This explanation might include a detailed discussion of previously attempted supplementary aids, services, location of services, [continuum of program options](#), potential [harmful effects](#), and the individual needs of the student.

All [placement decisions](#) will be based on the individual needs of the student pursuant to the IEP and not on the basis of the disability, configuration of service delivery, availability of staff, curriculum intent, or administrative experience. All placements will be made in the least restrictive environment. In the case of *Sacramento City Unified School District v. Rachel H.*, the court identified several factors which are critical in analyzing whether a school district's placement recommendation complies with the least restrictive environment mandate.

#### These factors are:

1. Educational benefits available to the student with a disability in a general education classroom, with supplementary aids and services
2. Benefits of interaction with students who do not have IEPs
3. Effect on the teacher and the other students in the classroom

Although the cost of the services were considered in the *Rachel H.* decision, LEAs should proceed with caution in evaluating this factor.



**Indirect and Direct Services** Indirect services (i.e., consultation) involve collaboration and planning among team members. Direct services refer to supports directly delivered to the student; these may be delivered in the general education classroom or in other settings.

## Consultation

### INDIRECT SERVICES TO SCHOOL PERSONNEL AND PARENT(S)/ GUARDIAN(S)/FAMILIES

Consultation in special education service delivery typically involves collaboration between special education professionals, general education teachers, related services providers, parent(s), and other stakeholders to meet the needs and IEP goals of students with disabilities.

CONSULTATION (INDIRECT SERVICES TO SCHOOL PERSONNEL AND PARENTS/GUARDIANS/FAMILIES)						
Consultation Between	Provider	Frequency (per day, per week, per month)	Duration (in minutes)	Total Minutes (indirect services)	Location	Related Goal(s) & Areas of Need Addressed
			Start Date	End Date		

**Common components of the consultation include:**

- **Observation and data collection:** Classroom observations and data collection help gather additional information about the student’s learning environment and progress.
- **Problem-solving and action planning:** The consulting service provider engages in problem-solving discussions with general education teachers, parent(s), and other relevant stakeholders to develop action plans and interventions, as needed.
- **Recommendations and support strategies:** The consulting service provider offers IEP team members recommendations and support strategies to address the student’s needs.
- **Training and professional development:** Consultation often includes training, classroom modeling, and professional development to enhance understanding and implementation of components of the IEP.





**Here are key points regarding direct services:**

- **Specially designed instruction:** Direct services often encompass specially designed instruction tailored to address students' unique learning needs and challenges. These may involve strategies, techniques, or interventions designed to promote academic, social-emotional, or behavioral progress. Special education professionals may provide direct instruction in specific subjects such as reading, math, or writing, using evidence-based practices and instructional methodologies.
- **Related services:** In addition to specially designed instruction, direct services can also include related services delivered by professionals such as speech-language pathologists, occupational and physical therapists, or counselors. These services support students in areas such as communication, motor skills, social-emotional development, and behavior management, contributing to their overall educational progress.

## Special Education and Related Services

### DIRECT SERVICES IN OTHER SETTINGS

In addition to direct services provided in general education classrooms, special education and related services can also be delivered in settings outside of the general education environment. This should be considered only after the IEP team has determined that services cannot be provided in the general education environment.

SPECIAL EDUCATION AND RELATED SERVICES IN OTHER SETTINGS (DIRECT SERVICES)						
Special Education or Related Service	Provider	Frequency (per day, per week, per month)	Duration (in minutes)	Total Minutes (direct services)	Location	Related Goal(s) & Areas of Need Addressed
			Start Date	End Date		

**Here are key points regarding direct services delivered in other settings:**

- **Special education services in other settings:** Students with disabilities sometimes require specially designed instruction and/or related services provided in settings outside of the general education classroom, either in small groups or individually. Special education professionals provide direct services in these settings, focusing on targeted skill development, remediation, previewing or reinforcement of academic concepts, or otherwise meeting the student's unique needs outside of the general education classroom.
- **Related services in other settings:** Related services may be provided in separate settings when needed. This may included specialized rooms where providers work directly with the student to address their specific goals, improve skill and support their overall development.



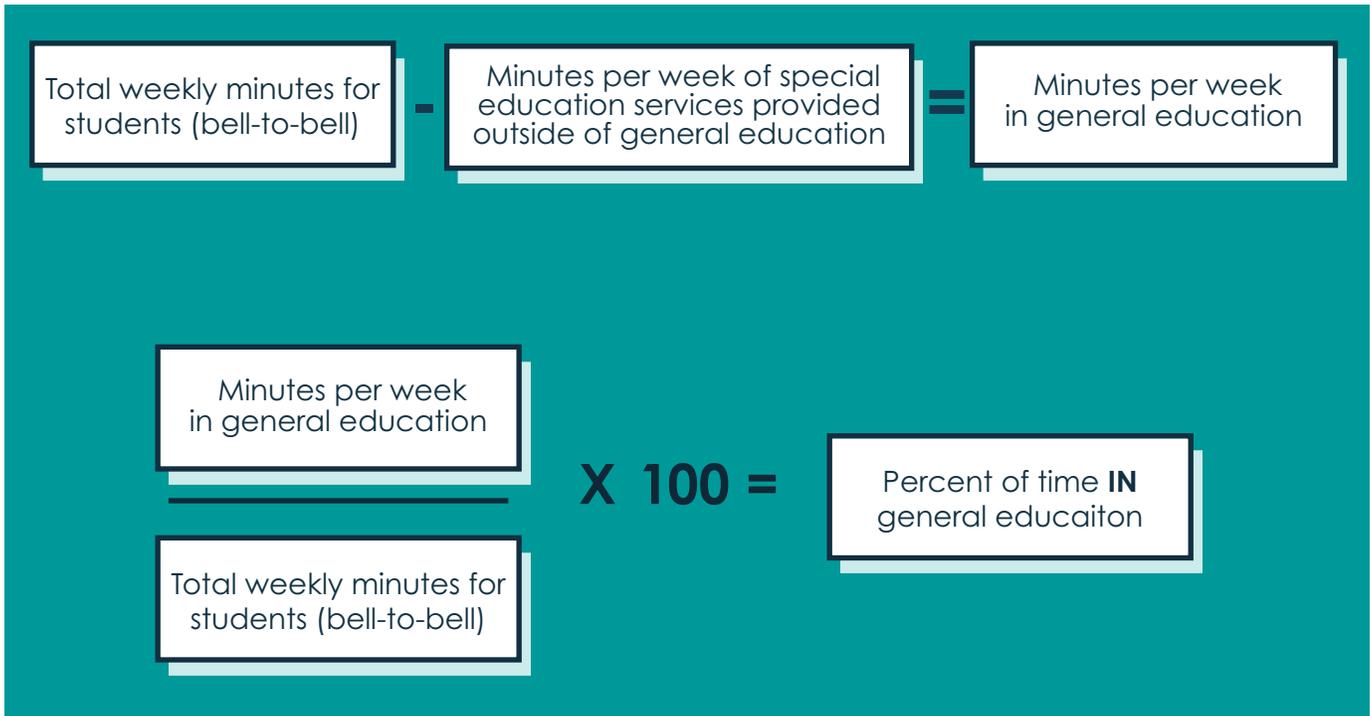
The following part of the IEP requires a calculation to determine the percentage of time a student will spend in the educational setting. Consider the guidance provided below in calculating this information.

Complete this section for all students ages 5 to 22 who are in transitional kindergarten, K, or greater		
Total minutes of special education and related services provided outside general education	Percentage of time the student is in general education	Plan Effective Start Date

**Total minutes of special education services provided outside of general education.**

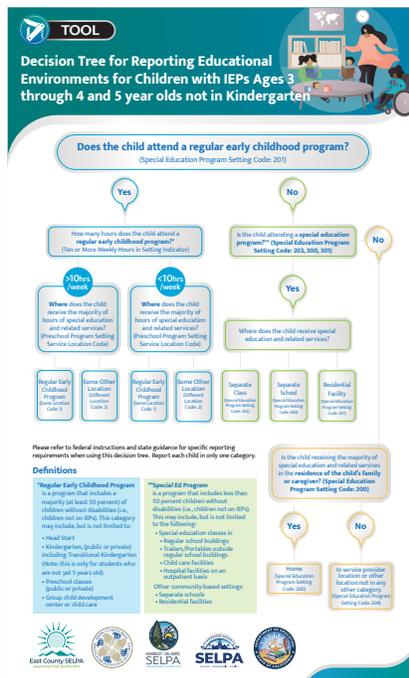
- Calculate the number of minutes the student will receive special education services outside the general education environment.

**Percentage of special education and related services provided in general education. Calculate using the formula below.**



Complete this section for students ages 3 - 5 year old who are in preschool as well as 4-year olds in Transitional Kindergarten/Kindergarten	
Preschool Program Setting (3 to 5 year old Preschool & 4-year old Transitional Kindergarten/Kindergarten):	Is the early childhood program ten hours per week or greater?
(dropdown selection)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Where does the student receive the majority of their special education services?	
<input type="checkbox"/> Same Location <input type="checkbox"/> Different Location	

When determining the preschool program setting, utilize the [Decision Tree for Reporting Educational Environments for Children with IEPs Ages 3 through 4 and 5 year olds not in Kindergarten](#) (Follow [link](#) for a larger version of the image below).



## EDUCATIONAL BENEFIT CONSIDERATIONS

- Are direct and/or consultation services connected to the IEP goals?
- Have the following details been specified for both supplementary aids and services, as well as for special education and related services: provider, frequency, duration, start/end dates, location, and associated goals and areas of need?
- Are services reasonably sufficient in frequency and duration to support progress in all the goals?
- Is there clarity amongst all team members, including the parent, as to when, where, and how often special education and related services will be delivered?
- Are the services delivered in the general education setting to the greatest extent possible for the student's needs?

## Nonacademic and Extracurricular Activities

In providing or arranging for **nonacademic and extracurricular services and activities**, including meals, recess periods, and the services and activities set forth in the **Individuals with Disabilities Act**, each LEA must ensure that a child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The LEA must ensure that each child with a disability has the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in nonacademic settings.

A student with a disability is entitled to an equal opportunity for participation in nonacademic or extracurricular activities offered by the LEA. If the IEP team is made aware that a student desires or will participate in a nonacademic or extra-curricular activity, the IEP team should consider whether the student requires supports, including the provision of supplementary aids and services, in order to have an equal opportunity to participate in nonacademic settings.

### NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

Describe how the student will participate in nonacademic and extracurricular activities with their nondisabled peers, including any activities and community experiences to support post-school goals. Note the supports, accommodations, and modifications necessary for the student's success.

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## Transition Planning

Transition planning prepares students for key points in their IEP journey. To prepare students for various points of transition, supports and strategies should be employed to ensure a successful transition.

**Examples of supports and strategies for transition planning may include, but are not limited to:**

- **Preschool/transitional kindergarten to kindergarten**

  - An **appropriate assessment** to see if the student is still in need of special education services
  - Including staff from the receiving elementary school at transition meeting(s)
  - Articulation meeting between current education specialist and receiving general education and/or education specialist
- **Elementary to middle school and middle school to high school**

  - Invite representative from receiving school to transition meeting
  - Invite parent(s) to transition meetings, which are considered IEP meetings
  - Invite parent(s) to attend open house of receiving school



**■ Transitioning to a new school or teacher**

- Review the IEP with the receiving teacher
- Review supports and strategies to create a successful environment for the student's learning with the receiving school site (e.g., teacher, site administrator, etc.)
- Include learning materials personalized to the student to ensure a smooth transition in learning
- Tour the new classroom or school site prior to the start date

Supporting students through various points in their lives is essential in providing stability, continuity, and inclusiveness. Doing so ensures that we meet each student's individual needs, enabling them to achieve their highest potential.

TRANSITION PLANNING	
<b>Note which important transition(s) the IEP team will address at this meeting:</b>	
<input type="checkbox"/> Not experiencing a grade/school transition <input type="checkbox"/> Entering Preschool from Early Intervention <input type="checkbox"/> Entering elementary school (Transitional Kindergarten or Kindergarten) <input type="checkbox"/> Entering Middle School <input type="checkbox"/> Entering High School <input type="checkbox"/> Leaving High School (Post-secondary Transition) <input type="checkbox"/> Transitioning to a new school	<input type="checkbox"/> Transitioning from a nonpublic placement <input type="checkbox"/> Transitioning to more or less time in general education <input type="checkbox"/> Transitioning between available methods to participate in school (e.g., independent study, distance, hybrid, in-person learning) <input type="checkbox"/> Other (specify) <hr/>

SUPPORT STRATEGIES FOR TRANSITIONS NOTED ABOVE
<b>What anticipated support/strategies will be needed for a successful transition for the student?</b>

EDUCATIONAL BENEFIT CONSIDERATIONS
<ul style="list-style-type: none"> <li>■ Has the team identified any transition point(s), if appropriate, that are necessary to address?</li> <li>■ If appropriate, are the supports/strategies clearly identified to support any identified transition points?</li> </ul>



## Transportation

Many students with disabilities will **get to school** in the same manner as students without disabilities. This could range from walking to school to riding the school bus in the same manner as other students. However, some students with disabilities may need transportation as a related service, including travel to and from school and between schools, and specialized equipment (e.g., special or adapted buses, lifts, and ramps).

At each IEP meeting, the IEP team must evaluate whether the special education student's unique needs require **transportation** as a related service not otherwise offered to or used by general education students.

TRANSPORTATION	
Does the student require special transportation?	
Yes	No
If yes, describe any assistance, specialized equipment, and/or other needs:	

## Extended School Year (ESY)

Extended School Year (ESY) services are individualized extensions of special education and related services provided to a student with a disability beyond the regular school year. ESY is provided by the district at no cost to the parent(s) so that students may maintain the specific skills they have learned during the school year.

**Remember:** The term "**extended year**" as used in this section means the period of time between the close of one academic year and the beginning of the succeeding academic year.

Not every student with a disability requires ESY services in order to receive free appropriate public education (FAPE). Rather, students who are determined by their IEP team to have unique needs that require special education and related services in excess of the regular academic year may be eligible for ESY.

**ESY services should be discussed at each IEP meeting, with consideration of the following key factors:**

- **Regression:** the potential decline in knowledge and skills resulting from an interruption in education
- **Recoupment:** the time required to regain previous levels of functioning
- **Emerging skills:** whether the student is on the verge of acquiring new abilities



As part of the preparation process for the IEP meeting, the team may want to examine data that would assist in understanding how the student has regressed during other breaks in the school year (winter/spring break, etc.) and how the recoupment period compared to that of general education peers. Consider utilizing an ESY Eligibility Worksheet ([sample](#)) to determine if the student requires ESY as part of FAPE.

EXTENDED SCHOOL YEAR (ESY)	
<p>Is the student eligible for Extended School Year?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Need further data to determine eligibility <input type="checkbox"/></p> <p>If the IEP team will need to collect further data and reconvene to decide, what is the date by which the IEP team will reconvene, review data, and decide on eligibility?</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin-left: 100px;"></div> <p>What additional data or information was reviewed by the IEP Team to make this determination?</p>	<p><b>FOR ELIGIBLE STUDENTS ONLY:</b></p> <p>IEP goals and, when appropriate, short-term objectives from this IEP that will be addressed during extended school year.</p>

ESY services vary in intensity, location, type of service, and length of time, depending upon each student's needs. The ESY program must be provided for a **minimum of 20 instructional days**. If the IEP team determines that an eligible student needs ESY services, this section of the IEP details the specific special education services that the eligible student will receive during ESY, including when, where, how often, and for how long.

## ESY Consultation

### INDIRECT SERVICES TO SCHOOL PERSONNEL AND PARENT(S)/GUARDIAN(S)/FAMILIES

The consultation model in special education service delivery typically involves collaboration between special education professionals, general education teachers, related services providers, parent(s), and other stakeholders to meet the needs and IEP goals of students.

ESY CONSULTATION (INDIRECT SERVICES TO SCHOOL PERSONNEL AND PARENTS/GUARDIANS/FAMILIES)						
Consultation Between	Provider	Frequency (per day, per week, per month)	Duration (in minutes)	Total Minutes (Indirect services)	Location	Related Goal(s) & Areas of Need Addressed
			Start Date	End Date		



**Here are several common components of consultation:**

- **Observation and data collection:** Classroom observations and data collection help gather additional information about the student's learning environment and progress.
- **Problem-solving and action planning:** The consulting service provider engages in problem-solving discussions with general education teachers, parent(s), and other relevant individuals to develop action plans and interventions, as needed.
- **Recommendations and support strategies:** The consulting service provider offers IEP team members recommendations and support strategies to address the student's needs.
- **Training and professional development:** Consultation often includes training, classroom modeling, and professional development to enhance understanding and implementation of components of the IEP.

## ESY Special Education and Related Services

### DIRECT SERVICE IN THE GENERAL EDUCATION CLASSROOM

Direct service refers to the provision of specially designed instruction, services, or support delivered by staff members, such as special education teachers and related service providers, directly to students etc. directly to students with disabilities within the general education setting. Even during ESY, the IEP team should consider providing services in the general education setting first, as that is the LRE in the continuum of placements.

ESY SPECIAL EDUCATION AND RELATED SERVICES IN THE GENERAL CLASSROOM (DIRECT SERVICES)						
Special Education or Related Service	Provider	Frequency (per day, per week, per month)	Duration (in minutes)	Total Minutes (direct services)	Location	Related Goal(s) & Areas of Need Addressed
			Start Date	End Date		

**Here are several key points regarding direct services:**

- **Specially designed instruction:** Direct services often encompass specially designed instruction tailored to address students' unique learning needs and challenges. These may involve strategies, techniques, or interventions designed to promote academic, social-emotional, or behavioral progress. Special education professionals may provide direct instruction in specific subjects, such as reading, math, or writing, using evidence-based practices and instructional methodologies.





## Parent Involvement

The parent involvement section of an IEP, guided by the [Individuals with Disabilities Act \(IDEA\)](#), recognizes parents as vital members of the IEP team. During the IEP meeting, it is important to directly ask parents if they felt engaged and involved. Document their responses in the parent involvement section of the IEP, as illustrated below. This practice not only complies with IDEA, but also provides an opportunity to address any concerns in real time. If parents indicate they did not feel involved, use this moment to understand their perspective and make immediate adjustments to include them more effectively.

7. PARENT INVOLVEMENT	
Did the school provide opportunities for meaningful parent/guardian/family participation?	
Yes	<input type="checkbox"/> No <input type="checkbox"/>



## Emergency Conditions

[California Education Code](#) require that IEPs include a description of the means by which the program will be provided under emergency conditions (e.g., fire, floods, and epidemics) in which instruction or services, or both, cannot be provided to the pupil either at the school or in-person for more than 10 school days.

### The description shall include the following:

- Special education and related services
- Supplementary aids and services
- Transition services
- Extended School Year services



### 8. EMERGENCY CONDITIONS

If instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions, taking public health orders into account, the IEP will be provided as described below.

Special Education and Related Services

Supplementary Aids and Services (accommodations, modifications, and other supports) in the IEP

Transition Services

Extended School Year Services

## What is parental consent?

Parental consent is the written agreement or permission given by a parent before specific actions or services can be implemented for a child with disabilities. This consent ensures that parent(s) are actively involved in decisions that affect their child's educational journey.

### Parent(s) have several options to choose from when consenting to an IEP:

- **Agree to all parts of the IEP:** By choosing this option, parents consent to the entire IEP as proposed, allowing the school to implement the plan in its entirety.
- **Decline initiation of the IEP:** Parents can opt to reject the proposed IEP, indicating that they do not want the IEP to be implemented at all.
- **Acknowledge ineligibility for special education services:** If parents agree with the evaluation results that their child does not qualify for special education services, they can select this option.
- **Acknowledge discontinuation of eligibility:** This option is for parents who agree that their child no longer qualifies for special education services, effectively ending those services.
- **Agree with certain exceptions:** Parents can agree to the majority of the IEP with reservations regarding specific parts. They can request changes or amendments to those sections while consenting to the rest.



9. IEP TEAM SIGNATURES	
CONSENT	
<p>A parent/guardian (or student age 18-22) may agree to all, some, or none of the components of a proposed IEP:</p> <p><input type="checkbox"/> I agree to all parts of the IEP</p> <p><input type="checkbox"/> I decline the offer of initiation for special education services</p> <p><input type="checkbox"/> I understand that my child is not eligible for special education.</p> <p><input type="checkbox"/> I understand that my child is no longer eligible for special education.</p> <p><input type="checkbox"/> I agree with the IEP, with the exception of the areas described below:</p>	
<p>Note areas of disagreement:</p>  	
<p>Signature below is to authorize and approve the IEP</p>	
<p>Signature: _____</p>	<p>Date: _____</p>

**What happens if the parent does not consent to part or all of the IEP?**

- **Partial consent:** If parent(s) provide partial consent, agreeing to some but not all services, the LEA can implement the agreed-upon services while working to resolve any concerns about the others. Open and clear communication is key to ensuring parent(s)/guardian(s) fully understand the impact of their decisions.
- **Refusing consent:** If parent(s) refuse consent for evaluations or services, the LEA must halt the proposed actions" to "shall not proceed with the proposed actions. Although the LEA cannot proceed without parental consent, it can still offer further discussions or mediation to address any concerns or misunderstandings the parents might have.
- **Revoking consent:** Parent(s) can revoke their consent for special education services at any time. Once consent is revoked, the LEA must provide a prior written notice and stop all services.

EDUCATIONAL BENEFIT CONSIDERATIONS
<ul style="list-style-type: none"> <li>■ Did all IEP meeting participants in attendance sign and date.</li> <li>■ Did the parent(s) consent to all components of the IEP?</li> </ul>



If consent was not provided, are areas of agreement and/or disagreement clearly specified? Are the next steps for reaching resolution identified, if appropriate? Consider using an **Action Plan** template to designate tasks that need to be completed after the conclusion of the IEP meeting.



**IEP Action Plan**

Action Plan for:

Task/ What Needs Doing	Who will do/ Work On it	Date Needed/ Promised	Support Necessary to Complete Task	Other/ Misc.

**Your feedback is vital as the user of this handout.  
Please share your feedback on this [survey](#).**

