

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS, include as appropriate for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI) - (*Specially designed instruction may be listed with each goal.*)

- SDI may be listed with each goal or as part of the table below
- Include modifications and SDI
- Include supplementary aids and services, as appropriate
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the regular education curriculum, as appropriate for a student with a disability.

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

ANNOTATION:

NOTE: Do not be overly concerned about the category of the items you write into this section (e.g. does this service/activity fall under the category of SDI, modifications, or supplementary aids and services?). Instead, include what the student needs and write it in where you believe is the most appropriate location.

Modification/SDI: Special education means specially designed instruction (SDI), at no cost to the parents, to meet the unique needs of a student with a disability. Specially designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general education curriculum so that he or she can meet the educational standards.

Access may include providing instructional materials in alternate accessible formats or specialized formats (that is, braille, audio, digital, large-print, etc.) in a timely manner.

"Timely manner" means that an LEA has taken reasonable steps to ensure that students who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials.

Pennsylvania has adopted the National Instructional Materials Accessibility Standard (NIMAS). This refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials. NIMAS insures the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities.

Supplementary Aids and Services: Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers as well as to enable their access to the general curriculum. Supplementary aids and services include modification to the general curriculum. A student with a disability is not to be removed from regular classrooms solely because of needed modification in the general curriculum.

Federal law mandates that, "Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs ONLY if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

- Supplementary aids and services are to be based on peer-reviewed research to the extent practicable.
- "Peer-reviewed research" generally refers to research that is reviewed by qualified and independent reviewers to ensure that the quality of the information meets the standards of the field before the research is published.
- "To the extent practicable" means that services and supports should be based on peer-reviewed research to the extent that it is possible, given the availability of peer-reviewed research. This does NOT mean that the service with the greatest body of research is the service necessarily required for a child to receive a Free Appropriate Public Education (FAPE).
- The failure of a public agency to provide services based on peer-reviewed research would not automatically result in a denial of FAPE. There is nothing in the law requiring that all elements of a program provided to a student be included in an IEP. It is an IEP team decision regarding which instructional methodologies are required based on an individual student's needs. Therefore, if an IEP team determines that specific instructional methods are necessary for the student to receive FAPE, those instructional methods may be addressed in the IEP.

Supplementary aids and services should be:

- Available to all students who need them
- Designed to provide meaningful educational benefit
- Provided in a manner that avoids stigmatizing students

A framework for considering the full range of supplementary aids and services can be found on a publication titled, "Supplementary Aids and Services Fact Sheet" available on the PaTTAN website (www.pattan.net). This framework includes four categories of supplementary aids and services (collaborative, instructional, physical, and social-behavioral) as well as many examples.

For a student who is transition age (14 or younger, if appropriate, during this IEP) please include any related services that are specific to the student's secondary transition plan, i.e. short-term job coaching, "job development, mobility training, medication self-management, etc.

Gifted: Specially designed instruction must be listed for students with disabilities who are also gifted. Specially designed instruction for gifted students is defined as adaptations or modifications to:

- The general curriculum
- Instruction
- Instructional environments
- Methods
- Materials, OR
- A specialized curriculum for students who are gifted

Examples of specially designed instruction may include:

- Individualized pacing
- Shadow studies
- Mentorships
- Independent study
- Distance learning
- Course compacting
- Individual enrichment/acceleration
- Development of higher order thinking and problem-solving skills
- Special activities

NOTE: Peer tutoring, extra assignments, helping others, and grading papers is NOT considered gifted support and should not be written into the IEP.

Directions for completing the grid:

If the IEP team determines that a student has an educational need for a service in order to benefit from a free appropriate public education, then it must be provided. For each service, the team must list the location and the frequency of the service to be provided.

Location refers to where the student will be receiving the modification/SDI/Supplementary Aids and Services. Frequency refers to how often the student will be receiving the modification/SDI/Supplementary Aids and Services. Documentation of frequency using vague terms such as "As needed" is not appropriate. The projected beginning date and the anticipated duration of the modification/SDI/Supplementary Aids and Services must be listed. Duration refers to the anticipated ending date for service.

It is important that the IEP team develop specially designed instruction from the assessment information for a particular student in consideration of the student's specific needs and the PA Academic Standards. IEP teams should be careful to not offer too few or too many modifications or accommodations as either extreme can have a negative impact on the student's education.

B. RELATED SERVICES - List the services that the student needs in order to benefit from or access his/her special education program.

<i>Service</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

ANNOTATION:

Related services refer to transportation and any developmental, corrective or other supportive service needed to assist a student with a disability to benefit from special education. The following examples are not a complete list of possible related services as related services are identified on the individual needs of the student.