Program Modifications for School Personnel

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Alert! Alert!
Because NICHCY's website will only remain online until September 30, 2014, most of its rich content has moved to a new home, the **Center for Parent Information and Resources** (CPIR), where it can be kept up to date.

The new address of *Program Modifications for School Personnel* at the CPIR is:

http://www.parentcenterhub.org/repository/modifications-personnel/

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Developing a student's IEP also includes identifying the program modifications or supports for school personnel that will be provided to enable the child to…do the specific things listed in IDEA's provisions. Have a look.

IDEA's Exact Words

As stated at §300.320(a)(4) (and no doubt *very* familiar to you by now, if you've been reading these articles in order), each child's IEP must contain:

(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, **and a *statement of the program modifications or supports for school personnel that will be provided to enable the child—***

(i) To advance appropriately toward attaining the annual goals;

(ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and

(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section… [§300.320(a)(4)]

As in the other articles on IEP components, we've bolded the relevant provision for this discussion.

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Considering Program Modifications

Just as supports and modifications are available as needed for students with disabilities, supports are also available for those who work with these students, to help them help the children be successful in school. Some of these supports might include:

- attending a conference or training related to your child's needs,

- getting help from another staff member or administrative person,

- having an aide in the classroom, or

- getting special equipment or teaching materials.

It is the responsibility of the IEP team to determine what types of program modifications are necessary to support staff and to specify these in the IEP. The regular educator and special educator serving on the child's IEP team may be especially helpful in identifying what program modifications are needed.

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Would you like to read about another component of the IEP?

If so, use the links below to jump there quickly.

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Present Levels
How is the child currently doing in school? How does the disability affect his or her performance in class? This type of information is captured in the "present levels" statement in the IEP.

Annual Goals
Once a child's needs are identified, the IEP team works to develop appropriate goals to address those needs. *Annual goal* describe what the child is expected to do or learn within a 12-month period.

Benchmarks or Short-Term Objectives
Benchmarks or short-term objectives are required only for children with disabilities who take alternate assessments aligned to alternate achievement standards. If you're wondering what that means, this article will tell you!

Measuring and Reporting Progress
Each child's IEP must also contain a description of how his or her progress toward meeting the annual goals will be measured and when it will be reported to parents. Learn more about how to write this statement in this short article.

Special Education
The IEP must contain a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child. This article focuses on the first element: a statement of the special education that will be provided for the child.

Related Services
To help a child with a disability benefit from special education, he or she may also need extra help in one area or another, such as speaking or moving. This additional help is called *related services*. Find out all about these critical services here.

Supplementary Aids and Services
Supplementary aids and services are intended to improve children's access to learning and their participation across the spectrum of academic, extracurricular, and nonacademic activities and settings. The IEP team must determine what supplementary aids and services a child will need and specify them in the IEP.

Program Modifications for School Personnel (you're already here!)
Also part of the IEP is identifying the program modifications or supports for school personnel that will be provided. Read more here.

Extent of Nonparticipation
The IEP must also include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in other school settings and activities. Read how this connects to

IDEA's foundational principle of LRE.

Accommodations in Assessment
IDEA requires that students with disabilities take part in *state or districtwide assessments*. The IEP team must decide if the student needs accommodations in testing or another type of assessment entirely. In this component of the IEP, the team documents how the student will participate.

Service Delivery
When will the child begin to receive services? Where? How often? How long will a "session" last? Pesky details, but important to include in the IEP!

Transition Planning
Beginning no later than a student's 16th birthday (and younger, if appropriate), the IEP must contain transition-related plans designed to help the student prepare for life after secondary school.

Age of Majority
Beginning at least one year before the student reaches the age of majority, the IEP must include a statement that the student has been told about the rights (if any) that will transfer to him or her at age of majority. What is "age of majority" and what does this statement in the IEP look like?