Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

"Accommodations" are the services and/or supports related to a student's disability that allows full access to a given subject matter and an accurate demonstration of knowledge without requiring a fundamental alteration to the content, standard or expectation of the task; thus altering **HOW** a student learns, but not WHAT a student learns.

"Modifications" are the services and/or supports related to a child's disability that help him or her to access subject matter and demonstrate knowledge; modifications fundamentally alter the standard or expectation of the task and therefore **WHAT** the student learns.

Program Accommodations and Modifications must be specific and appropriate to meet the needs of the student as defined in the IEP. *Note:* Assistive Technology must be considered.

When completing this section, the team must indicate the site/activities and duration. The most common error is a failure to indicate the duration of recommended accommodations/modifications. Simply writing "All classes" in this space is not sufficient. The correct entry would be, in its simplest form: "All classes, all year."

Accommodations and Modifications to be provided to enable the child:	Sites/Activities Where Required and Duration
– To advance appropriately toward attaining his/her annual goals; – To be involved in and make progress in the general education curriculum; – To participate in extracurricular and other non-academic activities, and – To be educated and participate with other children with and without disabilities. **Accommodations may include Assistive Technology Devices and Services**	
Materials/Books/Equipment:	
Tests/Quizzes/Assessments:	
Grading:	
Organization:	
Environment:	
Behavioral Interventions and Support:	
Instructional Strategies:	
Other:	

Parent/Guardians and other PPT members may refer to page 16 of the IEP manual for frequently used options.

"Frequency and Duration of Supports Required for Personnel to Implement this IEP"- Federal law requires the IEP to include supports that staff might need in order to implement the student's IEP. Typically, these supports refer to: teacher training specific to a student's diagnosis (e.g., Autism), paraprofessional support in the classroom, or consultation by a special education teacher or related services provider.

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____

_____

Student: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____

<center>Last Name, First Name   mm/dd/yyyy   mm/dd/yyyy</center>

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable the child:	Sites/Activities Where Required and Duration
– To advance appropriately toward attaining his/her annual goals; – To be involved in and make progress in the general education curriculum; – To participate in extracurricular and other non-academic activities, and – To be educated and participate with other children with and without disabilities. **Accommodations may include Assistive Technology Devices and Services**	
Materials/Books/Equipment: _____	
Tests/Quizzes/Assessments: _____	
Grading: _____	
Organization: _____	
Environment: _____	
Behavioral Interventions and Support: _____	
Instructional Strategies: _____	
Other: _____	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____