

Service	Activity	Agency Providing Service on the IEP
If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation:		

Transition services include instruction (i.e. specialized instruction, regular education, career and technical education), related services, community participation, the development of employment and other post-school adult living objectives, and if appropriate the acquisition of daily living skills and provision of a functional vocational evaluation. Transition services in this section are closely related to the student’s annual goals with benchmarks or short-term objectives.

List activities for transition services in the second column that are needed to assist the student in accomplishing his or her measurable postsecondary goals. An activity can be done in collaboration with other participating agencies, including the student and family, and may not require specialized instruction.

As required in 34 Code of Federal Regulations, section 300.324 (c)(1), if a participating agency, other than a school, fails to provide the transition services described in the IEP, the school must reconvene the IEP team to identify alternative strategies to meet those goals. In the last column, list the participating agency(ies) who will provide transition services as described.

TRANSFER OF RIGHTS:

TRANSFER OF RIGHTS AT AGE OF MAJORITY
All of the rights enjoyed by the Student’s Parent(s) under Part B of IDEA and related state law will transfer to the Student upon reaching the age of majority (18), unless a legal guardian or conservator is appointed.
The Student was informed of the rights that will transfer on _____(date).

Beginning not later than one year before the student turns 18, the IEP must include a statement that the student has been informed of his or her rights under IDEA that will transfer to the student upon reaching 18 years of age. When the student has been informed of the rights that will transfer to him or her, record on the IEP the date he or she was so informed.

SERVICES AND MODIFICATIONS:

SERVICES AND MODIFICATIONS

The purpose of this section of the IEP is to document the special education and related services and supplementary aids and services provided to the student or on behalf of the student. This section also provides space to document program modifications or supports for school personnel that will be provided for the student to advance appropriately toward attaining annual goals, to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities.

Three tables, each containing the same six columns are provided on the IEP form to delineate the types of services and modifications provided to the student. Boxes should be expanded as appropriate to allow as much space as necessary for a complete statement. The tables represent the general format to use which will help ensure compliance as well as provide necessary information for effective implementation of the IEP. Specific instructions for each table are provided below.

SPECIAL EDUCATION AND RELATED SERVICES:

Special Education and Related Services (primarily direct instruction and services).					
Statements of special education and related services	Start Date	Frequency per week/month/other (e.g. daily, X per week, each test).	Minutes per session for services.	Location (e.g. regular classroom, pull-out/resource room, special education room, home).	Anticipated Duration

In the first column, state the specific special education instruction to be provided or the specific related service. Special education instruction and related services must be based on peer-reviewed research to the extent practicable. Specificity is required to document what kind of research-based instruction or service is to be provided to demonstrate compliance and to provide clear direction to staff. The instruction and services must enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general curriculum, and to meet each of the student's other educational needs that result from the student's disability. *See* 34 C.F.R. §. 300.320(a)(2)(i)(B). The IEP team must meet to review and, if necessary, revise the IEP if the student is not making progress toward annual goals and in the general education curriculum, if appropriate. *See*. 34 C.F.R. § 300.324(b).

In the second and third columns, document the anticipated start date of the described instruction and services and the frequency of the instruction and services, as required by IDEA.

In the fourth column, record the minutes of service or instruction to be provided for each session. This information is necessary to calculate the amount of time the student is receiving special education and related services and the amount of time the student is pulled out of the mainstream setting, if at all. This will enable the district to accurately determine the instructional setting code and seek reimbursement from other agencies as appropriate.

In the fifth column, record the location of the instruction or services as required by IDEA. Location of services also is part of determining the instructional setting code. This information is followed-up later on the form with an explanation of why and to what extent the student will not be participating with nondisabled peers. (See Least Restrictive Environment (LRE) Explanation.)

In the sixth column, record the anticipated duration of the instruction or services, pursuant to IDEA. This may be documented as appropriate, e.g. "for the school year," "12 months," "for X semester," "on [Month, Day, Year]," or "during extended school year services."

SUPPLEMENTARY AIDS AND SERVICES:

Supplementary Aids and Services (accommodations, assistive technology, paraprofessional support, etc.)					
Statements of supplementary aids and services	Start Date	Frequency per week/month/other (e.g. daily, X per week, each test)	Minutes per session for services	Location (e.g. regular classroom, pull-out/resource room, special education room, home)	Anticipated Duration

In the first column, state the specific supplementary aid or service to be provided. Supplementary aids and services must be based on peer-reviewed research to the extent practicable. *See* 34 C.F.R. § 300.320(a)(4). Specificity is required to document what kind of research aids or services are to be provided to demonstrate compliance and to provide clear direction to staff. The aids and services must enable the student to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general curriculum, and meet each of the student's other educational needs that result from the student's disability. *See* 34 C.F.R. § 300.320(a)(2)(i)(B). Federal regulations require that in providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in § 300.107, each public agency must ensure that each student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student. The public agency must ensure that each student 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. *See* 34 C.F.R. § 300.117. Assistive technology, classroom accommodations, paraprofessional support and indirect services to assist teachers working with the student are examples of supplementary aids and services. If paraprofessional services are required, both the student's need for and the specific responsibilities of the paraprofessional must be documented under the statement of supplementary aids and services.

In columns two and three, document the anticipated start date of the described aids and services and the frequency of the use of the aids and services, as required by IDEA.

In column four, record the minutes of use of aids or services to be provided for each session, as appropriate. This will enable the district to seek accurate reimbursement from other agencies as appropriate.

In column five, record the location of aids or services as required by IDEA. This information is necessary for staff to know when and where to implement or provide the aids or services.

In column six, record the anticipated duration of the aids or services, pursuant to IDEA. This may be documented as appropriate, e.g. "for the school year," "12 months," "for X semester," "on [Month, Day, Year]," or "during extended school year services."

PROGRAM MODIFICATIONS AND SUPPORTS FOR SCHOOL PERSONNEL:

Program Modifications and Supports for School Personnel (Modified instruction delivery or other regular program component, indirect services, specialized training for staff, behavior interventions; etc.)					
Statements of program modifications and supports for school personnel	Start Date	Frequency per week/month/other (e.g. daily, X per week, each test)	Minutes per session for services	Location (e.g. regular classroom, pull-out/resource room, special education room, home)	Anticipated Duration

In the first column, state the specific program modifications or supports for school personnel to be provided. The program modifications and supports for school personnel must enable the student to advance appropriately toward attaining the annual goals, be involved in and make progress in the general curriculum and meet each of the student's other educational needs that result from the student's disability. *See* 34 C.F.R. § 300.320(a)(2)(i)(B).

In the second and third columns, document the anticipated start date of the described program modifications and supports for school personnel and the frequency of the use of the program modifications and supports for school personnel, as required by IDEA.

In the fourth column, record the minutes of use of program modifications and supports for school personnel to be provided for each session, as appropriate. This will enable the district to seek accurate reimbursement from other agencies as appropriate.

In the fifth column, record the location of program modifications and supports for school personnel as required by IDEA. This information is necessary for staff to know when and where program modifications and supports for school personnel will be provided or used.

In the sixth column, record anticipated duration of the program modifications and supports for school personnel, pursuant to IDEA. This may be documented as appropriate, e.g. "for the school year," "12 months," "for X semester," "on [Month, Day, Year]," or "during extended school year services."

LEAST RESTRICTIVE ENVIRONMENT (LRE) EXPLANATION:

LEAST RESTRICTIVE ENVIRONMENT (LRE) EXPLANATION
Explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom and other activities. <i>See</i> 34 C.F.R. § 300.320(a)(5).

IDEA requires the IEP to include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and extracurricular and other non-academic activities.