

IEPS and 504s: Preparing for Back to School

An Individualized Education Program (IEP) Includes:

- **Current performance and results of any evaluations:** How the child is doing in school academically and functionally?
- **Annual goals:** What is the child expected to achieve and how will the progress will be measured?
- **Special education and related services:** Services provided to support learning (e.g., speech therapy, occupational therapy) including when services will start, how often they will occur and who will provide them.
- **Supplementary aids and services:** Additional support (e.g., assistive technology, classroom aide)
- **Extended school year (ESY) services:** If needed, services provided beyond the regular school year
- **Service delivery details:** Start date of each service and frequency and duration of services
- **Accommodations:** Changes to the learning environment (e.g., extra time on tests, preferential seating)
- **Modifications:** Changes to what the child is expected to learn or demonstrate (such as shortened assignments or modifications to the general education curriculum)
- **Testing participation:** How will the child take part in standardized tests?
- **Must be reviewed at least once per year with all members of the IEP team.**

Qualifying categories: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment.

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Possible Accommodations:

- Accessible digital documents in formats that are compatible with assistive technology.
- Training in Assistive Technology: Providing instruction on how to use accessibility tools and software.
- Use of a hat or sunglasses.
- Use of an interpreter.
- Assistive Technology.
- Screen Readers: Software that converts text on a computer screen into synthesized speech or braille output.
- Magnification Software: Tools that enlarge the display of text and images on a computer screen.
- Use of a smartphone or tablet in class.
- Optical Aids: Prescription eyeglasses, bioptics, or magnifiers.
- Talking Calculators, Clocks, and Measuring Devices.
- Braille Displays: Devices that translate text into braille.
- Environmental Adjustments.
- Closed Captioning.
- Adjustable Lighting: Backlighting, spotlighting, glare reduction or shades to block incoming sunlight.
- Preferential Seating: Positioning students in the classroom for optimal viewing.
- Using tactile cues to mark changes in surfaces or locations.
- High-Contrast Materials.
- Accessible Signage: Using large print or braille labels for doors, rooms, and other important locations.
- Accessibility of Labs and Workspaces: Ensuring lab equipment has voice output or tactile markings, and that tools are easily accessible.
- Modifications to Materials and Procedures: Large Print or Braille Materials: Providing textbooks, handouts, and other materials in accessible formats.
- Audiobooks and Recorded Lectures.
- Extended Time on Tests and Assignments.
- Scribes or Note Takers.
- Tactile Diagrams and Maps.