

GUIDANCE



Documenting Frequency, Location, and Duration of Accommodations and Modifications on the IEP

Examples for a 6th grade LD student with a reading disability, whose independent reading level is 2nd grade and whose instructional reading level is 3rd grade. PLAAFPs (not included in example) would provide more information and assessment description.

EXAMPLE SET #1:

Examples of how to describe frequency, location, and duration within the IEP for an accommodation and a modification across three models:

A. On-site/traditional (e.g., 7 one-hour class periods per day, all students attend M-F)

Accommodation:	Projected Start date:	Location:	Frequency:	Duration:
Text read aloud via human or electronic reader	First day of school for the school year	In science, social studies, and math classes	When assigned text is above her independent reading level	Until reading of assigned text is completed

Modification:	Projected Start date:	Location:	Frequency:	Duration:
Provide materials at her instructional reading level	First day of school for the school year	In reading class	Every time print materials are provided	For the duration of reading class

B. Remote Learning (e.g., synchronous remote learning, M-F)

Accommodation:	Projected Start date:	Location:	Frequency:	Duration:
Text read aloud via electronic reader (e.g., text to speech)	First day of school for the school year	In science, social studies, and math classes	When assigned text is above her independent reading level	Until reading of assigned text is completed

Documenting Frequency, Location, and Duration of Accommodations and Modifications on the IEP

Modification:	Projected Start date:	Location:	Frequency:	Duration:
Provide materials at her instructional reading level	First day of school for the school year	In reading class	Every time print materials are provided	For the duration of reading class.

C. Remote Learning (e.g., asynchronous remote learning that includes some live classes and some self-paced assignments)

Accommodation:	Projected Start date:	Location:	Frequency:	Duration:
Text read aloud via electronic reader (e.g., text to speech)	First day of school for the school year	In science, social studies, and math classes	When assigned text is above her independent reading level	Until reading of assigned text is completed

Modification:	Projected Start date:	Location:	Frequency:	Duration:
Provide materials at her instructional reading level	First day of school for the school year	In reading class	Every time print materials are provided	Until reading of written materials is completed

D. Hybrid Model (e.g., students divided in half into A and B groups; A group attends on-site on M and W, remotely on T and Th; B groups attends on-site on T and Th, remotely on M and W; F is for teacher planning day; all students are on this schedule, this student is in the A group)

Accommodation:	Projected Start date:	Location:	Frequency:	Duration:
Text read aloud via human reader on days student attends school on-site and via electronic reader on days student attends school via remote learning	First day of school for the school year	In science, social studies, and math classes	When assigned text is above her independent reading level	Until reading of assigned text is completed

Modification:	Projected Start date:	Location:	Frequency:	Duration:
Provide materials at her instructional reading level	First day of school for the school year	In reading class	Every time print materials are provided	For the duration of reading class.

More to think about the IEP

The advantage of using descriptive statements of Frequency/Location/Duration (FLD) within the IEP is that the IEP may not necessarily need to be changed or amended when the schedule or model changes. These examples show that the verbiage for an accommodation or modification may have only minor changes across models of schooling. However, even these minor changes may impact other IEP decisions. For example, the change from a human reader to an electronic reader requires the IEP team to consider the need to add assistive technology in the remote and hybrid models. This student may need access to a computer or text-to-speech software or both when describing assistive technology support under Supplementary Aids and Services. The frequency, location, and duration for the assistive technology service would be the same as for the electronic reader version of the stated accommodation. Similarly, this student may be able to be instructed in a general education reading class with the modification of providing written materials at her instructional level and with the support of a special education para or co-teacher. However, IEP teams need to think about whether this would be sufficient instructional support for this student, and whether more intensive special education instruction might be needed in the hybrid or remote models. If so, this would mean a change to more special education instructional time within the IEP. For example, the IEP team may want to provide a description in the IEP of both the On-site model and a Remote model in case school buildings are closed. Then the following examples would be used (think of the service statements as if-then or when-then statements):

EXAMPLE SET #2:

E. When the school is using an On-site Model of instruction:

Specially designed Instruction:	Projected Start date:	Location:	Frequency:	Duration:
Individual special education reading support within the general classroom	First day of school for the school year	In reading class	Whenever independent work is assigned	Until the independent work is completed

F. When the school is using a Remote Model of instruction:

Specially Designed Instruction:	Projected Start date:	Location:	Frequency:	Duration:
Special education reading support via remote small group instruction	First day of school for the school year	In reading class	Whenever independent work is assigned	Until the independent work is completed

Thinking about MIS (KSDE’s SPEDPro web application)

Note that Frequency/Location/Duration (FLD) statements in the IEP are not required to be written in time units and can be descriptive statements, as long as they are clear to everyone involved. However, in contrast to the IEP, MIS reports must be quantitative and DO require time units. The duration of the FLD that actually occurred must be reported in the SPEDPro web application. In cases when the FLD changes, modify the original service end date(s) and report the new FLD of services with new start date.

For example, SPEDPro data reporting for models E and F listed above could include the following time unit information:

- Model E: On-site learning
 - Co-teaching in general education classroom, Code C, 5 days per week, 60 minutes per day.
- Model F: Remote learning
 - Special education special class via remote instruction, Code G, 5 days per week, 30 minutes per day.

For more information, contact:

Special Education and Title Services Team
 (785) 296-7454
 File.Review@ksde.gov



Kansas State Department of Education
 900 S.W. Jackson Street, Suite 102
 Topeka, Kansas 66612-1212
 www.ksde.gov

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.