KANSAS STATE DEPARTMENT OF EDUCATION

GUIDANCE

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

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:

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

A. Virtual Learning (e.g., synchronous virtual learning)

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 student's independent reading level	Until reading of assigned text is completed

Modification:	Projected Start date:	Location:	Frequency:	Duration:
Provide materials at student's 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. Virtual Learning (e.g., asynchronous virtual 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 student's independent reading level	Until reading of assigned text is completed

Modification:	Projected Start date:	Location:	Frequency:	Duration:
Provide materials at student's 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

C. Hybrid Model (e.g., Students have a virtual component as well as a brick-and-mortar component)

Accommodation:	Projected Start date:	Location:	Frequency:	Duration:
Text read aloud via electronic reader (e.g., text to speech) for virtual learning. Variety of audio supports including text to speech, audio books and human reader for brick-and-mortar.	First day of school for the school year	In science, social studies, and math classes	When assigned text is above student's independent reading level	Until reading of assigned text is completed

Modification:	Projected Start date:	Location:	Frequency:	Duration:
Provide materials at student's 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 a student moves between brick-and-mortar and virtual learning. 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 their 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 virtual learning environments. If so, this would mean a change to more special education instructional time within the IEP.

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