



SPECIAL EDUCATION RESOURCE

Interveners for Extracurricular Activities and Non-Academic Activities

This document is intended to provide information on when and how an intervener may support a student who is deafblind during extracurricular and non-academic activities, including school sponsored events. It outlines the types of situations where access services provided by an intervener are appropriate. It can be used by IEP teams as a resource to guide discussions about when a student who is deafblind may need access to an intervener to support meaningful participation in extracurricular and non-academic activities.

Non-academic services are outlined in the Individuals with Disabilities Education Act (IDEA) 34 CFR 300.107. Each local educational agency, e.g. public school districts and independent charter schools, must take steps, including the provision of supplementary aids and services determined appropriate by the student's IEP team, to provide non-academic activities so as to afford students with disabilities an equal opportunity for participation. Furthermore, IDEA requires that **LEAs must ensure each student with a disability participates with nondisabled students to the maximum extent appropriate to the needs of the student.** These requirements are further supported through other state and federal laws including Section 504 of the Rehabilitation Act of 1973 (34 CFR 300.100) and Wisconsin's Pupil Nondiscrimination Law (118.13 Wis. Stat, PI.9 Wis. Admin. Code).

In all situations, the district should ensure that the intervener can meet the needs of the student in order to provide equal access for all extracurricular or non-academic activities such as school-sponsored events that are available to students without disabilities. An intervener is considered to be acting within the scope of their role when ensuring and facilitating communication, providing sensory information, and supporting social interaction for students who are deafblind, preschool through high school graduation (including students who remain in school through age 21).

A student's educational program may extend beyond the traditional classroom setting and school day to support the individualized goals and needs outlined in their IEP. Community experiences, including learning to use public transportation and shopping, vocational training, dual-enrollment coursework through technical colleges and universities, as well as authentic work experiences, may take place in settings other than the student's school and, at times, other than traditional school

hours as determined by the student's IEP team. In addition, a student's educational program may include extracurricular and non-academic activities such as after school events, sports, school plays, dances, and ceremonies such as graduation.

To ensure full participation and equitable access for students who are deafblind, interveners should be included in planning and implementation across all aspects of the student's educational experience, including those that extend beyond the classroom. In addition to supporting access to content, interveners are critical to supporting the development of social-emotional skills, independence, and self-determination across environments.

Below are examples of activities that occur within the framework of "extracurricular and non-academic activities including school sponsored events." Please note that the school may or may not provide funding for the activity and may or may not grant credit for the activity. This list also includes activities that may not be described specifically in a student's IEP but provide additional details of the types of activities that are often accessible to students without disabilities in the school community that must also be accessible to students with IEPs to the appropriate extent.

- Activities that occur within the school building that are open for all students.
- Activities that occur within the school building that are open for all families.
- Extracurricular activities offered to all students, on or off school grounds.
- Field trips (e.g. senior class trips, band trips) that are offered to all students.
- Events sponsored by the school or the school district for the benefit of parents and the community such as athletic events, plays, musical performances, award ceremonies, or graduation.
- Activities listed in a student's individualized education program (IEP) and experiences related to daily living skills. Examples of these activities may include (but are not limited to) driver education, work experiences in the community, SAT or ACT testing, coursework through technical colleges and universities, shopping, using public transportation, and orientation and mobility training.
- School-sponsored summer school activities that are open to all students.
- School-sponsored summer recreational or sports programs, (e.g. softball, swimming, hunter safety classes).
- Volunteer or leadership opportunities sponsored by the school (e.g., student council, peer mentoring programs, yearbook committee).
- School-sponsored travel for academic or extracurricular competitions (e.g., debate tournaments, robotics, science fairs).

Also included in “school or school-sponsored events” are the following:

- Parent-teacher meetings, IEP meetings, conferences and other meetings open to parents in which the student participates.
- A meeting requested by the parent to discuss their student with school personnel.
- College or career readiness fairs and post-secondary transition events.
- Workshops or informational sessions offered by the school or district relating to disability rights, transition planning, or assistive technology.

Additional Recommendations for Supporting Interveners in Extracurricular and Non-Academic Activities Such as School-Sponsored Events

- **Personnel Coordination and Training:** When students participate in extracurricular and non-academic activities such as school-sponsored events, the IEP team should consider whether school personnel need to be trained in the role of an intervener and how the intervener might be involved to support the needs of the student.
- **Transportation and Logistics:** If transportation is provided by the school or is part of an extracurricular or non-academic activity such as a school sponsored event, the IEP team should consider what arrangements may be needed for the intervener to support the student throughout the entire duration, including travel time.
- **Scheduling Considerations:** Schools should make sure that interveners are available to support students during both academic and non-academic times when students are expected to take part in an activity. This includes support for extracurricular activities or school-sponsored events held in the evenings, on weekends, or during school breaks.

It is important to note that staffing limitations may affect availability. For example, a district may have only one trained intervener who may not be available outside the regular school day. In such cases, IEP teams should consider alternative ways to meet the student’s needs, which may include training additional personnel, identifying other appropriately trained personnel, offering compensatory options if appropriate, or adapting the activity to provide meaningful access in another way.

IEP teams should work collaboratively with families and school administrators to plan proactively, keeping in mind both the student’s right to access and the practical realities of service delivery.

- **Understanding the Intervener’s Role:** Interveners support students by encouraging interaction with others, promoting independent decision-making, and gradually reducing support to help build the student’s confidence and autonomy. The primary role of an intervener is to give students access while helping them build the skills they need to take part in school and community life on their own.
- **Collaboration with Families:** Families should be included in identifying extracurricular and non-academic activities such as school-sponsored events that match their student’s interests and educational goals. They can also offer valuable input on the student’s specific interests and types of support the IEP team should consider so the student may fully participate in these experiences.
- **Documentation and IEP Team Considerations:** Not every extracurricular and non-academic activity or school-sponsored event needs to be listed in the student’s Individualized Education Plan (IEP). The IEP team should talk about whether intervener support is needed in non-academic, extracurricular activities and school-sponsored events that the student is involved in to promote the student’s full access in all parts of their education.

Additional Resources

[School Based Interveners](#), DPI

[Creating Equal Opportunities for Children and Youth with Disabilities to Participate in Physical Education and Extracurricular Athletics](#), US Department of Education

[Creating Communities of Belonging for Students with Significant Cognitive Disabilities](#), TIES Center

[WIAA Athletes with Disabilities](#), WIAA

[Pupil Nondiscrimination Guidelines for Athletics](#), DPI and WIAA

[Supplementary Aids and Services](#), IDEA

[Information Update Bulletin 23.01](#) Question #1, DPI

[IEP Forms Guide](#), DPI (Section IV: Program Summary and Section V: Student Participation)

[Dear Colleague Letter: Students with Disabilities in Extracurricular Athletics \(January 25, 2013\)](#) US Department of Education

[Complaint Decision 22.01](#), DPI

For questions about this resource, please contact [Wisconsin Deafblind Technical Assistance Project](#).



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