WISCONSIN DEPARTMENT OF
Public Instruction

College and Career Ready Individualized Education Program (CCR IEP)
Improving Outcomes for Students Ages 3 through 21

Step 4 At a Glance: Align IEP Services

Summary: The IEP team aligns special education services with the student's disability-related needs and IEP goals. IEP services include supplementary aids and services, specially designed instruction, related services, and program modifications and supports for personnel. These services support student access, engagement, and progress in age or grade level standards-based curriculum and instruction, functional expectations, and other activities across school settings. All students with IEPs must receive Specially Designed Instruction (SDI)aligned to their IEP goals. If a disability-related need that affects reading is identified, there must be at least one goal and service to support that need.

Step 4 Checklist

✅ **Before The Meeting (Preparation)**

- Have staff received training in CCR IEP [Beliefs] and [5 Step Process] and [Culturally Responsive Problem Solving]?
- Ensure Steps 2 and 3 have been completed before making special education service decisions

✅ **During the Meeting (Discussion and Documentation using DPI [Sample Form I-4])**

- Are all disability-related needs (DRNs) and annual goals addressed by at least one service? Is numbering used to help with alignment of disability-related needs, IEP goals to services?
- Is there a high likelihood that IEP services will address the effects of the student's disability?
- Are the types of IEP services clearly described so everyone understands what will be provided?
- Does each IEP service statement include a clear and logical frequency (or conditions), amount, location, and duration?
- Are supplemental aids and services (e.g. accommodations) identified to:
    - support the student's unique need(s) for access and engagement in general education curriculum, instruction, and environments appropriate for the students age or grade?
    - support generalization and use of skills that promote the student's independence in school, community, and eventually, in post-secondary settings?
- For students with disability-related needs that affect reading, is specially designed instruction included so the student can meet early learning or grade level literacy standards?
- Are related services needed to allow the student to benefit from their special education?
- Has the need for Assistive Technology including Accessible Educational Materials (AEM) and Augmentative and Alternative Communication (AAC) been considered? If needed, are these services clearly described in the program summary of the IEP?
- Are supports for educators, such as training, included to help all adults working the the student understand the student's unique strengths and disability-related needs and implement IEP services and documented under *"program modifications and supports for staff"*?
- Are there systematic procedures in place to ensure the IEP is properly implemented and the student is receiving the frequency (or conditions), amount, location, and duration of services as documented in the IEP?

Further Considerations

What IEP Teams Should Look For	What IEP Teams Should Avoid*
IEP services are individualized and need-based. Services are directly linked to disability-related needs and IEP goals.	IEP services are primarily based on the student's disability category or curriculum materials used with all students and are **not** individualized to the student's unique educational needs.
Supplementary Aids and Services, e.g. accommodations, are considered first to maximize independence and access to general education curriculum, instruction, and environments as well as use in post-secondary settings.	Supplementary Aids and Services, e.g. accommodations, are **not** considered first or are **not** designed to maximize independence and access to general education curriculum, instruction, and environments as well as use in post-secondary settings.
Related services are determined based on the type of service needed to address the student's DRNs and IEP goals. Include the related service staff with expertise providing the service in IEP team decision making.	Related services are **not** determined based on the type of service needed to address the student's DRNs and IEP goals. A related service staff with expertise providing such service are **not** included in IEP team decision making.
Specially Designed Instruction (SDI) is explicit instruction in which the content, methodology, or delivery of the instruction is individually adapted to address the student's disability-related needs and is directly linked to one or more IEP goals.	SDI statements that do not describe explicit "instruction". For example, SDI can not be described as a place (e.g. study hall) or intermittent check-in (e.g. consultation with student or teacher).
All educators work collaboratively to provide services as intended to address student needs across settings.	Educators plan and work in isolation when developing and providing IEP services.

Resources

Accessible Educational Materials (AEM), *Wisconsin DPI*

Assistive Technology, *Wisconsin DPI*

Augmentative and Alternative Communication (AAC), *Wisconsin DPI*

Information Update Bulletin 22.02: Assistive Technology, *Wisconsin DPI*

College and Career Ready IEPs, *Wisconsin DPI*

College and Career Ready IEP Learning Resources, *Wisconsin DPI*

Comprehensive Special Education Evaluation, *Wisconsin DPI*

Comprehensive Special Education Evaluation: Six Areas of Academic and Functional Skills, Wisconsin DPI

Culturally Responsive Problem Solving, *Wisconsin DPI*

IEP Resources for Families, *WSPEI* and IEP Resources for Families, *WI FACETS*

Information Update Bulletin 10.03 Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for Preschoolers (age 3-5) with Disabilities, *Wisconsin DPI*

Information Update Bulletin 10.04 Physical Education for Children with Disabilities, *Wisconsin DPI*

Information Update Bulletin 10.07: Describing Special Education, Related Services, Supplementary Aids and Services, and Program Modifications or Supports, *Wisconsin DPI*

Information Update Bulletin 18.02: Free and Appropriate Public Education (FAPE), *Wisconsin DPI*

Measurable Annual Goals Self-Check, *Wisconsin DPI*

Monitoring IEP Goal Progress, *Wisconsin DPI*

National Organizations to Support Implementation of Evidence Based Practices for Students with IEPs, *Wisconsin DPI*

Next Steps for Providing Accessible Educational Materials to Students with Disabilities, *Wisconsin DPI*

Sample IEP Forms and Guide, *Wisconsin DPI*

What is Specially Designed Instruction (SDI) and Who Can Provide It?, *Wisconsin DPI*