

# Individualized Education Program (IEP) Service Delivery Development

## Introduction

An individualized education program (IEP) is the written plan for the provision of special education services based on the student’s current skills, needs, and goals. The Individuals with Disabilities Education Act (IDEA) clearly outlines the expectations for IEP development. This guidance document is intended to support IEP teams in determining the services needed for the student and accurately reflecting the services within the IEP document.

## Definition

In accordance with IDEA, the IEP service delivery plan must include:

The projected date for the beginning of the services and modifications described in [34 C.F.R. § 300.320(a)(4)], and the anticipated frequency, location, and duration of those services and modifications.

See 34 C.F.R. § 300.320(a)(7). The services define what intervention(s) and/or support(s) (referred to as a modification in the regulation) the student will receive **in addition to** Tier I instruction. The services should describe what intervention/support is occurring within the setting identified as the least restrictive environment (LRE), not a program or classroom.

Present levels of educational performance (PLEPs) inform the development of measurable annual goals (MAGs). The services should be developed to support the student in achieving their MAGs. A service may address multiple related MAGs on the IEP. *Refer to [Case Study Example](#) for more information.* As a result, services are individualized and not bound by a program or staffing. The school team, following the IEP development, will determine how to provide the services during the school day.

Service delivery <b>IS:</b>	Service delivery <b>IS NOT:</b>
<ul style="list-style-type: none"> <li>• a defined intervention or support system</li> </ul>	<ul style="list-style-type: none"> <li>• limited to a program or setting</li> </ul>
<ul style="list-style-type: none"> <li>• targeted</li> </ul>	<ul style="list-style-type: none"> <li>• general</li> </ul>
<ul style="list-style-type: none"> <li>• determined by the student’s areas of need and measurable annual goals</li> </ul>	<ul style="list-style-type: none"> <li>• determined by the student’s eligibility category</li> </ul>
<ul style="list-style-type: none"> <li>• individualized</li> </ul>	<ul style="list-style-type: none"> <li>• predetermined by a program, master schedule, or services received in previous IEPs</li> </ul>

- determined by the IEP team
- limited by staffing or master schedules

For more information on service delivery, refer to component 8.5 in the [Special Education Framework](#).

### Case Study Example

Service delivery planning must include the following components:

Service	Frequency	Duration	Start and End Dates	Location
Description of <b><i>what</i></b> the student will be learning specific enough to know which goals are supported by this service.	+ Description of how often the service will <b><i>occur</i></b> . The frequency may be daily, weekly, monthly, or yearly.	+ Description of the minimum <b><i>amount of time</i></b> the student will receive the service.	+ Description of the <b><i>date range</i></b> when the service delivery plan will occur.	+ Description of <b><i>where</i></b> the student will receive the services.

Schools may have programs of support to ensure they have allocated space and personnel for supporting students (e.g., comprehensive development classroom (CDC); resource; behavior program). It is important that the IEP team identify the service the student will receive in the setting and not the name of the program. The services describe what skills or support the student will receive, not the name of a class or time of day. The example below is the service delivery for a student with a specific learning disability in reading. In this example, the student is benefiting from intervention in two different settings. One is a special education setting (or “pull-out” services). The other is within a general education setting (or “push-in” services).

Special Ed Services	Num Sessions / Session Length	Consultation	Start Date / End Date	Provider	Location (see guidance above)
Reading Intervention	5 per W	<input type="checkbox"/>	08/18/2022	Jennifer Test Stem	General Education
	30 min		08/18/2023		
Reading Intervention	5 per W	<input type="checkbox"/>	08/18/2022	Jennifer Test Stem	Special Ed Setting
	45 min		08/18/2023		

Note, the reading intervention services in an *inclusion setting* (i.e., general education) could be provided during English language arts, social studies, science, or any other class in which the student is learning the skills and strategies to meet their reading goal(s).

Service delivery plans must include the same components regardless of the number of services or intensity of the services. For example, below is a partial example service delivery plan for a student who is receiving the majority of their instruction in a classroom that offers highly modified instruction (i.e., CDC or self-contained). -Notice the services are descriptions of what the student will be learning and the location, CDC, is a special education setting. -Incorrectly describing services by the name of the program does not meet compliance expectations.

Special Ed Services	Num Sessions / Session Length	Consultation	Start Date / End Date	Provider	Location (see guidance above)
Reading	5 per W	<input type="checkbox"/>	08/18/2022	Alison Gauld	Special Ed Setting
	45 min		08/18/2023		
Math	5 per W	<input type="checkbox"/>	08/18/2022	Alison Gauld	Special Ed Setting
	45 min		08/18/2023		
Social skills	3 per W	<input type="checkbox"/>	08/18/2022	Alison Gauld	General Education
	30 min		08/18/2023		
Social skills	2 per W	<input type="checkbox"/>	08/18/2022	Alison Gauld	Special Ed Setting
	30 min		08/18/2023		
Written expression	5 per W	<input type="checkbox"/>	08/18/2022	Alison Gauld	Special Ed Setting
	60 min		08/18/2023		
Communication	4 per W	<input type="checkbox"/>	08/18/2022	Jennifer Test Stem	General Education
	15 min		08/18/2023		

## Summary

In summary, IEP teams should consider the student's present levels of performance, goals, and any additional information available when making service delivery plans. The decisions should be made using the least dangerous assumption, meaning most students will spend the majority the day in the general education setting. For a few students, the IEP team may need to consider alternative placements along the continuum. See 34 C.F.R. § 300.114(a)(2).

The IEP will follow this same decision-making process at least annually, and the IEP will reflect the current plan.

