

IEP Team Discussion Guide - Identifying Supports for Participation in Nonacademic and Extracurricular Activities

Background

The Ottawa Area Intermediate School District (OAISD) supports all member districts in fulfilling their obligations under the Individuals with Disabilities Education Act (IDEA) to ensure students with disabilities are provided access to the full range of school experiences, including nonacademic and extracurricular activities.

Under 34 CFR §300.117, IEP teams must, at least annually, determine and document the supplementary aids, services, or supports needed for a student to participate with nondisabled peers in nonacademic and extracurricular settings to the maximum extent appropriate. These supports must be clearly documented in the IEP and implemented with fidelity.

If a student's interests or participation needs change after the annual IEP, the team is responsible for reconvening or amending the IEP in a timely manner to reflect updated supports. OAISD emphasizes inclusive planning, proactive identification of barriers, and collaborative problem-solving to ensure equitable access for all students.

Nonacademic Activities – During the School Day

(Examples: electives, lunch, recess, passing time, assemblies, field trips, camp)

IEP teams should engage in thoughtful discussion using the following guiding questions:

- What is the student's **current level of participation** in each nonacademic activity?
- Are there **any barriers** (e.g., physical, sensory, behavioral, social-emotional, cognitive, or communication) that impact access?
- What **supports or accommodations** have proven effective in similar environments?
- What **peer, staff, or environmental supports** would enable meaningful participation alongside nondisabled peers?
- Are there specific **safety, health, or supervision needs** that need to be addressed?
- Are all identified supports **clearly documented** in the IEP (e.g., in the Supplementary Aids and Services, Accommodations, or Program Modifications sections)?

Extracurricular Activities – Outside of the School Day

(Examples: clubs, sports, concerts, theater, student council, before/after-school programs)

IEP teams must ensure students are not denied access to extracurricular activities due to disability-related barriers. Consider:

- Has the student expressed interest in specific extracurricular activities, or are there activities that align with their **strengths, preferences, or transition goals**?
- Have potential **barriers** to participation been proactively identified?
- What **supports or services** would enable the student to attend, participate, or meaningfully engage?
- Do **staff or volunteers** supporting the activity require training or consultation to implement supports effectively?
- Are the student's needs and supports **clearly reflected in the IEP**, including the Supplementary Aids and Services table and, if needed, in Special Factors or Program Modifications?
- How will the IEP team **revisit participation and support plans** as student interests evolve?

Extracurricular Nonacademic Participation and Supports

Amending the IEP if interests or participation needs change after the annual IEP

If a student's interest or needs related to nonacademic or extracurricular activities change after the annual IEP, the team must revise the IEP through a formal amendment process.

IEP Amendment Process (Aligned with OAISD Procedures)

1. Open the **active IEP** and select “**Create Revision of This Document.**”
2. On the **Cover Page**, clearly indicate which sections have been updated (e.g., Special Factors, Supplementary Aids and Services, Assessments, or the Prior Written Notice).
3. Update relevant IEP sections to reflect the student's current interest(s), need(s), and support(s).
4. Ensure the **Supplementary Aids and Services** table includes the necessary supports.
5. On the **Prior Written Notice (Notice Page)**, document whether a considered support is being added or modified.

Example: When supports are removed or not included, provide a rationale (e.g., the student has opted out of participation or no longer requires the support).

Examples:

⚠ Disclaimer: The following discussion prompts are intended to guide team thinking in the development and documentation of supports for participation in Nonacademic, Extracurricular Activities, and other activities offered/sponsored by the district. It is important to remember that all IEPs decisions must be individualized, data-driven, and result from meaningful participation by all IEP team members, including families. The language must be tailored to each student's specific needs, with documentation in the PLAAFP supported by data and clearly linked to the student's educational program.

Scenario 1 - The student was not initially interested in Extracurricular Activities, but is now interested in Band and requires support.

1. **Select “Yes” if the student requires support to participate in extracurricular and other nonacademic activities.**
2. **Add relevant Supplementary Aids and Services to the Supplementary Aids and Services**
3. **Select “Yes” if the student requires support to participate in extracurricular and other nonacademic activities.**
4. **Add relevant Supplementary Aids and Services to the Supplementary Aids and Services table.**
5. **Remove the considered option on the Notice page (see image below).**

Considered Options	Reason Not Selected
Not including support and/or services to participate in extracurricular and other nonacademic activities	[Student Name] has expressed interest/is currently participating in band and requires [supplementary aid/support] to participate.

Scenario 2 - The student did not initially need documented supports for participation in assemblies, but has demonstrated increased need related to participation in unstructured times.

1. **Select “Yes” if the student requires support to participate in extracurricular and other nonacademic activities.**
2. **Add relevant Supplementary Aids and Services to the Supplementary Aids and Services table.**
3. **Remove the considered option on the Notice page (see image below).**

Considered Options	Reason Not Selected
Not including support and/or services to participate in extracurricular and other	The [Student Name] now requires support to participate in assemblies and will be provided [supplementary aid/support] to participate.

nonacademic activities	
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Scenario 3 - The IEP team is meeting to draft an IEP that is in place for the remainder of the student's 7th-grade year and will cover most of their 8th-grade year. During 8th grade, the entire 8th-grade class visits Washington, D.C., and the student plans to attend.

- 1. Amend the IEP to select “No” that the student does not require supports to participate in extracurricular and other nonacademic activities.**
- 2. Remove the related Supplementary Aids and Services from the Supplementary Aids and Services table.**
- 3. Add a considered option on the Notice page (see example below).**

Considered Options	Reason Not Selected
Not including support and/or services to participate in extracurricular and other nonacademic activities	The 8th-grade trip to Washington, D.C. will occur in April 2026. [Student Name] will require [supplementary aid/support] to participate.