

Quick Reference Guide



Section 5: Supplementary Aids and Services

Tips for Developing a Quality and Compliant Individualized Education Program (IEP)



**Michigan Department of Education
Office of Special Education and Early Intervention Services**

The purpose of this section is to identify the supplementary aids and services that will be provided to the student. Aids and services are developed to enable the student to make progress in the general education curriculum and advance appropriately toward his or her goals.

Section 5 Supplementary Aids and Services

Supplementary aids and services are provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved and progress in the general education curriculum and to participate in extra-curricular and other nonacademic activities.
- To be educated and participate in activities with other students with disabilities and nondisabled students.

There are three primary purposes for developing supplementary aids and services as identified above. Aids and services may be provided in any of the following settings: general education, special education, nonacademic, and extracurricular. **[§ 300.320(a)(4)]**

Supplementary aids and services are needed at this time.		
Ongoing Instruction and Assessment Scheduling, Presentation, Response, etc.	Time/Frequency/Condition	Location
Curriculum Supports and Adjustments Directions, Grading, Handwriting, Assignments, Tests, Books, etc.	Time/Frequency/Condition	Location
Supports and Modifications to the Environment Classroom Environment, Health-Related Needs, Physical Needs, Assistive Technology, Behavioral, Training Needs, Social Interaction Supports for the Student, etc.	Time/Frequency/Condition	Location
Other Supports, Accommodations, and Modifications	Time/Frequency/Condition	Location

All aids and services identified will begin on the implementation date of the IEP and continue for the duration of the IEP.

Supplementary Aids and Services: Determine if supplementary aids or services are necessary to address the student's needs identified in the present level section (Section 2). To facilitate development of aids and services, the team must consider the student's unique needs specific to accessing instruction, accommodations to content, environmental adjustments, etc.

In the first column, identify and provide a clear and detailed description of the aid or service.

Supplementary Aids and Services continues on next page

Checklist

- ☐ The strengths and needs of the student were considered in relation to:
 - ☐ Instruction and assessment.
 - ☐ Curriculum.
 - ☐ Environment.
 - ☐ Other.
- ☐ The aids and services include clear and detailed descriptions.
- ☐ Time/frequency/condition are descriptive and measurable.
- ☐ The location is specific.

Resources

- *Michigan Administrative Rules for Special Education (MARSE)*
www.michigan.gov/documents/mde/MARSE-April09_274156_7.pdf
- *Individuals with Disabilities Education Act (IDEA, Federal Regulations)*
<http://idea.ed.gov>
- *A Seven-Step Process to Creating Standards-Based IEPs*
www.cenmi.org/documents/sevensteps.pdf
- *Revised Assessment Accommodation Summary Table*
www.michigan.gov/documents/mde/Updated_Revised_Accommodation_Summary_Table_092909_294052_7.pdf
- *Accommodations Manual*
www.cenmi.org/documents/accommodationsmanual.pdf

In the second column, identify the time (i.e., minutes/hours), the frequency (e.g., daily, weekly), or under what condition (specific circumstances) that applies to the provision of the aid or service. It is important to identify the time, frequency, or condition with sufficient detail and measurability to ensure understanding for consistent implementation.

Note: The phrase "as needed" lacks sufficient detail and measurability. "As needed" will not meet compliance standards. [**§ 300.320(a)(7)**]

In the third column, identify all locations (e.g., cafeteria, math class, English class, etc.) where the service will be provided.

The IEP team may find that aids and services can be logically identified under more than one heading. In this case, the IEP team is to identify the aid or service under the most appropriate heading, as determined by the IEP team. There is no need to identify the aid or service more than once.

When developing supplementary aids and services, it is important that they be written with sufficient description and measurability. This ensures appropriate access to and progress in the general education curriculum.

☐ Supplementary aids and services are not needed at this time.

Indicate if aids and services are determined not necessary.

Explain the extent, if any, to which the student will not participate with nondisabled students:

This statement comes from the *Individuals with Disabilities Education Act (IDEA)* and emphasizes the foundational thinking of the IDEA—all students are general education students first. [**§ 300.320(a)(5)**]

All students are to be educated with their general education peers to the maximum extent appropriate. [**§ 300.114**]

Identify the circumstances, if any, under which the student would be excluded from participation in general education classes or activities.



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