

## *Guidance and Procedure Document*

# **Documentation and Tracking of Supplementary Aids and Services**

*This document includes:*

- *The legal requirements for Supplementary Aids and Services;*
- *A procedure to ensure they are appropriately documented in the IEP and tracked; and*
- *Links to additional resources.*

**Legal Requirements** (from the [MDE IEP Development: Supplementary Aids and Services November 2020](#) document):

### IEP Development

When developing an IEP for a student, pursuant to the Individuals with Disabilities Education Act (IDEA), the IEP Team is required to include a description of the supplementary aids and services, based on peer-reviewed research to the extent practicable, including modifications, accommodations and supports for school personnel, necessary to enable the student to:

- Advance appropriately toward attaining the annual goals;
- Be involved in and make progress in the general curriculum;
- Participate in extracurricular and other nonacademic activities; and
- Be educated and participate with other students with disabilities and nondisabled students. [34 CFR §300.320\(a\)\(4\)](#).

### Frequency, Location, Duration

The IDEA further requires supplementary aids and services to include the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications. [34 CFR §300.320\(a\)\(7\)](#).

### Implementation and Documentation

The program requirements are found in the IDEA and its implementing regulations. Therefore, districts must document the requirement to implement the IEP, consistent with 34 CFR [§300.323\(c\)\(2\)](#), with sufficient detail to show compliance with this regulation.

### **Procedure:**

For all Supplementary Aids and Services, there needs to be the following:

- Section 2: PLAAFP:
  - Include student data that identifies a need; and

- If this is an annual or re-evaluation IEP, include data on current supplementary aids and services and the impact on student performance.
- Section 5: Supplementary Aids and Services:
  - A clear and measurable description of the Supplementary Aid or Service;
  - Clear conditions for when the Supplementary Aid or Service will be available/accessed; and
  - Frequency, Location and Duration.
- Documentation of Implementation:
  - ALL Supplementary Aids and Services must be provided and tracked; and
  - Proof of provision must be available when requested. (300.323 c)
- Monitor Use and Impact of Supplementary Aids:
  - When completing progress reports and new IEPs (or more frequently depending on the student's needs), intentionally monitor the use and impact to determine the effectiveness of the supplementary aid or services on student performance; and
  - Review and revise IEP Supplementary Aids and Services section based on the results.
- Note: If a student need identified in the PLAAFP is met by a Universal Support:
  - Ensure the program/school/classroom's Universal Supports are documented in the Notes or PLAAFP section;
  - Include data in PLAAFP about how the student accesses Universal Supports; and
  - Include Universal Supports in the Notice section of the IEP (Options Considered, Not Taken section), explaining why support isn't in Section 5.

**Additional Resources:**

	<b>Document Link</b>	<b>Description/Use</b>
1	<a href="#">MDE IEP Development: Supplementary Aids and Services November 2020</a>	Summary of IDEA law related to Supplementary Aids and Services and Michigan expectations.
2	PROGRESS Center IEP Tip Sheet: <a href="#">What Are Supplementary Aids and Services?</a>	Federal Technical Assistance Center resource. Additional resources are included in this document.
3	Accommodation Tracking Templates	<ol style="list-style-type: none"> <li>1. <a href="#">Tracking Form Example 1</a></li> <li>2. <a href="#">Tracking Form Example 2</a></li> <li>3. <a href="#">Tracking Form Example 3</a></li> <li>4. <a href="#">Tracking Form Example 4</a></li> </ol>