

SPECIAL EDUCATION PROCEDURE	
District Name	Warren Woods Public Schools
Subject/Topic of This Procedure	<i>Developing Supplementary Aids and Supports</i>
Date Procedure was Adopted or Revised	06/19/2023

Legal Requirement with Citation	§300.320 of the Individuals with Disabilities Education Act (IDEA) defines an individualized education program. The IEP must include a statement of supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals; to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and to be educated and participate with other children with disabilities and nondisabled children.
Under what circumstances will this procedure be used?	This procedure will be used when developing supplementary aids and services (supports) for a student's IEP, at least once every twelve months.
Who will implement this procedure?	Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff
Describe the steps in this procedure.	<ol style="list-style-type: none"> 1. Review the student's PLAAFP (Present Level of Academic Achievement and Functional Performance), including the PLAAFP page of the PowerSchool Special Education IEP, the student summary page, the special factors section of the IEP, and any baseline data included on the goal page. All these sections together comprise the total PLAAFP. <u>Responsible Party:</u> IEP Team 2. Identify every need identified within the total PLAAFP. <u>Responsible Party:</u> IEP Team

3. Determine which needs from the total PLAAFP will be addressed by a supplementary aid or support, which needs will be addressed by a measurable annual goal or short-term objective, and which needs will be addressed by a program or service. If it is determined that a need will not be addressed, that decision must be documented on the "Notice of an Offer of a FAPE" page in the section labeled "options considered and not selected."
Responsible Party: IEP Team
4. For needs that will be addressed by a supplementary aid or support, develop a supplementary aid that describes WHAT will be provided, WHEN it will be provided, and WHERE it will be provided.
Responsible Party: IEP Team
5. Supplementary aids include supports, accommodations and/or modifications that will be provided to the student, and/or on behalf of the student. Supplementary aids may also include program modifications or supports provided to school staff.
6. Supplementary aids are provided for one of the following reasons:
 - a. To enable the child to advance appropriately toward attaining the annual goals;
 - b. To enable the child to be involved in and make progress in the general education curriculum;
 - c. To enable the child to participate in extracurricular and other nonacademic activities;
 - d. To enable the child to be educated and participate with other children with disabilities and nondisabled children.
7. Supplementary aids and supports must be based on peer-reviewed research to the extent practicable.
8. In order to be compliant, each supplementary aid must include all of the following components:
 - a. A description of the specific aid, support, accommodation or modification that will be provided.
 - The description must be sufficiently specific to assure that any service provider could implement the supplementary aid in the manner intended by the IEP team.
 - b. The frequency/duration for providing the aid or support.

- If frequency/duration are not easily quantified, the IEP may describe the specific circumstances under which the aid or support will be provided.
- Terms like “as needed” or “per teacher request” are not sufficient to describe the frequency with which a supplementary aid will be provided.

c. The location where the aid or support will be provided.

- Location refers to specific general education and/or special education classes or settings and not necessarily to a building.

9. The drop-down menus in PowerSchool Special Education are intended to generate ideas for supplementary aids and to serve as sentence starters when developing the IEP. Used in isolation and without further elaboration, the PowerSchool Special Education drop-down menus are unlikely to be specific enough to result in a well-written and compliant supplementary aid. Additional information/details should be added to the general items in the PowerSchool Special Education drop-down menus in order to tailor the supplementary aid to the individual student/situation. IEP teams are free to create other supplementary aids/supports which are not included in the PowerSchool Special Education drop-down menus.

10. The PowerSchool Special Education IEP form includes a column in the supplementary aids section labeled “instructional area.” This column is provided as a tool to focus thinking; however, IDEA does not require that the instructional area be identified. The form also permits more than one supplementary aid to be listed for each instructional area; however, this is not advised. In general, the better practice is to write only one supplementary aid in each row, so that the aid, the frequency/duration and location track clearly across a row. This allows for easier reading and better understanding.

11. Supplementary aids must be provided in accordance with the IEP, and the provision of supplementary aids must be documented in writing (see separate procedure regarding documentation of supplementary aids.)

What forms are necessary to implement this procedure?	IEP form
How, when and by whom will this procedure be consistently documented?	Compliance with this procedure (development of supplementary aids) is documented on the IEP form itself. In addition, all service providers will document the provision of supplementary aids and supports using tools approved by the special education administrator.
How, when and by whom will this procedure be routinely supervised?	Compliant IEP goal development will be supervised by the Special education administrator. IEP supplementary aids and supports will be reviewed for compliance monthly based on a random sample.
How, when and by whom will changes to this procedure be communicated?	Changes to this procedure will be communicated by the Special education administrator. Changes to this procedure will be communicated annually and as a result of MDE guidance. Changes will be communicated using the district website, hard copies to staff and during a scheduled professional development.