

## Supplemental Aids and Services Defined

Source	Description
<b>IDEA</b>	<p><b>§300.320 Definition of individualized education program.</b></p> <p>(a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include--</p> <p>(4) A statement of the special education and related services and 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--</p> <ul style="list-style-type: none"> <li>(i) To advance appropriately toward attaining the annual goals;</li> <li>(ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and</li> <li>(iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;</li> </ul>
<b>CISD Special Education Manual</b>	<p>Supplemental Aids and Services (SAS)– Supplemental Aids and Services refers to aids, services, and other supports that are provided in the general education classes and/or other education-related settings to enable the students with disabilities to progress successfully in the general curriculum and school.</p> <p>All aids and/or services that were considered by the IEPT should be documented in this area. The IEPT must take into consideration all aspects of the student’s educational program and identify accommodations and supplemental aids and services necessary to enable the student to participate as deemed appropriate. <i><b>This includes general and special education classes, physical education programs, state- and district-wide assessments, and all other aspects of the student’s educational programming throughout the duration of the IEP.</b></i></p> <p><b>This section is tied to the strengths and needs section of the IEP.</b> Only those parental concerns and demonstrated needs that were identified to be addressed in the SAS section will be listed here.</p>
<b>Quality IEP Training</b>	<p>Supplementary aids and services</p> <ul style="list-style-type: none"> <li>– Defined: Specialized equipment, accommodations, or services to assist the student to be successful in the LRE and curricular program (generally the general education curriculum)</li> </ul> <p>Supplemental Aids and Services are not . . .</p> <ul style="list-style-type: none"> <li>– Every day good teaching techniques</li> <li>– Everything including the kitchen sink – just in case</li> <li>– That which provides a SWI an advantage over his non-disabled peers</li> <li>– And anything else not tied to his/her needs</li> </ul> <p>If it is determined that the need can be addressed via the supplemental aids and services section then...</p> <ul style="list-style-type: none"> <li>– It is critical that the team ensures that all service providers are aware and on the same page as to how often to implement, when to implement and what those modifications and accommodations are for that student.</li> <li>– It is also critical that the team document only those aids/services that address the needs.</li> </ul>

