Individualized Education Program (IEP) Development and Implementation: Supplementary Aids and Services

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Disclaimer

Although this document is not a substitute for special education laws and regulations, this guidance offers practical information to assist with implementing procedures that comply with state and federal laws and regulations and increase outcomes for students with disabilities.

IEP Development and Implementation: Supplementary Aids and Services

Introduction

In an effort to clarify and create a more consistent understanding of what supplementary aids and services are and how they are used to support placement of a student with a disability in the least restrictive environment (LRE), this guidance is being shared to assist individualized education program (IEP) Teams in developing and implementing IEPs.

Although the Individuals with Disabilities Education Act (IDEA) presumes the general education classroom to be the LRE for students with disabilities, the general education classroom may not be an appropriate setting for some students. IEP Teams have an obligation to determine the following:

- The unique needs of each student with a disability.
- The supplementary aids and services that will enable a student with a disability to be educated with their nondisabled peers to the maximum extent appropriate to the student.
- The supplementary aids and services needed to support the student in being involved in and making progress within the general education curriculum.
- The supplementary aids and services needed for a student to be able to participate with nondisabled peers in nonacademic settings, including extracurricular activities, to the maximum extent appropriate to the student.
- The specially designed instruction a student with a disability requires in order to address the identified unique needs.
- The learning environment most appropriate for the student to make progress in the general education curriculum and toward IEP goals with the use of the identified supplementary aids and services.

This document will review LRE requirements as they pertain to supplementary aids and services and does not impose any requirements beyond those included under applicable laws and regulations.

IDEA: Supplementary Aids and Services

The IDEA is a civil rights law that guarantees the right to a free appropriate public education (FAPE) in the LRE to each IDEA-eligible student with a disability. Supplementary aids and services are a significant component of FAPE that affords a student with a disability the ability to access and make progress in the general education curriculum alongside nondisabled peers to the maximum extent appropriate to the student.

As outlined in 34 CFR §300.42 of the IDEA, supplementary aids and services refer to aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with 34 CFR §§300.114 through 300.116.

Further, 34 CFR §300.320(a)(4) of the IDEA requires each IEP to contain a statement of special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

(i) To advance appropriately toward attaining the annual goals;
(ii) To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities; and
(iii) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section.

FAPE: Supplementary Aids and Services

The IEP is the vehicle that drives FAPE for an individual student. The IEP Team has the important role of analyzing data to identify each student's unique needs and determine the special education and related services and supplementary aids and services a student requires and address those needs in order to receive a FAPE. The IEP Team meeting serves as a communication tool among IEP Team members, allowing them to make joint, informed decisions about each student's IEP.

The data and data analysis are documented in the present level of academic achievement and functional performance (PLAAFP) along with a comparison to grade-

level peers. When documenting the need for supplementary aids and services, reference should be made to both formal and informal data that supports or refutes the use of the supplementary aid or services, as well as evidence-based practices, to ensure the most appropriate supports are provided for each student's needs. The MDE OSE created the resource document Individualized Education Program Development: Present Level of Academic Achievement and Functional Performance (PLAAFP) to assist IEP Teams in developing the PLAAFP.

Annually, when developing an IEP, the IEP Team must:

- Review current data to determine progress on the previous year's goals and identify the unique education and behavior-related needs that are a barrier to the student's ability to access and make progress in the general education curriculum.
- Discuss the student's current needs and identify the special education and related services, supplementary aids and services, and annual goals the student requires to address the needs identified.
- Document the location, frequency, and, if applicable, duration of each identified supplementary aid and service in the IEP.
- Beginning with the general education setting, determine where the identified special education and related services and supplementary aids and services can be provided to address the student's needs and allow the student to make progress in the general education curriculum.
- Consider the use of supplementary aids and services during nonacademic and extracurricular services and activities, and document those aids and services in the IEP (34 CFR §300.117).

LRE: Supplementary Aids and Services

The IDEA presumes general education to be the LRE. Congress intentionally included requirements in the IDEA for IEP Teams to follow when determining LRE for each student with a disability so as not to compromise FAPE. As a result, the IEP Team has a number of considerations to make annually with the intention of providing FAPE in the LRE and before moving a student from the least restrictive setting in general education to something more restrictive.

Specifically, 34 CFR §300.114(a)(2)(ii) of the IDEA states each public agency must ensure, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are nondisabled; and special classes, separate schooling, or other removal of a student with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

As stated previously, although the IDEA presumes general education to be the LRE for students with disabilities, general education may not be an appropriate setting for some students. In the LRE requirements, the IDEA clearly underscores that LRE cannot be attained at the expense of FAPE. 34 CFR §300.116(d)(e) states, in determining the educational placement of a student with a disability, including a preschool child with a disability, each public agency must ensure that consideration is given to any potential harmful effect on the student or on the quality of services the student needs; and a student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Under 34 CFR §300.115, each public agency must ensure a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services.

The continuum must:

- Include the alternative placements listed in the definition of special education under 34 CFR §300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
- Make provision for supplementary services (such as resource or itinerant instruction) to be provided in conjunction with regular class placement.

Under the requirements of 34 CFR §300.116(b)(c), a student's placement must be determined at least annually, be based on the student's IEP, and be as close as possible to the student's home. Unless the IEP of a student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if nondisabled. These considerations ensure the IEP Team will discuss a student's unique needs, in relation to how those needs will be addressed, before determining where those needs will be addressed. The IEP Team must be able to justify placement

decisions, which means documenting these and any other considerations in the prior written notice or in the IEP.

Special Factors

Each student with a disability has unique education and behavior-related needs the IEP Team is responsible for developing an IEP to support. The IDEA includes two special factors that must be considered for all students, and three special factors that must be considered for some students.

IDEA regulation 34 CFR §300.324(2) requires that, for all students, the IEP Team must consider whether the student needs assistive technology devices and services. Additionally, for all students, the IEP Team must consider the communication needs of the student. The IEP Team has additional considerations for some students based on the following special factors:

- In the case of a student whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the child's IEP;
- In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

When an IEP Team determines there are special factors to be considered for an individual student, those factors must be documented in the IEP and supported either through the provision of supplementary aids and services or through special education

and related services. These special factors are extremely important to ensure FAPE in the LRE for an individual student.

One example demonstrating the importance of considering and understanding special factors is the conundrum IEP Teams face when developing an IEP for a student who is deaf or hard of hearing (DHH). As stated previously, the IDEA presumes the LRE to be general education and, more specifically, general education in the school closest to a student's home. However, for students who are DHH, IEP Teams have additional, deeper considerations that are part of the special factor specific to the language and communication needs of the student. The IEP Team must determine whether there are opportunities for direct communication with peers and teachers in the student's language and communication mode, as well as the student's academic level and full range of needs, including opportunities for direct instruction in the student's language. For DHH students whose primary language is American Sign Language (ASL) and not English, the IEP Team has to consider whether the student has full access to peers and teachers who can communicate directly in ASL, and whether there are opportunities for the student to receive direct instruction in ASL. Facilitation of communication and/or instruction from one language to another through the use of an interpreter is not considered direct and may not be effective for a student. These considerations are a significant component of FAPE for a student who is DHH.

Accommodations, Modifications, and Universal Supports

After considering the special factors, the IEP Team must consider the need for supplementary aids and services to support those special factors. Identified needs can be met through accommodations, modifications, and documented universal supports.

There are distinct differences between accommodations, modifications, and universal supports when it comes to students with IEPs. The largest distinction is universal supports are considered best practices, whereas modifications and accommodations are a FAPE entitlement. Each type of support is discussed further below.

Universal Supports

Universal supports are designed to support a specific need for a specific person or group of people but are available for everyone to use universally. Some people may choose to use an available universal support, and others may not. For example, curb cuts were designed for people with disabilities, but everyone benefits from them, including people

riding bicycles, people pushing strollers, people delivering packages on dollies, and people pulling luggage, to name a few.

Universal design for learning (UDL) is a growing trend in education. General education teachers are providing universal supports for all students in their classrooms based on the more common supports that struggling students typically need. Universal supports may include, but are not limited to, use of a calculator, text or tests read aloud, visual schedules, and extra time on assignments or homework. When it comes to students with IEPs, any universal support the student requires in order to participate in and make progress in the general education curriculum must be included in the IEP as part of the offer of FAPE. Including universal supports ensures the student will receive that support as an entitlement in the event they change teachers or move schools or districts. Universal supports need to be tracked to inform the IEP Team of the effectiveness of the support and to provide documentation to drive further IEP Team decisions for the student. Like other supplementary aids and services, the IEP Team will need to add detail to the PLAAFP statement clarifying how the selected universal support will address the student's unique needs.

The need to include universal supports in a student's IEP, when the support directly addresses a student's need(s), is outlined in *Letter to Chambers,* May 9, 2012 (OSERS). The Dear Colleague Letter (DCL) states, "The IEP Team is responsible for determining what special education and related services are needed to address the unique needs of the individual student with a disability. The fact that some of those services may also be considered 'best teaching practices' or 'part of the district's regular education program' does not preclude those services from meeting the definition of 'special education' or 'related services' and being included in the student's IEP."

Accommodation versus Modification

34 CFR §300.324 addresses the requirements for the development, review, and revision of the IEP. 34 CFR §300.314(a)(3) lays out requirements with respect to the role of the general education teacher as an IEP Team member. Specifically, the regular education teacher participates in the determination of supplementary aids and services, program modifications, and support for school personnel.

Merriam-Webster Dictionary defines accommodation as the providing of what is needed, and defines modification as the making of a limited change in something. As it pertains to the general education classroom, the general education teacher is expected

to make suggestions and provide feedback on ways the curriculum can be modified or slightly changed without fundamentally altering the curriculum. The general education teacher will also provide suggestions for accommodations or supports needed, which may include universal supports provided to all students in the classroom, to ensure the student can participate and make progress in the general education curriculum.

If a student's needs, including the need for a modified curriculum, cannot be met in the general education classroom with supplementary aids and services, then a more restrictive setting may be considered necessary.

Accommodations

Accommodations are about *how* a student will learn. Accommodations are an entitlement for a student with a disability because they allow the student access by adjusting how the student learns without changing the curriculum or standards the student is expected to master. A universal support becomes an accommodation when the support is necessary to address a student's needs.

An accommodation may include, but is not limited to:

- Altering the environment: Preferential seating, dim lights, visual schedule.
- Altering the curriculum format: Text read aloud, math manipulatives.
- Equipment to allow access to content and/or completion of assigned tasks.
- Adult support for personal care, health, daily living needs, and/or behavioral needs.
- Assistive technology to increase, maintain, or improve functional capabilities.
    - Assistive technology device includes any item, piece of equipment, software program, or product used to increase, maintain, or improve the functional capabilities of persons with disabilities. Examples include, but are not limited to:
        - Communication boards
        - Computers
        - Screen readers
        - Communication programs
        - Electronic devices
        - Calculators

- Assistive technology service includes any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device (34 CFR §300.6).

Modifications

Modifications are about *what* a student will learn. A modification may or may not be an entitlement for a student with a disability, as it involves changing the content, materials, instruction, or assessments to a degree. Modifications needed to meet an individual student's needs must be written in the IEP and continue to align with grade-level standards. A student may not be moved to a more restrictive setting simply because there is a need for a modification.

- Modifications are changes in the curriculum, such as alterations of assignments, course content, and/or the educational standards a student is expected to master.
- Modifications are allowable for students with disabilities who are unable to access content due to a lack of understanding or an inability to demonstrate proficiency in the general education curriculum.

Every effort must be made to provide students with full access to the general education curriculum through an IEP before making modifications. Altering curricular standards and expectations may affect a student's preparation for postsecondary success and the opportunity to earn a diploma.

Nonacademic and extracurricular activities

As a matter of civil rights, the IDEA requires districts to make nonacademic and extracurricular activities available to students with disabilities just like they do for nondisabled students. The IDEA also requires IEP Teams to think beyond the classroom and consider what supplementary aids and services a student may need so they can participate in those extracurricular and nonacademic activities.

Specifically, 34 CFR §300.117 states, in providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR §300.107, each public agency must ensure students with disabilities participate with nondisabled students in the

extracurricular services and activities to the maximum extent appropriate to the needs of that student. The public agency must ensure that each student with a disability has the supplementary aids and services determined by the student's IEP Team to be appropriate and necessary for the student to participate in nonacademic settings.

Determination of Supplementary Aids and Services

Each student with a disability has unique needs that adversely impact their educational performance. Consistent with LRE requirements, the IEP Team, which includes the parent, must consider the supplementary aids and services a student requires to support the identified needs when developing an IEP and before determining a more restrictive placement. The PLAAFP is the foundation on which the rest of the IEP is built. Therefore, ensuring data and a sound data analysis are included in the PLAAFP, along with a clear statement of how each identified need adversely impacts educational performance, will lay the groundwork for consideration of special factors and identification of supplementary aids and services the student needs to be educated in their LRE.

Consistent with 34 CFR §300.320(a)(4), the IEP must include supplementary aids and services that will address the student's unique needs by:

- Providing the student with access to the general education setting.
- Allowing the student to be involved and make progress in the general education curriculum.
- Allowing the student to participate in extracurricular and non-academic activities.
- Supporting the attainment of annual goals.

The general education teacher has an important role in this conversation, providing the IEP Team with information regarding curricular expectations and universal supports, and making recommendations for possible modifications and/or accommodations the student may need in order to participate in and make progress in the general education curriculum. When the adverse impact is so great that supplementary aids and services do not allow for participation and progress in the general curriculum, a more restrictive setting may need to be considered.

34 CFR §300.320(a)(5) requires the IEP Team to provide an explanation in the IEP of the extent, if any, to which the student will not participate with nondisabled students in the

regular class and in the activities described in paragraph (a)(4), which are listed above. This explanation is a check and balance that underscores the LRE requirement in 34 CFR §300.114 that a student may only be removed from the regular education environment if the nature or severity of the disability is such that education in a regular education class with the use of supplementary aids and services cannot be achieved satisfactorily.

IEP Team Considerations for Determination of Supplementary Aids and Services

- What are the expectations of the general education setting(s), including instructional, social, and physical environments, for all students?
- What student strengths support access to the general education setting(s)?
- What barriers exist regarding access to the general education classroom and progress in the general education curriculum? How might barriers be mitigated using supplementary aids and services?
- What historical records can be reviewed to determine what has been useful/tried?
- How do the student's strengths and unique needs impact participation in nonacademic and extracurricular activities?
- How could supplementary aids and services impact the student in each setting in a positive or negative way? How can possible negative impacts be mitigated? (For example, the student could have access to a notetaker, which would allow the student to focus on the discussion and reduce behaviors. However, the student's social development may be negatively impacted by adult support. Could a peer be a notetaker or the teacher provide notes at the completion of class, or is guided note-taking an option?)

Implementation of Supplementary Aids and Services

Supplementary aids and services are intended to provide a student with a disability support in general education class(es), other education-related settings, and in extracurricular and nonacademic settings, so the student can be educated alongside their nondisabled peers to the greatest extent appropriate to the student and in accordance with LRE requirements in 34 CFR §§300.114 through 300.116 (34 CFR §300.42). Therefore, supplementary aids and services must be tailored to meet the unique needs of each student. It is important to note that a student's needs may vary by

setting, so additional consideration for schedule, location, and activity is vital to ensuring FAPE in the LRE.

Who, Where, and When

Any staff member may provide supplementary aids and services to a student with a disability. IDEA references a *public agency's* responsibility to provide FAPE in the LRE and does not limit the scope of a public agency to special education staff only. "Public agency" refers to all staff, general education and special education alike, in the State Education Agency (SEA), Local Education Agency (LEA), Education Service Agency (ESA), nonprofit public charter schools that are not included under LEA or ESA, and any other political subdivision of the state that is responsible for providing education to students (34 CFR §300.33).

Supplementary aids and services may be provided in any setting at any time during the school day, and after school during school-sponsored extracurricular activities in which the student may be involved. Some accommodations may require specific knowledge or skill to implement, such as administering seizure medication or supporting new assistive technology. Before the accommodation can be implemented, the IEP Team may determine all staff, relevant staff, or just one staff member may require training to successfully implement the required accommodation with fidelity. When considering accommodations for extracurriculars, the IEP Team will need to consider training requirements for coaching staff. Any staff training required for implementation should also be included in the supplementary aids and services section of the IEP, as part of the district's offer of FAPE.

Discussions about supplementary aids and services are sometimes driven by the mindset that staff within a particular program possess a unique knowledge or skill set to support the unique needs of a student, which results in a more restrictive placement to benefit from that expertise. This mindset is contrary to LRE requirements that support the provision of supplementary aids and services in the general education setting. To ensure school personnel are supported to meet the LRE requirement, public agencies should provide regular training for general education teachers on special education specific topics, including but not limited to FAPE, LRE, child find, universal design for learning for all students, and modifying and/or accommodating general education learning activities and standards for students with IEPs.

Many public agencies have hired LRE coaches to work with general and special education teachers on how to meet unique student needs in the general education

classroom. This inclusive approach to training is especially important for teams with limited previous experience in educating students with disabilities.

When including training/support for school personnel as a supplementary aid and service in a student's IEP, the IEP Team should consider training for paraprofessionals and contracted staff, as well as other teachers and staff who implement goals and objectives, provide (and fade, as appropriate) effective prompts, support and expand the student's communication skills (including the use of any augmentative and alternative communication [AAC] devices), and support age-appropriate and meaningful peer interactions.

Planning for necessary professional development and engaging specialists and school-based support staff to coach the instructional team, help analyze data, and modify lessons and materials will help promote a meaningful learning experience with positive outcomes. When changes in staffing occur during the academic year, training and support should be provided to individuals who are new to the student's team and responsible for implementing portions of the IEP.

IEP Team Considerations for Implementation

- Who has or needs to have the knowledge and skills to provide the accommodation(s) or modification(s) and determine the need for prompting/fading as needed?
- Does a particular staff member need specific training to provide the accommodation(s) or modification(s)? Who will provide the training?
- How will the staff member communicate the effectiveness of the accommodation(s) or modification(s) to the IEP Team?
- During the school day, in what settings throughout the school does the student participate, and how would the accommodation(s) or modification(s) ensure the student has access to FAPE in the LRE? Include discussions of nonacademic activities (e.g., lunch, recess, electives, assemblies, etc.).
- What extracurricular activities exist after school, and how would the accommodation(s) or modification(s) ensure the student has access to those opportunities like their nondisabled peers?
- When exactly does a student require a specific accommodation or modification to be educated or participate with nondisabled peers (e.g., during a math assessment, when the teacher/coach is giving directions)?

Documentation of Supplementary Aids and Services

IEP Development

As a matter of civil rights, any supplementary aids and services a student requires for FAPE must be included in the IEP. All special education and related services and supplementary aids and services written in an IEP are an entitlement and therefore must be documented so it is clear what and when the support needs to be provided or implemented to allow the student to receive FAPE in their LRE. IEP Teams must include the projected date for implementation, and the anticipated frequency, location, and duration of special education and related services and supplementary aids and services (34 CFR §300.320(a)(7)).

Location

Location, as it pertains to supplementary aids and services, refers to where a specific accommodation or modification will be provided or where it will occur. Location must be specific, such as a general education classroom, PE class, or recess, and must be specific to the needs described in the PLAAFP statement. When an IEP Team writes "throughout the school setting," the entitlement for the student to receive the accommodation or modification quite literally means everywhere in the school, including lunch, recess, and passing time. Nonspecific language has implications when the IEP Team meant for an accommodation or modification to only be provided in core classes or another specific setting. In this case, the IEP Team would need to have written "in core classes," or "in math and ELA."

Frequency

Frequency, as it pertains to supplementary aids and services, is the value assigned to a specific accommodation or modification that prescribes how often, when, or under what conditions the accommodation or modification must be provided. Frequency provides a baseline from which progress can be determined and adjustments made to ensure the effectiveness of the accommodation or modification. The frequency is not an arbitrary value, like "daily," "as needed," or "at teacher discretion," and instead must be:

- Based on a student's unique needs identified in the PLAAFP.
- Specific.

- Appropriate to the specific service or support.
- Stated in a clear and understandable language to ensure implementation with fidelity.

Duration

Duration, as it pertains to supplementary aids and services, generally means how long the accommodation or modification will occur in the listed location and at the listed frequency. However, in *Letter to Matthews,* January 7, 2010 (OSERS), the Office of Special Education Programs explained, "The meaning of 'duration' will vary depending on such things as the needs of the student, the service being provided, the particular format used in an IEP, and how the student's day and IEP are structured."

Examples of duration written in an IEP include, but are not limited to:

- Staff training: The IEP Team may determine the classroom teacher and 1:1 aide(s) require training on the administration of seizure medication annually, prior to the first week of school.
- Individual counseling sessions: The IEP Team may determine that a student requires individual counseling for 30 minutes daily for 2 weeks (September 2–12), 30 minutes three times a week for 2 weeks (September 15–26), and 30 minutes one time per week for 2 weeks (September 29–October 10).

IEP Team Considerations for IEP Development

- What is the intent of the accommodation or modification, and what activities would require implementation?
- In what setting(s) would the accommodation or modification be required for a student to access and make progress in the general education curriculum?
- In what setting(s) would the accommodation or modification be required for a student to participate in nonacademic and extracurricular activities?
- Why does the student need accommodation or modification? What specifically will it do to benefit the student?
- When exactly does the student need accommodation or modification? If a specific frequency cannot be identified, is the accommodation or modification a need?

IEP Implementation

Documenting the provision of supplementary aids and services is an important responsibility that serves multiple purposes. The information gathered as part of documenting will be used to determine whether an accommodation or a modification is effective or needs to be changed in some way. The information gathered is also used to inform the development of subsequent IEPs and ensure the IEP allows the student to make progress appropriate in light of the student's circumstances. The information gathered is also used for compliance purposes to document implementation of the IEP, as written.

Just like documenting accommodations and modifications, tracking the provision of universal supports for a student with an IEP is important to determine what universal supports should be included in the IEP as a FAPE entitlement. Generally, universal supports are best practices, and for some students, those best practices result in improved outcomes, increased access to general education, and increased engagement and progress in the general education curriculum.

States and public agencies are required to maintain records to show compliance with program requirements, pursuant to Records Related to Compliance of Education Department General Administrative Regulations (EDGAR). EDGAR is a set of federal regulations governing all federal grants awarded by the United States Department of Education (USDOE). Neither IDEA nor its implementing regulations specifies the required documentation to be maintained to demonstrate compliance with IDEA requirements. Therefore, districts must document with sufficient detail the implementation of the IEP. Student records must be maintained and accessible to the district and all relevant parties in accordance with EDGAR. The requirement to document with sufficient detail includes the provision of supplementary aids and services.

Resources

Education Department General Administrative Regulations (EDGAR)

Letter to Chambers, May 9, 2012 (OSERS)

Letter to Matthews, January 7, 2010 (OSERS)

Myths and Facts Surrounding Assistive Technology Devices and Services (PDF)

Progress Center IEP Tip Sheet: What Are Supplementary Aids and Services?