



What Everyone Needs to Know About... **Supplementary Aids and Services**

The [Individuals with Disabilities Education Act](#) (IDEA) presumes that eligible students are accessing the educational content and opportunities that comprise the “general education environment.” Supplementary aids and services are intended to improve access to learning and participation across academic, extracurricular, and nonacademic activities and settings. For many children these are pivotal elements. Special classes, separate schooling, or other removal of students from the regular educational environment is permitted 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.

SmartStart: LRE -- Basic Concepts and Terms (7/31/14)

IDEA and MARSE

The [Individuals with Disabilities Education Act](#) (IDEA) and [Michigan Administrative Rules for Special Education](#) (MARSE) are the foundation of special education accountability requirements in Michigan.

As part of the definition of an [Individualized Education Program](#), the IDEA requires each IEP to include [supplementary Aids and Services](#).

Sec. 300.42 Supplementary aids and services

Supplementary aids and services means 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 Sec. Sec. 300.114 through 300.116.

Supplementary Aids and Services

Supplementary aids and services are critical elements in supporting the education of children with disabilities. Speaking practically, supplementary aids and services are those supports that promote and assure access to the general education environment. Determining what supplementary aids and services are appropriate for a particular child must be done on an individual basis. Supplementary Aids and Services may also be (but are not limited to):

- [Accommodations and modifications](#) (e.g., changes to a test or testing environment, adaptations to an educational environment, the presentation of material, the method of response, or the educational content)
- Supports to address environmental needs (e.g., preferential or planned seating; altered physical room arrangement)
- Levels of staff support needed (e.g., consultation, stop-in support, one-on-one assistance;
- Type of personnel support (e.g., behavior specialist, health care assistant, instructional support assistant)
- Specialized equipment needs (e.g., assistive technology and augmentative communication)
- Pacing of instruction needed (e.g., breaks, more time, home set of materials)
- Presentation of subject matter needed (e.g., taped lectures, sign language, paired reading and writing)
- Materials needed (e.g., scanned tests and notes, shared note-taking, large print or Braille)
- Assignment modification needed (e.g., shorter assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment)
- Self-management and/or follow-through support (e.g., calendars, teach study skills)
- Testing adaptations needed (e.g., read test to child, modify format, extend time)
- Social interaction support needed (e.g., provide Circle of Friends, use cooperative learning groups)

Related regulation, rule and guidance

[Individuals with Disabilities Education Act](#) (IDEA 2004)
[Michigan Administrative Rules for Special Education](#) (MARSE)
[OS Resources – Supplementary Aids and Services](#)

[Supports, Modifications, and Accommodations for Students
Supplementary Aids and Services](#)
[School Accommodation and Modification Ideas for Students
who Receive Special Education Services](#)

NOTE: While the content of this page reflects general aspects of the law on discipline of students with disabilities as of the date of its creation, it is not intended to constitute or serve as legal advice for any particular student scenario. Districts should consult legal counsel for advice with regard to specific situations.