

Supplementary Aids and Services

Supplementary aids and services are provided in general 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. The ARD committee has the responsibility to determine the needed supplementary aids and services to be provided and identify any needed accommodations and/or modifications for the student to progress in the curriculum.

Accommodations

An accommodation is a change in the teaching or testing procedures in order to provide students access to information and to create an equal opportunity to demonstrate content knowledge and skills.

An instructional accommodation does not change what the student is expected to master; therefore, curriculum content remains intact.

In Texas, an accommodation is defined as practices and procedures that are "intended to reduce or even eliminate the effects of student's disability, but do not reduce learning expectations".

Modifications

A modification is a change in what the student is expected to learn and/or demonstrate.

An instructional modification indicates what is being taught the - curriculum content - is altered.

As an example, students may not be required to learn all of the course objectives but only targeted objectives.

A curriculum modification reduces content and skills the student is required to learn.

In Texas, a modification is defined as "practices and procedures that change the nature of the task or target skill".

Accommodations and modifications should be individualized and routinely used during classroom instruction and testing. Data regarding the use of accommodations and modifications, such as observational reports and/or assignment/test scores with/without the use of accommodations should be collected and analyzed on a regular basis to determine (a) if the accommodations are being implemented as specified by the student's ARD Committee and (b) if the student is benefitting from the use of the accommodations and modifications.

When a student requires assistive technology to access his/her educational environment, the district will provide and maintain the appropriate technology as outlined in the student's ARD/IEP.

Related/Supportive Services

Consideration for related services, other than transportation, should begin with a student review which considers the student's academic achievement and functional performance to determine the factors that are interfering with learning and to determine if an evaluation is needed. The review process may include observation of the student, review of student records and interviews with teachers and parents to identify problems in areas significant to the child's education.

Written evaluation data are required to indicate a student's need for each related service listed in the IEP and documentation that the service is designed to enable the student to benefit from special education.

Related services evaluations requested by an ARD committee should be completed in 30 school days, unless otherwise agreed upon by the ARD committee and the reason is documented in the IEP.

A completed evaluation must include a written report indicating the student's need for each related service listed in the IEP and documentation that the services will enable the student to benefit from the educational process.

Examples of Related/Supportive Services include:

- Counseling as a related service
- In-home/parent training
- Orientation and mobility (O&M)
- Occupational therapy
- Physical therapy
- Psychological services
- School health services
- Transportation*

***NOTE:** An evaluation is not required for transportation as a related service. However, the ARD Committee must document in the ARD report the reason the child needs transportation.

Transportation

Although a formal evaluation is not required for providing transportation as a related service, the ARD Committee must document the need for transportation as related to the student's disability/eligibility and must provide a rationale for utilizing such transportation in lieu of district-provided regular transportation services. This documentation must also address LRE issues related to transportation as a related service.

The Director of Transportation should be notified prior to the initiation of transportation as a related service for special education students attending an alternative campus. This notification is confidential and must be submitted in writing

Frequency, Duration, Location of Services

The student's IEP must include information about the amount of services that will be provided so that the level of CFISD's commitment of resources will be clear to parents and other ARD Committee members. The ARD Committee is responsible for documenting in the student's IEP the projected date for the beginning of services and the anticipated frequency, location, and duration of those services. Requirements for documenting the provision of related services include:

- Frequency describes how often the child will receive the service(s) (e.g., number of times per day or week). If the service is provided less than daily, the conditions for the provision of services must be clearly specified within the ARD documents using a weekly reference (ex: 1 hour per week, 30 minutes every two weeks).
- Duration describes how long each "session" will last (number of minutes) and when the services will begin and end (starting and ending dates).
- Location describes where the services will be provided (in the general education classroom or another setting, such as a special education resource room).