

### Section 5 Supplementary Aids and Services

Supplementary aids and services are provided to enable the student:

- To advance appropriately toward attaining the annual goals.
- To be involved and progress in the general education curriculum and to participate in extra-curricular and other nonacademic activities.
- To be educated and participate in activities with other students with disabilities and nondisabled students.

Supplementary aids and services are needed at this time.

<b>Ongoing Instruction and Assessment</b> Scheduling, Presentation, Response, etc.	<b>Time/Frequency/Condition</b>	<b>Location</b>
<b>Curriculum Supports and Adjustments</b> Directions, Grading, Handwriting, Assignments, Tests, Books, etc.	<b>Time/Frequency/Condition</b>	<b>Location</b>
<b>Supports and Modifications to the Environment</b> Classroom Environment, Health-Related Needs, Physical Needs, Assistive Technology, Behavioral, Training Needs, Social Interaction Supports for the Student, etc.	<b>Time/Frequency/Condition</b>	<b>Location</b>
<b>Other Supports, Accommodations, and Modifications</b>	<b>Time/Frequency/Condition</b>	<b>Location</b>

All aids and services identified will begin on the implementation date of the IEP and continue for the duration of the IEP.

Supplementary aids and services are not needed at this time.

Explain the extent, if any, to which the student will not participate with nondisabled students: \_\_\_\_\_

**Section 7  
Special Education Services and Programs**

Related Service	Rule Number	Specific Amount of Time and Frequency	Location	Duration*

Does the student have needs that require placement with a teacher with a particular endorsement?  Yes  No

Program	Rule Number	Departmentalized	Specific Amount of Time and Frequency	Location	Duration*
		<input type="checkbox"/> Yes <input type="checkbox"/> No			
		<input type="checkbox"/> Yes <input type="checkbox"/> No			
		<input type="checkbox"/> Yes <input type="checkbox"/> No			

\* All programs and services listed above will begin on the implementation date of the IEP and continue for the duration of the IEP, unless otherwise indicated above in the column "Duration."

**EXTENDED SCHOOL YEAR (ESY) SERVICES**

Extended School Year (ESY) services were considered.

- It was determined that no ESY services are needed.
- Current annual goals address one or more skills that require ESY services.

Service	Specific Amount of Time and Frequency	Location	Duration

**INSTRUCTIONAL TIME**

General Education Instruction (minutes/hours per week)	(+) Special Education Instruction (minutes/hours per week)	(=) Total (minutes/hours per week)
	+	=

**EDUCATIONAL ENVIRONMENT**

The district ensures that, to the maximum extent appropriate, the student will be educated with students who are nondisabled; and special classes, separate schools, or other removal of the student from the general education environment occurs only when the student's needs cannot be met satisfactorily in the general education setting with supplemental aids and services.

**Participation in a Regular Early Childhood Program** (students age 3-5)

- At least 10 hours per week and:
  - receives the majority of special education and related services IN a regular early childhood program.
  - receives the majority of special education and related services OUTSIDE of a regular early childhood program.
- Less than 10 hours per week and:
  - receives the majority of special education and related services IN a regular early childhood program.
  - receives the majority of special education and related services OUTSIDE of a regular early childhood program.

**Participation in General Education** (students age 6-26)

- 80% of the day or more     79% to 40% of the day     less than 40% of the day     separate facility

**SPECIAL TRANSPORTATION**

- Yes (specify): \_\_\_\_\_
- No