CONNECTICUT STATE DEPARTMENT OF EDUCATION

CT-SEDS
IEP Preview Series
May 9, 2022

Session recorded

CONNECTICUT STATE DEPARTMENT OF EDUCATION

SESSION 9: Supplementary Aids and Services

Welcome and Introductions

Bryan Klimkiewicz, Special Education Division Director

New IEP/CT-SEDS (posted sessions)

Michael Tavernier, Education Consultant
Bureau of Special Education

Learning Targets

- Understand what Supplementary Aids and Services encompasses.
- Understand the new category: Adult Support.
- Preview of how CT-SEDS supports the documentation of Supplementary Aids and Services.

Ask Questions

Throughout the presentation add questions to the Q&A Panel

WHY?

1. To support and assist educators in the transition from their current IEP system/process.

2. To support and assist educators for the Go-Live launch of CT-SEDS on July 1, 2022.

3. To provide an opportunity for you to share your questions related to documenting supplementary aids and services in the new IEP.

WHAT?

Supplementary Aids and Services includes:

- Accommodations
- Modifications
- Assistive Technology
- Adult Support

Accommodations/Modifications/A.T.– Current IEP Page 8

Student: _____ DOB: _____ District: _____ Meeting Date: _____

Last Name, First Name — mm/dd/yyyy — mm/dd/yyyy

Program Accommodations and Modifications - INCLUDING NONACADEMIC AND EXTRACURRICULAR ACTIVITIES/COLLABORATION/SUPPORT FOR SCHOOL PERSONNEL

Accommodations and Modifications to be provided to enable the child: – To advance appropriately toward attaining his/her annual goals; – To be involved in and make progress in the general education curriculum; – To participate in extracurricular and other non-academic activities, and – To be educated and participate with other children with and without disabilities. **Accommodations may include Assistive Technology Devices and Services**	**Sites/Activities Where Required and Duration**
Materials/Books/Equipment: _____	
Tests/Quizzes/Assessments: _____	
Grading: _____	
Organization: _____	
Environment: _____	
Behavioral Interventions and Support: _____	
Instructional Strategies: _____	
Other: _____	

Note: When specifying required supports for personnel to implement this IEP, include the specific supports required, how often they are to be provided (frequency) and for how long (duration)

Frequency and Duration of Supports Required for School Personnel to Implement this IEP include: _____

Supplementary Aids and Services – New IEP

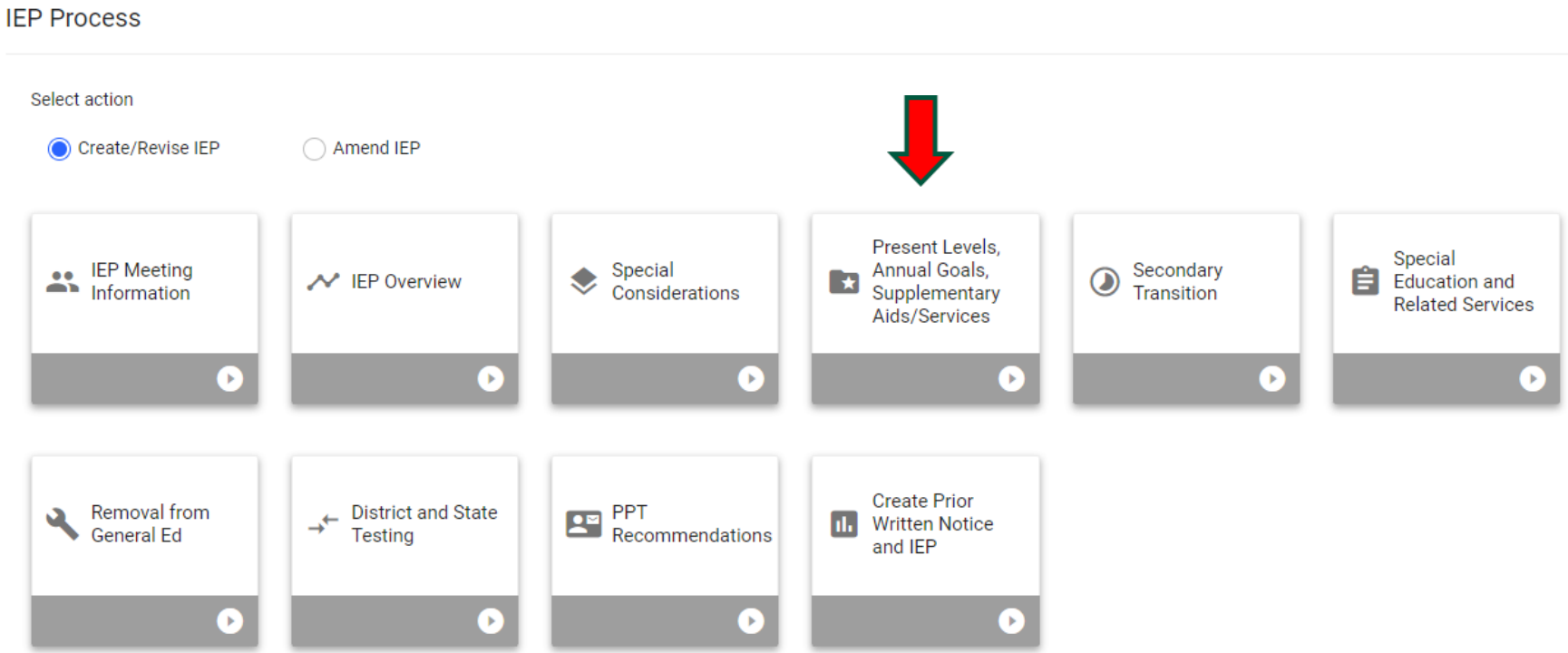
Supplementary Aids and Services

Supplementary aids and services will be provided for the duration of the IEP unless otherwise noted.

ACCOMMODATION	Area(s)/Locations
Repeat Directions	All Classes
Graphic Organizer	English/Language Arts, Social Studies
Practice read alouds	English/Language Arts, Reading

ASSISTIVE TECHNOLOGY	Area(s)/Locations
Speech to Text	All Classes

CT-SEDS INTERFACE: Supplementary Aids/Services



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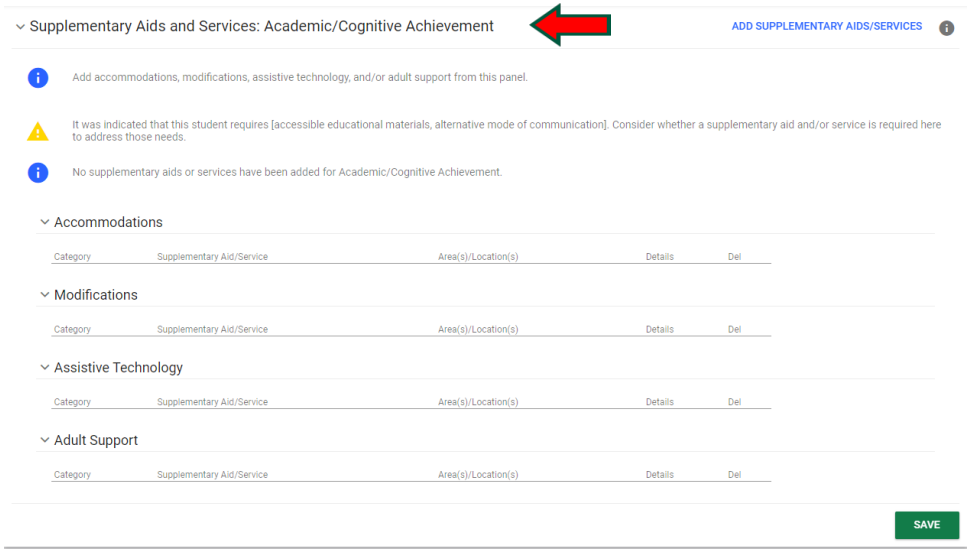

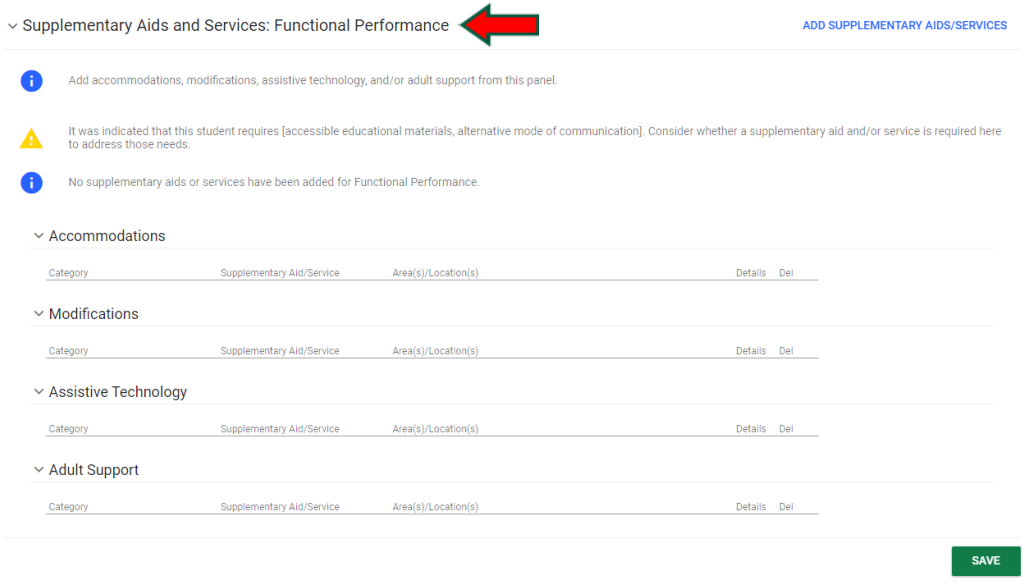

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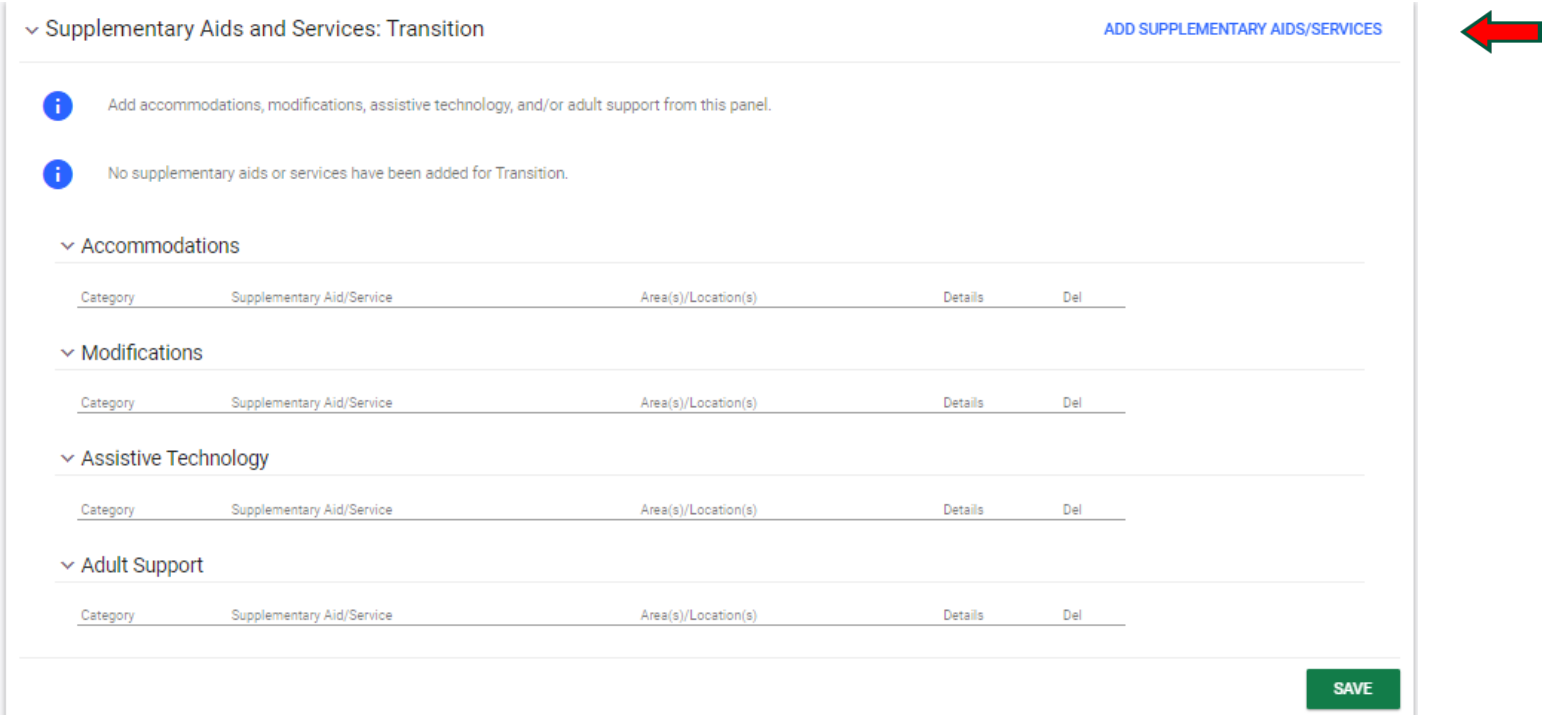
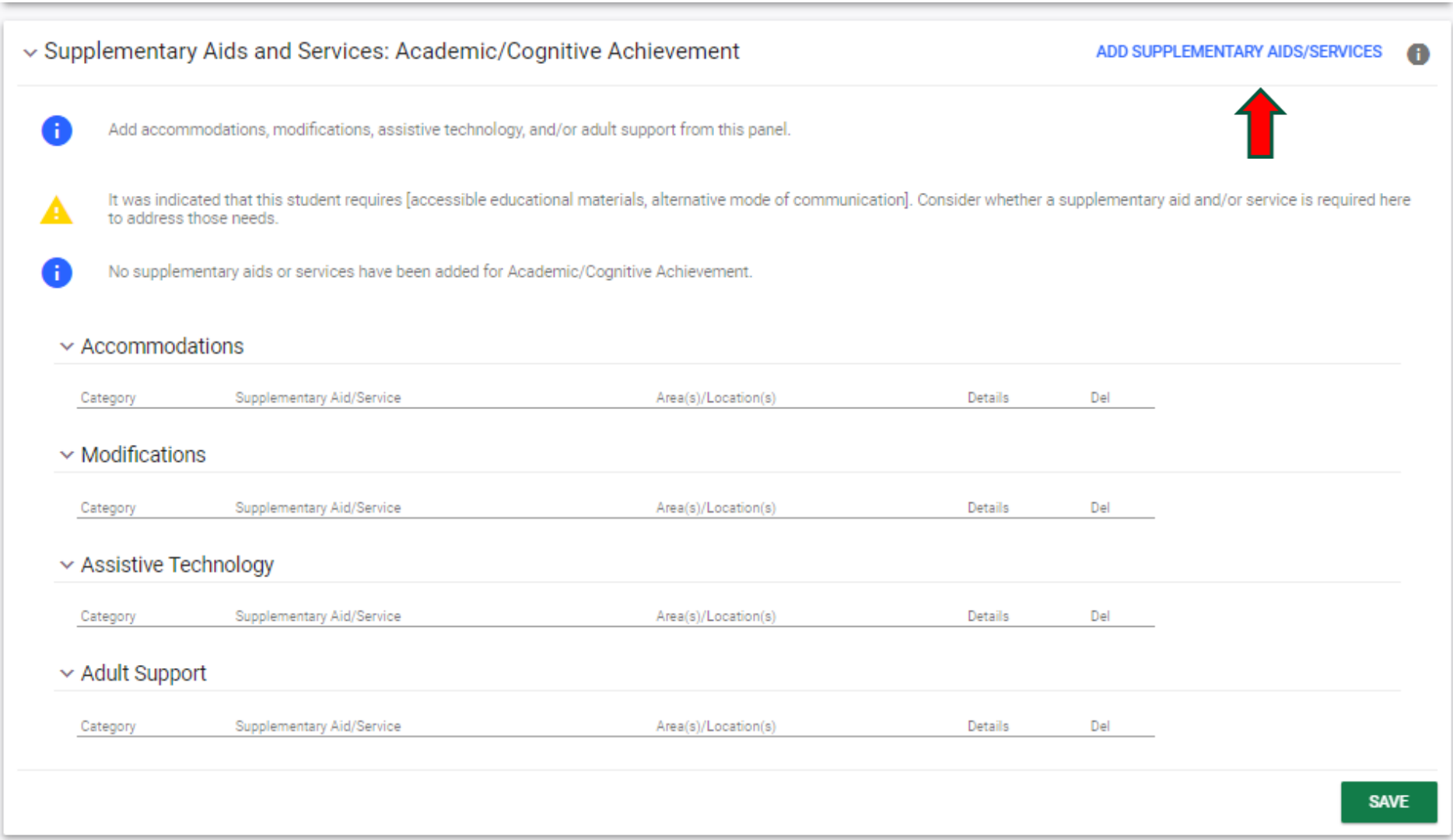
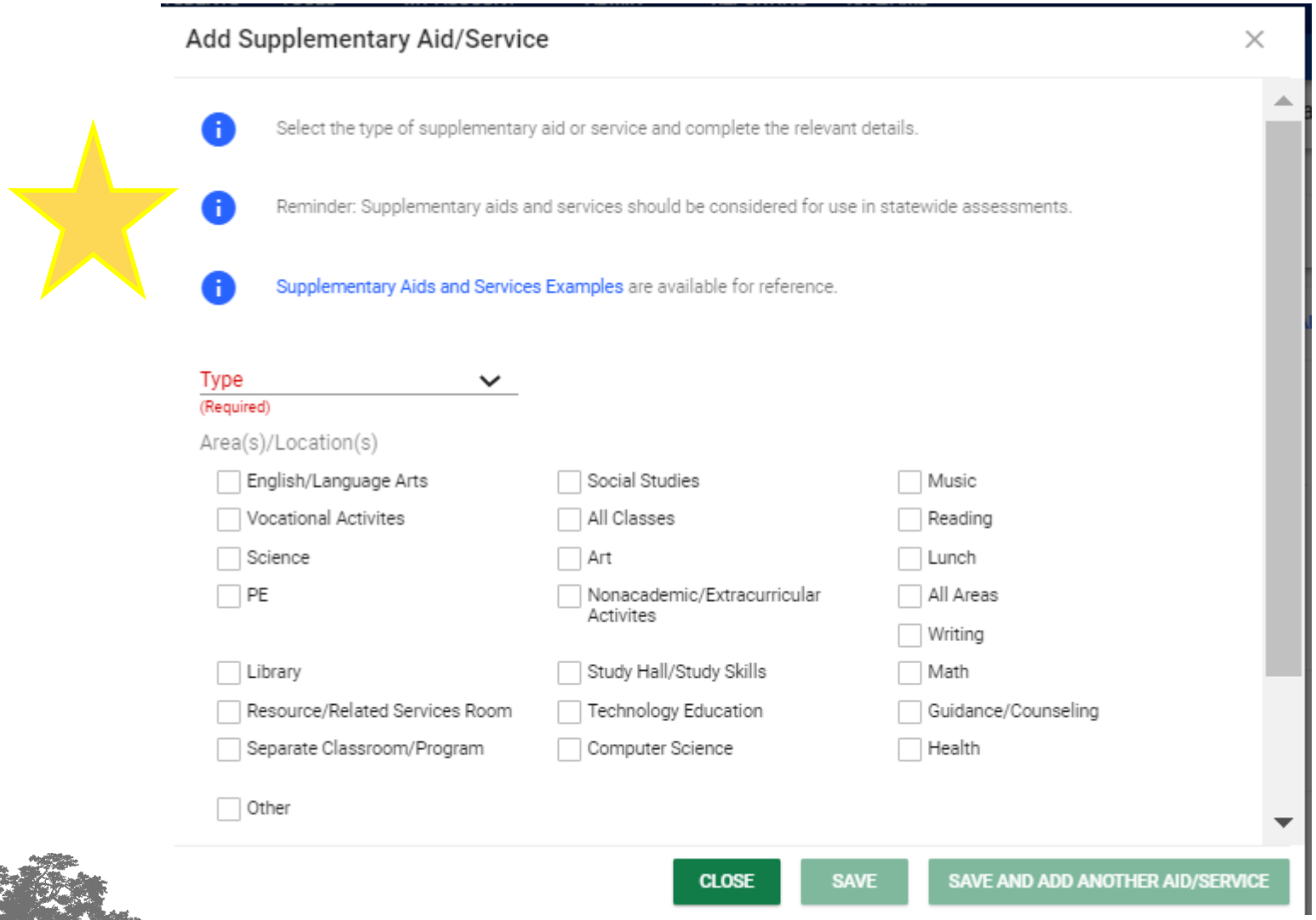
CT-SEDS INTERFACE: Supplementary Aids/Services



CT-SEDS INTERFACE: Supplementary Aids and Services



CT-SEDS INTERFACE: Add Supplementary Aid/Service



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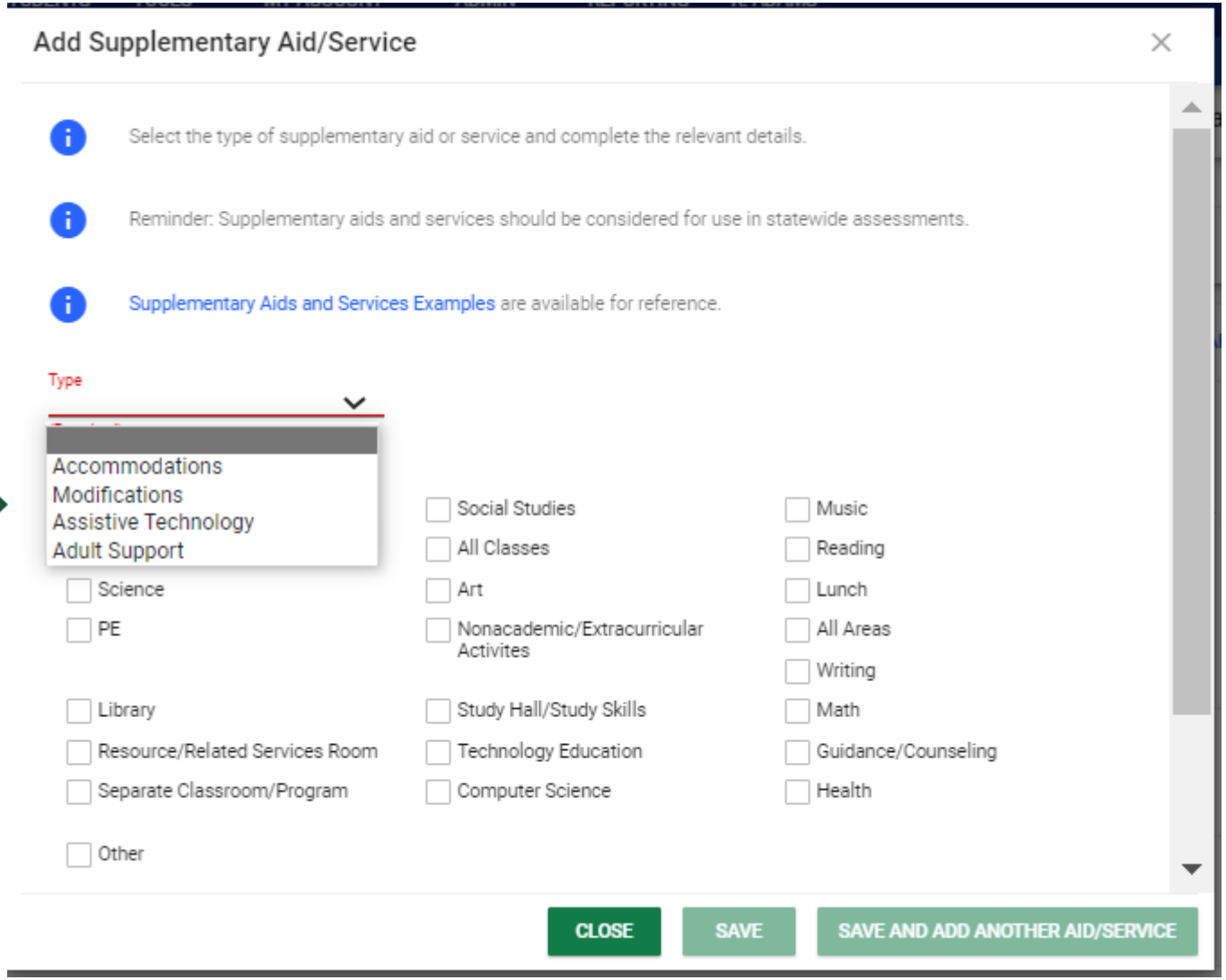
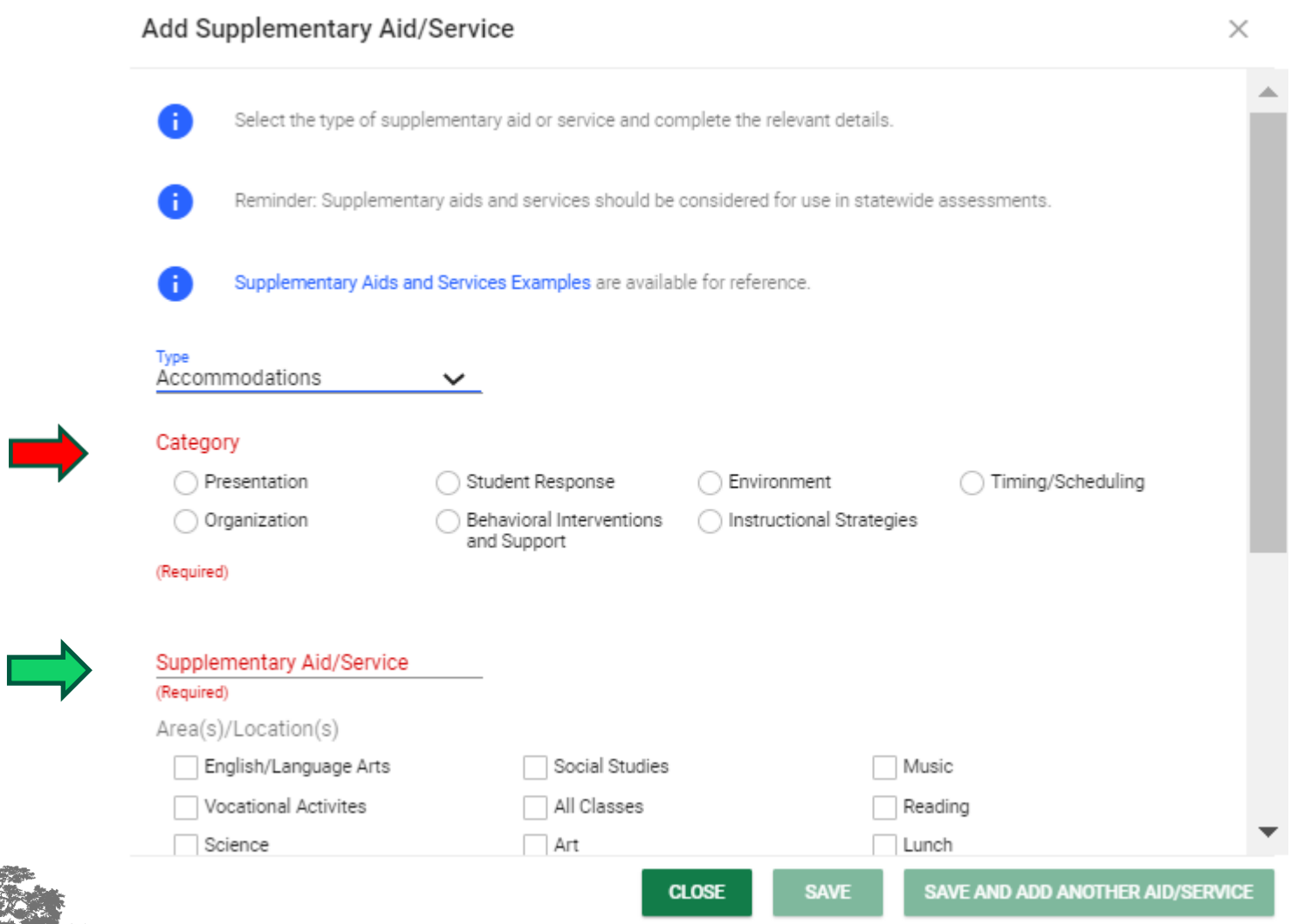


CT-SEDS INTERFACE: Add Accommodation



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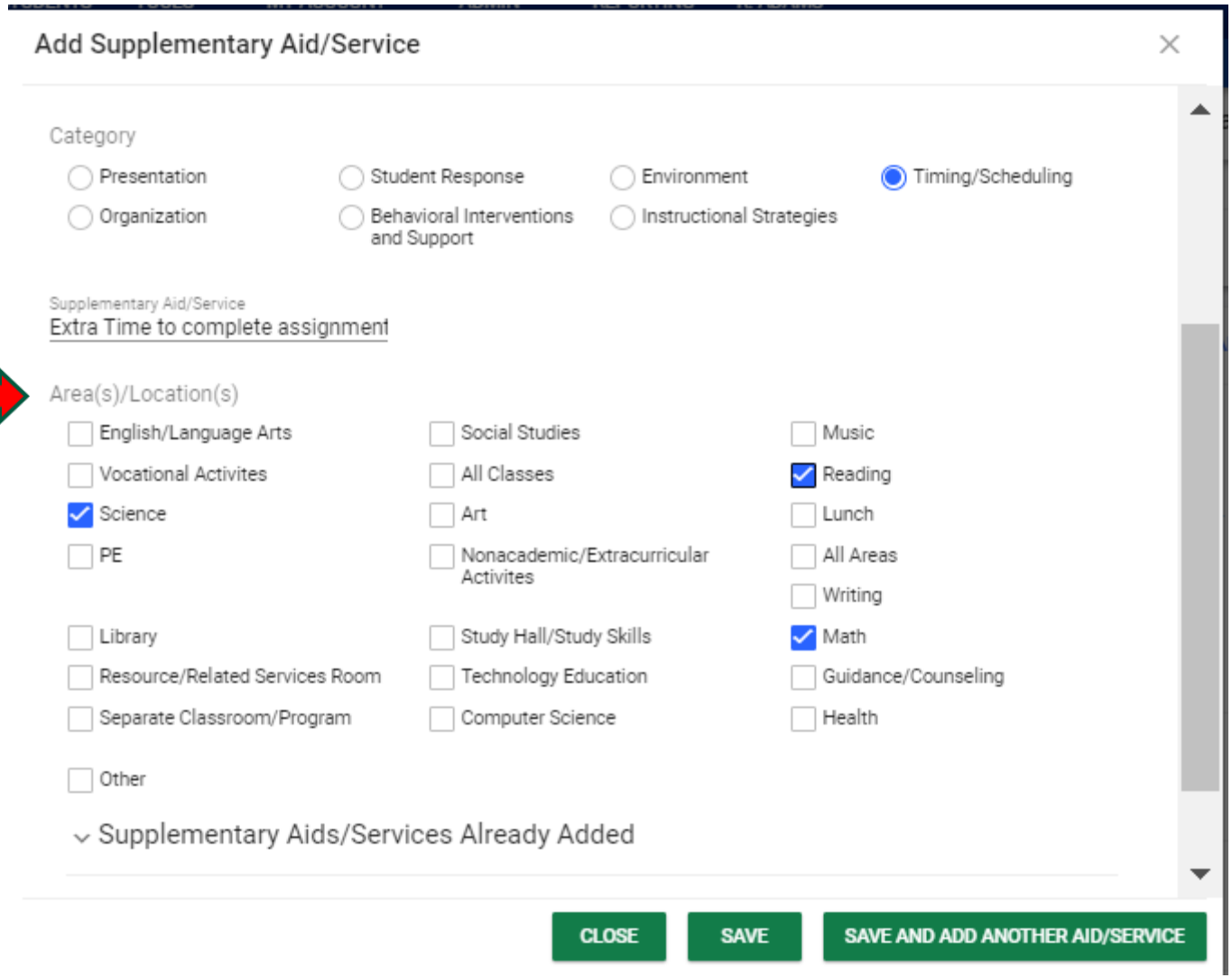
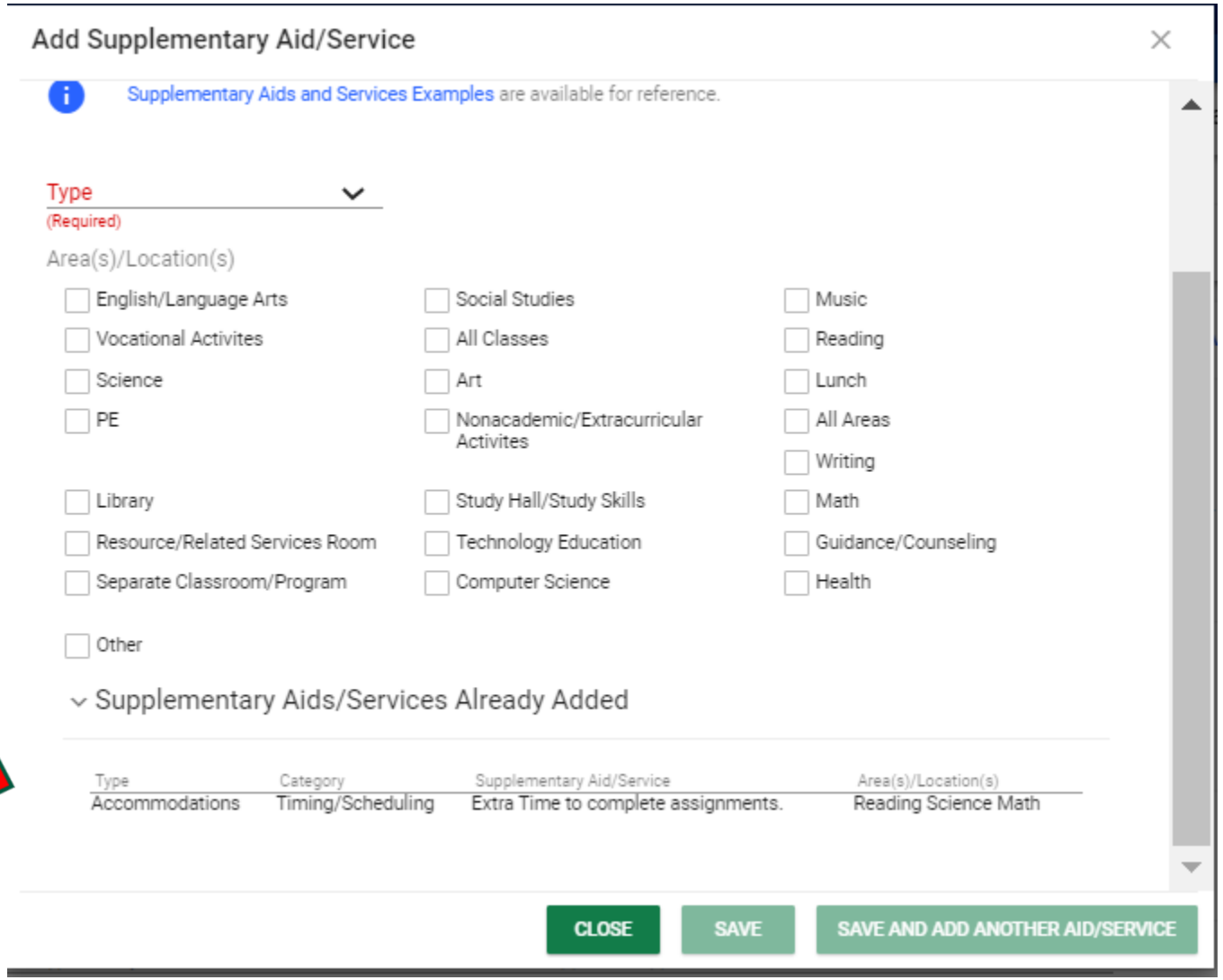
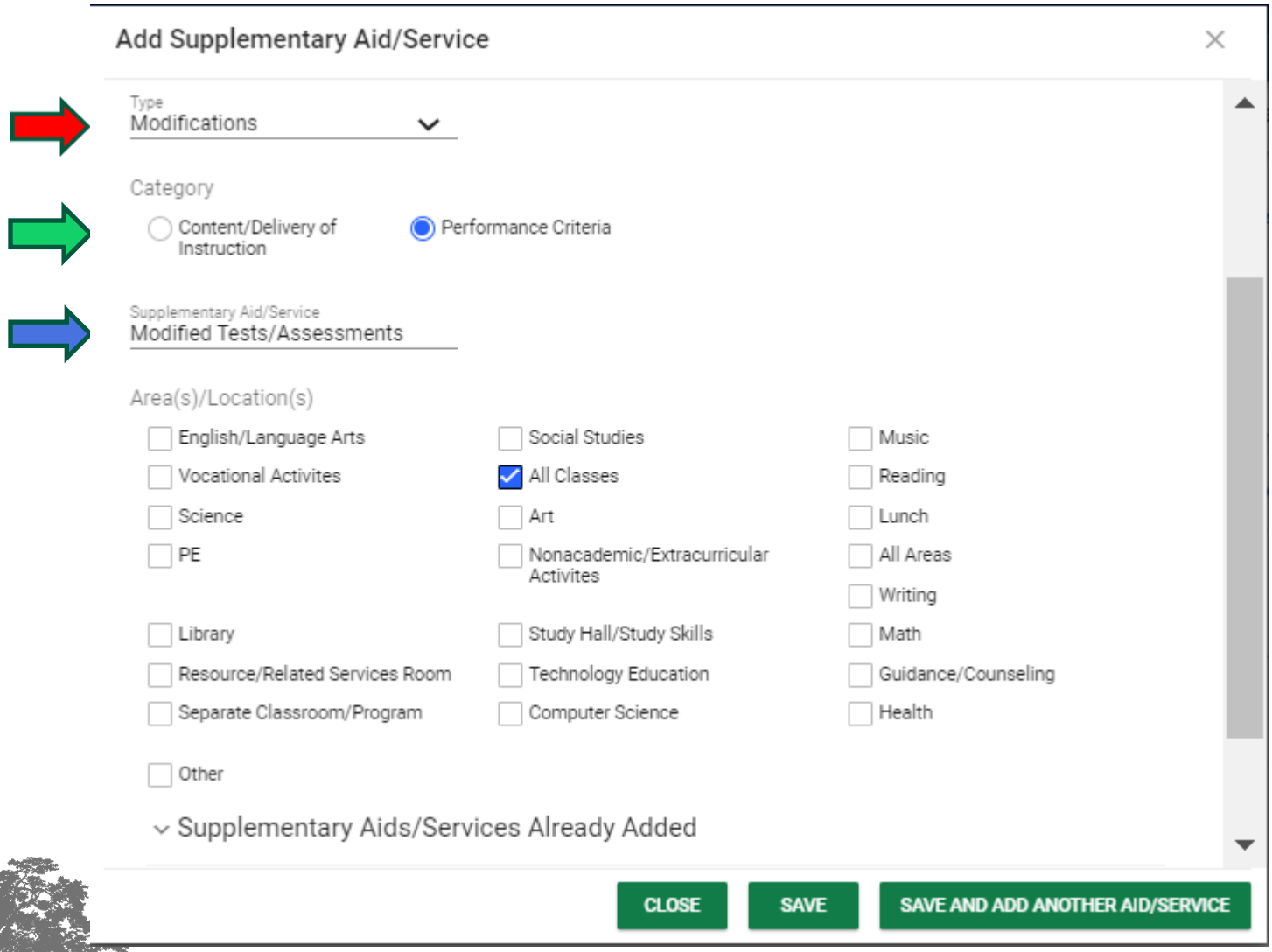


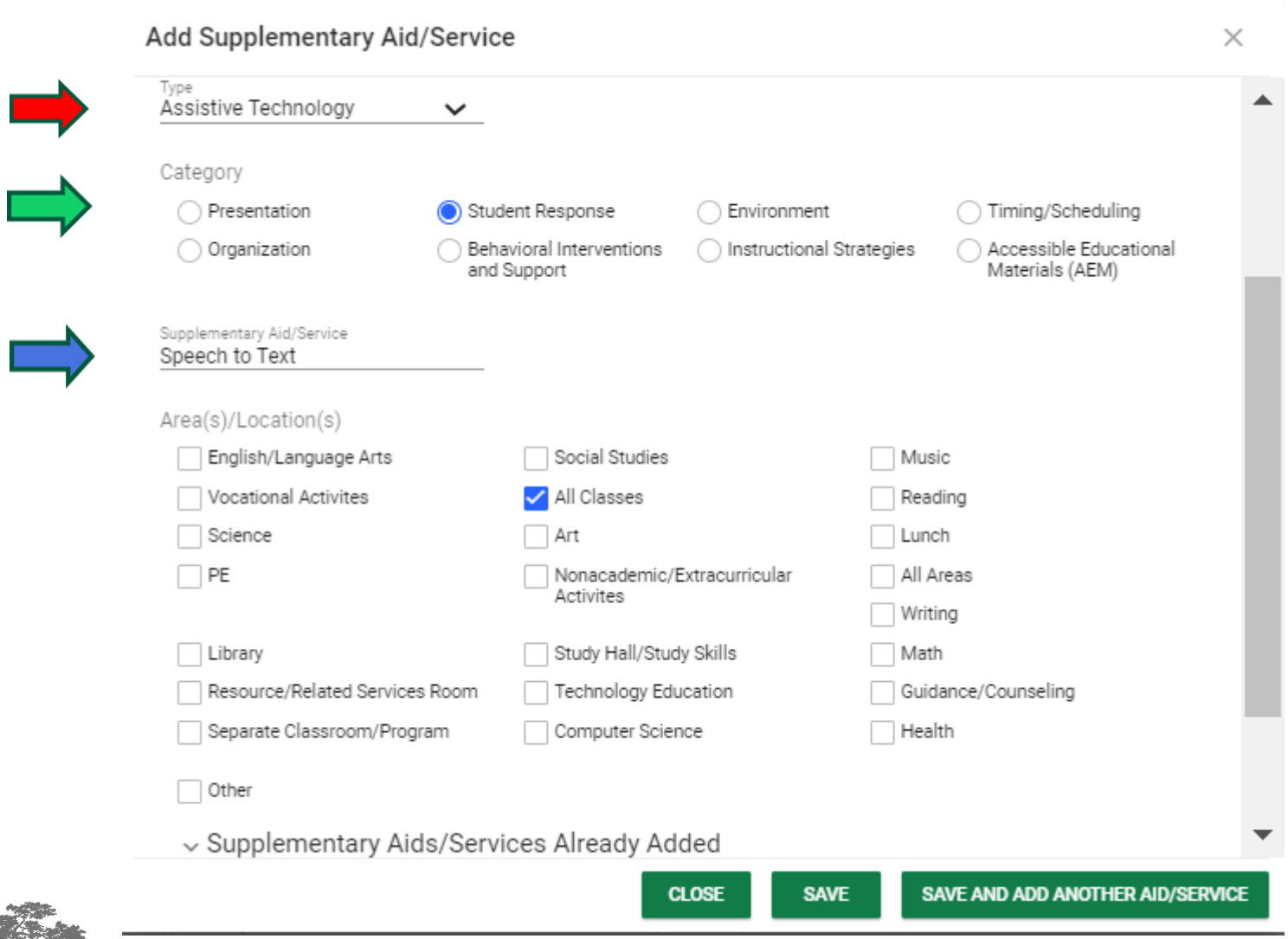
CT-SEDS INTERFACE: Add Supplementary Aid/Service



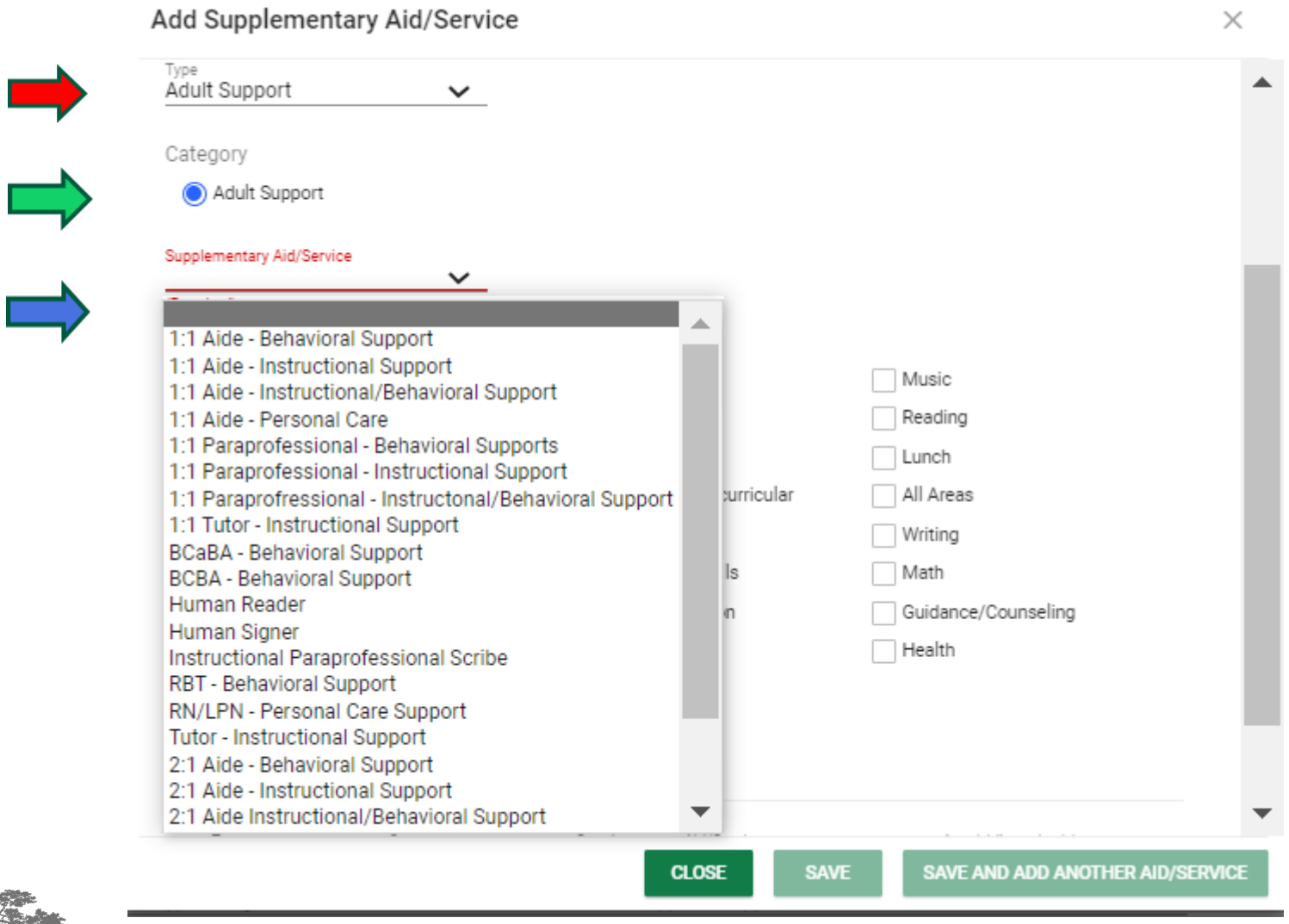
CT-SEDS INTERFACE: Add Modification



CT-SEDS INTERFACE: Add Assistive Technology



CT-SEDS INTERFACE: Add Adult Support



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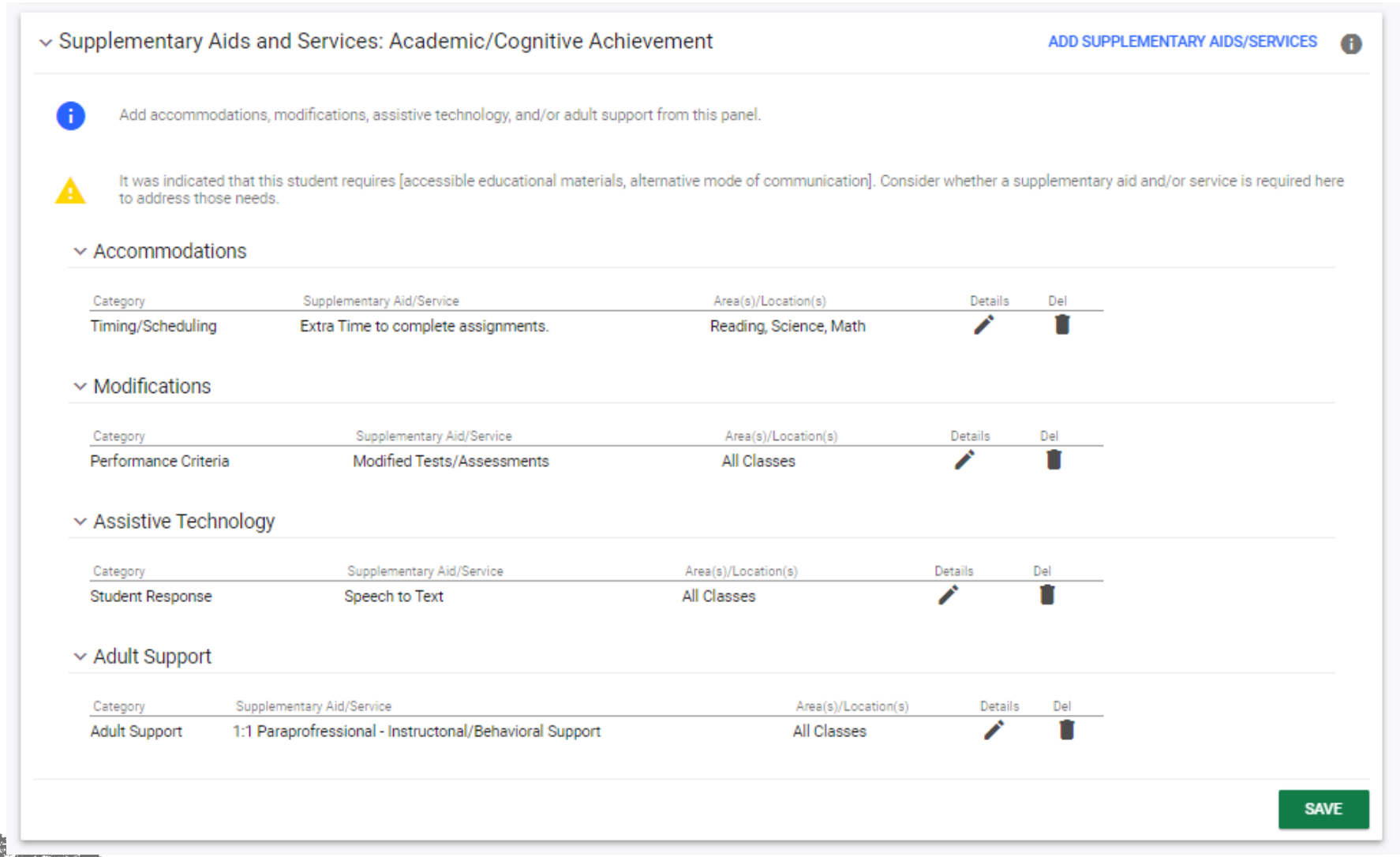

Summary

- Supplementary aids and services include accommodations, modifications, assistive technology, and adult support.
- One of the goals in designing the new system was to encourage the thoughtful selection of essential supplementary aids and services for use in specific settings.
- There is a panel to record supplementary aids and services in both annual goal domain areas: 1) academic/cognitive achievement, and 2) functional performance as well as the Secondary Transition section.
- Adult support is used to document more intensive support to a student (e.g., 1:1 aide).

QUESTIONS

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