



# Documentation of Accommodations

As required by the Individuals with Disabilities Education Act (IDEA) § 300.323(c)(2) and the Michigan Administrative Rules for Special Education (MARSE) R 340.1722(3), school districts have a responsibility to provide programs and services (including supplemental aids and services) in accordance with a student's Individualized Education Program (IEP). In addition, the Education Department General Administrative Rules (EDGAR) § 76.731 requires districts to keep records to show compliance with program requirements.

Districts are therefore required to not only provide the supplemental aids and services in a student's IEP, but also to document the provision of these supplemental aids and services. There are a variety of methods that can be used to meet this requirement for documentation. Several examples are listed below.

- Paper/pencil documentation sheets
- Utilize an electronic gradebook (e.g. Skyward, Synergy) to document supplemental aids/services
- Shared document (e.g. Google Doc, Google Sheets, etc.) that can be accessed by all staff that will be providing supplemental aids/services to the student
- Survey format (e.g. Google Forms) that is accessed anytime supplemental aids/services are provided. Responses are automatically directed to the individual that set up the survey for further analysis.

Below are some frequently asked questions related to documentation of supplemental aids/services:

Q1: Who is responsible for documentation of the supplemental aids/services?

A1: This documentation could be done by the special education teacher/case manager, general education teacher, or in some cases a paraeducator. It is imperative that the person documenting the supplemental aid and service can verify that it did indeed take place.

Q2: What method of documentation should be used?

A2: Any method of documentation is fine as long as the information can be recalled later on. Make sure the team has a plan for collecting and retaining this information at the end of each marking period. Be especially cautious with electronic gradebooks to ensure that this information won't be lost at the end of the marking period.

Q3: What if supplemental aids/services are offered and the student refuses?

A3: Document student refusals on the same documentation sheet. If refusals become a pattern the IEP team may need to reconvene to discuss whether the supplemental aids/services are appropriate or if additional supports are needed to support the student in utilizing these supplemental aids/services.

Q4: If a supplemental aid/service occurs every day can the documentation simply indicate that it occurred daily for the entire marking period?

A4: No, documentation must be done for each instance of the supplemental aid/service in the IEP, even if it occurs daily, or multiple times per day.