

HUUSD

Harwood Unified Union School District Student Support Services

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Process Packet for Accessing Individual (1:1) Paraprofessional Support for an IEP Student

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Achieving INDEPENDENCE is one of the most important goals for all students and in particular for students with disabilities. This packet contains a specific process that teams must follow prior to the assignment of individual professional support. It must be documented and demonstrated that the student's team is considering the assignment of an individual paraprofessional **only** after all other strategies have failed to promote student independence.

Student Name: _____ **Date:** _____

Case Manager: _____ **School:** _____

Principal's Signature: _____

“HUUSD provides each student with the learning opportunities essential for them to develop their potential and to gain the knowledge, skills, and attributes necessary to become productive citizens.”

Determining the Need for an Individual Paraprofessional

Consider the following when thinking about assigning an individual paraprofessional (1:1):

- A 1:1 should be a temporary/short term bridge leading to independence and the Least Restrictive Environment. The over-arching goal for all students with disabilities under the IDEA is to encourage, promote, and maximize independence.
- State and Federal Law require that all students with disabilities, to the maximum extent appropriate, be educated with their regular education peers.
- A 1:1 written into an IEP must include goals and objectives written to reflect attaining independence. The IEP must include a schedule for evaluating student's performance on the goals, and for fading the support as appropriate.
- A 1:1 assigned for behavioral support may only be included in an IEP if the student has a detailed behavioral intervention plan that includes an independence plan.
- Rather than assigning a 1:1 to an individual student have a "pool" of paraprofessionals who would rotate assignments in accordance with student needs for support in various environments.

Detrimental effects of 1:1 assignments:

- May create an unnatural and more restrictive environment
- Isolation from classmates – aide often forms a barrier between student and his/her peers
- Forming unnecessary dependence on adults
- Loss of personal control
- Limited access to Highly Qualified Teacher (most challenging student with least qualified staff)
- Interferes with teacher engagement with student
- Stigmatization
- Loss of independence
- People become hyper-focused on the student – causing behavioral decline

Questions to ask before determining need for 1:1 assignment:

- Does the student have difficulty with mobility, toileting, feeding, and/or dressing?
- Are there specific safety concerns? If so, what are they?
- Is the IEP appropriate? Why or why not? What changes need to be made?
- Is there a behavioral plan in place and has it been implemented for a period of uninterrupted time?
- What interventions have been tried within the existing structure of support?
- What modifications/accommodations/adaptation of curriculum has been tried?
- How long have the above interventions been tried?
- Show the date collection and outcomes of each intervention tried.
- What specific academic, behavioral, health, or transitional behaviors necessitate a TSA?
- What peer supports/prompts, assistive technology, or use of existing resources can be utilized?
- Demonstrate the need for support in each subject area using the attached matrix (e.g., lack of progress on goals, etc).

IEPs will be written with goals and objectives and/or a separate plan for increasing independence as appropriate.

Process:

Whenever school staff is considering individual paraprofessional support for a specific student as part of his/her IEP, the following must occur prior to the student's IEP meeting:

1. The special educator, the classroom teacher, and any other relevant school staff must complete and submit to the Building Administrator and the Director of Student Support Services:
 - a. Checklist for Paraprofessional Support (plus all required documents – see page 4)
 - b. Student Independence Worksheet (Appendix A)
 - c. Student Assistance Worksheet (Appendix B)
2. The special educator will bring the paraprofessional process packet to the building administrator for discussion, prior to the IEP meeting, along with a copy of the proposed draft IEP services page.
3. The building administrator will discuss and review all documents with the Director of Student Support Services prior to the IEP meeting and discuss potential funding implications to with the Business Manager. A copy of the student's proposed draft IEP services page will accompany the paraprofessional process packet documents.
4. Goals for increased independence must be completed during the student's IEP meeting and be attached to the IEP. Independence goals and Appendix A should be reviewed periodically, by the IEP team, to progress monitor continued level of service needed.
5. Students with behavioral issues will be considered for paraprofessional support only upon completion of a functional behavioral assessment as well as an implemented behavior plan.

Writing a paraprofessional into an IEP:

When writing a paraprofessional in an IEP be sure to do the following:

1. Write as a direct service, not an accommodation.
2. Under personnel or provider write, "paraprofessional under the direction of a special educator".
3. Assign a time period on the services page for weekly paraprofessional support/training by the case manager.

Attach all necessary documentation including the behavior plan, functional behavioral assessment, and the independence plan for the paraprofessional.

Student Name: _____ Case Manager: _____

School: _____ School Year: _____ Date: _____

Checklist for Individual Paraprofessional Support
(Submit this document to your building administrator and Director of Student Support Services prior to the IEP meeting)

- Completed **Student Independence Worksheet** (Appendix A-Required)
Date completed: _____
Team members involved: _____

 - Completed **Student Assistance Worksheet** (Appendix B-Required)
Date completed: _____
Team members involved: _____

 - Supporting Documents (required for all 1:1 paraprofessional requests)

	DATE
• Functional Behavioral Assessment	_____
• Behavior Plan	_____
• Last 2 grade reports	_____
• Most recent triennial report	_____
• Most recent IEP	_____
• Most recent IEP progress report	_____

 - Notification and documents reviewed with HUUSD Director of Student Support Services and building administrator.
Date completed: _____
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TO BE COMPLETED AFTER IEP MEETING

Date of meeting: _____ (attach Notice of IEP Meeting)

LEA in attendance: _____

Paraprofessional Assignment **YES / NO** (If **YES** – Appendix C, a **Independence Plan/Goals**, is required)

Date to begin: _____

If YES:

- What *qualifications* and *training* will paraprofessional require? _____
- Who will be responsible for *hiring* and *training*? _____
- Who will *schedule* and *supervise* the paraprofessional? _____

Student Name: _____ **Case Manager:** _____

School: _____ **School Year:** _____ **Date:** _____

Student Independence Worksheet – Appendix A
Complete for all proposed individual paraprofessional assignments

Achieving **Independence** is one of the most important goals for all students. This is a tool for school team members to use whenever a student is being considered for individual paraprofessional support. (Submit this document to your building administrator and Director of Student Support Services prior to the IEP meeting.) This worksheet is for ongoing planning purposes.

List the activities and/or classes; subject areas:

List the activities that the student is able to participate in a Small Group (without support):

List the activities that the student must have individual assistance:
List the activities the student could do with accommodations rather than individual assistance:

Student Name: _____ Case Manager: _____

School: _____ School Year: _____ Date: _____

Student Assistance Worksheet – Appendix B

Complete when a student is being considered for individual paraprofessional support

Team Members:

The special educator, the classroom teacher, and any other relevant school staff, shall meet and consider these specific areas. (Submit this document to your building administrator prior to the IEP meeting.)

1. Identify the need of the student, which may require assistance or supervision, and cannot be met with existing or alternatives resources (Use additional paper if necessary)
 - Toileting
 - Feeding
 - Mobility
 - Safety for self or others
 - Specific behavior management need: _____
 - Instructional Support
 - Other _____

2. Please indicate services/strategies that have already been tried to assist the student. Indicate, on a separate sheet of paper, data as to the outcome of each service or strategy.

Date	Intervention
	Parent Notification
	Guidance
	Home School Coordinator
	EST Plan
	Section 504 Plan
	Small Group Instruction
	Counseling Services (WCMHS)
	Medication/physician referral
	Nursing services
	Speech
	OT/PT (assessment/services)
	Partial Paraprofessional Support
	Functional Behavioral Assessment (Mandatory for students with behavioral issues)
	Behavioral Plan (Mandatory for students with behavioral issues)
	Special Education Referral
	I-Team
	Building Administrator contacts HUUSD Director of Student Support Services

Harwood Unified Union School District

Sample Goals and Fade Plan Formats

Student Name: _____ Case Manager: _____

School: _____ School Year: _____ Date: _____

Independence Plan

Complete for all individual paraprofessional assignments

Independence plans will be initiated upon the addition of individual paraprofessional support to the IEP. The intent is to ensure that teams are creating opportunities for continued independence as the student achieves his/her goals. This document will be part of the IEP and reviewed annually and during progress review periods.

EXAMPLE		
IEP Goal: # 1 – Student will use interpersonal skills when relating to others		
Content Area/Setting: Cafeteria		
Date Initiated:	Objective:	Date Achieved:
10/01/2010	With paraprofessional sitting across the table, will make eye contact and greet a student who sits down next to him.	11/02/2010
11/03/2010	With paraprofessional within line of vision (3-5 feet way), will make eye contact and greet a student who sits down next to him.	01/05/2011

IEP Goal:		
Content Area/Setting:		
Date Initiated:	Objective:	Date Achieved:

IEP Goal:		
Content Area/Setting:		
Date Initiated:	Objective:	Date Achieved:

IEP Goal:		
Content Area/Setting:		
Date Initiated:	Objective:	Date Achieved:

IEP Goal:		
Content Area/Setting:		
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