

## PROCESS FOR PARAPROFESSIONAL SUPPORT

Affective Needs 3 years of age-5<sup>th</sup> Grade  
Cognitive Needs 3 years of age-12<sup>th</sup> Grade  
Significant Physical Needs 3 years of age-12<sup>th</sup> Grade

### *RATIONALE*

Procedural differences have existed in the approach to provide paraprofessional supports of students with significant cognitive, physical and affective needs. The rationale for using the uniform process below includes the following:

1. To unify the process of paraprofessional supports throughout the San Luis Valley and to ensure a consistent process according to Federal and State guidelines.
2. To make sure a continuum of services are offered for the child determined by the IEP team.
3. To make sure communication between the San Luis Valley BOCES and the participating districts is continuing to create consistency amongst districts and create systems of success for all students.
4. To continue understanding that the agreement between districts and the San Luis Valley BOCES around paraprofessional supports are for those students who would qualify for extended services or be determined to have such high need that the individual district could not meet the needs. Paraprofessional support provided by San Luis Valley BOCES has never been intended to supplement the resource room services due to lack of time. Funding for paraprofessionals hired to provide support for “high need/extended services” K-12 students who receive services in resource room (vs. extended services) classes are 30% school district responsibility.

### *Process*

Recommendations to create a unified procedural process include the following:

- If the student does not have an intervention plan and data on progress, the best place to start is with the school’s Student Study Team process (Problem Solving Team). Documentation must be provided that an intervention plan addressing the child’s academic and behavior needs was in place and followed for a reasonable length of time. Knowing that academic and behavior change typically takes time and interventions must be provided with consistency and integrity, an intervention plan needs to be in place long enough to determine if positive change has occurred. Documentation of the plan and results of the intervention must be made available to the staffing team. A special request staffing can be requested to address positive intervention strategies for the academic and/or behavior plan. The Director of Special Education or the school psychologist may also be contacted for information and support.

- The student must first be placed in special education prior to considering any requests for additional paraprofessional support through BOCES. Depending on the student's need achievement, ability, adaptive behavior assessments, Behavior Assessment System for Children (BASC) [Parent Rating Scale, Teacher Rating Scale, and when age appropriate, the Self-Report of Personality Scale] should have been completed. The primary handicapping condition for the student should be significant in need such as significant limited intellectual capacity, autism or SIED or have physical limitations that need constant supervision. It is acknowledged that secondary conditions may also exist, such as SLD or hearing loss. Following the determination of eligibility for special education, the least restrictive environment must be considered and provided, if appropriate, for a reasonable length of time before considering requesting additional paraprofessional support not already in place. In this way, the student's rights to the least restrictive environment have not been violated. The local school building/district needs to increase special education support time from the school continuum of services up to ½ day for a period of time, prior to considering placement of a paraprofessional specifically to meet that student's needs. Furthermore, as mentioned above, a behavioral and/or academic intervention plan must have been in place and the results evaluated by the referral or staffing team before considering additional supports outside of the full continuum of service available within the school.
- Regulations allow persons to be present at a staffing who can present placement options. **Therefore, once a referral or staffing team has reviewed the results of the academic and/or behavior intervention plan and determines that an additional paraprofessional is likely to be recommended the team should invite the appropriate principal and/or director to make sure they are aware of the request.**
- If the team determines that there is a need for additional support through the use of a paraprofessional then an independence plan must be created and reviewed at least 1-2 times a year. The independence plan must be provided to BOCES to be a part of the student's IEP.

Please complete the attached sheet to help guide and determine the distinction that the services are not solely to supplement what should be occurring within the resource room and the continuum of services provided within the school building.

# San Luis Valley BOCES Determination for Exceptional Student Services

## Paraprofessional Support

The IEP team must rate the following items when considering the need for additional adult support/supervision for a Special Education student. The checklist is not all-inclusive but covers main areas and is intended to provide guidance in the decision-making process. No decisions should be made solely on the basis of a child's category of handicapping condition or parent request. Recommendations for para support do not imply that the child will have his/her own one-on-one aide or that only one person will provide the necessary support.

Student name _____	Hours of support from case manager (sp ed teacher) _____
school _____	grade _____

**Circle** the number that applies to each statement and document the recommendation at the end of this form.

**1 = rarely/never      2 = sometimes    3 = frequently      4 = always**

### Safety

- 1 2 3 4 wanders away without direct supervision
- 1 2 3 4 shows significant physical aggression toward others
- 1 2 3 4 has difficulty with mobility and/or balance/falls down
- 1 2 3 4 is unable to recognize danger, or judge dangerous situations
- 1 2 3 4 lacks language to communicate needs
- 1 2 3 4 lacks physical/cognitive ability to protect self
- 1 2 3 4 other (describe) \_\_\_\_\_

### Behavior

- 1 2 3 4 exhibits self-injurious behaviors
- 1 2 3 4 poses a significant threat to others
- 1 2 3 4 lacks judgment/understanding about his/her own behavior or others'
- 1 2 3 4 lacks ability to recognize cause and effect or understand consequences.
- 1 2 3 4 lacks ability to control own behavior
- 1 2 3 4 consistently, significantly disrupts learning of others due to disability related behavior.
- 1 2 3 4 demonstrates a significant degree of inattention and lack of focus that jeopardizes own learning
- 1 2 3 4 other (describe) \_\_\_\_\_

### Accessibility

- 1 2 3 4 cannot physically/mentally access places, curriculum, people, activities without support
- 1 2 3 4 other (describe) \_\_\_\_\_

**Health/Self-Care** –the student requires assistance with:

- |   |   |   |   |             |   |   |   |   |                           |       |   |   |   |           |
|---|---|---|---|-------------|---|---|---|---|---------------------------|-------|---|---|---|-----------|
| 1 | 2 | 3 | 4 | feeding     | 1 | 2 | 3 | 4 | dressing                  | 1     | 2 | 3 | 4 | toileting |
| 1 | 2 | 3 | 4 | positioning | 1 | 2 | 3 | 4 | unstable medical problems |       |   |   |   |           |
| 1 | 2 | 3 | 4 | seizures    | 1 | 2 | 3 | 4 | choking                   | 1     | 2 | 3 | 4 | breathing |
| 1 | 2 | 3 | 4 | transitions | 1 | 2 | 3 | 4 | other (describe)          | _____ |   |   |   |           |

**Academics**

- |   |   |   |   |  |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | requires extensive curriculum modification/separate curriculum   |
| 1 | 2 | 3 | 4 | lacks cognitive or physical ability to understand/perform academic requirements to a degree that success is impossible without support |
| 1 | 2 | 3 | 4 | other (describe)_____  |

Total for # 1\_\_\_\_\_

Total for # 3\_\_\_\_\_

Total for # 2\_\_\_\_\_

Total for # 4\_\_\_\_\_

Students w/ primarily 3s/4s may be considered for part- or full-time support.  
 Students w/ many 2s/3s may need support for specific activities/times of day.  
 Students w/ mostly 2s may benefit from more natural supports from peers.

**The team recommends the following support for this student:**

1. \_\_\_ full-time support/supervision throughout the day/all settings
2. \_\_\_ part-time support for activities listed\_\_\_\_\_
3. \_\_\_ natural supports from peers during activities listed: \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_ initial adult support with fading over time for activities listed:  
\_\_\_\_\_
5. \_\_\_ a combination of the above, including #s\_\_\_\_\_

**Requestor's signature** \_\_\_\_\_ **Date**\_\_\_\_\_

Send copies to case manager and BOCES. **Attach a copy of IEP Cover Page and Services Page.**

## Independence Plan Pre-K through 12th Grade

This fading plan is attached to IEP goals and/or Behavior Support Plan dated: \_\_\_\_\_

<b>Student Name</b>	
<b>Date of Birth</b>	
<b>Date of Independence Plan</b>	
<b>Next Review Date</b>	
<b>Last IEP Date</b>	
<b>Teacher</b>	

**Current supports available in the school environment (natural supports, peers, itinerant staff...):**

**Specific schedule for assistance provided (specify the times, class, subjects, activities):**

What are the replacement performance (behavior or academic) goals for the student?

Describe the activities or environments where the replacement behaviors should occur.

<b>Goal 1</b>	<b>Current baseline of desired behaviors?</b>	<b>Current level of supports used to perform desired behavior/skills?</b>

**Goal 1:**

<p><b>Procedures:</b> What will be taught so the student learns the replacement behavior/skills?</p>	<p><b>Person(s) Responsible:</b></p>	<p><b>Measurement/Progress Monitor Method:</b> (Who, How often, and How will the data be collected)</p>
<p><b>Decision Rule:</b> how will the data be evaluated to determine if intervention is working?</p>		
<p><b>Criteria for fading and a description of the level paraprofessional support needed:</b></p>		
<p><b>What are the adaptations/accommodations that will be used to promote and sustain independence?</b></p>		