

Hawthorn School District 73 Special Education Procedures Requesting a 1:1 Paraprofessional

In accordance with the Individuals with Disabilities Education Act (IDEA), a student’s IEP team shall make a determination regarding the goals and services that a student needs as a required part of the development of each student’s IEP. This may include making a determination about the need for a child to have a 1:1 paraprofessional for a portion or the entirety of the school day. In determining the level of support that a student requires throughout the context of the school day, teams should discuss the following three elements:

- what the student can do without assistance;
- what the student cannot do and needs accommodations to complete; and
- what the student cannot do and needs adult assistance with.

This document has been developed to provide IEP teams and administrators with guidance when determining the need for a 1:1 paraprofessional for a student. This document should be completed before the IEP meeting where consideration and a determination of this level of support will take place.

This document should serve to guide conversations and decision-making during the IEP meeting regarding the need for a child to have a 1:1 paraprofessional for a portion or the entirety of the school day.

A meeting with the building principal, special education administrator, and appropriate central office administrators will then occur, prior to the IEP meeting, to review this information and make a determination about resource allocation.

STEP 1	A teacher, administrator, or IEP team member indicates that a program has a need for additional (paraprofessional) support.
STEP 2	The Special Education Administrator and Building Principal observes the student a minimum of 2 times in at least 2 different settings and will work with the classroom teacher and relevant members of the IEP team to complete the support rubric for the student in need. Settings should be chosen in areas of concern, with at least one being the regular education setting. It is important that the staff present during the observation, behave and assist the student as they would without the observer present. Without providing the student with typical assistance, the observer is unable to see strategies already in place/attempted (i.e., redirection to task, prompting) and the student’s response.
STEP 3	Following completion of the support rubric, the Special Education Administrator will problem-solve with the classroom teacher and relevant members of the IEP team to determine outcomes, plan interventions for student success, and identify data collection tools (CBM, frequency charts, etc.) for progress-monitoring.

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STEP 4	<p>If the interventions appear to not effectively meet the needs of the student, the following question needs to be discussed: Have adequate strategies been attempted or do more strategies need to be attempted?</p> <ul style="list-style-type: none"> • Strategies to consider may include, but are not limited to: • Positive behavior system (sticker chart or goal card) • Support during very specific times (i.e. transitions, whole group time, etc.) • Peer buddy system • Consideration of FBA/BIP • Optional placement considerations for necessary skill development and/or support with corresponding IEP goal(s) <p>If numerous interventions do not effectively meet the needs of the student and the Special Education Administrator has determined that existing building level resources cannot meet the needs of the student, then the Special Education Administrator will compile all progress-monitoring data and complete the program 1:1 Paraprofessional request form with the classroom teacher and relevant members of the IEP team.</p>
STEP 5	<p>The Special Education Director will establish a meeting with Human Resources to recommend the additional paraprofessional and will bring all supporting documentation to this meeting.</p> <p>Documentation Needed:</p> <ol style="list-style-type: none"> 1. Request Form for a paraprofessional including a list of interventions and progress monitoring data 2. Support Rubric for student in need 3. Paraprofessional Needs Form
STEP 6	<p>The Central Office Administration will approve or deny the request.</p> <p>If the request for paraprofessional support is approved, the student's IEP must have a minimum of one IEP goal that targets the behavior triggering the need for the aide. Data collection instruments must be in place, which are aligned to the goal(s). Discussion at the IEP and every subsequent Annual Review must include review of goal(s)/progress, and review of criteria and potential plan for fading the paraprofessional support. The consideration of an FBA/BIP should also be reviewed annually. In the event of a denial, the team may have to continue problem-solving around the student or utilize building resources to support the needs of the student.</p>

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1:1 Paraprofessional Request Form

Teacher: _____

School: _____

Educational Team Members: _____

Number of Students in the Classroom: _____

Number of Adults in the Classroom: _____

1. Please identify the dates of team meetings to provide support in the classroom setting utilizing existing building level resources.
2. Please describe the interventions that were put into place during each team meeting to support instruction in the classroom.
3. Please describe the outcomes associated with each intervention and attach data collected to substantiate the effectiveness of each intervention.
4. What other interventions could be implemented or considered to meet the needs in the classroom utilizing existing resources?
5. What other factors exist that contribute to the need for additional support? Describe what the school team has done to address these factors.
6. If safety is a concern, what could the additional assistance offer to address these safety concerns?
7. In what ways will the addition of paraprofessional support foster academic and behavioral growth? What would be potential harmful effects?
8. What is the current teacher/student ratio in all settings throughout the student's day and for which setting(s) is assistance being requested?
9. Please identify the dates that observations have occurred in the classroom by a Special Education Administrator:
Date one: _____ Date two: _____
10. Please identify the dates that observations have occurred in the classroom by a building Principal:
Date one: _____ Date two: _____

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Support Rubric for 1:1 Paraprofessional Request

Student: _____

Teacher/Grade: _____

School: _____

Special Education Administrator: _____

A team approach should be utilized in completing this support rubric. Circle the level of support the student requires to function throughout the academic day based on data collection.

Transition	On Task	Self Care (toileting, feeding, dressing, etc.)	Instructional Grouping	Curriculum And Language of Instruction	Peer/Social Interactions	Behavior
Needs constant supervision to move about the building	Requires physical/visual/verbal prompts in all areas to stay on task/follow routines.	Staff completes all self care needs for the student.	Requires 1-on-1 instruction in all areas	Requires an alternative curriculum in _____ language.	Proximal Supervision & scripting throughout interactions	Constant proximity by staff to prevent disruption
Some days/ specific times, needs direct supervision to move about the building.	Requires intermittent physical/ visual/ verbal cues to stay on task/ follow routines.	Hand over hand assistance in all self care skills.	Small group instruction for basic skills acquisition.	Requires a parallel curriculum in _____ language.	Requires supervision at a distance and/or structured opportunities for interaction.	Requires supervision at a distance to prevent disruption of classroom activities.
Can move throughout the building with staff visual/ verbal cues	Requires visual or verbal prompts to initiate a task.	Visual and physical prompts in completion of self care tasks.	Requires pre-teaching and/or re-teaching of skills to participate in activities.	Curriculum and assessments are modified in _____ language.	Requires coaching and or pre-teaching for interactions.	Requires pre-teaching/visual cues/rule cards to prevent disruption of activities.
Can move throughout the building with peer/teacher, natural visual cues.	Watches or listens to peers/teacher to stay on task/ follow routines.	Follows peer/ teacher modeling in completion of self care tasks.	Needs additional peer/staff cues or seeks assistance to participate in activities.	Accommodations are made to curriculum and assessments in _____ language.	Responds to peer initiations and prompts for interactions.	Responds to peer staff cues to monitor and adjust behavior.
Moves throughout the building in a manner consistent with peers.	Remains on task/ follows classroom routines consistent with peers.	Self care skills are consistent with peers.	Participates in activities at level consistent with peers.	Participates in gen ed curriculum and assessments same as peers in _____ language.	Initiates and responds to peer interactions at level consistent with peers.	Monitors and adjusts behavior at a level consistent with peers.

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1:1 Paraprofessional Needs Form

Student Name: _____

Period	What the student can do without assistance	What student cannot do and needs accommodation(s) to complete	What the student cannot do and needs assistance with
Arrival time			
1			
2			
3			
4			
5			
6			
7			
8			
9			

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Departure			
Total Periods needed			
% of day needed			

Person completing form

Date