

Policy Title: **SPECIAL EDUCATION**

Determining When A Student Requires Paraeducator Support

The Board of Education recognizes that some students have different educational needs than others. The District provides a free appropriate education and related services to students with identified needs. Among the related services that the district provides is paraeducator support. The determination of when a student requires this support should be based upon a process founded on the following assumptions.

- Paraeducators are valuable members of the educational community and are necessary for students;
- Paraeducators are not surrogate teachers;
- The intent of support services is to promote independence, not dependence;
- Assignments of paraeducators should be based on need as specified by the I.E.P. team, consistent with the law and Board of Education policy.

This decision-making model attempts to have all stakeholders focused on goals that are objectively determined. Its focus is to determine the role of the paraeducator in relation to:

- The specific support needs of the student;
- The need to further progressive independence of the student;
- The consideration of natural supports used for the student;
- How social acceptance can be increased.

The following instruments will be used to accomplish these objectives. This instrument will be divided into three parts. The I.E.P. team, which will include the paraeducator when applicable, will complete the instrument.

The Intensive Needs Checklist is designed to assist in developing an overview of the student's needs in direct relation to the classroom environment. Completion of the checklist helps focus discussion on critical issues, such as safety.

The Student's Abilities and Assistance Needs Matrix focuses specifically on what the student can or can not do and the extent to which he/she needs assistance. The objective is to systematically review the student's entire day.

The Plan for Paraeducator Assistance identifies where, when, and how the paraeducator will provide support and how the team will encourage independence in the student.

This process is a vital component to responsible inclusion. The intent is to provide team members with a structure that requires team members to address alternative or natural supports and to make the assignment of paraeducators to support students more judicious.

Intensive Needs Checklist

603.3 E-1

1. Is there a safety concern for self or others? If yes, please describe. **Yes No**

2. Does the student require continual teacher prompts during instruction?
Does the student require continual teacher prompts after instruction
(e.g., during independent work)? **Yes No**
Yes No

3. Does the student require assistance with basic functional skills?
 Toileting; **Yes No**
 Mobility; **Yes No**
 Feeding; **Yes No**
 Dressing; **Yes No**
 Following basic safety rules. **Yes No**

4. Is the student's performance consistent with his/her aptitude? **Yes No**

5. Does his/her peers include the student in classroom activities? **Yes No**
Is the student receptive to peer tutoring and support? **Yes No**

6. Is the student currently receiving specialized small or individualized group
instruction in specific academic areas? If yes, please describe. **Yes No**

7. Please note what interventions or program changes you have tried and describe
their rate of success (e.g., cooperative learning, behavior management plan, re-
grouping within the class-room, pairing with other students). If these interventions
are not an option, please explain why.

8. Has an administrator observed the student? **Yes No**

9. Does the team recommend that this position be job-shared? If yes, please
explain why. **Yes No**

Date of Review: _____ Date Amended: _____

Team Members: _____

Approval of Superintendent: _____ Date: _____