**Decision-Making Steps Concerning the Level of Support Needed by a Student**

1. The campus supervisor should be notified of the request for additional support and/or resources.
2. The campus supervisor should coordinate a staffing with the student’s teachers and personnel to address and review the request.
3. The campus supervisor/other appropriate personnel will conduct a classroom observation and will work with the campus administrator to attempt to meet the needs of the student using available resources from the campus **first.**
4. At the staffing, the form Assessment of Special Education Student Need for Additional

Support/Resources should be developed to present to the Special Services Administrator for review and discussion with the campus supervisor and campus administration.

1. At the staffing, personnel should consider all available information on the student, including doctor’s reports that indicate how much support is needed by a student.

**Important...**A doctor’s report indicating that the student requires a “one-to-one” is not a prescription that requires compliance by the district. However, such a report is important information and should be considered after collaborating with the doctor and obtaining additional information after obtaining parental consent.

1. The Special Services Administrator or Assistant Administrator will determine along with the collaboration of the campus administrator whether the request will be additional support/resources to the campus to meet the needs of the student(s).
2. The completion of above mentioned steps 1-6 must be documented prior to scheduling an ARD. If additional support/resources is the final decision, then an ARD meeting will be scheduled to indicate the need in the student’s IEP and present the form Assessment of Special Education Student Need for Additional Support/Resources outlining the student’s needs. The student’s entire schedule should be clearly delineated including from the time the student arrives to school to departure at the end of the day.
3. In addition, the ARD committee must review the level of support needed at every Annual ARD meeting by completing the form Assessment of Special Education Student Need for Additional Support/Resources.
4. Campus supervisor can assist with specific trainings required.

\* Failure to adhere to the steps on this document may result in campuses assuming all costs and obligations incurred for additional support/resources.

Assessment of Special Education Student Need for Additional Support/Resources

**(Must be addressed at every ANNUAL ARD)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Student Need For** **Additional** **Support/Resources From the Time the student Arrives at School to Departure**  | **Specific Reason**  | **Additional** **Support/Resources** **Needed per Task**  | **Environments in** **Which** **Student Needs** **Support/Resources**  |
| 7:30 – 7:45 |  |  |  |  |
| 7:45 – 8:00 |  |  |  |  |
| 8:00 – 8:15 |   |   |  |  |
| 8:15 – 8:30 |  |  |  |  |
| 8:30 – 8:45 |  |  |  |  |
| 8:45 – 9:00 |  |  |  |  |
| 9:00 – 9:15 |  |  |  |  |
| 9:15 – 9:30 |  |  |  |  |
| 9:30 – 9:45 |  |  |  |  |
| 9:45 – 10:00 |  |  |  |  |
| 10:00 – 10:15 |  |  |  |  |
| 10:15 – 10:30 |  |  |  |  |
| 10:30 – 10:45 |  |  |  |  |
| 10:45 – 11:00 |  |  |  |  |
| 11:00 – 11:15 |  |  |  |  |
| 11:15 – 11:30 |  |  |  |  |
| 11:30 – 11:45 |  |  |  |  |
| 11:45 – 12:00 |  |  |  |  |
| 12:00 – 12:15 |  |  |  |  |
| 12:15 – 12:30 |  |  |  |  |
| 12:30 – 12:45 |  |  |  |  |
| 12:45 – 1:00 |  |  |  |  |
| 1:00 – 1:15 |  |  |  |  |
| 1:15 – 1:30 |  |  |  |  |
| 1:30 – 1:45 |  |  |  |  |
| 1:45 – 2:00 |  |  |  |  |
| 2:00 – 2:15 |  |  |  |  |
| 2:15 – 2:30 |  |  |  |  |
| 2:30 – 2:45 |  |  |  |  |
| 2:45 – 3:00 |  |  |  |  |
| 3:00 – 3:15 |  |  |  |  |
| 3:15 – 3:30 |  |  |  |  |
| 3:30 – 3:45 |  |  |  |  |
| 3:45 – 4:00  |  |  |  |  |

Assessment of Special Education Student Need for Additional Support/Resources

**SAMPLE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Student Need For** **Additional** **Support/Resources From the Time the student Arrives at School to Departure**  | **Specific Reason**  | **Additional** **Support/Resources** **Needed per Task**  | **Environments in** **Which** **Student Needs** **Support/Resources**  |
|  | **1. Hygiene**  | **Student has cerebral palsy and is limited in physical skills**  | **Managing clothing in the bathroom. Lifting on and off** **toilet**  | **Bathroom**  |
|  | **2. Feeding**  |  | **2. Getting and carrying tray.**  **Cutting food.**  | **Lunchroom**  |
|  | **3. Traveling between** **classes** |  | **3. Pushing wheelchair**  | **Hallways**  |
|  | **4. Completing work during**  **class** |  | **4. Setting up materials for class work**  | **Regular classroom**  |