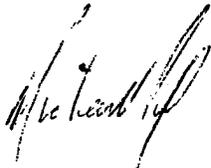


MEMORANDUM OF UNDERSTANDING
BETWEEN
DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS
AND
FEDERAL EDUCATION ASSOCIATION
April 22, 2008

Subject: Supplemental Instructional Support (SIS) Paraprofessional

The Department of Defense Dependent Schools (DODDS) and the Federal Education Association (FEA) hereby agree to the attached updated guidance regarding Supplemental Instructional Support (SIS) Paraprofessional.



Michael Priser
President, FEA



Lenoir Graham
Human Resources Director, DoDEA

**DODEA
SUPPLEMENTAL INSTRUCTIONAL SUPPORT (SIS)
PARAPROFESSIONAL**

**UPDATED GUIDANCE
April 22, 2008**

Supplemental Instructional Support (SIS) is provided to students who require additional educational assistance for a specifically identified purpose(s), when the needs of the student exceed the services presently provided in the educational setting. SIS is intended to be specific and encourage student independence.

The identification of SIS is a collaborative process between the school administrator, the CSC Team (including parent), regular educator(s), and district special education coordinator (SPED). Consultation with the district SPED may result in the identification of local solutions rather than requesting SIS.

This document provides guidance for schools in the utilization of paraeducator services, identification of student needs, and lastly, procedures for requesting SIS.

SIS is requested after the administrator- in charge of special education -has reviewed utilization of the school's current special education staffing and determined that such resources are effectively implemented. This review should determine if without additional assistance, the student's educational progress would be significantly affected, such that adequate educational progress of IEP goals/objectives would be negatively impacted or that the student's health and safety are at risk.

Some examples of students who benefit from SIS include those students:

- working on independent eating skills (IEP goal FL110)
- performing community work experience in the local commissary (IEP goal FL140)
- requiring assistance walking and moving about (IEP goal MS105)
- needing constant assistance and modeling when interacting with peers for safety reasons (IEP goal SE145)

LEARNING CHALLENGE

The district SPED Coordinator is consulted as soon as the case manager or administrators are considering the need for SIS assistance.

Purpose and Goal

The intent of using SIS in the educational setting is to supplement, not supplant, the work of the special educator/regular educator/service provider. The SIS is hired to assist in a wide variety of activities to include assisting with functional life skills, challenging behaviors, and/or medical



needs. The service provided by the SIS is designed to be supplemental in nature rather than becoming an integral part of a student's educational plan. The SIS works under the guidance of the educator or service provider. Furthermore, SIS services gradually fade only with increased student independence and the utilization of natural supports (e.g., classroom teacher, peers) in the educational setting.

The **primary purpose** of SIS in the educational setting is to:

- Provide intensive intervention addressing; functional life skills, challenging behaviors, or medical needs

The **goal** of the SIS is to assist the student in increasing independent skills and making progress on specific IEP goals.

In instances where challenging behavior is a concern, the SIS ensures that students do not injure themselves or others. Following guidance provided by the special educator and/or other professional staff, the SIS *assists* in implementing a behavior management plan (created by an educational professional) designed to reinforce positive behaviors, while reducing inappropriate behaviors, along with helping to ensure a safe environment for self and others. Additional school staff (i.e., school psychologist, behavioral consultant) may assist in the development of these behavioral plans.

The CSC must identify a specific target behavior and IEP goals that the SIS will address. Any SIS request must be related to specific IEP goals.

Prior to Requesting SIS

The school administrator (with input from the CSC and the district SPED Coordinator) will review:

| |
|---|
| 1. Educator and paraprofessional schedules: <ul style="list-style-type: none">• Paraeducators follow a daily schedule that effectively utilizes their time and provides quality support to students with a minimum of location changes throughout the school day? (Use attachments 4 and 5 to complete schedules)• The schedule for collaboration between educational professionals is adequate, effective, and ensures paraprofessionals are aware of and can effectively implement current instructional strategies? |
| 2. Least Restrictive Environment placement in an educationally appropriate program: <ul style="list-style-type: none">• The student's educational program allows for instruction with non-disabled peers to the maximum extent appropriate?• Instruction is educationally <u>beneficial and purposeful</u>? |
| 3. System in place to <i>fade</i> the SIS: <ul style="list-style-type: none">• The plan to fade (decrease over time) the services provided by the SIS is clearly identified and effective as appropriate?• The plan fades the SIS within one month, two months, six months, etc as appropriate? |

| |
|--|
| 4. Evaluation of services provided by the special educator(s) and paraprofessional: <ul style="list-style-type: none"> • Educational services reinforce student independence and mastery of IEP goals? |
| 5. Re-evaluate the frequency and duration of special education services needed for the student to make progress on IEP goals: <ul style="list-style-type: none"> • Are there several different individuals working with the student? • Is the student's educational routine frequently disrupted? • Are the safety issues for the student and others addressed? • Are the student's medical needs addressed? |
| 6. Modifications in behavior intervention strategies; Review the effectiveness of behavioral plans: <ul style="list-style-type: none"> • The target behavior has decreased/increased? • Behavioral plans are routinely reviewed and modified? |
| 7. Recommendations of the Area support consultants (e.g. Hearing, Vision, Autism and Assistive Technology) (if applicable) are implemented and evaluated for effectiveness: <ul style="list-style-type: none"> • Recommendations resulted in improved student skills and independence? • Follow-up with consultants has been conducted (as necessary)? |

Identification

SIS is provided only during the specified time when the student requires support. This assistance is identified in terms of the 'level of support' necessary to assist the student to improve upon specific IEP goals¹. Levels of support are identified based upon the intensity and duration of adult assistance needed during the school day.

There are four distinct levels of support:

1. **Transitional:** The amount of support is provided temporarily to assist in gaining independence or acquiring new concepts/skills.

Example for a younger student: Tiffany is a PSCD student with autism who is transitioning to Kindergarten. She requires extra support when learning new routines and procedures, especially in large-group settings. After the first quarter of school, Tiffany no longer requires assistance with daily routines.

Example for an older student: When beginning middle school, Susan, a seventh grade student, required extra support to transition into the cafeteria where procedures, routines, communication, and social skills were much more complex. After two weeks, Susan no longer needed any adult assistance during lunch time.

2. **Low:** Support is always available, but is not needed on a regular basis. The student can function in the environment without the support, but support may be needed depending upon the activity.

¹ Adapted from 'The Para Center: Paraprofessional resource and research center'

Example for a younger student: *Shawn participates in a regular second grade social studies lesson with another student with disabilities. He exhibits behaviors that impact his safety as well as the safety of others, but not on a regular basis. The other student with special needs requires modification of the materials in order to successfully participate in the general education classroom. The paraeducator is always in the room and is able to support Shawn when needed. When her assistance is not needed, she prepares and modifies the materials for the other student.*

Example for an older student: *John participates in a regular education sixth grade science lesson. He requires assistance with using materials appropriately. Typically, this only occurs during science experiments. The paraprofessional is always in the room in order to support John as needed.*

3. **Medium:** This level of support is necessary on a regular basis in order for the student to be successful or learn in the environment.

Example for a younger student: *Mickey is a child in the PSCD program who runs away from the room. He requires extra assistance transitioning from the van to the classroom, as well as during large-group calendar activities each afternoon. The paraeducator accompanies Mickey to the room and sits in close proximity until calendar time is over to ensure his safety.*

Example for an older student: *Amy participates in a vocational program in the local commissary. Each afternoon she is accompanied by the SIS to the training site to assist, as needed.*

4. **High:** This level of support is generally intrusive in nature. The level of support is always necessary for the student to learn and must be provided consistently.

Example for a younger student: *Jenny is a first grade student with a severe cognitive impairment and seizure disorder. She requires assistance with toileting, mobility, and eating skills. Constant supervision is required to ensure her safety in all school settings.*

Example for an older student: *Rob, an eleventh grade student works at the base gym three afternoons per week. During this time, an SIS assists Rob while he works at the customer service desk and provides guidance and modeling to interact with the customers.*

LEARNING CHALLENGE

Prior to beginning SIS services, the CSC team must discuss and document in the CSC minutes the role the SIS will assume in the student's educational program.

Students Benefiting from SIS

Figure 1 identifies examples of the type of student requiring SIS, how support is provided, and the relationship to the student's IEP.

| Student characteristics may include... | Why the support is necessary... | How the support is provided... | Level of support | IEP goal | Method of data collection |
|--|--|---|-------------------------|---|----------------------------------|
| Student is set in routine and has difficulty with slight changes (i.e., different bus or driver) | Verify that the student consistently gets on the correct bus for the community work experience | SIS is there to monitor and talk the student through any problem | Transitional | FL140 Independent living skills | -event tally -notes |
| Student indicates a need to use the toilet and completes the routine the majority of the time | Ensure generalization and independence | SIS monitors the completion of the toileting routine and provides support as needed | Low | FL105 Toileting skills | -checklist -notes |
| Occasional aggressive behavior when transitioning between activities in the classroom | Student is easily overwhelmed with school activities | Prior to the student becoming frustrated, SIS assists student to manipulate his individual schedule and physically prompts him to transition to next activity | Medium | SE135 Follow class routine | -notes -event tally |
| Poor independent life skills (i.e., eating) | Student cannot independently feed himself | SIS sits with student at the table in the classroom during lunch and provides hand-over-hand assistance to eat | High | FL110 Eating skills | -checklist -notes |
| Medical needs (e.g., suctioning) that require adult assistance | Clear a feeding tube | Each time the student is fed in the classroom | High | "Student requires adult assistance following mealtimes" | -notes -checklist |

Figure 1 Characteristics of students requiring paraprofessional support.

Additional Examples: The following examples identify the specific time of day and number of days per week SIS support is required. This information is requested in section E of the "Procedure for Requesting Supplemental Instructional Support (SIS)."

- *Monday, Tuesday, Thursday, and Friday from 9:00-10:00 during large-group activities; this support will take place in the PSCD classroom.*

- *Monday to Friday from 8:00-9:00, during homeroom activities; this support will take place in the regular education classroom.*
- *Monday to Friday from 9:00-11:00, during individual academic work time; this support will take place either in the regular education classroom or the moderate/severe special education classroom.*
- *Monday to Friday from 11:00-11:30, during lunch and recess; this support will take place in the cafeteria, regular education classroom, or moderate/severe special education classroom.*
- *Monday, Wednesday, Friday from 11:30-12:00, during homeroom activities; this support will take place in the regular education classroom.*
- *Monday to Friday from 12:00-1:00, during individual instruction time; this support will take place in the moderate/severe special education classroom.*
- *Monday to Friday from 1:00-2:00, during art, music, or PE; this support will take place in the regular education classroom.*

Changes in SIS Services²

In many cases, SIS is designed to provide supplemental assistance to students with significant needs over a specified time period, resulting in increased student independence or replaced by naturally occurring supports (e.g., classroom teacher, peers). Changes in the SIS service is determined by evaluating the progress students make toward reaching IEP goals and increasing independence. As data is collected and reviewed to determine the level of student progress, the CSC must evaluate the continued need for SIS. At no time should the student's health or safety be put at risk, nor the health and safety of others be put at risk.

Students with significant global needs may require SIS assistance over a longer period of time. However, the CSC must continually evaluate the student's needs as increased independence is reached and the evolving role the SIS will play in the student's educational setting. For example, if a student is totally dependent upon an adult for toileting needs, how will the SIS's role change once the child is able to indicate the need to use the bathroom? The child will most likely need assistance with this skill, but not to the extent he or she initially needed.

For an older student working in the community setting, he or she will most likely require supervision during this time, but how will the paraprofessional's responsibilities change as the child becomes more independent?

If the CSC determines the SIS has continued to foster student reliance on adult assistance or a process to fade the services from the student's daily routine has not been implemented, the CSC must re-evaluate the support and identify strategies to reduce the student's reliance on adult assistance in the future.

The CSC must respond to the following questions:

² In educational literature, changes may also be referred to as fading.

1. Has the student responded positively to the SIS, resulting in increased independence? Or, has the support fostered student dependency? Or are there continued medical, physical, social, or significant disabilities that require continued services?

Example: At the end of the second quarter, Johnny followed the modeling and prompting provided by the SIS while participating in a vocational program at the local commissary. After reviewing data collected he is now able to complete his task with one-half the adult assistance needed at the beginning of the school year. The SIS is now able to spend more time assisting other students, while providing 'low' support to Johnny.

2. How is the determination made that the student's skills in the educational setting have improved as a direct result of the SIS? What mechanism or system is in place to document student progress?

Example: The special educator and SIS meet weekly to review each student's progress in the program. During this consultation, the extent to which the students' are making progress and improving upon independence is discussed. Additionally, the special educator spends time working in the location normally assigned to the SIS and assesses the extent to which the student is making progress.

3. Identify and explain the system in place to 'fade' or modify SIS support from the student's educational program, as appropriate without endangering the student or others.

Example: Since August, Mike - a sixth grade student - has been receiving SIS support throughout the school day to assist him in following a daily picture schedule. The CSC team identified that when beginning this new picture schedule, he would require hand-over-hand assistance to change the pictures and follow the schedule. The plan has been for the SIS to gradually step back from assisting Mike so that he is more independent. By the second semester, the team would like Mike to independently follow the picture schedule while the SIS is merely shadowing Mike. By the third quarter, the SIS will no longer be required.

LEARNING CHALLENGE

The CSC must evaluate how the student's skills are impacted (both positively and negatively) as a result of the support provided.

Providing Free and Appropriate Public Education (FAPE)

The SIS is intended to provide supplementary support to students and complement instruction provided by the special educator.

It is DoDEA's policy that the majority of a student's educational services are provided by an educator while supplemental support (e.g., in the regular education classroom) is provided by a

paraprofessional or SIS. Student's receiving special education instruction only from an SIS are not provided a FAPE.

The special educator is the instructional leader, responsible for not only developing lesson plans and modifications, but also for direct instruction. In order to be cognizant of the student's ongoing needs and progress, the educator must work directly with the student in the educational setting. Time must be allocated for the special education teacher to consult and work with the SIS.

One way the educator can glean an understanding of the student's ongoing needs/progress is by switching roles with the SIS on a weekly basis.

Example: Ms. Jones is an SIS working during lunchtime with Johnny, an 8th grade student with intellectual disabilities. Johnny is new to the middle school setting and is having difficulty adjusting. Each day between 11:00 and 11:30, Ms. Jones provides assistance in the mechanics of eating lunch in a large and noisy cafeteria. This includes assisting Johnny in food selection, finding a place to sit, using appropriate table manners, and interacting with other students. Ms. Jones takes notes on a checklist of the specific tasks Johnny is working toward mastering. To understand Johnny's progress, Ms. Tyler, the special education teacher, works in the role of the SIS each Thursday. During this time, Ms. Jones serves in the role of Ms. Tyler and works with a small group of students on a reading lesson in the resource room.

Another example: Mr. Roberts is the LI-MM educator for an elementary school. Each day, Monday to Friday from 830 to 1000, he works with 3 students in a reading group, while a paraeducator works at a different table with 3 students on a mathematics activity. Each Tuesday, Mr. Roberts and the paraeducator switch groups. This allows him to see first-hand how the students are progressing on their mathematics goals. He can then provide more accurate directions to the paraeducator regarding interventions and teaching strategies.

The school administrator through the IEP process must evaluate the extent to which students are receiving the majority of educational support by the SIS, rather than an educator. In such instances when the SIS is providing the majority of instruction, the educational services should be modified - increasing direct services by an educator.

Least Restrictive Environment (LRE)

The LRE principle guides the identification of the educational setting in which the recommended special education services are provided. A student's LRE is the environment where the student can meet his or her educational needs while still being educated with non-disabled peers to the maximum extent appropriate. Student participation in the regular classroom must be age appropriate, of educational benefit, and purposeful.

If the CSC is unable to identify the educational benefit of the student's placement, or identifies that the placement is not purposeful, the IEP placement must be re-evaluated.

The CSC must consider the following questions as part of the process to determine the student's special education program;

1. Is the educational setting the most appropriate for the student?
2. Does this setting provide for adequate educational progress of IEP goals?
3. Are the educational supports (i.e., accommodations, interventions, adult assistance) needed for the student to be successful in the regular education setting such that the student is essentially receiving one-on-one assistance? Specifically:
 - a. What impact are the supports having on fostering adult dependency?
 - b. What is the impact of the placement in the regular education setting upon other students in the class?, and
 - c. Is the grade level curriculum modified so significantly that it bears little relation to the instruction in the classroom?

The CSC must evaluate the short and long-term goals of the educational placement and consider placement in the educational setting that most reinforces student independence and progress toward mastery of IEP goals.

LEARNING CHALLENGE

The LRE may be very different for each student. The continuum of services addressing a student's LRE may be: general education classroom, adult assistance provided in the classroom, partial day resource room, or full-day resource room.

Procedure for Requesting SIS

The allocation of SIS is on a case-by-case basis and schools should submit such requests in a conservative and judicious manner that does not jeopardize the safety of the student or others. The resources available at the school and district level must be effectively managed and supported by data identifying the progress made as a direct result of the SIS.

Steps in the process of requesting SIS;

Phase 1:

1. The CSC discusses when additional support is needed and talks with the school administrator in charge of special education services. If the parent is present; the procedure for requesting additional support is explained.
2. Administration considers the CSC request and reviews all educator and paraeducator schedules for additional opportunities to service students.

3. If, after reviewing staff schedules, administration feels additional paraeducator support is warranted, the district SPED Coordinator is consulted (in-person, telephonically, or via email).
4. Consultation occurs and if necessary, the SPED Coordinator either assists in resolving the issue with the present staffing, or requests the school to complete the SIS packet.

Phase 2:

5. The school completes the SIS packet and administration signs off and forwards it to the district SPED Coordinator.

Phase 3:

6. The district SPED Coordinator makes recommendations (to administration and the CSC) addressing the schools request and identifies an alternative solution, or approves additional SIS hours and recommends how the hours should be utilized. When possible the SPED Coordinator will conduct direct observation of the student in the environment in which services are being requested.

Phase 4:

7. If the amount of service time identified by the CSC needs to be adjusted or changed, the CSC convenes to modify the students IEP and indicates in the CSC minutes when and how often the additional support will be provided during the school day.

Required Documentation for SIS Requests

1. Attachment 2 for initial SIS requests or Attachment 3 for students with ongoing SIS needs
2. Supplementary documentation (identified in attachments 2 and 3)
3. Teacher / Student / Paraeducator daily schedules: Completed using attachment 4 for elementary schools, attachment 5 for secondary schools, and attachment 6 for individual student schedules

Requests for Multiple Students

When there are several students receiving the same type of educational services, working toward similar IEP goals, the school may submit one comprehensive document. This request allows the school to summarize each student's needs in one document, while identifying how the SIS will work with each of the students. Each student must still meet the criteria for SIS (e.g., functional life skills, challenging behavior, or medical needs).

The following are examples of an SIS request for more than one student;

Example 1: *In the moderate-to-severe elementary resource room between 11:00am and 1:00pm, an SIS is scheduled to work with 3 different students. One student (Mack) requires hand-over-hand assistance to eat his lunch, Ruth is working in different centers but becomes easily frustrated and upset without warning, and Bobby requires assistance with medical needs. Over*

the course of this two-hour timeframe, the SIS will assist each of the students with these various needs.

Example 2: Mike and Jeff are both 9th grade students with significant social interaction and challenging behavior needs. Both students are able to participate in large group specials (i.e., physical education, art, music, host nation) but have a tendency to become upset when the normal class routine changes. An SIS will go to specials with the students, shadow them, and provide guidance only when needed. Over a two month period, as the student's behavior improves and they adjust to the new routine, the amount of time the SIS is required will be reduced until it is no longer needed.

Evaluation of the Effectiveness of the SIS

The CSC annually reviews student mastery of the IEP goals and provides documentation of this progress, to include any benefit provided by the SIS. At this time, the CSC reviews and addresses:

1. The documentation which identifies the effectiveness of the SIS,
2. The identification of new IEP goals/objectives from one year to the next, and
3. The rationale for continuation of SIS services and the new plan for providing support that will assist the student to obtain greater independence and master IEP goals.

Note: In the spring of each year, DoDEA schools are required to identify the SIS hours projected for the beginning of the following school year. This request is provided to the district SPED using *Attachment Two* (included in this document).

District Level Responsibility

Guidance for district SPED Coordinators in assisting schools in the process of utilizing SIS in the school setting as well as requesting SIS is provided in Attachment 1. The SPED Coordinator and the CSC Team collaborate to identify the amount of SIS time based upon a review of the documentation provided.

Documentation in Confidential File

All discussion pertaining to a student's need for SIS must be documented in the CSC minutes. The minutes must specifically address each of the following points:

- The specific goal areas to be addressed by the SIS when working with the student (i.e., functional life skills, challenging behaviors, medical needs),
- A description of the functional life skill, specific behavior, or medical need,
- Identify the specific time(s) of the day and the location(s) the support will be provided,
- Identify how the CSC will monitor the effectiveness of the support, resulting in increased student independence over time,

- If applicable, explain how the area consultant's (i.e., HI, VI, AT, Autism) recommendations are implemented, and
- The system to fade the SIS as appropriate while ensuring the safety of the student and others in the environment.

Example: The CSC has identified that Randy needs assistance each morning from 8:00am to 9:00am in the resource classroom to transition from the bus to the classroom, unpack his book-bag and lunch, and then begin following his individual daily schedule. This extra support will also ensure that when Randy needs assistance in the restroom, it will be available. The support provided to Randy is documented daily by the special educator and SIS by direct observation and a checklist. Upon evaluating this data after one month, if Randy is making progress, the SIS will begin pulling back from directly assisting Randy. Or, if Randy is not making progress in self-sufficiency, the team will re-evaluate the interventions. The goal is for Randy to independently transition from the bus to the classroom and manage his basic personal needs during the first hour of school. The IEP goals the SIS will address include; FL140-Demonstrate growth in independent living skills, and SE135-Follow class routine.

Additional Points to Consider

1. The classroom teacher is the instructional leader responsible for providing instruction to all students in the educational setting, regardless of the type of disability. As such, he/she should interact directly with students who have disabilities. SIS function as a support to students to assist in mastering IEP goals.
2. Classroom teachers and special educators have the ultimate responsibility for ensuring the appropriate design, implementation, and evaluation of instruction. SIS is not responsible for developing lesson plans, interventions, or program design.
3. SIS must be informed and receive training in the student's educational needs (e.g., IEP goals, interventions) for all classroom and school routines.
4. Some of the functions of SIS are: support the implementation of instructional programs; facilitate learning activities; reinforce concepts; collect student data; and carry out other assigned duties (e.g., supervise students at lunch or recess; provide personal care supports to students; complete clerical tasks) based on plans developed by the teacher(s) and special educator(s).
5. Frequent and ongoing collaboration must be established between the SIS and educator(s). Such collaboration will ensure the SIS is knowledgeable of appropriate instructional strategies and interventions for each student.
6. CSC teams must develop ways to evaluate the impact of SIS on individual students, classrooms, and staff.

Attachments (6):

Attachment 1, District Level Responsibilities

Attachment 2, Procedure for Requesting SIS- Initial and sample

Attachment 3, Procedure for Requesting SIS- Ongoing and sample

Attachment 4, Elementary schedule template and sample

Attachment 5, Secondary schedule template and sample

Attachment 6, Individual student schedule template

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DISTRICT LEVEL RESPONSIBILITIES

District SPED Coordinators consult with the local school administration in addition to reviewing all supportive SIS documentation.

The following areas are of particular importance:

1. Consult with school administration & the CSC team. Is the rational for utilization of SIS services understood by all stakeholders?
2. Work with school administrators to maximize existing resources?
3. Do the identified areas of need and services meet the eligibility criteria addressing student safety, challenging behavior, functional life skills, or medical needs?
4. Research and evaluate if the student has consistently received SIS services over a long period of time (i.e., more than two school years) and the effect such services have had on student independence?

Service delivery/LRE:

5. Re-evaluate the frequency and duration of special education services needed for the student to make adequate educational progress. Is the current placement appropriate?
 - o Are support systems (i.e., accommodations, interventions) sufficient to assist the student in the educational setting?
 - o Are the support services and educational placement a logical match?
6. Have the area consultants' (i.e., HI, VI, AT, Autism) recommendations been implemented, if appropriate?
7. Is the current schedule for collaboration between educational professionals adequate and effective to ensure paraprofessionals are aware of, and can effectively implement current instructional strategies?
8. Are SIS and program paraprofessionals following a schedule that most effectively utilizes their time while limiting the number of daily transitions/duties?
9. Do SIS and program paraprofessionals have additional responsibilities during the school day (i.e., lunchroom, recess), in addition to supporting students in the educational setting? If so, review the hours provided on the manpower voucher (MPV) and work with administration to address this scheduling matter.

FAPE:

10. How are special education services provided and from whom? Does this service delivery meet the requirement of FAPE? Is it the most efficient delivery model?
11. Are the identified 'levels of support' accurate and realistic?

Present level of functioning:

12. What is the extent to which the student is participating in grade level curricular activities? Is the current educational placement appropriate considering the students level of functioning?

Increasing independence:

13. Is the plan for changing the SIS services effective, efficient, and clearly identified to result in increasing student independence and meeting the IEP goals?
14. IEP progress is documented and available for review.

The service delivery model and levels of support justify _____ hours of SIS support per week and _____ ppp

**PROCEDURE FOR REQUESTING INITIAL
SUPPLEMENTAL INSTRUCTIONAL SUPPORT (SIS)**

The school administration will consult the district SPED Coordinator prior to completing this request and upon completion, forward all documentation to the district coordinator for consideration. Reminder: The primary purpose of the SIS in the educational setting is to provide intensive intervention for functional life skills, challenging behaviors, or medical needs.

Note: The SPED Coordinator and the CSC Team collaborate to identify the amount of SIS time based upon a review of the documentation provided.

I. Supporting Documentation *(To be submitted along with this request):*

1. Student IEP & Individual Student Schedule (highlight goals the SIS will address) (attachment 6)
2. CSC minutes documenting discussion of supportive needs and if applicable, explain how the area consultant's (i.e., HI, VI, AT, Autism) recommendations have been implemented.
3. Excent *Student Summary Report* AND *Special Education Service Provider Report* for ALL service providers (including related services; OT, PT, PSYC, etc.)
4. Current schedules of all special educators AND paraprofessionals (attachment 4 or 5)
5. Other documents that identify the system for fading services, interventions, etc.

II. Administrative Responsibilities

Date: ___/___/___

A. Name of School: _____ District: _____

B. Name of Student: _____ Age: _____ Grade: _____

C. Eligibility Category: ___Physical ___Emotional ___Communication
___Developmental Delay ___Specific Learning Disability ___Intellectual Disability

D. Area of identified need:

___Functional Life Skills

- : ___toileting
- : ___feeding
- : ___signing
- : ___orientation/mobility
- : ___other (specify)

___Medical

(Include: documentation
from doctor or nurse)

- : ___seizures
- : ___G-tube feeding
- : ___nebulizer
- : ___suctioning
- : ___oxygen
- : ___other (specify)

___Challenging behavior

(Include: FBA, Behavior Plan)

- : ___self
- : ___others
- : ___safety

E. Specific time(s) of day and number of days per week support is required. (Do not indicate "throughout the school day", state specific times and location).

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- F. Describe how the SIS will receive training on the individual student's needs, modifications, and interventions that address the IEP goals.
- G. Check the level of support needed. Explain the responsibility (ies) of the SIS and when/where this will occur.
- Transitional-

 - Low-

 - Medium-

 - High-
- H. Extent to which the student is working toward grade level standards?
- I. Explain in detail the plan for fading SIS services in the educational setting.
- J. How will the determination be made that the student is making progress on IEP goals as a direct result of the SIS? What mechanism or system is in place to document this progress?
- K. What is the anticipated impact of the educational placement (i.e., regular education classroom or resource room) upon other students in the class?
- L. Extent to which the student's disability impacts his/her making adequate educational progress in the educational setting and in the absence of SIS, how this progress will be impacted? *Explain.*

School Administrator signature

Date



**PROCEDURE FOR REQUESTING INITIAL
SUPPLEMENTAL INSTRUCTIONAL SUPPORT (SIS)**

SAMPLE

The school administration will consult the district SPED Coordinator prior to completing this request and upon completion, forward all documentation to the district coordinator for consideration. Reminder: The primary purpose of the SIS in the educational setting is to provide intensive intervention for functional life skills, challenging behaviors, or medical needs.

Note: The SPED Coordinator and the CSC Team collaborate to identify the amount of SIS time based upon a review of the documentation provided.

I. Supporting Documentation *(To be submitted along with this request):*

1. Student IEP & Individual Student Schedule (highlight goals the SIS will address) (attachment 6) ***Attached***
2. CSC minutes documenting discussion of supportive needs and if applicable, explain how the area consultant's (i.e., HI, VI, AT, Autism) recommendations have been implemented. ***Attached***
3. Excent *Student Summary Report* AND *Special Education Service Provider Report* for ALL service providers (including related services; OT, PT, PSYC, etc.) ***Attached***
4. Current schedules of all special educators AND paraprofessionals (attachment 4 or 5) ***Attached***
5. Other documents that identify the system for fading services, interventions, etc. ***Copy of the checklist which task analyses the steps of eating.***

II. Administrative Responsibilities

Date: 8/28/07

- A. Name of School: Sample Middle School District: DoDEA Sample District
- B. Name of Student: Robert Sample Age: 11 Grade: 6
- C. Eligibility Category: ___Physical ___Emotional ___Communication
___Developmental Delay ___Specific Learning Disability X ***Intellectual Disability***
- D. Area of identified need:
- | | | |
|---|--|---|
| <u>X</u> <i>Functional Life Skills</i> : ___toileting : <u>X</u> <i>feeding</i> : ___signing : ___orientation/mobility : ___ other (specify) | ___Medical (Include: documentation from doctor or nurse) : ___seizures : ___G-tube feeding : ___nebulizer : ___suctioning : ___oxygen : ___other (specify) | ___Challenging behavior (Include: FBA, Behavior Plan) : ___self : ___others : ___safety |
|---|--|---|

2
11/14

E. Specific time(s) of day and number of days per week support is required. (Do not indicate "throughout the school day", state specific times and location).

Monday to Friday from 11:00-11:45am, during the lunch period; this support will take place either in the special education classroom or in the cafeteria.

F. Describe how the SIS will receive training on the individual student's needs, modifications, and interventions that address the IEP goals.

The special educator will first model how the paraeducator should assist Robert during lunch. The teacher will demonstrate how Robert needs assistance holding the spoon, fork, cup, etc., but also how Robert is making progress and needs less and less assistance. When the paraeducator begins working with him, the teacher will monitor the interaction to ensure that Robert is responding appropriately and that he does not become agitated by the introduction of a new staff member.

G. Check the level of support needed. Explain the responsibility (ies) of the SIS and when/where this will occur.

- Transitional-
- Low-
- Medium-
- High-

At this time, Robert requires assistance daily to eat lunch. He is unable to independently pick up food and drink without adult assistance. He requires 100% hand-over-hand assistance. The paraeducator will help him to open the food containers, eat with a fork or spoon, wipe his mouth, and clean up afterward.

H. Extent to which the student is working toward grade level standards?

Robert is working on 6th grade level standards with significant curricular modifications implemented on a daily basis in the regular education and special education classrooms.

I. Explain in detail the plan for fading SIS services in the educational setting.

Initially, Robert will require 100% adult assistance to eat lunch. Data taken in the form of written notes and checklists will be taken daily to determine his progress of holding utensils with as minimum adult support as necessary. Each week on Friday, the educator and paraeducator will discuss his progress and determine how assistance can be lessened the following week. Gradually the paraeducator will apply less hand-over-hand assistance and over a four-month period, it is expected that Robert will be able to hold the utensils without spilling the food and feed himself. He may continue to need assistance to open up the food packages. The daily notes will be instrumental in monitoring his progress and at what point assistance can be reduced.

J. How will the determination be made that the student is making progress on IEP goals as a direct result of the SIS? What mechanism or system is in place to document this progress?

Daily notes taken by the paraeducator will be used to monitor progress. Written notes and a checklist will identify the steps of eating lunch that need to be improved and those steps which he is making good progress. Each Tuesday, the educator will assist Robert in feeding himself while the paraeducator works with a different student. This will allow the teacher to directly see where the continued assistance is necessary.

K. What is the anticipated impact of the educational placement (i.e., regular education classroom or resource room) upon other students in the class?

Robert will initially eat lunch in the resource classroom with the paraeducator and educator present. The goal is for Robert to eat lunch in the school cafeteria by January, beginning with paraeducator assistance, and then eventually do so independently.

L. Extent to which the student's disability impacts his/her making adequate educational progress in the educational setting and in the absence of SIS, how this progress will be impacted? *Explain.*

At this time, Robert cannot independently hold utensils to eat. It also takes him a long time to complete lunch. Without adult assistance Robert will be unable to eat lunch. It is expected that over the course of this school-year, Robert will be make progress and eventually be able to feed himself with minimal assistance.

"Original signed"

8/29/07

School Administrator signature

Date

**PROCEDURE FOR REQUESTING ONGOING
SUPPLEMENTAL INSTRUCTIONAL SUPPORT (SIS)**

This procedure is for students currently receiving SIS, who are expected to return to a DoDEA school the following school-year, and continue to demonstrate a need for SIS.

Note: The SPED Coordinator and the CSC Team collaborate to identify the amount of SIS time based upon a review of the documentation provided.

I. Supporting Documentation *(To be submitted along with this request):*

1. Student IEP & Individual Student Schedule (highlight goals the SIS will address) (attachment 6)
2. CSC minutes documenting discussion of supportive needs and if applicable, explain how the area consultant's (i.e., HI, VI, AT, Autism) recommendations have been implemented.
3. *Excent Student Summary Report AND Special Education Service Provider Report* for ALL service providers (including related services; OT, PT, PSYC, etc.)
4. Current schedules of all special educators AND paraprofessionals (use attachment 4 or 5)
5. Other documents that identify the system for fading services, interventions, etc.

II. Administrative Responsibilities

Date: ___/___/___

A. Name of School: _____ District: _____

B. Name of Student: _____ Age: _____ Grade: _____

C. Eligibility Category: ___Physical ___Emotional ___Communication
___Developmental Delay ___Specific Learning Disability ___Intellectual Disability

D. Area of identified need:

| | | |
|--|--|---|
| ___Functional Life Skills : ___toileting : ___feeding : ___signing : ___orientation/mobility : ___other (specify) | ___Medical (Include: documentation from doctor or nurse) : ___seizures : ___G-tube feeding : ___nebulizer : ___suctioning : ___oxygen : ___other (specify) | ___Challenging behavior (Include: FBA, Behavior Plan) : ___self : ___others : ___safety |
|--|--|---|

E. Specific time(s) of day and number of days per week support is required: (Do not indicate "throughout the school day", state specific times and location)

F. Describe how the SIS will receive training on the individual student's needs, modifications, and interventions that address the IEP goals.

G. Check the level of support needed. Explain the responsibility (ies) of the SIS and when/where this will occur.

Transitional-

Low-

Medium-

High-

H. Extent to which the student is working toward grade level standards?

I. Explain in detail the plan for fading SIS services in the educational setting.

J. How was the student's level of independence affected by the SIS? What mechanism or system is in place to document this? What factors did the CSC consider when recommending continued SIS support? How will this continued support be evaluated?

K. What is the anticipated impact of the educational placement (i.e., regular education classroom or resource room) upon other students in the class?

L. Extent to which the student's disability will impact his/her making adequate educational progress in the educational setting and in the absence of SIS, how this progress will be impacted? *Explain.*

School Administrator signature

Date



**PROCEDURE FOR REQUESTING ONGOING
SUPPLEMENTAL INSTRUCTIONAL SUPPORT (SIS)**

SAMPLE

This procedure is for students currently receiving SIS, who are expected to return to a DoDEA school the following school-year, and continue to demonstrate a need for SIS.

Note: The SPED Coordinator and the CSC Team collaborate to identify the amount of SIS time based upon a review of the documentation provided.

I. Supporting Documentation *(To be submitted along with this request):*

1. Student IEP & Individual Student Schedule (highlight goals the SIS will address) (attachment 6) ***Attached for 3 students***
2. CSC minutes documenting discussion of supportive needs and if applicable, explain how the area consultant's (i.e., HI, VI, AT, Autism) recommendations have been implemented. ***Attached for all 3 students***
3. Excent *Student Summary Report* AND *Special Education Service Provider Report* for ALL service providers (including related services; OT, PT, PSYC, etc.) ***Attached for all 3 students***
4. Current schedules of all special educators AND paraprofessionals (use attachment 4 or 5) ***Attached***
5. Other documents that identify the system for fading services, interventions, etc. ***Behavior Plan***

II. Administrative Responsibilities

Date: 8/31/07

A. Name of School: Sample High School in DoDEA District: Sample DoDEA District

B. Name of Student: Susan W., Mike D., Jonathan S. Age: 15, 15, 16 Grade: 10, 10, 11

C. Eligibility Category: ___Physical ___Emotional ___Communication
___Developmental Delay X Specific Learning Disability X Intellectual Disability

D. Area of identified need:

X Functional Life Skills

- : X toileting
- : ___feeding
- : ___signing
- : ___orientation/mobility
- : ___ other (specify)

- ___Medical
(Include: documentation from doctor or nurse)
- : ___seizures
- : ___G-tube feeding
- : ___nebulizer
- : ___suctioning
- : ___oxygen
- : ___other (specify)

X Challenging behavior
(Include: FBA, Behavior Plan)

- : X self
- : X others
- : ___safety

Behavior Plan is attached

E. Specific time(s) of day and number of days per week support is required: (Do not indicate "throughout the school day", state specific times and location)

Monday to Friday, between 8:00 and 10:00am, the location is in the special education resource classroom. All 3 students attended Sample High School in DoDEA for the past two school years; each student is expected to return this coming fall.

F. Describe how the SIS will receive training on the individual student's needs, modifications, and interventions that address the IEP goals.

Each of these 3 students often requires assistance to complete the steps of toileting and have the tendency to become physically aggressive when transitioning between classroom activities during the morning. The special educator has developed a behavior management plan to reduce student frustration and also a system to collect data. The educator will review these procedures with the paraeducator and also model how to assist the students with toileting. This will be followed-up by the educator watching the paraeducator independently work with the students for several days. The students do not always require assistance, but can on occasion, become frustrated and act-out aggressively to nearby students and adults.

G. Check the level of support needed. Explain the responsibility (ies) of the SIS and when/where this will occur.

Transitional-

Low- ***The 3 students may need assistance to complete toileting tasks and also monitor student behavior to reduce frustration and aggression. A behavior plan will be used daily and notes will be taken to review student progress. The SIS will shadow the students and monitor their behavior; prior to student behavior escalating when transitioning between activities in the classroom, the SIS will assist the student to smoothly transition without becoming frustrated.***

Medium-

High-

H. Extent to which the student is working toward grade level standards?

All 3 students are working on a modified curriculum and participate in the DoDEA Alternate Assessment. Daily activities and lessons are geared toward functional life skills with significant hands-on opportunities to practice their skills.

I. Explain in detail the plan for fading SIS services in the educational setting.

All 3 students do not require 100% assistance at this time. However, each student does need to be monitored closely. While the SIS is not working directly with these students, the SIS will be assisting other students. A review of student progress and the collection of data will identify at what point the adult assistance can begin to fade. It is expected that students will initially need physical prompting to transition between activities. After a period of two months, Mike and Jonathan will most likely require only 'transitional' services. Since attending our school for the past 2 years, their independent skills have improved and they've become less physically aggressive.

J. How has the student's level of independence been affected by the SIS? What mechanism or system is in place to document this?

Since attending our school, each of the 3 students has received some SIS assistance with toileting skills and reduction of frustration (aggression). This support initially began at a level of 100% assistance. Over the past school year, with gradual pulling back of adult assistance, each student is becoming increasingly self-sufficient. We (both educator and paraeducator) have collected data (notes) daily of each students needs and the type of adult assistance provided. We continue to use this same procedure to monitor student progress.

K. What is the anticipated impact of the educational placement (i.e., regular education classroom or resource room) upon other students in the class?

Each of these students is in the resource classroom 90% of the school day. They do participate in PE and Music.

L. Extent to which the student's disability will impact his/her making adequate educational progress in the educational setting and in the absence of SIS, how this progress will be impacted? *Explain.*

SIS assistance is needed only at a 'low' level to monitor student behavior and occasional toileting needs. Each student is not yet independent, so some support/assistance is necessary. The data collected daily will continue to identify the students' progress and outstanding needs. During the time period of this request in the resource classroom (between 8:00 and 10:00am) the educator will be instructing 3 other students. This additional assistance will ensure students remain on-task and do not become frustrated and aggressive.

"Original Signed"

School Administrator signature

9/1/07

Date

| Elementary School Schedule -- Template | | | | Date Prepared: | Attachment 4 |
|--|------------|---------|------------|----------------|--------------|
| Weekly Schedule for: | Duty Day: | | Room #: | | |
| Title (Educator or Para): | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| | Hours PPP: | | Hours PPP: | | |
| 0740 | | | | | |
| 0745 | | | | | |
| 0750 | | | | | |
| 0755 | | | | | |
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Handwritten initials/signature

1445

Handwritten initials/signature

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| Name of School: | | |
| Date Prepared: | | |
| Teacher Duty Day: | | Para Educator Duty Day: |
| Special Ed Staff: | | |
| Period | Day 1 | Day 2 |
| *** | Please document collaboration time if appropriate. | |
| 1 or 5 Time (mins) | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being serve | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served |
| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served |
| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served |
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| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served |
| | 2 or 6 Time (mins) | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served |
| TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served | | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served |
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| TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served | | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. Name of students being served |

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| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. |
| | Name of students being served | Name of students being served |
| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. |
| | Name of students being served | Name of students being served |
| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. |
| | Name of students being served | Name of students being served |
| LUNCH Time (mins) | TEACHER/PARA NAME/TIME | TEACHER/PARA NAME/TIME |
| | TEACHER/PARA NAME/TIME | TEACHER/PARA NAME /TIME |
| | TEACHER/PARA NAME /TIME | TEACHER/PARA NAME /TIME |
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| | TEACHER/PARA NAME /TIME | TEACHER/PARA NAME /TIME |
| | TEACHER/PARA NAME /TIME | TEACHER/PARA NAME /TIME |
| 3 or 7 Time (mins) | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. |
| | Name of students being served | Name of students being served |
| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. |
| | Name of students being served | Name of students being served |
| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. |
| | Name of students being served | Name of students being served |
| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. |
| | Name of students being served | Name of students being served |
| | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. | TEACHER/PARA NAME/COURSE TITLE Classroom Teacher, Room No. |
| | Name of students being served | Name of students being served |

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|--|---|---|
| Name of School: Sample Middle and High School | | |
| Date Prepared: August 2007 | | |
| Teacher Duty Day: 7:10-2:30 | | Paraeducator Duty Day : Day 1 7:30-2:30 Day 2 7:30-2:00 |
| Special Ed Staff: | Sallie Smith, L IMM, 1.0 David Knox, L IMM, 0.5 | Sue Kelley, LI Para, 62 hours PPP Vanessa Drake, LI Para, 62 hours PPP |
| Period | Day 1 | Day 2 |
| 1 or 5 Time 85 mins 7:30-8:55 | Sallie Smith-Teacher CLASSROOM SUPPORT- Biology 1 Ms. Pinkerton Room 303A Students: Jones, A. Heath, M Roe, S. | Sallie Smith-Teacher RESOURCE-Learning Strategies Room 222 Students: Shaw, C. Atwell, B. Stevens, D. Stroud, F. Pulliam, C. Spivey, D. Tolbert, D. Mills, T. Paige, M. Page, D. Forcade, C. Hakim, O. Cooper, S. Peterson, M. Williams, M. |
| | Sue Kelley-para CLASSROOM SUPPORT- English 1 Mr. Peabody Room 217 Students: Smith, D. Allen, S. Carrington, K. | Sue Kelley-para CLASSROOM SUPPORT-English 2 Mr. Simpson Room 204 Students: Davis, P. Lucas, R. Johnson, A. |
| | Vanessa Drake-para CLASSROOM SUPPORT-Algebra 1 Mr. Fine Room 329 Students: Mason, L. Frasier, J. Mendoza, J. | Vanessa Drake-para RESOURCE-Learning Strategies Room 222 Students: Shaw, C. Atwell, B. Stevens, D. Stroud, F. Pulliam, C. Spivey, D. Tolbert, D. Mills, T. Paige, M. Page, D. Forcade, C. Hakim, O. Cooper, S. Peterson, M. Williams, M. |
| | David Knox-Teacher CLASSROOM SUPPORT-READ 180 Ms. Hughes Room 112 Students: Pruitt, W. Cane, B. McCarey, D George, L. Johnson, V. | David Knox-Teacher CLASSROOM SUPPORT- READ 180 Ms. Hughes Room 112 Students: Pruitt, W. Cane, B. McCarey, D. George, L. Johnson, V. |
| 2 or 6 Time 85 mins 9:00-10:25 | Sallie Smith-Teacher PREP | Sallie Smith-Teacher PREP |
| | Sue Kelley-para CLASSROOM SUPPORT-World History Mrs. Black Room 215 Students: Smith, B. Carrington, A. Allen, T. Wagner, R. | Sue Kelley-para CLASSROOM SUPPORT-World Regions Mr. Prism Room 219 Students: Davis, A. Fuller, R. Lucas, G. Hines, G. |
| | Vanessa Drake-para CLASSROOM SUPPORT-Algebra 1 Mr. Fine Room 329 Students: Mason, G. Hampton, L. Frasier, M. Bassie, C. | Vanessa Drake-para CLASSROOM SUPPORT-Health Ed Ms. Marple Room 200 Students: Shaw, C. Atwell, B. Stevens, D. Stroud, F. Pulliam, C. Spivey, D. |
| | David Knox-Teacher Resource ELA Room 180 Students: Drew, C. Stravinsky, I. Jones, H. Harris, W. King, M. Tolstoy, L. Mann, T. Yasuko, Y. Flaubert, G. | David Knox-Teacher Resource Math Room 180 Students: Patterson, L. Lodge, H. Kuehne, T. Jenkins, J. Hogan, H. Marshall, R. Grinaldi, M. Rockway, S. Mallory, L. |

| | | |
|--|--|--|
| LUNCH 30 mins | Smith (LI) —10:30-11:00 | Smith (LI) —10:30-11:00 |
| | Kelley (Para) —10:30-11:00 | Kelley (Para) —10:30-11:00 |
| | Drake (Para) —12:00-12:30 | Drake (Para) —12:00-12:30 |
| 3 or 7 Time 85 mins 10:30- 12:30 | Sallie Smith-Teacher Resource-Learning Strategies (11:05-12:30) Room 222 Students: Patterson, L. Lodge, H. Lee, G. Jenkins, J. Hogan, H. Parks, I. Marshall, R. Grinaldi, M. Io, C. Beckwith, S. Gibbons, T. Nat, K. DaGress, L. Hong, D. | Sallie Smith-Teacher Resource-Seminar (11:05-12:30) Regular Education/Integrated SPED Room 222 Students: Carlos, T. Griffith, C. Willoughby, C. Wallace, L. Meeks, W. Martinez, N. |
| | Sue Kelley-para RESOURCE-Learning Strategies Room 222 Students: Patterson, L. Lodge, H. Lee, G. Jenkins, J. Hogan, H. Parks, I. Marshall, R. Grinaldi, M. Io, C. Beckwith, S. Gibbons, T. Nat, K. DaGress, L. Hong, D. | Sue Kelley-para CLASSROOM SUPPORT-Seminar Regular Education/Integrated SPED Room 222 Students: Carlos, T. Griffith, C. Willoughby, C. Wallace, L. Meeks, W. Martinez, N. |
| | Vanessa Drake-para CLASSROOM SUPPORT English 3 (10:30-12:00) Ms. Spellman Room 109 Students: Smith, B. Carrington, A. Allen, T. Wagner, R. | Vanessa Drake-para —CLASSROOM SUPPORT —Seminar (10:30-12:00) Ms. Spellman Room 109 Students: Garris, J. Castro, A. Aguon, J. Chou, C. |
| 4 or 8 Time 85 mins 12:30-2:00 | Sallie Smith-Teacher CLASSROOM SUPPORT-Earth & Space Science Ms. Pinkerton Room 303A Students: Crosby, B. Caruth, B. Thomas, A. Spencer, M. | Sallie Smith-Teacher RESOURCE-Reading Resource Room 222 Students: Crosby, B. Caruth, B. Thomas, A. Spencer, M. |
| | Sue Kelley-para CLASSROOM SUPPORT-Math 7 Mr. Green Room 301 Students: Macadag, M. Conch, S. Brahms, J. Bach, J. | Sue Kelley-para CLASSROOM SUPPORT-Math 8 Mr. Green Room 301 Students: Forrest, G. Caroline, T. Jefferson, G. Hawt, N. |
| | Vanessa Drake-para CLASSROOM SUPPORT-U.S. History Ms. Fortunato Room 110 Students: Smith, B. Allen, T. Carrington, A. | Vanessa Drake-para CLASSROOM SUPPORT-Integrated Science 8 Mr. Lauder Room 210 Students: Stenes, T. Adobo, V. Villenes, A. Tedtaotao, S. |
| 2:00-2:30 30 mins | Collaboration: Drake and Kelley with General Ed and Special Ed teachers | |

INDIVIDUAL STUDENT DAILY SCHEDULE

| | |
|----------------|---------------|
| Student Name: | School: |
| Grade: | Age: |
| Date Prepared: | Case Manager: |

| | | |
|----------------|--------------|--|
| Time: From- | Day: Mon- | Location (i.e., self-contained, therapy, resource, preschool, general education, community, home): |
| To- | Tue- | Subject: |
| | Wed- | Number students in the class/group: GEN education ___ SPED education___ |
| | Thu- | Number staff in class/group: Regular ___ Special ___ Paraeducator ___ |
| | Fri- | Daily IEP minutes: _____ Weekly IEP minutes: _____ |
| Time: From- | Day: Mon- | Location: |
| To- | Tue- | Subject: |
| | Wed- | Number students in the class/group: GEN education ___ SPED education___ |
| | Thu- | Number staff in class/group: Regular ___ Special ___ Paraeducator ___ |
| | Fri- | Daily IEP minutes: _____ Weekly IEP minutes: _____ |
| Time: From- | Day: Mon- | Location: |
| To- | Tue- | Subject: |
| | Wed- | Number students in the class/group: GEN education ___ SPED education___ |
| | Thu- | Number staff in class/group: Regular ___ Special ___ Paraeducator ___ |
| | Fri- | Daily IEP minutes: _____ Weekly IEP minutes: _____ |
| Time: From- | Day: Mon- | Location: |
| To- | Tue- | Subject: |
| | Wed- | Number students in the class/group: GEN education ___ SPED education___ |
| | Thu- | Number staff in class/group: Regular ___ Special ___ Paraeducator ___ |
| | Fri- | Daily IEP minutes: _____ Weekly IEP minutes: _____ |
| Time: From- | Day: Mon- | Location: |
| To- | Tue- | Subject: |
| | Wed- | Number students in the class/group: GEN education ___ SPED education___ |
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| | Fri- | Daily IEP minutes: _____ Weekly IEP minutes: _____ |
| Time: From- | Day: Mon- | Location: |
| To- | Tue- | Subject: |
| | Wed- | Number students in the class/group: GEN education ___ SPED education___ |
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|----------------|------------------------------|--|
| | Thu- Fri- | Daily IEP minutes: _____ Weekly IEP minutes: _____ |
| Time: From- | Day: Mon- | Location: |
| To- | Tue- Wed- Thu- Fri- | Subject: Number students in the class/group: GEN education ____ SPED education ____ Number staff in class/group: Regular ____ Special ____ Paraeducator ____ Daily IEP minutes: _____ Weekly IEP minutes: _____ |
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