

SPECIAL EDUCATION SUPPLEMENTAL SUPPORT PROCESS

This process is to be followed when an IEP team believes that a student requires significant supplemental support in order to demonstrate progress on IEP goals and objectives. This process is NOT to be used if the site needs additional teacher or para allocations to implement SAI time. If this is the case, please contact your Sp Ed Central Office Resource Teacher (CORT).

Step 1: DETERMINING IF A SUPPLEMENTAL SUPPORT ASSESSMENT IS NEEDED

ACADEMIC needs, determine if the team has:

- Reviewed progress/lack of progress through an IEP meeting, and documented these efforts in Team Action, to determine if:
 - The student actively engaged in Tier 1, 2, and 3 site-based interventions?
 - Consistent progress monitoring and data collection is taking place towards goals?
 - Student is making progress towards goals, then discussion regarding why supplemental support is necessary?
 - Services are appropriate and documented accordingly in the IEP?
 - Move collaboration/consult to co-teaching support?
 - SAI time needs to be increased?
 - Review setting of services?
 - Consider related services?
 - Accommodations have been reviewed?
 - Is there an emerging disability or need for further assessments?
 - Is the school psychologist involved in the process?

BEHAVIOR needs, determine if the team has:

- Reviewed progress/lack of progress through an IEP meeting (and documented these efforts in team action) to determine if all of the above academic considerations have been reviewed?
- Implemented behavioral goals into the IEP and have progress monitored with consistent data collection?
- Conducted a functional behavioral assessment?
- Ensured monitoring of the BIP and data collection is taking place?
- Reviewed the documented discipline records in PowerSchool?
- Consulted with Behavior Support Resources and implemented their recommended strategies for at least 4-6 weeks?
- Considered mental health supports?

HEALTH needs, determine if the team has:

- Consulted with the parent?
- Consulted with the site nurse?
- Determined the student is unable to function safely in the school setting due to limited communication and/or mobility needs and documented this in the IEP?
- Determined that, due to student's health related conditions and/or personal care concerns, additional support may be required for student to access education and provide a safe school experience?
- Reviewed the doctor's orders, Individualized Student Health Care Plan (ISHP), and attendance records?
- Involved specially trained related service providers to assist with supporting in the school environment to meet the health/personal care needs and implemented these recommendations?

Also see Supplemental Support Process for Students with Pervasive Physical and Health Conditions, and Supplemental Support Process Cheat Sheet for Students who are Medically Physically Challenged (MPC).

If the team has implemented the above recommendations, move to Step 2. If not, then implement and collect data on the above recommendations before moving to Step 2.

Step 2: REQUESTING A SUPPLEMENTAL SUPPORT ASSESSMENT

- Create a supplemental assessment plan and send home to the parent.

Step 3: ASSESSMENT PROCESS

- Once the consented to assessment plan is received, the team has sixty (60) days to complete assessment and hold an IEP meeting to review the results.
- While the assessment is in process, continue implementing strategies and interventions. If needed, an IEP can take place to adjust strategies and interventions in the meantime.
- Site psychologist coordinates with the site team to conduct the Supplemental Support Evaluation Report and attaches the following to the report that will be attached to the IEP document:
 - Individual Student Schedule
 - Supplemental Support Matrix
 - Functional Behavior Assessment and Behavior Intervention Plan if support is behavior related
 - Behavior Support Resources Consultation if support is behavior related
 - Individualized Student Health Care Plan (ISHP) if health related

Step 4: DETERMINING AND DOCUMENTING INDIVIDUALIZED NEED FOR SUPPLEMENTAL SUPPORT

- IEP team reviews the evaluation within an IEP meeting.
- IEP team discusses if student requires supplemental support in addition to current IEP services in order to gain educational benefit and demonstrate progress on IEP goals and objective.
- On page 2 of Supplemental Supports in the IEP, answer “yes” or “no” to the question...
“Are you considering supplemental support services for this student?”

If supplemental support was found not to be needed, then document this in Team Action of the IEP.
THIS ENDS THE SUPPLEMENTAL SUPPORT PROCESS. Revisit site strategies and site resources.

If supplemental support was found to be needed, continue steps below:

- If answered “yes”, continue to check appropriate boxes and answer questions related to supplemental support services needed for the student. *These boxes address that an assessment was completed, a description of the support needed, and an independence goal(s) is a part of the IEP.*
- Document the Supplemental Support, Explanation, Action, and Follow Up on Team Action of the IEP document.
- Ensure a data collection and progress monitoring plan is taking place on the independence goal(s).
- Complete the Supplemental Support Notification Form and submit to Nancy Guinn, Sp Ed Division. This notifies the Special Education Division that there is a student with this level of need at your site. This is taken into consideration for future para allocations.
- If determined additional para allocation is needed, go to <https://goo.gl/Ettj2W> and complete Google Doc.

Step 5: ANNUAL REVIEW OF SUPPLEMENTAL SUPPORT

- Upon each annual IEP, review progress, data, and the need for continued supplemental support. Submit the Supplemental Support Notification Form to Nancy Guinn, Special Education Division, to indicate review complete and to report any changes.

IF YOU HAVE QUESTIONS ABOUT THIS PROCESS, PLEASE CONTACT YOUR SPECIAL EDUCATION CENTRAL OFFICE RESOURCE TEACHER. THANK YOU.

Rev 3/21/19