AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Special Education,
Division of Special Programs, Office of Academics
Phone:(512) 414-1731 *Fax:(512) 474-7338*

Standard Operating Procedures:

Parameters for the Allocation of Staff for Special Education Students

SOP2: Parameters for the Allocation of Staff for Special Education Students
Developed by: Janna Lilly
Date: March 30, 2011
Revision:

Approved:

_____
Chief Academic Officer

_____
Executive Director Special Programs

_____
Director Special Education

_____
Chief School's Officer

_____
Associate Superintendent, High School

_____
Associate Superintendent, Middle School

_____
Associate Superintendent, Elementary

_____
Associate Superintendent, Elementary

CONTENTS

1. What is the AISD Theory of Action? (Introduction and Overview)

2. What Does the AISD Staffing Model Look Like? (Staffing Pyramid)

3. How is Tier 1 Determined?

4. How is Tier 2 Determined?

5. How is Tier 3 Determined?

6. When Does All This Happen?

7. Who Can I Contact For Additional Assistance?

8. Tools Appendix

- *'Non-Categorical Staffing Assignments: A Staffing Practice to Enhance the Use of Special Education Personnel'*
- *'Guidance Document: Special Education Staffing Strategies'*
- *Form 2 – Classroom Activity Analysis Worksheet*
- *Form 3 – Planning Grid to Determine Staffing Needs*
- *'Before Requesting More Staff*

1. What is the Theory of Action? (Introduction and Overview)

Theory of Action

If clear parameters for special education staffing decisions exist and are clearly articulated, then students will have the necessary supports for success, staff will be allocated in an equitable and child centered manner, and educators and families will have a clear understanding of the process.

Introduction

Austin ISD is committed to providing appropriate services for students with disabilities within the least restrictive environment and has adopted a process for determining the level of support each student needs within a continuum of services.

Overview of Tiered Staffing Model

The process for determining the type and level of support for students with disabilities is outlined in this document and utilizes the District's baseline formula, the Step-by-Step for Inclusive Schools Us+ Process, and the Intensive Adult Support Process

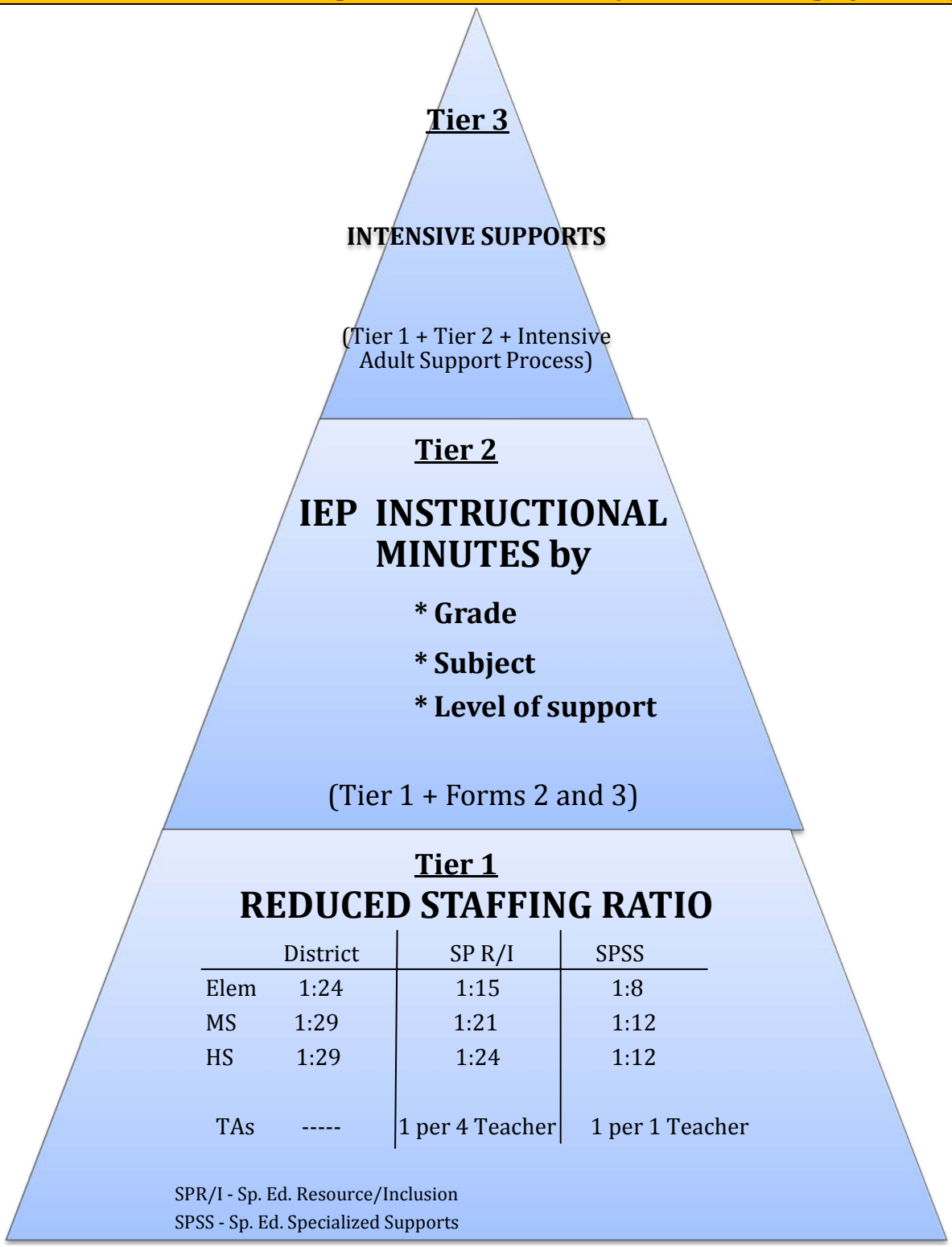
A 3 tiered model is used to visually represent the District's staffing model for special education. This tiered model begins with a modified baseline for making staffing decisions while also providing a structure for meeting the individual needs of students with IEPs.

Tier 1 = AISD Board adopted modified baseline formula

Tier 2 = Tier 1 + IEP instructional minutes by grade, subject, and level of support (Forms 2 and 3)

Tier 3 = Tier 1 + Tier 2 + Intensive Adult Support Process

2. What Does the AISD Staffing Model Look Like? (Tiered Staffing Pyramid)



	District	SP R/I	SPSS
Elem	1:24	1:15	1:8
MS	1:29	1:21	1:12
HS	1:29	1:24	1:12
TAs	-----	1 per 4 Teacher	1 per 1 Teacher

3. How is Tier 1 Determined?

Tier 1 = AISD Board adopted modified baseline formula

On February 28, 2011 the AISD Board of Trustees adopted the following modified baseline formula for the 2011-2012 school year.

AISD Staffing Formulas for 2011-12

Level	District	Resource/Inclusion	Specialized Supports
Elementary	1:24	1:15	1:8
Middle School	1:29	1:21	1:12
High School	1:29	1:24	1:12
Teacher Assistants	-	1 per 4 Teachers	1 per 1 Teacher

Tools: See Appendix Items

- *'Non-Categorical Staffing Assignments: A Staffing Practice to Enhance the Use of Special Education Personnel'*
- *'Guidance Document: Special Education Staffing Strategies'*

4. How is Tier 2 Determined?

Tier 2 = Tier 1 + IEP instructional minutes by grade, subject, and level of support (Forms 2 and 3)

The ARD committee is responsible for determining the appropriate services for students with disabilities within the least restrictive environment. **THE DETERMINATION OF CLASS SIZE, STAFF RATIOS** (with the exception of autism supplement), **AND PERSONNEL ASSIGNMENTS ARE NOT THE RESPONSIBILITY OF THE ARD/IEP COMMITTEE.** The ARD committee DOES determine the precise level of support needed for each student with a disability throughout the school day.

Decision Making Process

The process for determining the type and level of support for students with disabilities is outlined in the Step-by-Step for Inclusive Schools Us+ Process adopted by the Austin ISD. With this process the team addresses a student's individual needs throughout the school day relative to his or her participation in the general education curriculum at the enrolled grade level (before school, transitions, lunch, field trips, staff changes, after school etc.).

A tool that will assist the ARD committee with the decision for the type and level of support is the Classroom Activity Analysis Worksheet (Form 2). This document addresses the school day for the student and allows for a decision around each activity of the day. With this tool as a guide the school will determine the student schedule in short increments and ask a set of questions regarding the student's ability to participate in the activity as designed, with accommodations, modifications, or behavior interventions. Following these decisions the ARD/IEP team will consider the type and level of support needed for the student (external, in class, or specialized support). In cases where there is a perceived need for a high level of support, the segments of the day may be broken out in very small increments to determine the level of support in that environment.

Central Office/Human Resources Process

Once the school has determined the precise level of support for each segment of the day a student with a disability may require, they then must schedule this support using **EXISTING RESOURCES.** Completion of the Planning Grid to Determine Staffing Needs (Form 3) will support scheduling decision making. It is likely that the type and level of support will vary throughout the day and that the support may be provided by a variety of individuals that include the classroom teacher, special education teacher, paraprofessional, related service provider, peer and other appropriate staff.

Tools: See Appendix Items –

- *Form 2 – Classroom Activity Analysis Worksheet*
- *Form 3 – Planning Grid to Determine Staffing Needs*

5. How is Tier 3 Determined?

Tier 3 = Tier 1 + Tier 2 + Intensive Adult Support Process

AISD remains committed to providing all needed assistance including the need for intensive adult supports should that be required for the student to make meaningful progress.

The following flowchart illustrates the process for determining the need to provide intensive supports for a student with a disability.

Tools: See Appendix Items –

- *'Before Requesting More Staff'*

Process for Determining the Need for Intensive Support

BEFORE ARD

Follow steps below in consultation with special education coordinator, related service providers, behavior/autism/LS specialists, and campus administrator

IF PARENT questions or requests need for intensive adult support

If district staff questions or requests need for intensive adult support

1. Review and discuss the 5 concerns (p. 5)
2. Answer guiding questions (p. 4)

Discuss request with parent to fully understand concerns.

Meet as a campus team to review guiding questions and explore if an ARD is needed or if issue can be resolved through other avenues.

Schedule ARD within 10 calendar days of parent request or provide Notice of Decision if request has been denied.

Campus staff completes Classroom Activity Analysis (Form 2)
"Activity" applies to expectations for students across the variety of settings and routines of a typical school day

Develop draft ARD/IEP to identify all areas of need with anticipated interventions, supporting accommodations/modifications/BIP/goals and objectives.
Craft IEP goals that address student independence.

Review ARD draft with:

- Administrator (discussing possible implications for staffing)
- Special Education Support Staff
- Parent

Complete Planning Grid to Determine Staffing Needs (Form 3)

If additional staff is requested contact coordinator to request a staffing allocation review. Temp hourly may be immediately provided.
After review, special education admin. will notify campus of results.

DURING ARD

Request any additional evaluations that may be needed to support independence (ie: Assistive Technology, OT, FBA, In Home Training, etc.).

Specify student's needs for support throughout the school day (level, type, location, frequency).

Ensure goals specifically address student independence.

Identify necessary accommodations/modifications, related services for increasing independence.

AFTER THE ARD – IMPLEMENT IEP

For additional support, consult with special education coordinator, related service providers, and/or specialists for tools and strategies.

Never exclude student from a program (field trips, after school, etc.) soley because of lack of personnel.

Regularly collect data in areas where adult intensive support is needed, identify successes and areas where adult support could be faded.

Implement independence plan.

Review the 5 concerns relative to this support and adjust when needed.

GUIDING QUESTIONS
to Support Determination of Student Need for and Level of Adult Support

Guiding Questions	Examples
Can the student participate in this activity as designed or as his or her typical peers would perform?	Board/ride the regular bus, transition from car/bus into school, participate in class, attend to task, eat lunch, complete assignments, etc.
Can this student participate in this activity if accommodations are provided? If so, what specific accommodations are necessary for the student to participate in this activity?	Seat harness, electronic wheelchair, extended time, shortened assignments, amplification system, visual timer, verbal prompt, etc.
Can this student participate in this activity if modifications are provided? If so, what specific modifications are necessary for the student to participate in this activity?	Specialized transportation, below level materials, multilevel instruction, and modified learner outcomes
Can this student participate in this activity with behavior interventions? If so, what specific behavioral interventions are necessary?	BIP, points sheet, tracking system, picture communication system, behavioral contract, behavior monitoring, etc.
Can this student participate in this activity without personal support? (other than accommodations that are provided by the assigned teacher)	Student is in general or specialized setting during this time segment participating appropriately with or without accommodations.
Can this student participate in this activity if a peer supports him or her? If so, what support would the peer provide during this time segment?	Page turning, peer shared reading, peer escort during transitions, peer assistance with materials management (locker), cooperative learning group
If a peer is not sufficient then can the student participate with other students in the activity with the support of another adult?	Adult in small group instruction, parallel teaching, alternative teaching, station teaching, monitoring and assisting
If shared adult support is not sufficient, can the student participate in the activity with direct support of another adult? If so, what specific interventions are necessary for the student to be able to participate in the activity?	Adult working directly with one student
Will the adult support result in any detrimental effect if adult support is necessary for the student success? If so, what are the plans to address and/or reduce detrimental effects?	Separation from classmates Unnecessary dependence Interference with peer interaction Feeling stigmatized Limited access to rigorous instruction Interference with teacher engagement Loss of personal control May provoke problem behavior

GUIDING QUESTIONS
For Implementing and Monitoring Intensive Adult Supports

FIVE CONCERNS

Concern 1. Does this support result in the least qualified staff teaching a student with complex learning characteristics? Is/Are the individuals providing this intense support properly trained and/or qualified?

Concern 2. Does this support result in any of the following detrimental effects:

a. separation from classmates
b. unnecessary dependence
c. interference with peer interaction
d. insular relationships
e. feeling stigmatized
f. limited access to competent instruction
g. interference with teacher engagement
h. loss of personal control
i. loss of gender identity
j. problem behavior

Concern 3. Does this level of adult support result in lower level of teacher involvement?

Concern 4. Are the teachers, parents, and students getting what they need and expect?

Concern 5. By providing this support are we delaying attention to needed change in the school?

6. When Does This Process Happen?

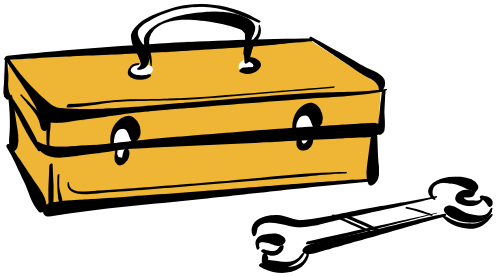
Tier	Timeframe
Tier 1 = AISD Board adopted modified baseline formula	Initial: November for following school year Second: September for current school year leveling Third: Ongoing to address requests for new needs
Tier 2 = Tier 1 + IEP instructional minutes by grade, subject, and level of support (Forms 2 and 3)	Initial: November for following school year Second: September for current school year leveling Third: Ongoing to address requests for new needs
Tier 3 = Tier 1 + Tier 2 + Intensive Adult Support Process	First: November for following school year Second: September for current school year leveling Third: Ongoing to address requests for new needs

7. Who Can I Contact For Additional Assistance?

1. Special Education Coordinator assigned to support your campus
2. Special Education Supervisor assigned to support your campus
3. Special Education Assistant Director for School Support
4. Special Education Director
5. Executive Director for Special Programs

If there is evidence of imminent and substantial danger to student or others, then the option of expediting supports through the temporary hourly process will be explored. Contact Ann Jinkins (Assistant Director School Support) at any time to explore this option.

8. Tools Appendix



- *'Non-Categorical Staffing Assignments: A Staffing Practice to Enhance the Use of Special Education Personnel'*
- *'Guidance Document: Special Education Staffing Strategies'*
- *Form 2 – Classroom Activity Analysis Worksheet*
- *Form 3 – Planning Grid to Determine Staffing Needs*
- *'Before Requesting More Staff*