



## **Educational Assistant Support for Behavior Procedure SPE-P018**

Clarksville-Montgomery County School System

### **1.0 SCOPE:**

- 1.1 This procedure outlines the process for requesting an educational assistant to support the behavioral needs of one or two specified students with disabilities.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

### **2.0 RESPONSIBILITY:**

- 2.1 **Director of Special Populations**

### **3.0 APPROVAL AUTHORITY:**

- 3.1 **Chief Academic Officer**

### **4.0 DEFINITIONS:**

- 4.1 "Behavior Intervention Plan" or "BIP" means an individualized plan based on the results of a Functional Behavior Assessment that is designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
- 4.2 1:1 "Educational Assistant" or "EA" means an assistant in special education that works directly with students with disabilities, ages 3-22 years. The amount of time and specified needs are determined by the Individual Education Program (IEP) team through the IEP. The 1:1 EA can support one or two students as a part of their role.
- 4.3 Fade Plan: The plan written by the IEP team explaining the steps to decrease the level and/or type of assistance needed to reach specified goals, with an estimated timeline, while fostering student access and independence.
- 4.4 "Free Appropriate Public Education" or "FAPE" (means special education and related services that- ([§ 300.17](#))
- 4.4.1 are provided at public expense, under public supervision and direction, and without charge;
- 4.4.2 meet the standards of the state education agency, including the requirements of this part;
- 4.4.3 include appropriate preschool, elementary, or secondary school education in the state involved; and
- 4.4.4 are provided in conformity with an IEP that meets the requirements of [§§ 300.320](#) through [300.324](#).
- 4.5 "Functional Behavior Assessment" or "FBA" means a process rooted in applied behavior analysis that focuses on determining why a student engages in behaviors



## **Educational Assistant Support for Behavior Procedure SPE-P018**

Clarksville-Montgomery County School System

that impede learning and how the student's behavior relates to the environment.

- 4.6 "Individual Education Program" or "IEP" means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with 34 CFR §§ 300.320 through 300.324.
- 4.7 "Individual Health Plan" or "IHP" means a plan of care written by the registered nurse for students with or at risk for physical or mental health needs.
- 4.8 Least Dangerous Assumption: States that in the absence of absolute evidence, it is essential to make the assumption that, if proven to be false, would be least dangerous to the individual.
- 4.9 "Least Restrictive Environment" or "LRE" ([§ 300.114](#)) means that each public agency must ensure that-
  - 4.9.1 To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
  - 4.9.2 Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- 4.10 Related Service ([§ 300.34](#)): Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and included speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse service, social work services in schools, and parent counseling and training.

### **5.0 PROCEDURE:**

5.1 To request a 1:1 educational assistant for a student who has transferred to CMCSS with a 1:1 EA as a service on their IEP for behavior or a student who transferred from an out-of-district, self-contained behavior/therapeutic setting and comparable services are required:

5.1.1 The school team will upload all the transfer documentation, including the most recent IEP; eligibility; FBA if applicable; and BIP if applicable for the student, into TN  
Pulse.

5.1.2 As with any transfer, the team will provide comparable services based upon the



## **Educational Assistant Support for Behavior Procedure SPE-P018**

Clarksville-Montgomery County School System

current IEP. See [SPE-P001 Special Education In State Transfers Procedure](#) or [SPE-P002 Special Education Out of State Transfers Procedure](#)

5.1.3 The team will complete the LRE Planning Guide during the 60 school day evaluation timeframe.

5.1.4 The school principal will notify the assigned special populations coordinator (SPC), via email, once the transfer documents have been uploaded to TN Pulse.

5.1.5 The school principal will meet with the assigned SPC, following the IEP team meeting, to determine if the staffing need can be met within the school's current staffing availability.

5.1.6 If the need cannot be met with the school's current staffing, the SPC will add the student to the department's One-to-One Permanent EA List for the District, then will send an email to the Director of Special Populations to notify them of the position request.

5.1.7 The Director of Special Populations will request the position from the human resource or finance departments, depending on the need.

5.1.8 Once the position has been provided, the Director of Special Populations will notify the principal to submit a requisition in the district hiring platform. The email will include the level director, the SPC, and appropriate HR personnel.

5.1.9 The school principal will submit a request for behavior consultant (BC) support.

5.1.9.1 The BC will assist the IEP team by explaining how to implement the transfer behavior plan to support the student as they receive comparable services in their home zoned school.

5.1.9.2 The BC will assist with training and modeling for the 1:1 Educational Assistant and/or other school team members when necessary.

5.1.10 The school team should begin compiling data to complete the LRE Planning Guide Form, during the 60-school day evaluation window.

5.1.11 At the IEP team meeting,

5.1.11.1 The assigned BC will assist the IEP team in determining an appropriate data collection method to track the ongoing effectiveness of the 1:1 EA support;

5.1.11.2 The assigned BC will assist the IEP team in creating a fade plan to promote student independence, while decreasing the 1:1 EA support;

5.1.11.3 The case manager will add the appropriate services to the IEP. A review



## **Educational Assistant Support for Behavior Procedure SPE-P018**

Clarksville-Montgomery County School System

meeting will be scheduled for no more than 60 school days following the addition of the 1:1 services to the student's IEP.

5.1.11.3.1 If the 1:1 services are to be provided in the general education setting, the services are to be listed as a related service.

5.1.11.3.2 If the 1:1 services are to be provided in the special education setting, the services are to be listed as a direct service.

5.1.11.4 The IEP team will review all data and review/revise the fade plan at each 60 school day review.

5.1.11.5 The case manager will finalize and/or upload:

5.1.11.5.1 All of the review documentation;

5.1.11.5.2 The IEP with signature pages;

5.1.11.5.3 The PWN, indicating the proposal of the 1:1 EA support; the reasons the team approved the proposal, and details about the 60-school day review

5.2 To request a 1:1 EA for a current student in the CMCSS, who is exhibiting significant behavioral deficits in the school setting, which may prevent them from accessing their free appropriate public education (FAPE).

5.2.1 The school principal shall request the assistance of the school assigned BC for guidance, strategies, modeling, and training to support the school team.

5.2.2 The case manager will convene an IEP meeting to gain consent to complete a Functional Behavior Assessment (FBA).

5.2.3 The IEP team will work in collaboration with the BC to complete an FBA according to [SPE-P017 Functional Behavior Assessments and Behavior Intervention Plans](#)

5.2.4 The IEP team, in collaboration with the BC, will convene a meeting within 60 calendar days of obtaining consent to present the results from the FBA and to develop a BIP if warranted.

5.2.5 If a BIP is warranted, it should be included as a part of the IEP, once agreed upon by the IEP team.

5.2.5.1 The team will implement the BIP with fidelity for 4-6 weeks. \*Please note that if the BIP is not working within the first 3 weeks and the team is concerned, the IEP team should not delay in meeting and making appropriate changes needed.



## **Educational Assistant Support for Behavior Procedure SPE-P018**

Clarksville-Montgomery County School System

5.2.5.2 If trend data shows improvement, the team will continue with implementation of the BIP.

5.2.5.3 If trend data indicates no improvement and the BIP is being implemented with fidelity, then the IEP team should convene a meeting to consider changes to the BIP and/or IEP. This could include: adjusting behavior interventions, services, accommodations; requesting additional staff training if needed. Any changes should be implemented with fidelity for 4-6 weeks.

5.2.5.4 If trend data continues to show no improvement, the IEP team should convene a meeting, to include a mandatory invitation to the assigned SPC, to discuss the lack of improvement and next steps.

5.2.6 The IEP team will:

5.2.6.1 review the BIP and any additional data; discuss interventions that have been tried; discuss all options within the continuum of special education services and supports; then discuss and determine the LRE for each part of the student's school day;

5.2.6.2 determine if 1:1 EA support is necessary. If necessary, the team will add the services to the IEP. A review will be scheduled for no more than 60 school days following the addition of the 1:1 services to the student's IEP..

5.2.6.2.1 If the 1:1 services are to be provided in the general education setting, the services are to be listed as a related service.

5.2.6.2.2 If the 1:1 services are to be provided in the special education setting, the services are to be listed as a direct service.

5.2.6.2.3 determine the process for progress monitoring the effectiveness and continue need for the 1:1 EA support;

5.2.6.2.4 work with the assigned BC to develop a fade plan, fading the 1:1 EA support, while increasing student independence;

5.2.6.2.5 plan to meet every 60 school days to make data-based decisions to continue or adjust the 1:1 EA support, while implementing the fade plan.

5.2.7 The case manager will be responsible for ensuring that all data/documentation, that was reviewed/discussed at the IEP team meeting, is uploaded to the TN Pulse platform. The documentation should include the LRE Planning Guide, data sheets, recommendations, examples of visual or other supports, fidelity checks, etc.

5.2.8 If the IEP team determines that 1:1 EA support is necessary and the team documents the services on the IEP, the principal will notify the assigned SPC via email. This step should be taken whether the SPC attended the meeting or not.



## **Educational Assistant Support for Behavior Procedure SPE-P018**

Clarksville-Montgomery County School System

5.2.9 The assigned SPC will review the documents in TN Pulse, then the SPC will contact the school principal to verify that all documentation has been uploaded and has been completed appropriately.

5.2.9.1 If the documentation is not complete, the assigned SPC will contact the school principal, the district BC, the district BCBA, as well as any other necessary district support personnel via email, to work collaboratively in completing any deficiencies.

5.2.10 The school principal will meet with the assigned consulting teacher, following the IEP team meeting, to determine if the staffing need can be met within the school's current staffing availability.

5.2.11 If the need cannot be met with the school's current staffing, the principal will email the SPC requesting a position.

5.2.12 The SPC will add the student to the department's One-to-One Permanent EA List for the District, then will send an email to the Director of Special Populations to notify them of the position request.

5.2.13 The Director of Special Populations will request the position from the human resource or finance departments, depending on the need.

5.2.14 Once the position has been provided, the Director of Special Populations will notify the principal to submit a requisition in the district hiring platform. The email will include the level director, the SPC, and appropriate HR personnel.

### **6.0 ASSOCIATED DOCUMENTS:**

- 6.1 Special Education In-State Transfers Procedure ([SPE-P001](#))
- 6.2 Special Education Out of State Transfer Procedure ([SPE-P002](#))
- 6.3 Functional Behavior Assessments & Behavior Intervention Plans ([SPE-P017](#))
- 6.4 LRE Planning Guide (SPE-G002)
- 6.5 Free Appropriate Public Education ([§ 300.17](#))
- 6.6 Individualized Education Program ([§§ 300.320](#) through [300.324](#))
- 6.7 Least Restrictive Environment ([§ 300.114](#))
- 6.8 Related Services ([§ 300.34](#))

### **7.0 REVISION HISTORY:**



**Educational Assistant Support for Behavior Procedure  
SPE-P018**

Clarksville-Montgomery County School System

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
1/11/2024		Initial Release