

SPEED Special Education Joint Agreement #802

Guidelines for 1:1 Assistants

In unique circumstances, a student with a disability may require a smaller student-staff ratio in order for him/her to benefit from an education. The assignment of an individual assistant may be necessary. The individual assistant position is considered as a temporary one with an ending in sight. Though hired to support a specific student, the individual assistant will work within the entire classroom as a team member for the assignment to be successful for the student to meet his/her educational goals.

Areas of Consideration

Behavior/Safety

A 1:1 assistant may be considered when the IEP team determines that the behavior of the student is such that continual monitoring by an individual staff member is required.

Examples:

1. Self-injurious behavior
2. Injurious behavior toward other students
3. Injurious behavior toward staff
4. Suicidal threats or previous suicide attempts
5. Chronic theft and/or fire starting

Medical/Safety

A 1:1 assistant may be considered when the IEP team determines that a student is so medically fragile that continual monitoring of individual health needs and/or equipment is required.

Examples:

1. Need for frequent catheterization
2. Need for continual suctioning
3. Brittle diabetic
4. Monitoring of eating disorder
5. Monitoring of ventilator dependent students
6. Profound and multiple physical limitations (e.g. toileting, changing or maintaining positions, ambulation)

Deaf or Hard of Hearing

A 1:1 assistant may be considered when the IEP team determines that a student uses sign language and requires an interpreter to facilitate communication in order for the student to adequately function within his/her school environment.

Academic

A 1:1 assistant may be considered when the IEP team determines that a student has severe to profound disabilities and requires significant curricular modifications. The assignment of an assistant would enable the student to be educated for all or part of the day in a general education classroom.

IEP Procedures:

- If it is anticipated that the assignment of a 1:1 assistant will be considered during the IEP meeting, the SPEED Principal must contact the district Special Education Director at least 10 days prior to the IEP meeting.
- During the IEP meeting, the student's "Current Levels of Performance" must include factors that justify the consideration of a 1:1 assistant and the completion of the *Process for Determining the Need for a 1:1 Assistant* worksheet.
- The duties of the 1:1 assistant as they would pertain to the student must be clearly described through relevant goals and objectives.
- A student who will have a 1:1 assistant for behavior/safety reason will have a functional analysis and behavior management plan. The 1:1 assistant, teacher, and any other classroom staff will review the functional analysis and behavior plan with the behavior therapist and will be trained on how to implement the plan.
- A student who will have a 1:1 assistant for medical/safety reasons will have a written medical plan. The 1:1 assistant, teacher and any other classroom staff will be trained on how to implement the plan.
- If it is determined that a classroom or individual assistant is necessary, this decision must be documented on the student's IEP.