



LAKEWOOD SCHOOL DISTRICT PROCEDURES  
FOR  
PROVIDING  
SUPPORT SERVICES  
(COUNSELING, TRANSPORTATION, PARAPROFESSIONALS)

**Counseling**

- ◆ A recommendation for counseling services must be submitted with written rationale by the school psychologist, social worker or guidance counselor. Rationale and all relevant documentation should be included in the narrative of the IEP.
- ◆ School Psychologist, Social Worker or Guidance Counselor should determine frequency, duration and goals for counseling services.
- ◆ Implementation of services should be forwarded to the Special Services Department.
- ◆ Special Services will determine who will implement the services.
- ◆ Schedule and mandates will be reviewed with Realtime report to ensure that all counseling cases are being seen by a counselor.
- ◆ Counselor must upload into EasyTrac/SEMI all documented counseling sessions provided as per the IEP.
- ◆ EasyTrac/SEMI will be utilized to track counseling sessions as mandated by the IEP.
- ◆ A random sample of SEMI logs will be reviewed monthly of counseling services by Supervisor of CST and Supervisor of Related Services. A report will be submitted monthly to the Superintendent. Feedback will be provided to Counselors and incorporated into observations by the Supervisor of CST.



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- ◆ Case manager will submit counseling schedule and mandates to Supervisor of CST and will be reviewed by Supervisor of Related Services.
- ◆ Counselor will log into Realtime case notes that sessions have occurred and the goal that was worked on during counseling session.
- ◆ Counselors will log signatures of students each session held.
- ◆ Progress reports will be generated quarterly and documented in Realtime.

## **Paraprofessionals**

### **Initial: Any new referrals**

Medical Documentation — including but not limited to:

- a. Neurological Report
  - b. Psychiatric Report
  - c. Orthopedic Specialist Report
  - d. Psychiatrist Report
  - e. Any other specialized doctor report indicating need for paraprofessional support service
- ◆ Behavioral Documentation Observations by Case Manager, Evaluators, Teachers and Administrators, prior reports and documentation to indicate need.



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- ◆ The need must be documented and reflected throughout the IEP narrative Case Manager must notify building Administrator and Supervisor of CST and Supervisor of Special Education regarding the projected need of a paraprofessional support service.
- ◆ Initial Eligibility/IEP Meetings are being held on or about the 80<sup>th</sup> day to allow ample notice regarding new students arriving to program with need of paraprofessional support service.

## **Request for Paraprofessional support services**

Consideration for paraprofessional services should be completed by CST in collaboration with the Teacher.

CST member should set up team meeting with teacher, case manager and building administrator.

Case manager notifies CST supervisor and Supervisor of Special Education of meeting date.

Team reviews data and prior interventions to discuss the possibility of the need for paraprofessional support services. Paperwork is uploaded into Realtime under other documents.

CST member holds IEP meeting and determines the need for paraprofessional support services. Team reviews the service and added to the IEP.

Document in IEP the need for paraprofessional support services throughout the IEP narrative.



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## **Continuation of Paraprofessional Support Services**

- ◆ Should be reviewed annually by the Case Manager and Team.
- ◆ The need must be documented and reflected throughout the IEP narrative, which includes the following:
  - Case Manager conducts observations which should include documentation of current student needs and paraprofessional services support provided.
  - Progress student has made with paraprofessional support services.
  - Review of how long student has had paraprofessional support services.
  - Teacher documentation to a summary of current supports provided by the paraprofessional to ensure student progress in their educational setting.
  - Rationale for continued need of paraprofessional support services.
  - Include a Transition Plan to independent, when appropriate.



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## Transportation

- ◆ The CST department will work with the transportation department to review and make revisions to the transportation options in the IEP. Adjustment will be made to Realtime.
- ◆ Case managers are responsible to complete the transportation page in the IEP. Information must be accurate and complete.
- ◆ The Specific accommodations need to be checked off in the IEP and a Rationale needs to be provided.
- ◆ The transportation form should be submitted by the case manager after every initial, annual and reevaluation IEP meeting. This should be sent to Amy Bearden, Mary Walsh and Jacqueline Burns and copy to Michelle D. The emails should indicate if any changes have been made.
- ◆ At every Annual review, meeting transportation services must be reviewed. The need for specialized or regular accommodation will be discussed and determined by the IEP team.
- ◆ Staff training by supervisor of CST in regards to specific specialized transportation accommodations



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## COUNSELING LOG

Month of:

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Date	Student Name:	Counselor



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# Lakewood School District

“2019-2020”

## Guidelines for Consideration of Paraprofessional Support Services

I. Initial/New Referrals

II. Consideration for Paraprofessional Support  
Services

III. Continuation of Paraprofessional Support Services



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These special education guidelines were developed as a reference tool to help Individualized Education Program (IEP) teams\* make important decisions about communication/augmentative, adaptive, cognition, social/emotional and physical student supports. The guidelines outline a process to help IEP teams determine when the supplementary services of a paraprofessional support are required to assist children with disabilities and provide a free, appropriate, public education (FAPE).

Whenever an IEP Team considers the possible need to assign paraprofessional support services, it is expected that staff participating as IEP team members will use these guidelines.

An over-arching goal for all students with disabilities under the Individuals with Disabilities Education Act of (IDEA) is to meet the needs that result from each child's disability, and to enable the child to be involved in and make progress in the general education curriculum. In meeting the unique needs of all eligible children, the IEP Team must ensure placement in the least restrictive environment (LRE) in accordance with IDEA.

Paraprofessional support is one example of supplementary aids and services that may be necessary to ensure a child with a disability's access to, participation and progress in the general curriculum. When the IEP team determines that a paraprofessional is required to assist a student in fulfilling IEP goal(s), (e.g., behavioral, self-help, mobility, communication) the annual IEP goal(s) for which the paraprofessional will provide support should reflect as much independence as possible.

When a paraprofessional is assigned to assist a student, the need must be documented and reflected throughout the IEP narrative. To avoid potentially negative consequences such as social isolation, the failure to develop self-regulation behaviors, and/or over-dependence on adults, the support of a paraprofessional should be considered temporary and shall be regularly assessed through the IEP process.





## ***I. Initials/New Referrals***

1. Medical Documentation — including but not limited to:
  - a. Neurological Report
  - b. Psychiatric Report
  - c. Orthopedic Specialist Report
  - d. Podiatrist Report
  - e. Any other specialized doctor report indicating need for paraprofessional support service
  
2. Behavioral Documentation
  - a. Observations by Case Manager, Evaluators, Teachers and Administrators, prior reports and documentation to indicate need.
  
3. The need must be documented and reflected throughout the IEP narrative.
  
4. Case Manager must notify building Administrator and Supervisor of CST and Supervisor of Special Education regarding the projected need of a paraprofessional support service.
  
5. Initial Eligibility/IEP Meetings are being held on or about the 80<sup>th</sup> day to allow ample notice regarding new students arriving to program with need of paraprofessional support service.



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## **II. Consideration for a Paraprofessional Support Service** (For students currently attending program)

Student Name:	Classroom Teacher:				
Type of Program:	Program Paraprofessional:				
No. of Students in Classroom:	No. of Other Personal Paras in Classroom:				
<b>A. Functional Life Skills Concerns</b>				<b>YES</b>	<b>NO</b>
1. Is the student having severe difficulties with functional life skills?					
If YES, please complete the rest of section A. If NO, proceed to section B.					
2. What type of support does the student need in order to be successful in the following areas? Check the appropriate boxes.					
Skill	Independent	Gestural Support	Physical Support	Other Supports	
Daily Living (Toileting, Eating, Dressing, Self-Care)					
Communication					
Mobility					
Medical					
Personal Safety					
Academic Skills					
3. Does the student currently have goals and objectives in his/her IEP to address the needs identified above? If NO, please hold an IEP team meeting to review/revise the IEP.					
4. Has data been collected consistently for at least 10 days on the student's functional life skills?					



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If NO, continue the student's current educational program and collect relevant data.					
4a. Summarize and attach the baseline data that identifies the student's skill level on each area of concern. Include a description of what the student currently can do, in what settings, and how often the student will attempt the skill					
5. Are visual supports in place for skills that require prompting? If YES, list visual supports that are in place for skills that require prompting.  If NO, teacher and team member should review the possibility of increasing mini schedules or visual supports for the student in each of the areas listed in #2.				YES	NO
<b>B. Behavioral Concerns</b> (This section to be completed with input from the special education teacher and behavior specialist and others with relevant knowledge and data).				YES	NO
1. Does the student have severe behaviors that interfere with higher access to their education and attainment of FAPE?  If YES, please complete the rest of section B.					
2. Does the student have support provided by the BCBA consultant, the DIR consultant, Master teacher and/ or coach? If YES, please provide documented support If NO, reach out to our supervisor to request support.					
3. Are there concerning behavior(s) interfering with access to their education and learning?  List below.					
Behavior	When	Where	Frequency		



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4. Has quantifiable data been taken on all behaviors of concern for at least 10 school days?  List data collection methods and observations:  What patterns or trends does the data show? Is the target behavior(s) increasing, decreasing, staying the same? Attach comments.		YES	NO
5. Does the student have measurable behavior goals in the IEP and/or BIP? If NO, convene an IEP team meeting to review/revise the IEP.			
6. Have behavioral interventions and strategies been consistently implemented for at least 6 weeks? ( Please attach)			

\*Upon completion please proceed to Part C: Summary and Data Review



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## C. Summary and Data Review

If Data has been collected for 10 school days, form has been completed, supports have been provided and there are still concerns regarding child's progress. Schedule a data review meeting with Principal and Teacher.

Student Name:	School:	Grade:
Data Review Meeting Date:	Projected IEP Meeting Date:	
Data has been collected for a minimum of 10 school days		
Interventions and strategies consistently implemented		
Documentation to support the need of paraprofessional support services.		
Meeting Notes:		
Principal Signature:		Date:
Teacher Signature:		Date:
Case Manager Signature:		Date:

\*This completed form must be uploaded in Real-time for this student under "other documents" with all attached documentation.



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### ***III. Continuation of Paraprofessional Support Services***

- A. Should be reviewed at least annually by Case Manager and Team.
- B. The need must be documented and reflected throughout the IEP narrative, which includes the following:
  - a. Case Manager conducts observations which should include documentation of current student needs and paraprofessional services support provided.
  - b. Progress student has made with paraprofessional support services.
  - c. Review of how long student has had paraprofessional support services.
  - d. Teacher documentation to a summary of current supports provided the paraprofessional to ensure student progress in their educational setting.
  - e. Rationale for continued need of paraprofessional support services
  - f. Include a Transition Plan to independence, when appropriate.