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| New CCSD Logo Blue | **Camden City School District****PERSONAL AIDE DETERMINATION** |
| **DEMOGRAPHIC INFO:**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student ID #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Serving School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Residing with: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 🞏 Mother 🞏 Father 🞏 Guardian/OtherAddress: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Case Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please answer the following questions to determine if a student is eligible for a 1:1 aide or a 2:1 aide. Any questions answered with “Yes” must be accompanied by documentation.

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| 🞏 Yes | 🞏 No | There is documented evidence that the student poses a physical threat to themselves or other students in the classroom. ***Attach documentation including the specific behavior interventions which have been implemented to address the physical violence, including a timeline and result.*** |
| 🞏 Yes | 🞏 No | There is a documented history of eloping. Please note that eloping behavior must take place several times per week for a duration that spans across at least one month. ***Attach documentation including the specific behavior interventions which have been implemented to address the eloping, including a timeline and result.***  |
| 🞏 Yes | 🞏 No | There is documented evidence that a behavior plan must be implemented which is so intensive the classroom teacher is unable to implement it unaided. (Examples of this include: reinforcers are given at intervals of one minute or less, timers are used to track time on task, etc.)  ***Attach documentation including data that demonstrates the classroom teacher attempted to implement the behavior plan without a 1 to 1 aide.***  |
| 🞏 Yes | 🞏 No | The student requires an assistive technology device as per his IEP which requires constant adult assistance. ***Please quote the section of the IEP which requires this device.***  |
| 🞏 Yes | 🞏 No | The student has significant medical needs which require constant monitoring. (Please note that wearing a diaper or pull-up does not qualify as a significant medical need and will be addressed by the classroom paraprofessional.) ***If this question was answered “yes,” do not recommend a 1 to 1 aide. Instead, recommend a health aide. This requires a physician’s recommendation.*** |

**Recommended for:** 🞏 1:1 Aide 🞏 2:1 Aide 🞏 Health Aide

**Documentation Attached:**

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| 🞏 Behavior Intervention Timeline | 🞏 IEP Documentation of Assistive Communication |
| 🞏 Behavior Plan Implementation | 🞏 Physician’s Recommendation |
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**Troubleshooting:** If all of the preceding questions were answered “No,” or if there is no documented data to support a request for a 1 to 1 aide, please refer to the chart below.

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| **If the issue is…** | **Response** |
| The student is constantly disrupting the class | Create a behavior plan that will reinforce non-disruptive behavior |
| The student wears a diaper or pull-up | This will be addressed by the classroom paraprofessional |
| The parent is insistent on a one on one | Share the above checklist with parents  |
| The student is academically far behind, or has lost periods of instruction | Create goals that will close the gap between his performance and grade level; discuss the support that will be provided by the special education teacher to help him catch up.  If the teacher is the one presenting these concerns, the LDTC will provide educational strategies. Additional support for the teacher can be provided by the SPED LEs/Supervisors. |
| The student is not attentive | Increase/improve classroom management, vary learning activities and/or implement a behavior intervention plan. |

**ADDITIONAL INFORMATION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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