

# Intradistrict Communication

DATE: January 15, 2016

TO: Principals  
Elementary and Middle School Resource Team Leaders  
High School Special Education Team Leaders

*Note: Changes have been  
made from prior years*

FROM: Laura Finlinson, Admin. of Curriculum/Staff Development & Special Programs  
Lisa Robinson, Director of Special Education  
Julie Brown, Program Specialist

SUBJECT: Projected Caseload Data and Staffing Needs Survey for 2016-17

In projecting special education resource staff needs for the 2016-17 school year, please keep in mind the purposes of allocating staff to provide special education services are to:

1. Provide support, services, and specially designed instruction for students with disabilities to access and make progress in the general education curriculum by;
  - a. Ensuring that students with disabilities receive a free and appropriate public education (FAPE) by including appropriate accommodations in the general education curriculum, access to related services, and core instruction aligned to the general education curriculum.
  - b. Providing procedural safeguards by maintaining file compliance and adherence to the Utah State Special Education Rules (USER) and Jordan School District IDEA Policies and Procedures.

By completing the attached forms, each school will be identifying the staffing needs that will support them in achieving the above purposes. Please remember that special education resource services should *supplement* the general education curriculum through providing specially designed instruction and should not *supplant* instruction and services that are available to all students. Staffing allocations will be made using the caseload size and services identified in IEPs as documented on Goalview.

## **Form 1--Projected Resource Caseloads for 2016-17**

Attached is a caseload survey for next school year. Please work as a team to identify the projected number of students (total caseload is the number of individual students) who will be on your school's resource caseload at the beginning of the 2016-17 school year. This count should include students being served by the resource team, NOT primary guidance or primary speech-language students. Data will be reconciled with SCRAM (check and update the attached SCRAM) and Goalview. Be sure to include all students who will be on your resource caseload next year, including the following:

- Students making grade level transitions.
- Confirmed students returning from clusters, etc.
- Confirmed students assigned to your school due to boundary shifts, choice permits, move-ins, etc.
- Kindergarten students who are eligible for services will be confirmed by the teacher specialists and added to the caseload projections.
- Do **not** include students whose school assignment is unconfirmed at this point. LRE reviews for next school year should be addressed as early as possible, starting in February.
- Do **not** include primary guidance or primary speech-language students who are not receiving resource services.

Staffing allocations will be based on student caseload counts and critical needs identified by the LEA. Adjustments to allocations may be made based on shifting caseloads and/or unanticipated critical needs. Please stay in contact with your assigned teacher specialist if major caseload needs change.

### **Form 2--Projected Staffing Needs Survey for 2016-17**

Note that all instructional assistant positions will be evaluated and allocated based upon caseload data, confirmed critical needs, and final budget. These allocations will be finalized before the end of the school year. Teams may not have the same number of assistants allocated to the school each year.

Attached is a current and projected staffing needs survey.

- Please check your current staff allocation for accuracy.
- The number of licensed FTE assigned to each school will be based upon confirmed caseload size, school prevalence and trend data.
- It is anticipated that most resource programs will receive one 17-hour instructional assistant as long as caseload numbers fall within the average range for a resource program.
- If your school will have a significant critical need that requires additional staffing, you must complete/submit the attached *Staffing Justification (FORM 3)* to address any additional instructional assistant requests. Please note that additional assistants will be approved only in cases of significant critical need.

**Timeline**—Initial allocations of certified special education FTE will be provided to the Human Resources Department in time for your FTE 2.0 Allocation. Your efforts to complete this information accurately will assist us in making staffing allocations for next school year. If you have questions, please call the Teacher Specialist assigned to your school. Although we recognize the challenge of these timelines, it is unavoidable if we are to notify schools of their teacher allocations before the Teacher Transfer Fairs in March. We will do our best to notify schools of their instructional assistant allocations as soon as possible before the end of the school year.

Submit one (1) final copy of updated SCRAM information to Lisa Robinson at the District Office by **Friday, February 12, 2016**. (Do not submit multiple copies of SCRAM changes.) Even if you do not have any changes, please sign the SCRAM printout (as a team) and return it by the due date.

**Return ALL completed staffing information to Lisa Robinson at the District Office by Friday, February 19, 2016:**

- Projected Resource Caseloads (Form 1)
- Projected Staffing Needs Survey (Form 2)
- Staffing Justification (Form 3) – submit only if there is a significant critical need
- Caseload Lists (templates available on the special education website) -- submit names alphabetical, by grade level with case manager(s) identified for high schools

**Note to middle schools and high schools:** Please include a copy of your class schedules with class title and number of special education students in each class (if available by the February 19, 2016 due date).

For questions or help with staffing projections, please call your assigned teacher specialist:

Debbie Nigbur	(801) 567-8329	Robin Silatolu	(801) 567-8068
Lindsey Baxter	(801) 567-8373	Patricia Matthews	(801) 567-8356
Teri Griffiths	(801) 567-8024		

THANK YOU FOR WORKING SO HARD FOR EVERY CHILD, EVERY DAY!  
YOU ARE ALL-STARS!

## PROJECTED RESOURCE CASELOADS 2016-17

School \_\_\_\_\_  
 Person Responding \_\_\_\_\_  
 Principal Signature \_\_\_\_\_

Date \_\_\_\_\_  
 TS \_\_\_\_\_

The following should reflect your school's projected resource caseload for 2016-17. Be sure to include any **confirmed** incoming students that will enter your school due to boundary shifts, grade level transitions etc. Incoming Kindergarteners who are eligible for services may need to be added by your teacher specialist.

It is critical that this data be as accurate as possible, so that it will not be necessary to make staffing changes once the school year has started and SCRAM and Goalview data is verified.

### Section 1 – Exit Data

**A** How many students will exit your school due to a grade level move (i.e., exiting 6th graders, exiting 9th graders)?

# Resource (A/B) \_\_\_\_\_ x 1 = \_\_\_\_\_  
 # Resource Self-cont. (C or F) \_\_\_\_\_ x 3 = \_\_\_\_\_

**NOTE:** Total Caseload = 1  
 count per student on SCRAM list

                        

Total Caseload Count                      Total Weighted Count

**B** How many students will exit your school due to boundary shifts? Attach list of names.

School _____	# Resource _____	# Self-cont. Res. _____	Weighted Total _____
School _____	# Resource _____	# Self-cont. Res. _____	Weighted Total _____
School _____	# Resource _____	# Self-cont. Res. _____	Weighted Total _____

Total Caseload Count 
                         
 
 Total Weighted Count

**C** How many students will exit for some other reason?

# Resource (A/B) \_\_\_\_\_ x 1 = \_\_\_\_\_  
 # Resource Self-cont. (C or F) \_\_\_\_\_ x 3 = \_\_\_\_\_

                        

Total Caseload Count                      Total Weighted Count

**Total Students Exiting = A+B+C:**

                        

Total Caseload Count                      Total Weighted Count

### Section 2 – Projected Caseload Data

**What is your school's projected total caseload and weighted count for 2016-17 (include all current students who will remain at your school and any confirmed incoming students)?**

# Resource (A/B) \_\_\_\_\_ x 1 = \_\_\_\_\_  
 # Resource Self-cont. (C or F) \_\_\_\_\_ x 3 = \_\_\_\_\_

**16-17 Total Projected Caseload                      Total Project Weighted Count**

**Guiding Questions to help you with the front page of this form:****Elementary Schools:**

Did I have the data to include confirmed kindergarten students who are eligible for services? If no, I will make a note for the teacher specialist assigned to my school to add numbers when kindergarten final counts are determined.

Yes

No (note to TS) \_\_\_\_\_

**Middle Schools:**

Did I include incoming 7<sup>th</sup> graders in the section 2 count?

Yes

No

**Reminder:** Students moving from a self-contained support classroom to Resource or Resource Self-contained must have an appropriately amended or new IEP to reflect the service pattern changes, a new placement form must be completed, and SCRAM must be updated to reflect the IEP, prior to starting a new schedule for the student.

**All Schools:**

- A. Did I include confirmed students only (do **not** estimate move-ins, referrals, etc. unless they are confirmed IEP students)?
- Yes No
- B. Did I include all students who will be entering my school due to boundary shifts? If any, did I list them?
- Yes No
- C. Did I include only those students served in the resource program (i.e., primary guidance and primary speech-language students should not be counted)?
- Yes No
- D. Do I have any listed students that will be served by resource monitoring only?
- No Yes (specify #): \_\_\_\_\_

**NOTE:** Please attach a list of students for your projected 2016-17 caseload. Identify students as resource, self-contained resource or monitoring only. The attached form may be used or you may submit your own list as long as the requested information is available (template of form available on special education website).

**Elementary Schools:** Submit a list of exiting 6th graders (alphabetical) by feeder schools.

**Middle Schools:** Be sure the list includes incoming 7th graders and exiting 9th graders grouped alphabetically by feeder schools.

\*\*Please remember that you must be providing "specialized instruction" (adapting the content, methodology or delivery of instruction) for any students counted under "monitoring". Data must be available to document the service delivery

Submit completed forms to Lisa Robinson at the District Office by **Friday, February 19, 2016**

If you have questions, contact the Special Education Teacher Specialist assigned to your school.

Jordan School District Special Education  
Critical Need Staffing Justification

FORM 3

School \_\_\_\_\_ Person Responding \_\_\_\_\_

**Please note that all instructional assistant positions will be evaluated and allocated based upon available funds, caseload data and confirmed critical needs. Given these criteria, teams may not have the same number of instructional assistants allocated to the school each year.**

It is anticipated that most **resource programs** will receive **one 17-hour instructional assistant** as long as caseload numbers fall within the average range for a resource program.

**Cluster classrooms** will automatically be staffed to provide full-day coverage (either two 17 hour or 1 35-hour instructional assistant).

Teams are asked to be creative and conservative in any requests that are made.

**STOP** – Fill out the following only IF your school will have a **significant critical need** that requires additional staffing.

**When completing the Staffing Justification Request Matrix form keep the following guidelines in mind:**

- Do not list your entire class
- The goal for all students is to be as independent as possible in the school setting
- *Significant* critical need requests are for those students who require a significant amount of intervention for medical needs, self care, and/or physical limitations which require assistance
- Additional instructional assistants will only be considered when there are no other ways to address the need within the school (i.e. peer tutors, allocated aide(s), teacher supports, behavioral management programs, etc.)

Student Name		Critical Need		Health Care				
If applicable, list critical need student(s) and/or 504 student(s) & answer the questions for each student.	Grade	Circle Resource, Cluster, 504	Requires Significant Supervision and/or Significant Support (Describe support needed, times, location, frequency, etc.)	Seizures (Describe seizures, severity, frequency, duration)	Personal Care and/or Toileting Assistance (Describe assistance- Catheter, Diaper, Scheduled, transfers, etc.)	Physical Assistance: Eating, transfers, etc. (Describe Assistance Needed)	Wheelchair	Physical Assistance: Note Taking (Describe)
	Track, if applicable							
		Resource Cluster 504						
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