

Intradistrict Communication

DATE: April 10, 2018

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

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

SUBJECT: Special Education Resource Instructional Assistants for 2018-19

This memo is designed to explain how special education instructional assistants can be requested and will be allocated to each schools' resource program for the 2018-19 school year. Please note that there are many changes and additions from past years. If you have any questions, please contact your assigned teacher specialist or program coordinator. We want to make sure everyone has the support staff necessary to meet student's individual IEP needs.

Purpose of instructional support staff: The purposes of allocating support staff to special education resource programs is to assist special education teachers in carrying out the services and supports outlined in individual student's IEPs. This includes access to core aligned specially designed instruction, support for general education accommodations, and file compliance to ensure documentation of a free and appropriate public education (FAPE).

NEW Baseline instructional assistant allocation for resource programs 2018-19:

1. Each special education resource program is being allocated 1 – 25 Hour per week instructional assistant. The responsibilities assigned to this person should be based on overall instructional/support needs of student's in your resource program.
2. These additional 8 hours of staff support time (previously 17 hours/wk, is now 25 hrs/wk) could be used to provide some clerical assistance to your team, such as file organization, material preparation, data collection, etc. You may also use these hours for instructional support, working with small groups, supervision, mainstreaming support, etc. Additional information about possible instructional assistant job duties and training opportunities will be provided at a future date.

Critical Needs requests for additional instructional assistants for 2018-19:

1. After taking into consideration how your team will use the 25 hour/week baseline instructional assistant, you may need to request additional instructional assistants based on critical needs of individual students. This is done by completing FORM A & B of the Critical Needs Checklist and Rubric.
2. Although these forms were provided last year, they were new and it was felt that a little more direction and description of their purposes would be helpful. Below are directions for completing these forms for those student's whose unique needs require additional time and support. You only need to complete FORM A & B for student's whose needs exceed the baseline of your teaching staff and instructional assistant support. (Note: You do not need to submit a separate letter requesting support and you do not need to submit all students on your caseload.)

Directions for Checklist of Existing Environmental and Instructional Support

and Critical Needs Rubric

Step 1: Complete the *Checklist of Existing Environmental and Instructional Support – FORM A*, for an identified student. This checklist is intended to prompt you to consider a variety of supports and resources that may help meet the student’s unique needs. If there are supports that you have not yet put in place, those might be things that you would initiate to provide the student with support but maintain higher levels of independence.

Step 2: For those students whose needs exceed those on the *Checklist*, complete the *Critical Needs Rubric - FORM B* to determine the level of support and independent functioning that the student demonstrates. Remember, our goal in special education would be to provide needed supports while continuing to increase the independence level of students. This form can be used as data to determine where the student currently functions and what the next step for independent functioning would be.

Step 3: FORM A & B will be submitted for those student’s whose rubric suggests a high level of support is needed to address their IEP services.

Step 4: FORM C – You will receive a hard copy of FORM C that is specific to your school or program. This form will include the baseline allocations. Please use this form to summarize the additional instructional assistants needed to meet the collective needs of the students you submitted on FORMS A & B. This request should be agreed upon by all team members and your building principal or assigned administrator should sign the request.

Please Submit all forms (A, B, C) to your assigned teacher specialist by **Wednesday, May 2, 2018**. You will receive a preliminary critical needs instructional assistant allocation, in addition to your baseline 25-hour assistant by Friday, May, 11, 2018. Additional Critical Needs may be requested after school starts or if the students in your class or program change significantly.

FORMS A, B, C will be sent hard copy to each school and A & B will be available online at <http://specialed.jordandistrict.org/staff/forms/>

If you have questions, or would like assistance in complete the request forms, please contact your assigned teacher specialist or Julie Brown – Secondary Schools – (801) 567-8200, or Courtney Titus – Elementary Schools – (801) 567-8904.

Debbie Nigbur	(801) 567-8329	Robin Silatolu	(801) 567-8068
Jen Jarrard	(801) 567-8905		
Patricia Matthews	(801) 567-8356	Tammy Rajczyk	(801) 567-8024

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

Critical Needs Requests due to your teacher specialist by Wednesday, May 2, 2018