

Intradistrict Communication

DATE: April 27, 2020

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

FROM: Lisa Robinson, Administrator of Schools
Kim Lloyd, Director of Special Education

SUBJECT: Special Education Resource Instructional Assistants for 2020-21
Special Education Support Class Instructional Assistants for 2020-21

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 2020-21 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).

Critical Needs requests for additional instructional assistants for 2020-21:

1. After taking into consideration your current staffing (this is your current staff minus your current critical needs staff), you may need to request additional instructional assistants based on critical needs of individual students. This is done by completing the *Checklist of Existing Environmental and Instructional Supports and Rubric to Determine Need for Critical Needs Support*.
2. Below are directions for completing these forms for those student's whose unique needs require additional time and support. You only need to complete *Checklist of Existing Environmental and Instructional Supports and Rubric to Determine Need for Critical Needs Support* 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 should NOT 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*, 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 *Rubric to Determine Need for Critical Need Support* 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: *Checklist of Existing Environmental and Instructional Supports and Rubric to Determine Need for Critical Need Support* forms will be submitted for those student's whose rubric suggests a high level of support is needed to address their IEP services.

Step 4: *Projected Resource Staffing Needs Survey* Form – You will receive an email including the *Projected Resource Staffing Needs Survey* form that is specific to your school or program. This form will include your current staffing allocations (this is your current staff minus your current critical needs staff). Please use this form to summarize the additional instructional assistants needed to meet the collective needs of the students you submitted on *Checklist of Existing Environmental and Instructional Supports and Rubric to Determine Need for Critical Need Support*. This request should be agreed upon by all team members and your building principal or assigned administrator should sign the request.

Please Submit all three forms to your assigned teacher specialist by **Friday, May 8, 2020**. You will receive a preliminary critical needs instructional assistant allocation by Friday, May, 22, 2020. Additional Critical Needs may be requested after school starts or if the students in your class or program change significantly.

All 3 forms will be sent via email. Please email your copies to each of your teacher specialists.

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

Katie Jarvis	(801) 567-8329	Jessica Hayes	(801) 567-8373
Jenifer Birrell	(801) 567-8905	Carollee Tautkus	(801) 567-8068
Patricia Matthews	(801) 567-8356	Tammy Rajczyk	(801) 567-8024
Jessica Wilson	(801) 567-8142	Brenda Cruz	(801) 567-8145

THANK YOU FOR WORKING SO HARD FOR EVERY CHILD, EVERY DAY!

Critical Needs Requests due to your teacher specialist by Friday, May 8, 2020