

# 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 Support Class 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' support classrooms 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 support class 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 Support Classrooms 2018-19:**

1. Support class baselines have been reevaluated to take into consideration the increasing needs of your classes. Please look at these baselines carefully when considering your needs for additional critical needs assistants.
2. Additionally, if you are interested in training one of your support class instructional assistants to help provide some clerical support, such as file organization, material preparation, data collection, etc. we will be providing training opportunities in the summer and fall. More information will be provided at a future date.

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

1. After taking into consideration how your teachers will use the baseline instructional assistant allocation, 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 submitted as one team request 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 assistant allocation, 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 completing 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	Ami Shah	(801) 567-8145
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**