



Panel 3: Proposed Student Services Positions -

JH Special Education Learning Centers - *Andrew Shen, JH Principal*

Elementary Learning Centers - *Mary Emmons, Director of Special Education; Ed Kaufman, Merriam Principal*

Elementary School Psychologists - *Hilary Bonnell, Elementary Counseling/Psychology Chair*

English Language Education - *Roberto Soto-Garcia, English Language Learner Coordinator*

Junior High FY17 Proposal

Two (2) full-time Special Education teachers

	Salary	Benefits	Salary + Benefits
1.0 Special Education FTE	\$54,000	\$19,000	\$73,000
1.0 Special Education FTE	\$54,000	\$19,000	\$73,000
TOTAL	\$108,000	\$38,000	\$146,000

Main Drivers for Staffing Request

- *Significant* increase in Special Education population for at least next three (3) years at RJ Grey
- Provide caseloads for Special Education staff to maintain appropriate level of service and attention to students and families
- Provide support to teams to ensure appropriate level of service and attention to *all students* and balance team caseloads
- Meeting mandates regarding maximum number of students within a learning center at a given time
- Address spectrum of needs and services that accompany increase in cohort size (i.e. testing, reading services, social skills, etc.)

October 1, 2015 SPED Enrollment Data

	Current Grade	Oct. 1, Number of Students on IEPs*
Class of 2019	9	70
Class of 2020	8	71
Class of 2021	7	62
Class of 2022	6	84
Class of 2023	5	80
Class of 2024	4	71

*October 1, 2015 enrollment report; does not include out-of-district placements or parent-placed students in other schools

Current Projections for SPED Enrollment at RJ Grey

	7th Grade	8th Grade	Total	% of total school population	% Change of SPED from previous year
2014-2015 *Oct 1 actuals	62*	66*	128	14% of 909	
2015-2016 *Oct 1 actuals	62*	71*	133	15% of 888	+4%
2016-2017	84	62	146	16% of 916	+11%
2017-2018	80	84	164	17.7% of 929	+12.3%
2018-2019	71	80	151	17% of 888	-8%

SPED Enrollment is Not Static

The previous figures should be seen as **conservative/** **baseline** figures; we typically experience increases in both grades because of:

- Newly registered students to AB who come with active IEPs
- Newly registered students to AB evaluated within their first year here
- Current AB students in Grades 4 thru 7 who are evaluated and qualify for special education services
- Over past three years, increase has been between 10 to 13 students annually (see JH Class Size report for details)

Adjusted Projections for Special Education Enrollment at RJ Grey

	7th Grade	8th Grade	Total	% of total school population	% Change of SPED from previous year
2014-2015 *Oct 1	62*	66*	128	14% of 909	
2015-2016 *Oct 1	62*	71*	133	15% of 888	+4%
2016-2017	89	67	156	17% of 916	+10.3%
2017-2018	85	94	179	19.3% of 929	+14.7%

Projections if class SPED cohort size increased by 5 students annually in 7th and 8th grade

Current Caseloads for JH Special Educators and Team Learning Ctr. Distribution

	7th Grade	8th Grade	Total Educator Caseload
<i>Special Educator A</i>	7 Gold Learning Ctr. (16 students)	8 Gold Learning Ctr. (17 students)	33
<i>Special Educator B</i>	7 Green Learning Ctr. (14 students)	8 Green Learning Ctr. (16 students)	30
<i>Special Educator C</i>	7 Red Learning Ctr. (14 students)	8 Red Learning Ctr. (16 students)	30

**Projected 2016-2017 Learning Center Caseloads and Team Distribution
If No Additional Staffing**

	7th Grade 2015-2016	7th Grade 2016-2017	8th Grade 2016-2017	Total Educator Caseload 16-17
Special Educator A	16 students	7 Gold Learning Ctr. (23-24 students)	8 Gold Learning Ctr. (16-18 students)	~40 students
Special Educator B	14 students	7 Green Learning Ctr. (24-25 students)	8 Green Learning Ctr. (15-16 students)	~40 students
Special Educator C	14 students	7 Red Learning Ctr. (23-24 students)	8 Red Learning Ctr. (15-17 students)	~40 students

***Projections for 2017-2018 would have total educator caseloads of approximately 50 students with no additional staffing**

**Projected 2016-2017 Special Educator Caseloads
with Two Additional Special Educators**

	7th Grade	8th Grade	Total Caseload
Special Educator A	7 Gold Learning Ctr. (25-27 students)	-----	25-27
Special Educator B (new staffing)	7 Green Learning Ctr. (25-27 students)	-----	25-27
Special Educator C	7 Red Learning Ctr.* (17-20 students)	8 Red Learning Ctr.* (9-10 students)	26-30
Special Educator D (new staffing)	-----	8 Gold Learning Ctr. (19-21 students)	19-21
Special Educator E	-----	8 Green Learning Ctr. (19-21 students)	19-21

***7 Red and 8 Red also have the CLASS program attached to their respective teams, with 4-6 students projected at each grade level**

Why not just add one additional Learning Center?

A single Learning Center (that supports 7th and 8th grade students on IEPs) is comprised of one Special Educator, and two full-time assistants

Reason One:

This model would be **\$15,000 more expensive** than adding two full-time Special Educators (*\$146,000 vs. \$161,000*):

	Salary	Benefits	Total
Special Educator	\$54,000	\$19,000	\$73,000
7th Grade Assistant	\$25,000	\$19,000	\$44,000
8th Grade Assistant	\$25,000	\$19,000	\$44,000
TOTAL	\$104,000	\$57,000	\$161,000

Why not just add one additional Learning Center?

A single Learning Center (that supports 7th and 8th grade students on IEPs) is comprised of one Special Educator, and two full-time assistants

Reason Two :

Each team already has a Learning Center and/or Special Program(s) associated with it. The result of creating an additional Learning Center would mean:

- One team in each grade would have two of the four learning centers, and **50%** of the LC population

or

- One team in each grade would have students from Connections, LLP, and a Learning Center (25% of LC population)

This Proposed Model Would...

- Allow for more equitable distribution of Special Education students across teams *and* flexibility to place students based on individual needs
- Allow for scheduling of additional grade-level Learning Center times for each team, and ensure adherence to Special Education mandates

603 CMR 28.06 (c)

When eligible students are assigned to instructional groupings outside of the general education classroom...group size shall not exceed eight students with a certified special educator, 12 students if the certified special educator is assisted by one aide...

- Allow for flexibility in scheduling of students within a team, to possibly reduce clustering of students on IEPs in specific team classes; important given increase in number of students on IEPs on each team
- Allow, where appropriate, Learning Center teachers to keep/accept students whose profiles may eventually require a specialized program

Special Educator Workload Beyond Caseloads

- Responsible for providing **additional** services and instruction that accompany this cohort (i.e. reading comprehension, social skills, executive function, etc.)
- Absorbing testing load - initials and re-evaluations - that comes with larger overall SPED cohort
- Supporting team teachers that will now have larger cohort of special education students
- Please also remember that anticipated 2017-2018 caseloads will be significant across both grades

Additional Notes

- **Overall** student enrollment at RJ Grey is also increasing during next two years (+28 in '16-17; +13 in 17-18); team sizes will be larger
- Depending on SPED enrollment trends in grades K-4, this proposed model may be a three-year plan at the JH; positions may need to "travel" with students to the High School
- Concurrent efforts to address increased needs and caseloads in specialized programs, particularly LLP and Connections; plans are to use current staffing for this
- Proposed model will require identification of additional space at the JH

FY'17 Staffing Request: Elem. Special Educator .6 FTE

Goal: To complete a multi-year plan to move from 2 Learning Centers(teachers) at each elementary school to 3

- Reduce number of grade levels per special educator
- Reduce caseload numbers per special educator
- Increase inclusion opportunities resulting in positive student outcomes academically and socially
- Increase partnerships and collaboration between general educators and special educators

Learning Center Special Educator Responsibilities

- Support to the general curriculum in/out of the classroom
- Some students require total curriculum provided in LC (math and/or reading)
- Students serviced vary in disability
- Expertise in Math, ELA, Science & Social Studies in multiple grade levels

Roles & Responsibilities

- Direct service
- Curriculum development (content knowledge)
- Consult & collaborate with classroom teachers
- Parent / Family & Student communication
- Meetings (TEAM & Child Study)
- Testing/Eligibility
- Report writing
- Mandated paperwork (IEPs & Progress Reports)

Elementary Special Educator .6 FTE Positive Impact on Students

- Increased inclusion opportunities (push-in services)
- Positive impact on inclusionary practices for all students (consultation for at risk students and instructional strategies)
- Smaller instructional groups (outside of gen.ed)
- Increased collaboration between classroom teacher and special educator (more time to meet and plan)
- Increased time for training for special education assistants
- Greater access to special educator/learning center
- Increased ability for home-school communication

Elementary Learning Center Staffing Plan

Goal: Provide for 3 Learning Centers in each elementary school for grade level collaboration (K-2; 3-4; 5-6).

School	FY15	FY16	FY17	FY18	FY19
Blanchard	4.0	3.0	3.0	3.0	3.0
Conant	2.0	2.0	2.0	3.0	3.0
Douglas	2.0	3.0	3.0	3.0	3.0
Gates	2.4	3.0	3.0	3.0	3.0
McCarthy-Towne	2.0	2.0	2.0	2.0	3.0
Merriam	2.4	2.4	3.0	3.0	3.0
		Add .6 Gates 1.0 reallocate to Douglas	Add .6 Merriam	Add 1.0 Conant	Add 1.0 McCarthy- Towne

Elementary School Psychologist .8 FTE

Current staffing: 4.6 FTE across
6 elementary schools

Proposal: FY17 increase of .8 FTE

FY18 increase of .6 FTE

Elementary Psychological Services

School	Current Staffing	Proposed FY17	Proposed FY18
McCarthy Towne	.8 FTE	1.0 FTE (.2 FTE Increase)	1.0 FTE
Merriam	.8 FTE	1.0 FTE (.2 FTE Increase)	1.0 FTE
Blanchard	.6 FTE	1.0 FTE (.4 FTE Increase)	1.0 FTE
Conant	1.0 FTE (.2 FTE Increase)	1.0 FTE	1.0 FTE
Gates	1.0 FTE (.2 FTE Increase)	1.0 FTE	1.0 FTE
Douglas	.4 FTE	.4 FTE	1.0 FTE (.6 FTE Increase)
Total	4.6 FTE	5.4 FTE (.8 FTE Increase)	6.0 FTE (.6 FTE Increase)

Greater student needs

- Increase in complexity of students' mental health needs
 - Anxiety, depression, school avoidance
- Students requiring more comprehensive interventions
- Hospitalizations at all levels

2014 Youth Risk Behavior Survey

During the 12 months prior to the survey...

- ❑ 15.8% of 6th graders have experienced somewhat high levels or very high levels of stress
- ❑ 4.3% (22 students) of 6th grade respondents report having seriously considered attempting suicide
- ❑ 1.5% (8 students) of 6th grade respondents report having actually attempted suicide on at least one occasion

An Assessment of the Special Education Programs and Services Futures Report, 2013

ABRSD Psychologists “actually spend time with teachers and students” while in most school districts direct service was reduced in order to conduct testing.

Psychologists support our most vulnerable students

- Partner with teachers, nurses, administrators, families, etc.
- Provide direct service to students on IEPs for social, emotional and behavioral challenges
 - Individual/group
 - Part of collaborative Resource Room Teams
- Behavior support through the Child Study Process for teachers and students
- Coordinate urgent care for students in crisis
 - Collaborate with hospitals, out of district placements, therapists, various physicians, and outside agencies

Psychologists evaluate students

All special education evaluations must be conducted by appropriately credentialed and trained specialists*

- Psychologists' area of expertise and training is to identify students strengths/weaknesses and disabilities
 - Training in mental health interventions, data collection and analysis, testing and measurement, statistics and application of behavioral data, academic/learning interventions, etc.
- Essential role in the pre-referral process
- Summarize and consider the neuropsychological and outside testing reports
- Administer, interpret, identify and share findings with school teams through various assessments.

*A parent's guide to Special Education

With Increased Psychological Support

- ❖ Continued and expanded ability for direct consultation and support to students and staff in resource rooms and students on IEPs
- ❖ Increased daily consistency for at risk students
- ❖ Availability to coordinate with school teams and treatment teams during crisis situations
- ❖ Comprehensive and consistent interactions with families

English Learner Education at the Elementary Schools

Growth Trends and Instructional Challenges

- Request for 2.0 FTE Elementary ELE Teachers

What is English Learner Education?

- Sheltered English Immersion programming that supports students with limited English proficiency to fully access the academic curricula
- Focus on developing grade-level language skills of listening, speaking, reading, writing AND academic and social participation
- Regulated by Federal and State Law
- Elementary model is combination of pull-out and push-in support

FY16 Elementary ELE Staffing

# of ELL Students	207
# of ELE Teachers	3.6/.4 Admin.
Teacher to Student Ratio	1 per 58

Current English Language Learner Population by Elementary School January 1, 2016

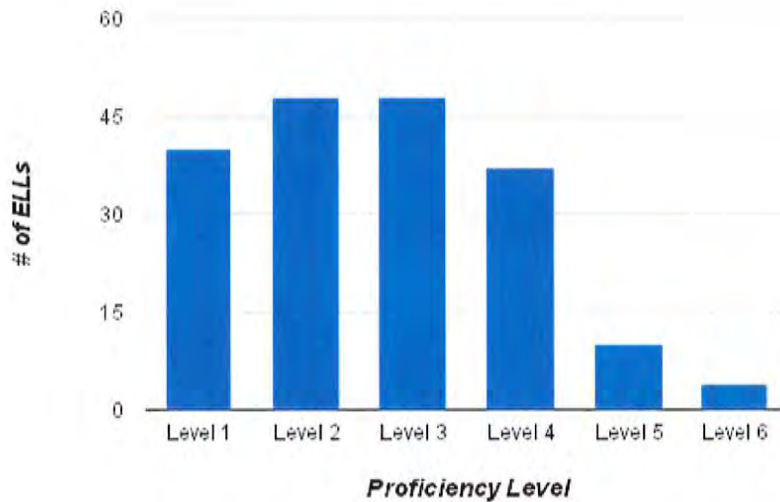
School	# of ELL Students
McCarthy-Towne	39
Conant	50
Douglas	34
Merriam	27
Gates	45
Blanchard	12
TOTAL	207
	(K-12 total = 231 students including RJ Grey JHS and ABRHS)

Performance at Proficiency Levels

6 - Reaching	Language skills near or at grade level.
5 - Bridging	defend opinions/ explanations with evidence; give content-based presentations; answer analytical questions from grade-level texts; write extended responses to text
4 - Expanding	answer opinion questions with details; discuss stories and concepts; write narrative, informational, and persuasive text
3 - Developing	follow multi-step directions; answer simple content questions; retell short stories or events; identify main idea and some detail
2 - Emerging	follow 2-step directions; ask simple questions; use phrases to describe pictures / events; restate content-based facts
1- Entering	follow 1-step directions; express basic needs; match words /phrases with pictures



ELLs by Proficiency Level



Not Approaching DESE Guidelines for Direct ELE Instruction

ELL Proficiency Level	Recommended Direct ELE Instruction	Actual Instructional Time
Levels 1-2 / Entering-Emerging	2.5 hrs / DAY	1.5-3 hrs / WEEK
Level 3 / Developing	1-2 hrs / DAY	1-1.5 hrs / WEEK
Levels 4-5 / Expanding-Bridging	2.5 hrs / WEEK	1-1.5 hrs / WEEK
Level 6 / Reaching	No specific recommendation	1-1.5 hrs/WEEK

Impact of Understaffing

- Limited opportunity to practice emerging skills within a trusted group
- Emotional/behavioral issues in classroom
- Increased referrals to Special Education for evaluation
- Reduced direct instruction (1 month+) due to time needed for intake screening/state testing