

Interoffice Memo

The Glenbrook High Schools

TO: Mike Riggle
FROM: Jennifer Pearson
RE: FY16 Special Education FTE Recommendation
DATE: 5/12/15

I've reviewed the special education course registrations resulting from articulations and the total number of special education students anticipated for the 2015-2016 school year in order to determine staffing requirements and make a recommendation for special education programming next year. In addition, I've met with district office staff, building administrators, and Instructional Supervisors to verify the need in keeping with contract parameters.

Special Education Teacher FTE

Glenbrook North, Glenbrook Off-Campus, and Glenbrook Transition special education enrollment remains constant. No additional teacher FTE is being recommended for those departments. Glenbrook South has an increase of 12 students identified with disabilities. The increase is due to two factors: the number of incoming freshmen identified with disabilities compared to exiting seniors and the number of newly identified students, primary with emotional disabilities. Given case management load, an increase of 0.6 FTE is required.

School Psychologist FTE

Finally, two factors are impacting recommendations for increased School Psychology services. First, at Glenbrook North, we have increased needs for services to address three-year evaluations, transition planning meetings, problem-solving/decision-making of student situations, supervision and training to instructional assistants to implement behavior plans and carryout social skills instruction. There is a need for a 0.4 FTE increase in Special Education School Psychologist staffing at GBN.

Second, I am recommending 0.6 School Psychologist FTE to be allocated to assist in planning, directing, and implementing programs and services for district students with disabilities transitioning to/from or enrolled in specialized schools and programs, including specialized programs (NSSD, Transition Services, STP), private therapeutic day schools, and residential treatment facilities. Even with increased numbers of students in out-of-district placements over the last three years, we have attempted to work within existing FTE; however, we require someone to monitor programming and progress of students and evaluate changes of social/emotional/behavioral supports to successfully integrate to a lesser restrictive environment. I am recommending 0.6 FTE, specifically for a Private Placement Coordinator.

In summary, the breakdown is as follows:

Total 2014-2015 Special Education Staff	65.8 FTE
Special Education Teacher	+0.6 FTE (GBS)
Psychologist Staff	+0.4 FTE (GBN)
Psychologist Staff	<u>+0.6 FTE (GBOC/DISTRICT)</u>
TOTAL 2015-2016 RECOMMENDATION	67.4 FTE (Increase of 1.6 FTE)