



To: Dr. Charles Johns
Board of Education

From: Dr. Jennifer Pearson
Mrs. Angelica Romano

Date: April 10, 2023

Re: Special Education Licensed Personnel Staffing Plan for the 2023-24 School Year

Recommendation

It is recommended that the Board of Education approve the special education licensed staffing plan for the 2023-24 school year as presented.

Background

The district brings staffing for licensed special education personnel to the Board of Education separately from the general education licensed personnel staffing plan. Staffing for special education is completed following the articulation process and development of Individualized Education Programs (IEPs) for incoming freshmen, along with the IEPs for seniors for consideration of transition services.

The process for determining staffing has been, and continues to be, based on the following:

- It is inclusive of actual course requests for special education instructional classes for the upcoming school year (determined at IEP meetings, typically scheduled, from the end of January-March).
- It is inclusive of actual related service minutes (e.g. speech and language minutes within the students' IEPs).
- It is based on need and compliance with state and federal requirements, including class size limits.
- It takes into consideration the impact of demographic and enrollment changes.
- It conforms to zero-based budgeting practice, where staffing is wholly dependent on the actual need
- It does not include reserve and, as such, has required subsequently requesting additional FTE if a specific need arises.

Similar to the general education staffing process, the special education staffing process involves a number of individual steps that begin in September. Table 1 illustrates a high-level summary of the staffing process.

Table 1
Special Education Licensed Personnel Staffing Plan Development Timeline

Timeline	Action
September	The 8th-grade articulation process begins. The district makes requests for five sender districts to send a master list of all students with IEPs who intend to enroll for the fall to determine the students and number of time slots needed for the IEP meetings.
October	The district sends electronic copies of articulation paperwork to junior highs for distribution to staff and parents and to obtain consent to share student-specific records and communications. Meetings held between junior high and high school staff to review class lists and current services/placement.
November-December	The special education departments from the high schools and junior highs coordinate and schedule IEP meetings, and notifications are sent to families.
January-February (and may continue into March)	Draft IEPs sent to families. IEP meetings were held. Course registrations and special education services updated.
February	The director of special education and instructional supervisors for special education from GBN, GBS, and GBOC review preliminary numbers and monitor the timeline for completion of the majority of IEPs.
February - March	The director of special education meets with building administration to review sectioning, special education class sizes, special assignments, and co-teaching needs.
February - March	The director of special education and ISs review related service minutes (e.g. speech) to determine FTE needs.
February-March	The director of special education reviews students recommended to receive transition services.
March - April	The director of special education and ISs review overall staffing recommendations and any changes to special education sectioning based on March IEPs.
March - April	The director of special education reviews recommendations for the superintendent.
April	The director of special education discusses staffing recommendations with the Board of Education.

Staffing Plan Recommendation

Taking into consideration all of the factors explained above, the District has developed a staffing plan recommendation for the 2023-24 school year which is outlined below.

Table 2
Special Education Licensed Personnel Staffing Plan for the 2023-24 School Year

	Glenbrook North			Glenbrook South			Glenbrook Off Campus			Transition Services			Across District/ District Office																
	22-23	23-24	Diff.	22-23	23-24	Diff.	22-23	23-24	Diff.	22-23	23-24	Diff.	22-23	23-24	Diff.														
Special Education Instruction																													
Special Education Courses	13.0	13.0		15.3	14.5	-0.8	6.6	6.6		3.0	3.0																		
Co-Teaching and TEAM	1.9	1.9		2.4	2.6	+0.2																							
Related Services																													
Psychologists	Included in the General Education Staffing Plan						3.6	3.6		0.4	0.4																		
Social Workers	Included in the General Education Staffing Plan																												
Speech Language Pathologists													5.0	5.0															
Transition Coordinators										2.0	2.0																		
Teachers on Special Assignment																													
Testing Coordinator	0.4	0.4		0.4	0.4																								
Other Special Assignments	2.9	2.9		3.1	3.1																								
Assistant IS	0.8	0.8		1.2	1.2		0.4	0.4																					
Placement Coordinator													1.0	1.0															
Other																													
Administration	1.0	1.0		1.0	1.0		1.0	1.0					1.0	1.0															
TLS Approved FTE															8.0														
Total District FTE															20.0	20.0	0.0	23.4	22.8	-0.6	11.6	11.6	0.0	5.4	5.4	0.0	7.0	7.0	0.0
													2022-23 Total		67.4														
													2023-24 Total without TLS		66.8	-0.6													
													2023-24 Total with TLS		74.8	+7.4													

Transition numbers are still tentative. We staff based on confirmed numbers at this time, but we still have 15 students who may continue in transition who are not accounted for in staffing. We may need to return to the board for additional transition teacher FTE.

In summary, the 2023-2024 District Special Education Certified Staff total is 66.8 FTE, not inclusive of the previously approved TLS FTE of 8.0. As indicated in the highlighted cells at the bottom, the 2023-2024 staffing plan represents an FTE for approval of -0.6.

There are a few areas that the administration also wanted to highlight this year:

- **Psychologist and Social Worker FTE**

GBN and GBS psychologist and social work FTE are no longer separated between services

provided between special education and student services. Their FTE is now fully included in the general education staffing plan and fulfills the needed FTE to ensure students receive the counseling minutes they are entitled to in their IEP.

- **Speech Pathologists**

Speech pathologist assignments are determined yearly based on the workload model and the number of minutes students have in their IEP. The amount of time in a location may vary each year and across the year. For example, a student who was receiving services at GBN changes placement to Glenbrook Off-Campus, or the number of minutes may be reduced at GBS, but the student(s) are now receiving transition services. The director of special education and ISSs regularly review speech services to ensure workloads are balanced and minutes are provided in accordance with the student's IEP. For FY24, the number of speech minutes has doubled at Glenbrook Off-Campus due to students being served who have autism or other disabilities in the area of social communication; however, this is offset by a slight decrease in minutes at GBS.

- **Special Assignments**

Per the GEA contract, beginning the 2018-19 school year, and each year thereafter, the buildings have convened a subcommittee to discuss the allocation of (6) FTE special education teachers to reduce the workload of building special education. The buildings may utilize the FTE differently based on unique emergent needs. Table 3 provides an example of how special assignment FTE has been utilized in the 2022-2023 school year.

Table 3

Sample of Special Assignments and Descriptors

Position	Description
Articulation/Intake Coordinator	Teacher(s) in this position would be in charge of all IEPs for initial evaluations, student transfers, and a large portion of articulations.
IEP Coordinator	Staff member(s) in this position will be supporting case managers with tasks related to IEP legal compliance.
Math Intervention Specialist	A teacher in this position will oversee the math needs of the department. In the role, teachers may provide consultation to case managers on math interventions, modifications, and evaluations/assessments, manage district math assessments, analyze district math assessment data, and make data accessible to teachers for them to input analysis in IEP progress updates/present levels.
Reading Intervention Specialist	A teacher in this position will be responsible for supporting the reading needs of the department and providing individualized intervention as needed. They will also work with the English Department to help make decisions related to students transitioning between general education and instructional special education classes. In the role, teachers may provide consultation to case managers on reading interventions, modifications, and evaluations/assessments, manage and analyze district reading assessment data, and make data accessible to teachers for them to input analysis in IEP progress updates/present levels. They may develop and assess reading intervention curricula in the department, and consult with content area teams to embed reading strategies throughout instructional practices.

Assistive Technology Support	Teacher(s) in this position will be in charge of the support and services for students with physical, vision, and hearing needs. They will also oversee assistive technology, equipment, and other online programs for the department. In the role, teachers may work with case managers to help adapt curriculum/materials for students, and provide support/training to teachers in their classes which may include modeling the use of AT in the classroom and creating instructional videos/materials in collaboration with District tech supports, offer direct support to students in learning how to access AT.
Transition Support	Teacher(s) in this position will work closely with all special education teachers, the transition coordinator, the job coach, and IS to help develop the transition curriculum across all special education classes including resource classes. In the role, teachers may assist the transitions coordinator/job coach in writing/updating transition plans, and support transition activity (curriculum/assessment) development for use across resource classes and/or case managers.
Therapeutic Liaison	Teacher(s) in this position would be in charge of coordination between Glenbrook High Schools and serving schools in placements outside of GBN and GBS. In the role, teachers may attend IEP meetings as Glenbrook representatives for students who may bridge and/or are bridging from therapeutic day schools and/or GBOC, serve as point persons for students while they are in the building, and collaborate with the District Placement coordinator.
Behavior Intervention Specialist	Teacher(s) in this position will oversee and provide support and services for students who require positive behavior supports, behavior intervention, or crisis support. In the role, teachers may conduct classroom observations, support, and problem-solving on how to maximize access to the learning environment, support crisis management, and assist with the creation/implementation/monitoring of BIPs (e.g. data collection, materials development, communication).

- **Transition Teacher FTE**

Transition teacher FTE is driven by caseloads which are capped at 16 students. The number of students requiring transition services has increased this year. This is due to the student's continued need for services per the IEP and the change in transition legislation that changed the maximum age a student can receive transition services through 21, inclusive (i.e., until the day before the student's 22nd birthday, unless his or her 22nd birthday occurs during the school year, in which case he or she is eligible for such services through the end of the school year), for whom it is determined, through definitions and procedures described in federal and State laws, regulations, and rules, that special education and related aids and services are needed in order for the student to receive educational benefit. Transition numbers are still tentative. We staff based on confirmed numbers at this time, but we still have 15 students who may continue in transition who are not accounted for in staffing. We may need to return to the board for additional transition teacher FTE.

- **TLS Phase 1**

The board previously approved the hiring of 5.0 teachers, 2.0 speech and language pathologists, and 1.0 administrators. While the FTE is accounted for in Table 2, it is not included for board approval again.