

Interoffice Memo

The Glenbrook High Schools

TO: Mike Riggle
FROM: George Tuttle
RE: FY 10 Special Education FTE Recommendation
DATE: 4/21/09

I met last week with the Principals and Special Education I/S's to discuss staffing needs for the 2009-2010 school year. This meeting was subsequent to our recently concluded discussions with the GEA pertaining to the Special Education Memorandum of Understanding (MoU) generated from the last teacher contract negotiation involving teacher case loads and special education FTE needs. Overall, I recommend a **2.5 FTE** increase district-wide in special education staffing. This represents a 4.2% staffing increase. The recommendation breaks down as follows:

Total FY09 Special Education Staff	58.7 FTE
Transition Counseling - increase	1.0 FTE
Social Work - increase	0.4 FTE
Course Sectioning - increase	<u>1.1 FTE</u>
Total FY10 recommendation	61.2 FTE

Transition Counseling - Transition services (planning and preparing for post-high school life) have become the primary focus of special education programming and services. This increased emphasis on transition planning requires additional FTE to provide these required services. It is recommended that the .5 Transition Counselor at each School be increased to 1.0 FTE. This results in a district-wide increase of 1.0 FTE for the Transition Counselor positions. The Transition Counselor is one of the areas specifically identified in the federal 'Stimulus Package' as an appropriate expenditure.

Social Work - Next year one of our part-time Social Workers (.6 FTE) will be returning to full-time status. As part of the MoU discussions we have agreed to review the issue of social work staffing during this next school year. Rather than eliminate a portion of a social worker's FTE in response to the one individual coming back full time it is recommended to increase, overall, the social work FTE by a corresponding .4 FTE for this year. This allows for a continuity of services while the social work discussions occur.

Course Sectioning - Special education student numbers and course registrations determine the remainder of our special education certified staffing needs. Historically these numbers were estimated because our articulations continued through the summer months. This estimation process has generally worked well but this past year 'missed' the mark and underestimated our staffing needs. This year, with the assistance of the sender districts and an accelerated articulation schedule, we have been able to conclude approximately 95% of the articulations by the past spring break. This data indicate an increase in registrations and caseload management needs that would cause a need to increase instructional staff by 1.1 FTE district-wide.