



# 2016-2017 Special Education Staffing Request

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Let's  
Recap

May 2015

Requested additional FTE:

1.0 FTE FAMS

1.0 FTE FAHS

Student with disabilities educated with same age peers to the greatest extent possible

Unified and efficient service delivery

Students are more alike than different

Integrating programs and resources =  
improved student outcomes for all

## **May 2015 Needed Components :**

- **Strong Response to Intervention Model**
- **Professional Development**
- **Adequate Special Education Staffing**

# Predicted Caseload Sizes

## May 2015

8.5-9.6 students per teacher at the elementary level

12.71 students per teacher at FAMS

14.83 students per teacher at the FAHS

Without consistent caseload size, consistent educational environments and programming across the District will not be possible.

# Update on Needed Components

## Strong RtI System and Supports

Continues to grow.  
Greater access,  
earlier  
Decrease in SE  
referrals  
Greater collaboration  
among staff

## Professional Development

Co-teaching at the  
secondary level  
implemented  
Coaching  
Comprehensive  
Intervention Model  
for Special  
Education Staff

## Adequate SE Staffing

- Even with addition of 2.0 FTE caseloads remain inequitable
- Access to programming K-12 inequitable
- Access to interventions K-12 inequitable

# Actual Caseload Sizes

## May 2016

9.3 (8.5-9.6) students per teacher by building average at the elementary level

12.6 (12.71) students average per teacher at FAMS

14.17 (14.83) students per teacher at the FAHS

--Doubled our number of transfer in students (15 students -2015 to 30 students - 2016)

--Many transfer in were high needs students.

--Transfer out students (7 total 2016).

# Impact of Caseload Discrepancy

## **Appropriate Caseload Size**

Ability to consider all programming options for students

Alignment to DPI and Federal recommendations for educational environment

Student needs drives placement and programming

## **Inappropriate Caseload Size**

Inability to consider all programming options for students.

More difficult to align to DPI and Federal recommendation for educational environment

Teacher availability has large impact on placement and programming

# Educational Environment



State of WI Recommendations for Special Education Programming		
Building Level	% of students with disabilities served inside the regular class 80% or more of the day.	% of students with disabilities served inside the regular class less than 20% of the day.
<b>Elementary</b>		
2014-2015 Elementary	71%	6%
2015-2016 Elementary	70%	5%
<b>State Recommendations</b>	<b>65% or higher</b>	<b>9.4% or less</b>
<b>Middle School</b>		
2014-2015 Middle School	48%	12%
2015-2016 Middle School	55%	1%
<b>State Recommendations</b>	<b>65% or higher</b>	<b>9.4% or less</b>
<b>High School</b>		
2014-2015 High School	61%	16%
2015-2016 High School	82%	6%
<b>State Recommendations</b>	<b>65% or higher</b>	<b>9.4% or less</b>

# Results Driven Accountability

Wisconsin Focus: Literacy

Reading Drives Achievement: Success through Literacy

Strong literacy instruction;

Culturally responsive curriculum and instructional practices;

Meaningful access to grade-level, standards-based education;

Strategies for family engagement;

Collaboration between special and general educators; and

Multi-level systems of supports



# Administration Recommendations:

## ***Additional Staffing Requested:***

Reallocation of 1.0 FTE elementary SE staff to FAMS

Addition of 1.0 FTE at FAMS

Addition of 1.0 FTE at FAHS



# Caseload Size with Additions

10.5 students per teacher by building average at the elementary level

10.29 students average per teacher at FAMS

12.14 students per teacher at the FAHS

# Staffing Additions Allow For:

Continued strong inclusionary programming at FAMS and FAHS

Consistent co-teaching options for all students

Allows for many combinations of options available to students and special education teachers when designing programming consistent across the District

Creates a single, seamless, and unified services delivery system for K-12 students

Embraces the legal mandates to educate students alongside their non-disabled peers to the maximum extent possible

Allow for appropriate proportions of Special Education to Regular Education students with classrooms

Allows for consistent access to reading and math interventions within special education programming

Provide additional supports for core instruction such as pre-teaching and re-teaching instruction to help support special education students in regular education classes



# Fiscal Impact

**Total NEW Expenditure of: \$136,102.00**

Salary: \$38,980.00 (\$77,960.00 - Total)

Benefits: \$29,071.00 (\$58,142.00 - Total)

Total: \$136,102.00

Questions???