

Wilton-Lyndeborough Cooperative School District
School Administrative Unit #63

192 Forest Road Lyndeborough, NH 03082
603-732-9227

Bryan K. Lane
Superintendent of Schools

Ned Pratt
Director of Student Support Services

Robert Mullin
Business Administrator

TO: The WLC School Board
FROM: Bryan K. Lane
DATE: 7/14/20
RE: Request from FRES and Special Education

In an effort to think outside of what has always been done, Mr. Pratt and Mr. LaRoche presented the attached proposal to me. Essentially the proposal requests to change the staffing at FRES from 1.5 special education teachers and one para-educator to 2 full time special education teachers. This will allow us to be more effective with a "push in" model of instruction to the classroom and if we need to go back to distance learning, FRES will have three full time teachers delivering instruction to our students which would be much more effective.

Cost wise using the current staff vs. two candidates who have been interviewed but not offered the positions:

Current

Budgeted	Salary	NHRS	FICA	Health	Dental	Total
1.0 Teacher	\$64,200	\$11,428	\$4,879	\$21,176	\$1,681	\$103,364
.5 Teacher	\$26,360	\$4,692	\$2,003	\$1,000		\$34,055
Para-educator	\$24,360	\$2,753	\$1,851	\$775		\$29,739
						\$167,158

Proposed

Proposed with two candidates who have been interviewed taking most expensive insurance:

	Salary	NHRS	FICA	Health	Dental	Total
Teacher Bach- 2	\$38,000	\$6,764	\$2,888	\$21,176	\$1,681	\$70,509
Teacher Masters- 5	\$45,000	\$8,010	\$3,420	\$21,176	\$1,681	\$79,287
						\$149,796

The cost to hire the two full time staff would be a cost reduction of \$17,362.

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Superintendent of Schools

Ned Pratt
Director of Student Support Services

Lizabeth Baker
Business Administrator

To: Ned Pratt, Director of Student Services
From: Bob LaRoche, Principal
Date: July 2, 2020
Re: Special Education Staffing

I am writing regarding a proposal that I believe will benefit the students of FRES who receive special education services and also those students who do not receive special education services.

The delivery of services from special education at FRES has consisted largely of pulling students out of their general education classroom, working in small groups in another classroom, then returning to the general education classroom.

There are many problems that can come from this method such as:

- Alienation from their peers
- Stigma of being different
- Diminished access to the general education curriculum
- Scheduling difficulties

I am proposing that FRES emphasizes a co teaching model of instruction where a special education teacher works more often in the general education classroom and services are delivered through small group instruction. Students in the RISE program require more small group instruction, discreet trials, and minimized distractions and would not be candidates for the co teaching model.

The breakdown of IEP's at FRES by class and grade level is as follows:

Gr. 1 – Cambray = 1, Fuller = 0, Lemire = 2
Gr. 2 – DesMarais = 8, Lindquist = 1, Hawkes = 0
Gr. 3 – Petrone = 0, Sappet = 4
Gr. 4 – Reid = 7, Lafoe = 6
Gr. 5 – Drew = 0, Stewart = 3

Staff members from special education participating in this model would be three teachers and four para-professionals. One example of how co teaching would work would be a special education teacher working in Ms. Lafoe's class for literacy and math while a para-professional supports student's in Ms. Reid's class. Students with IEP's who require para-professional support have been assigned to Ms. Reid's class. After the classroom teacher presents a lesson and students break into groups, the special educator will work with her students and possibly also

general education students who happen to be struggling with the same concepts that are being covered.

The special educator is trained in differentiating instruction to a higher degree and in many cases, students will not need additional testing, support, or restrictions. This approach would be consistent throughout the school. When a special educator is working in a classroom with students a paraprofessional is not required.

By utilizing this system, we are also able to reduce the number of para professionals from five to four therefore not filling the vacant position. It would allow us more freedom of staff by increasing the part time special educator from .8 to 1.0 with no additional cost to the district. Small group instruction outside of the classroom would still be available for students who require it and with more certified teaching staff, would be possible.

Another limiting factor that was present at FRES in the past was one special educator only teaching math. That made it problematic when assigning caseloads and scheduling and also meant some children had two special education teachers as well as a general education teacher. Teachers are on board with this plan and expressed eagerness to get started with it when we return to school.

Thank you for your consideration.