Elementary Special Education FTE October 2026

Board of Education Meeting
October 21, 2026

Elementary Special Education Staffing

- Ames: 4.0 FTE
- Central 3.0 FTE
- Blythe Park 2.0 FTE
- Hollywood 2.0 FTE

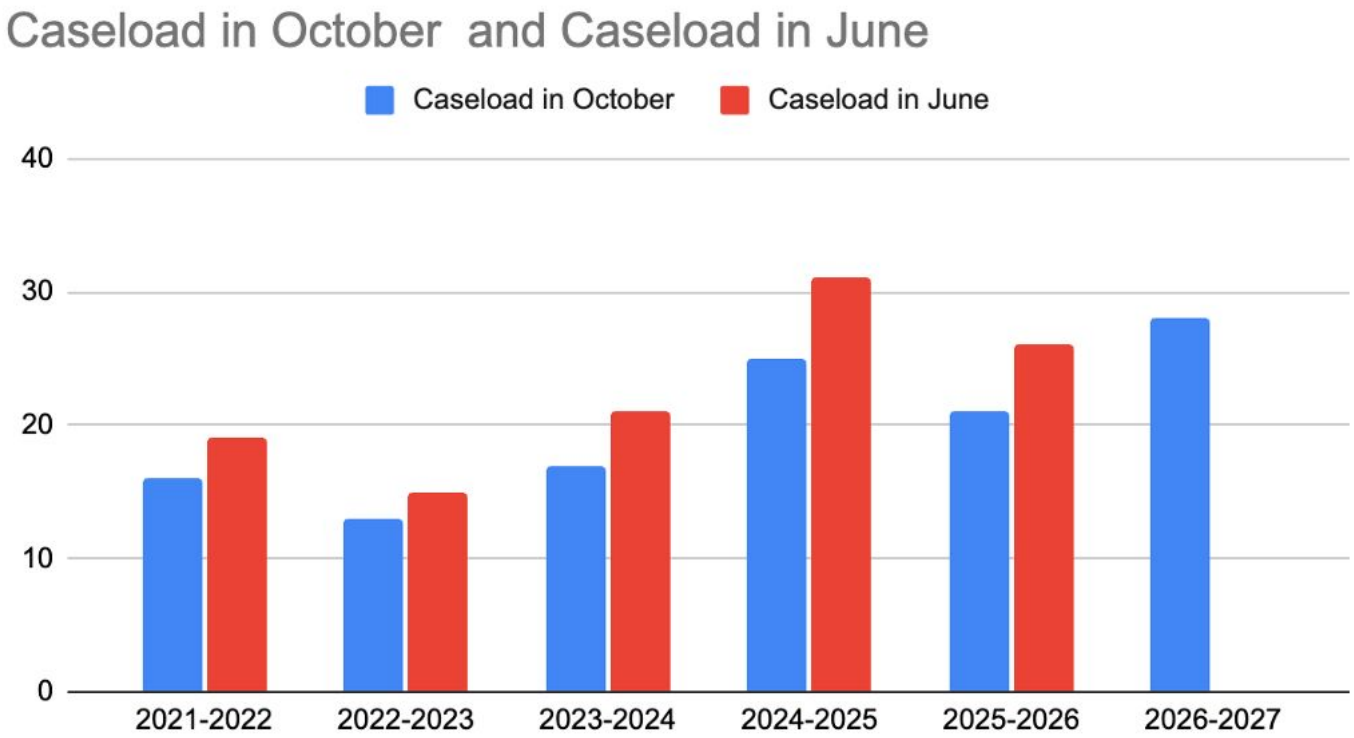
All current FTE is in a traditional case manager/resource teacher role.

Prior to the 2022-23 school year, 1.0 of this FTE was allocated to behavioral, academic, and inclusion consultation.

Caseload Considerations

- Number of students
- Number of service minutes
  - Type of service minutes (push-in vs. pull-out; academic vs. functional)
  - Building master schedule/alignment for grouping
- Behavior Intervention Plans
- Number of initial evaluations/re-evaluations per year
  - Parent requests for evaluations
- Students returning to their home school from more supportive placements

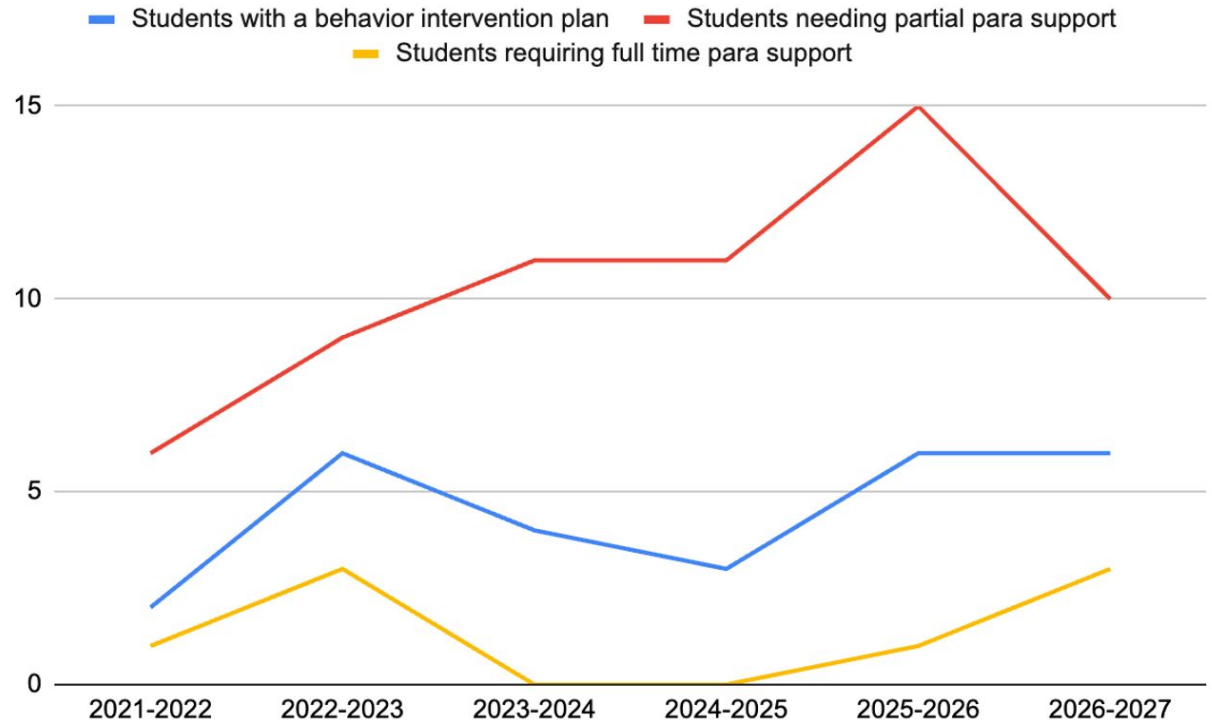
Caseload Considerations



Why it matters:

- **Total building caseload historically increases by 3-7 students over the course of the year.**
- **In the past two years, the caseload by the final trimester of the school year has exceeded capacity of our current staffing.**
- **In mid-October, we are already higher than we ended the year last year.**

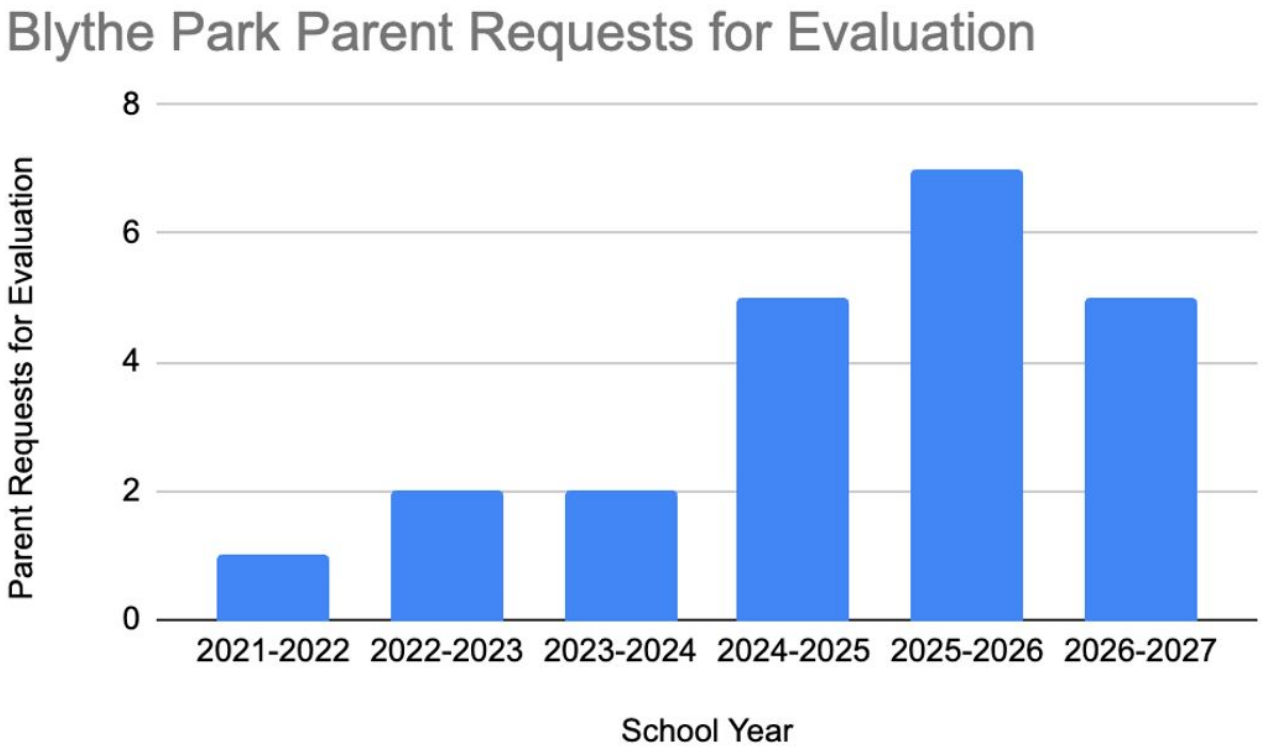
Complexity of IEPs



Why it matters:

- **Students requiring partial or full para support requires time for the Special Education teacher to consult with the paraprofessional to ensure instructional and behavioral plans are being implemented correctly**
- **Students with a BIP or para support historically need more unscheduled/unanticipated support throughout the school day.**

Parent Requests for Evaluation



Why it matters:

- **Each request starts a timeline the district must meet to review student data and determine whether an evaluation is completed (14 days).**
- **Each evaluation that is subsequently agreed to and opened requires participation of a special education teacher over the 60 school day evaluation.**

Changes in Special Education 2019/20 - 2026/27

- Increase in service minutes/complexity of IEPs
  - Academic/Instructional pull-out minutes: increased 19%
  - Functional/push-in minutes: increased 17%
- Approximate 28% increase in parent requests for evaluation from 2019-2026
- Section 504 plans have increased by 34% from 2019-2020 to 2026-27
- Changes are not limited to D96; trends observed across LADSE districts

Options We Have Considered

Option	What would it do?	Why or Why Not?
Keep current staffing	Continue to accumulate timesheet hours. Teachers continue to miss daily plan time and off-duty lunch.	Accelerates teacher burnout, conflicts with CBA, additional continued cost, lower quality services for students.
Add paraprofessional FTE	Adds support to classrooms	Paraprofessionals cannot write IEPs, case manage students, communicate with parents or private providers, or provide direct instructional minutes in IEPs
Shift FTE from other buildings in the district	Move the gap in coverage elsewhere	Other buildings are fully and appropriately staffed right now. Shifted FTE last year from Hollywood; results in lost FTE to travel time.
Contract services for part-time, temporary services	Short-term coverage by someone with an LBS1	Similar or greater cost to adding D96 staff; lack of continuity for students, lack of full supervision from D96 administrators
Add 1.0 FTE of LBS1 teacher (recommended)	Provides students with legally required service minutes by qualified staff; provides staff with contractually required plan and lunch time; allows time for staff to communicate with families and private providers as well as support the building with in the moment needs	Additional cost, but greater benefit than contract with an agency. Investment to continued staffing ability for Special Education district-wide as we build capacity to bring students back to district. Provides a consistently higher quality of service. Greater staff retainment due to reasonable work expectations.

Thank you.

Questions?