

**MEMORANDUM**

**TO:** Mid-Valley Special Education Cooperative Executive Advisory Board

**FROM:** Marianne Fidishin, PhD, Executive Director

**DATE:** March 6, 2019

**RE:** Personnel Recommendations for 2019-2020

Below is the recommendation for personnel changes (increases) for the 2019-2020 school year. Understanding that while the overall enrollment of MVSEC remains fairly stable to date, mission has been to provide a great deal of external support for district capacity building. This has left the MVSEC staff at a disadvantaged not having received the level and intensity of development and coaching as districts. In order to improve and enhance MVSEC programming both academically and behaviorally, the following recommendations are presented. Upon approval, MVSEC will be creating and presenting a coaching cycles for each program designed to address classroom behavior management, FA/BIP development and implementation, as well as IEP development, implementation and revision.

<b>Position</b>	<b>Current No.</b>	<b>Budget</b>	<b>Requested No.</b>	<b>Anticipated Cost</b>	<b>Rational</b>
Behavior Interventionist	3.0	\$287,376	3.3 (0.8 for D101; 1.0 for D303; 1.5 for MV & districts)	\$318,091 (+\$30,715)	MV-led PD has conducted 4 years of district “coaching cycle” allocating staff to increase district capacity in areas such as behavior management, FA/BIP. As such, the MV programs have not received the same level of intense coaching cycle and now need to increase staff capacity to meet and/or exceed the level of district programs. Conversely, as districts have developed capacity and see less need for coaching, there is an identified increased need for consultation. Further with over 77 BIPs in MV programs (33% of the students) increased staff skill development is necessary especially if the goal is for all students to eventually re-integrate into home districts
School	0.6	\$40,373	1.0	\$79,235	Current school psychologist

Psychologist				(+38,862)	only conducts re-valuations for those students in MV programs (ave. 28 per year). The goal is to revise the position job description and FTE to reflect a more expansive skill which will allow greater use in all areas including but not limited to crisis intervention, FA/BIP development and staff training, professional development and/or additional service provision to districts including initial and re-evaluations.
Assistive Technology Coordinator	0.5	\$61,743	1.0	\$114,296 (+52,553)	Assistive Technology is defined as any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. Such term includes (A) the evaluation; (B) purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; (C) selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing; (D) coordinating and using other therapies, interventions, or services with assistive technology devices; (D) training or technical assistance for such child, or ...the family of such child; (F) training or technical assistance for professionals... (20 U.S.C. 1401(2)). Due to the complexity of the students in MV programs, AT becomes a standard component of the majority of students IEP. Note that AT is not isolated to electronic devices alone but can include seat cushions, weighted equipment, fidgets, and graphic organizers.
<b>Total</b>	<b>4.1</b>	<b>\$389,492</b>	<b>5.3 (+1.2)</b>	<b>\$511,622 (+\$122,130)</b>	