



# ***Summary of the Educational Services Analysis of the Para- Professional Delivery System:***

## ***A Presentation to the Vernon Public Schools Board of Education***

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# ***Your Presenter***

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# ***Project Contributors***

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# ***Methodology***

## ***Interviews***

- Confidential interviews) with central office staff, school-based leaders, certified special teachers, and para-professionals at each school.
- Questions were catered to the interviewees' particular areas of expertise and relevance to the areas under review.

***Non-evaluative site visits to Schools and Programs***

***Comparative Analyses***

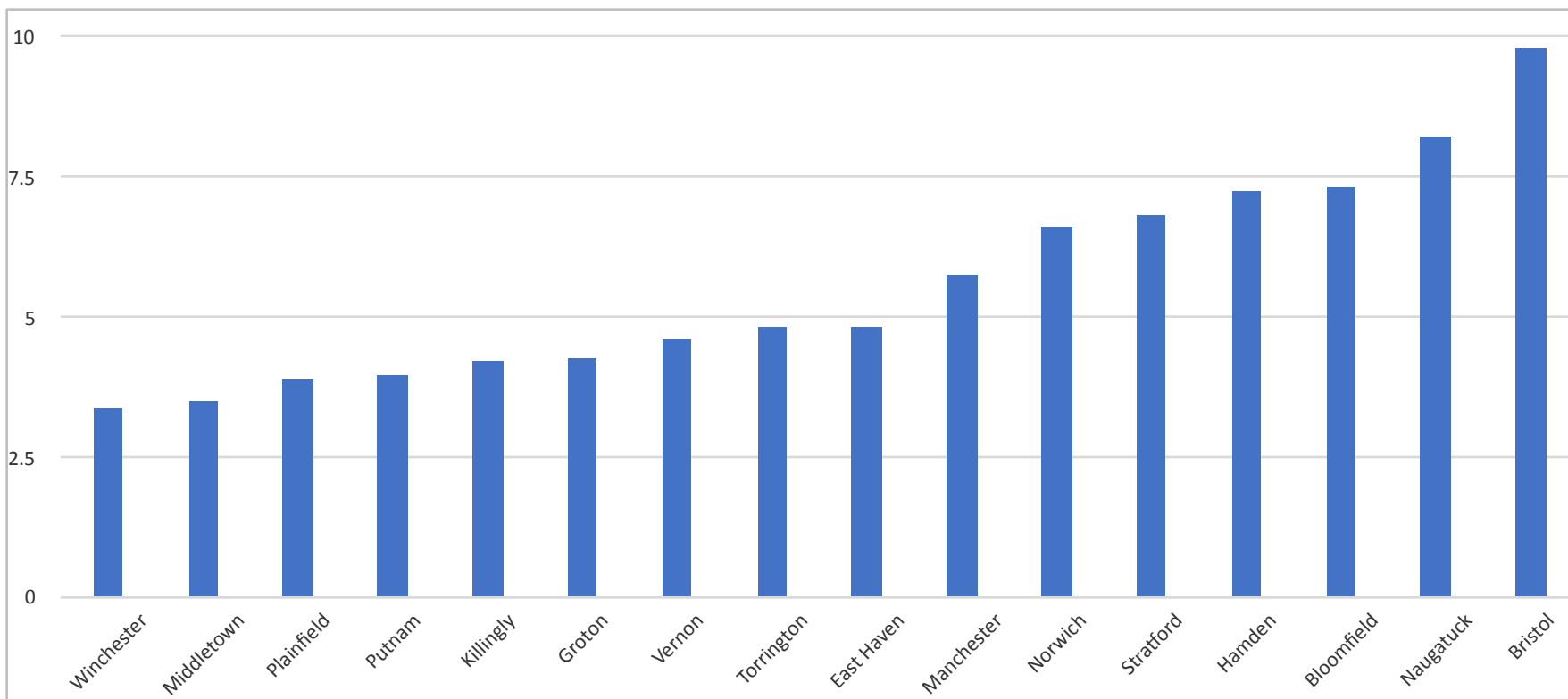
***Document Reviews***

***Crosswalk of Student Needs and Services to IEP Direct<sup>®</sup>***



# Primary Findings

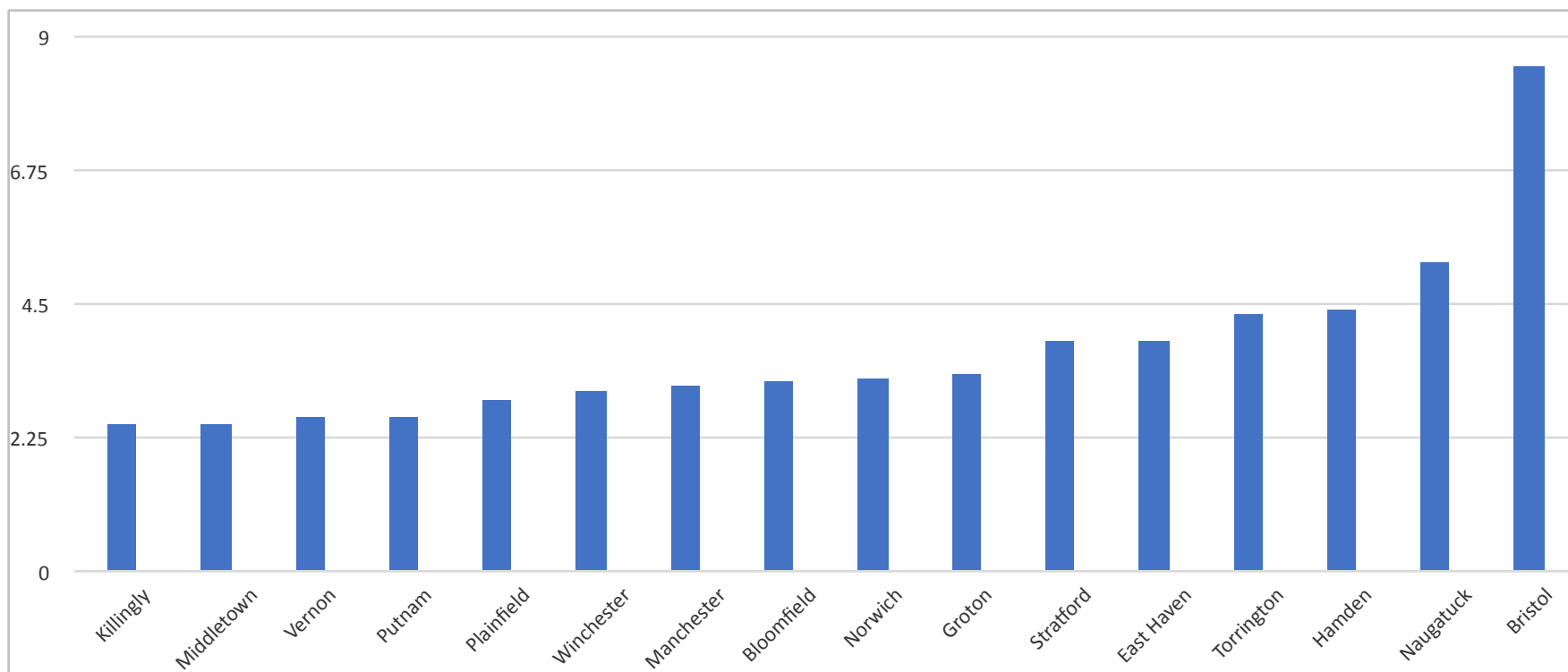
In comparing the District's para-educator staffing (including both those for special education para-educators and overall para-educators) to districts in VPS' DRG, it is generously staffed.





# Primary Findings (cont.)

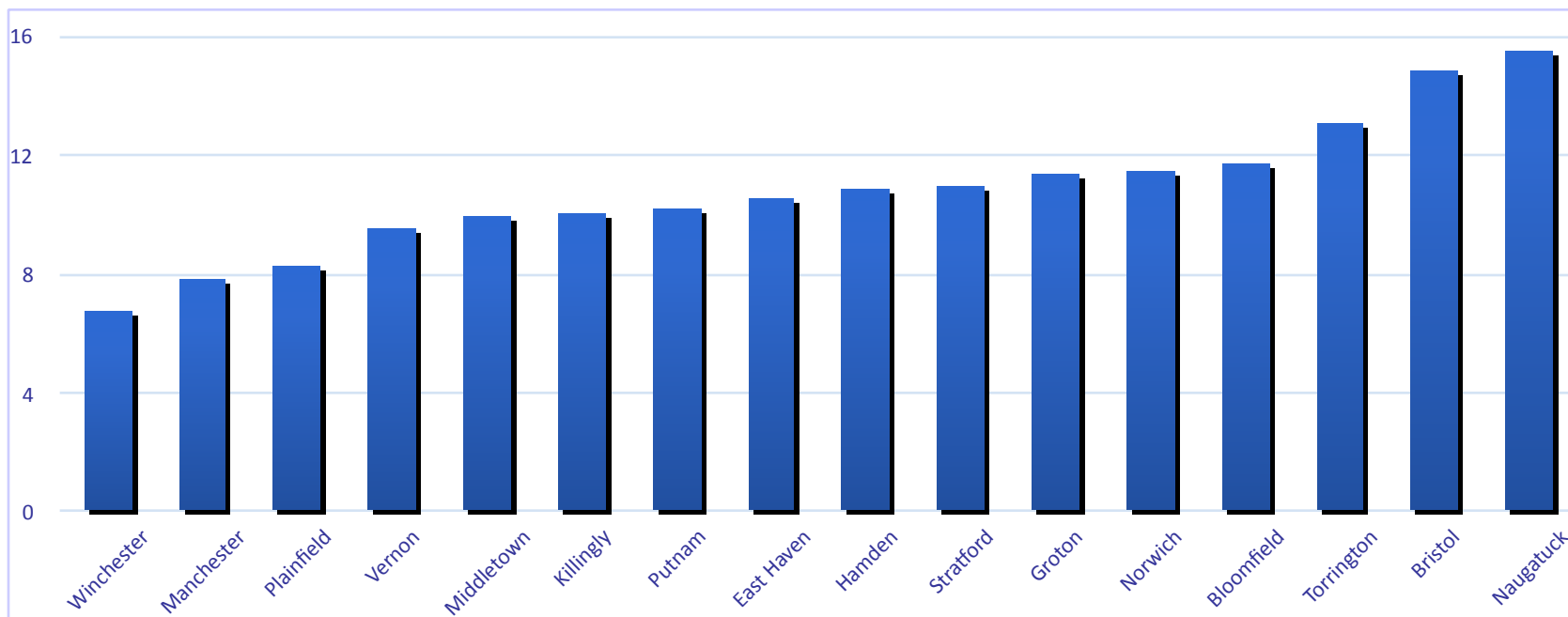
In comparing the District's special education para-educators, the ratio to students is very generous.





# Primary Findings (cont.)

As currently constituted, there do not appear to be mitigating factors with respect to the numbers of para-educators including the numbers of certified teachers (below), out of district placements, or the constellation of disabilities within the District.

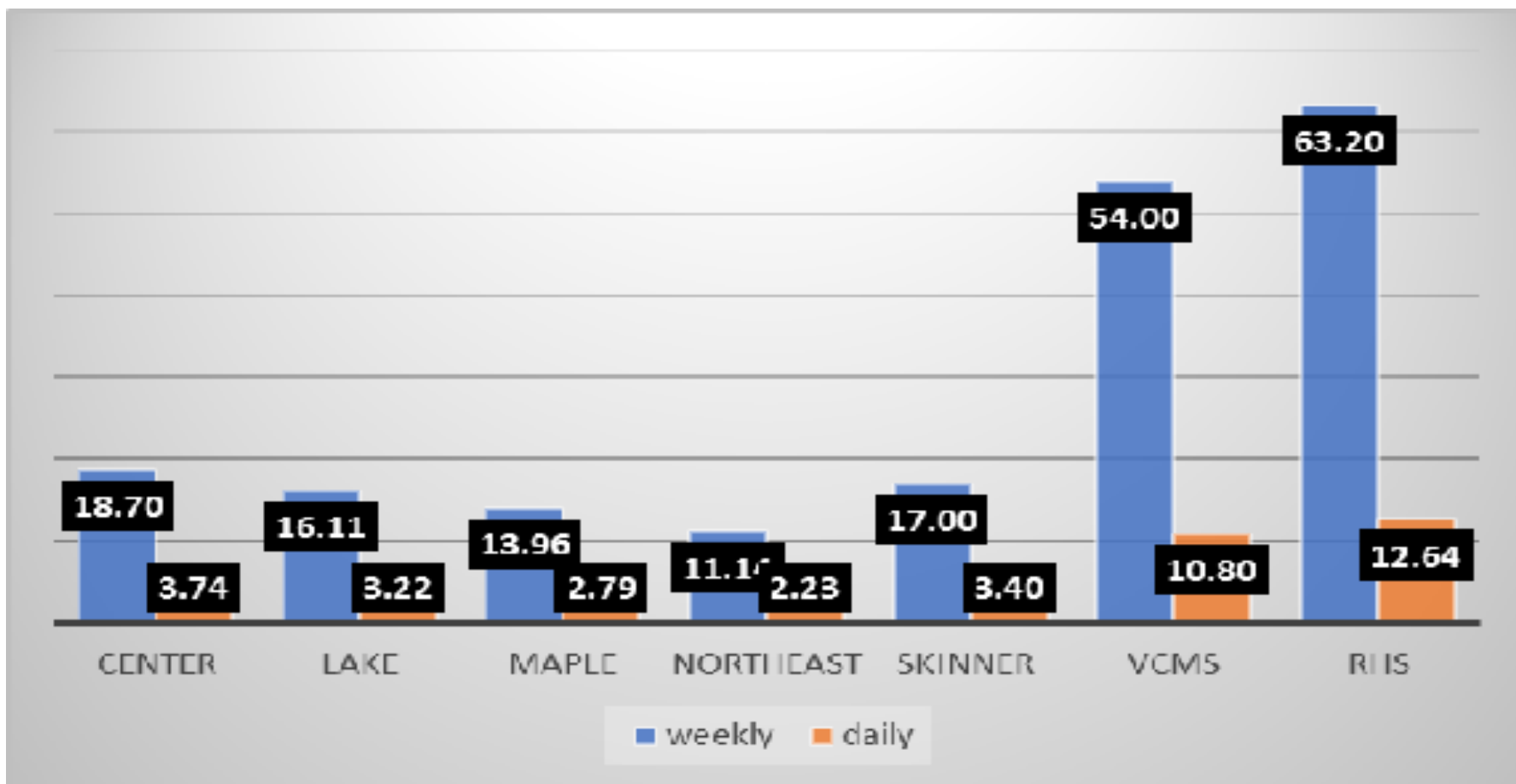




# Primary Findings (cont.)



When IEP minutes per week are divided by the FTE para-professionals, the District is employing a frontloading model.







## ***Recommendations***

- Continue with plan Implement formal exit and entry criteria with requisite training for all PPT stakeholders (e.g., principals, teachers, and the school psychologists). As an adjunct to 1:1 or shared assignments, consider a diagnostic trial period.
- Continue to refine hiring, support (principal round table ala Maple), and evaluation processes for the para-educators. Greater efficiencies should allow for more times to meet.
- Bolster PD offerings for the para-professionals. Having a para-educator from each school provide input will continue to be an excellent way to ensure they feel that they are part of the process.



## ***Recommendations (cont.)***

- Update job descriptions with the creation of Teaching Assistants (HQ) and Teacher Aides.
  - ✓ Assistants could address academic-based skills and the aides other areas (e.g., daily living).
  - ✓ Assign paras to programs based on skill sets.
  - ✓ Consider stipend for more intensive programming
  - ✓ ELL positions could be rolled into one of the tiers, allowing flexibility for assignments when not needed for ELL functions.
- Loop 6<sup>th</sup> grade teacher with 5<sup>th</sup> grade teachers monthly to ensure appropriate IEPs for para-supports entering MS.



## ***Recommendations (cont.)***

Based on a needs analysis for covering mandated IEP minutes, with the assumption that the special education teachers would assume 50% of the instructional time and approximately 21 hours of their days would be devoted to instruction, the number of para-educators to meet the need by school is:

<b><i>School</i></b>	<b><i>Weekly Mandated Hours</i></b>	<b><i>FTE Need</i></b>	<b><i>FTE Need (rounded up)</i></b>
Northeast	175	4.2	5
Skinner Road	223	5.3	6
Lake Street	231	5.5	6
Center Road	284	6.8	7
Maple Street	288	6.85	7
Rockville High	854	20.3	21
Vernon Center Middle	963	22.9	23
Totals	3018	71.85	75



# *QUESTIONS/DISCUSSION*