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Cambridge Public Schools Office of Student Services Comprehensive Staffing Analysis



By

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Staffing Analysis

The Office of Student Services

Introduction

At the request of the Cambridge School Committee, the Office of Student Services conducted an internal analysis of the current staff assigned to the department. The analysis includes a detailed examination of staffing patterns, staff roles and responsibilities, and staff credentials and licensure. The goal of the analysis report is to clarify the function, role and responsibilities of the human capital that is available to support the needs of the students enrolled in Cambridge Public Schools.

Functional Areas Covered

This analysis focuses on the four operating functions within the department and encompasses both instructional and non-instructional staff. The four operating functions in the Office of Student Services are teaching, support, related service, and administrative staff. The functional areas are defined as follows:

1. **Teaching Staff:** Individuals who are responsible for delivering academic and social instruction to students. Roles within the department that are categorized in this area are:
 - Special Educator (PK-12 or ages 3-22)
 - Teacher, Functional Academics
 - Teacher, Learning Disabilities/Academics
 - Teacher, Structured Academics
 - Teacher, Autism Spectrum Disorder
 - Teacher, Developmentally Delayed

Note: While all teachers of sub-separate classrooms have been categorized by the disabilities served, it should be noted that all teachers are special education teachers or as known in CPSD as Special Educators.

2. **Support Staff:** Individuals who are responsible for supporting students and families and/or the work of teachers, related service providers, and administrators. Roles within the department that are categorized in this area are:
 - Confidential Secretary
 - Fiscal and Operations Assistant
 - Clerk Specialist
 - Parent Advisory Council Liaison
 - Para-professional
 - Autism Specialist

- Instructional Inclusive Specialist (Inclusion Specialist)
- School Psychologist
- Adjustment Counselor/Social Worker
- Reintegration Specialist
- Lead Teacher High school, Upper School and Out-of-District
- Lead Teacher, Preschool/Special Start
- Lead Related Service Therapist
- Reintegration Specialist
- Teacher-in-Charge-504
- Teacher-in-Charge-School Entry
- Compliance Specialist
- Behavior Specialist
- Lead Behavior Specialist

3. **Related Service Staff:** Individuals who are responsible for providing developmental, corrective and supportive services as are required to assist a child with a disability to benefit from special education services. Roles within the department that are categorized in this area are:

- Physical Therapist (PT)
- Occupational Therapist (OT)
- Speech/Language Therapist
- Floor-time Specialist
- Assistive Technology Specialist

4. **Administrative Staff:** Individuals who are responsible for the leadership and oversight of the department's programs, services and staff. Roles within the department that are categorized in this area are:

- Assistant Superintendent
- Director
- Coordinator
- Fiscal and Operations Manager

Staffing Patterns

This portion of the report gives a breakdown of the staffing pattern for the past six years by fiscal year, program/service assignment and total full-time equivalent (FTE) staff assigned to the department.

Program/Services	FY'09	FY'10	FY'11	FY'12	FY'13	FY'14
OT/PT	21	21	22	23	24	25
Speech/Language	20	21	22	22	23	24
Behavior Management (Specialist)	-	-	-	-	-	8
Academic Strategies	60	60	67	67	109	111
Inclusion	71	59	50	49	4	4
Self-Contained (Sub-Separate)	65	66	75	81	89	90
Mental Health (Adjustment Counselors/Social Workers)	22	24	27	27	27	23
Team Chairs (School Psychologists)	17	17	19	19	19	19
Adaptive/Assistive Technology	1	2	2	2	2	2
Management	14	14	14	11	12	16
Pre-School	34	41	39	40	40	50
Total	325	325	337	341	349	**372

Staffing Pattern Justification:

The chart above gives a breakdown in accordance to each fiscal year's budget allotment of staff for the department. It should be noted that the fiscal budget is broken down by programs and services that do not align with the functional areas of the department. The following programs and services include both teaching and support staff (Para-professionals): Pre-School, Self-Contained, Inclusion, and Academic Strategies. The data for behavior management (specialist) was not documented under this category until fiscal year 2014. This position was reported under another program/service, of which is unknown.

The chart above shows that the department employed Inclusion Specialist (teachers) and Para-professionals for inclusion from fiscal year 2009-2012. Between the 2012 and 2013 school year, the district folded those positions into the special educator position that is referenced above under academic strategies. The district decided to

reinstate four positions to support teachers and schools with improving inclusive practices during the 2013-2014 school year. This is the reason for the drastic fluctuation in the number of staff assigned to Inclusion category between fiscal year 2012 and 2013.

Over the past six years the Pre-School program has experienced consistent growth, the pattern of needs for services for students ages three to five has required the development of a new pre-school classroom every other year, while adding additional support staff each year to address the intensive needs of the students entering the program from early intervention services. Due to the increased number of students exiting early intervention services, an additional pre-school classroom was opened this past September.

The management area referenced on the above chart includes the clerical staff, support staff (lead teachers and specialists) and program assistant as well as the executive leadership of the department. The fluctuation in staffing in this area between fiscal year 2013 and 2014 is due to a reorganization of the leadership of the department. It should be noted that while the number of FTE's increased between 2013-2014, it was reorganized to develop positions to better support families and teachers while decreasing the number of administrative/supervisory staff from twelve to six.

2014 Staff by Position:

Position	FTE
Para-Professional	115.50
Special Educators (all programs/services)	136.81
Occupational Therapists	15.95
Physical Therapists	8.67
Speech/Language Therapists (includes audiologist)	24.47
Adjustment Counselor/Social Worker	23
School Psychologist	19
Assistive Technology Specialist	2
Behavior Specialist (includes Lead)	8
Instructional Inclusive Specialists (includes Pre-School Lead)	4
Autism Specialist	1
Compliance Specialist	1
Teacher-In-Charge (504)	1
Teacher-In-Charge (School Entry)	1
Compliance Specialist	1
Reintegration Specialist	1
Lead Teacher-High School/Upper School/Out-of-District	1
Lead Related Service Therapist	1
Floor-time Specialist	1
Clerk Specialist	2
Confidential Secretary	1

Program Assistant	1
Parent Advisory Council Liaison	1
Coordinators	3
Fiscal and Operations Manager	1
Director	1
Assistant Superintendent	1
Total	**377.40

***There is a variance between the staffing patterns chart for FY'14 and the 2014 staffing due to use of two different data sources. The variance is a total of 5.40 FTE. The cause of the variance is related to the way staff is calculated fiscally rather than by number of individuals holding the position.*

Staff Responsibilities:

The chart below gives a brief overview of the responsibilities of the school-based positions in the Office of Student Services. Complete job descriptions for all positions in the department can be found in Appendix B of this document.

Position	Responsibilities	Minimum Criteria/Licensure
Para-professional	<ul style="list-style-type: none"> Supervise students during academic and non-academic activities Data collection Support students in general and special education settings Assist students with daily living Reinforce skills/lessons taught 	<ul style="list-style-type: none"> High school diploma
Special Educators	<ul style="list-style-type: none"> Provide direct special education services/specially designed instruction Provide explicit instruction math/reading/written-language/social-emotional Progress monitor skill development Collaborate with general educators Develop and monitor IEP goals 	<ul style="list-style-type: none"> Bachelors degree Broad knowledge of programs specific to eligibility areas Above average skills in collaboration
Occupational Therapist	<ul style="list-style-type: none"> Evaluate students to help determine eligibility Collaborate with teachers and other service providers Write evaluation reports Provide targeted therapeutic interventions Adapt and modify environments 	<ul style="list-style-type: none"> Bachelors degree from an accredited occupational therapy program Registered Occupational Therapist Massachusetts License
Physical Therapist	<ul style="list-style-type: none"> Administer assessments Determine eligibility 	<ul style="list-style-type: none"> Registered Physical Therapist Massachusetts License

	<ul style="list-style-type: none"> • Consult with families, teachers and service providers • Provide targeted therapy 	
Speech and Language Pathologist	<ul style="list-style-type: none"> • Conduct speech/language screenings and evaluations • Analyze and interpret assessment results • Collaborate with teachers and other service providers • Develop IEP goals • Provide targeted therapy 	<ul style="list-style-type: none"> • Masters Degree in Speech/Language Pathology • ASHA Certification • Massachusetts Certification/License
Adjust Counselor/Social Worker	<ul style="list-style-type: none"> • Develops and supervises therapeutic interventions • Provides small group and individual counseling • Collaborates with staff • Serves as liaison between outside agencies and school providers 	<ul style="list-style-type: none"> • Bachelors Degree in Social Work, Clinical Psychology, Counseling • 3 Years Experience • Massachusetts License School Adjustment Counselor/Guidance Counselor
School Psychologist	<ul style="list-style-type: none"> • Conduct and interpret psychological assessments • Write reports based on assessments • Chair IEP meetings • Facilitate inter-agency collaboration • Provide individual/group counseling 	<ul style="list-style-type: none"> • Masters Degree • Massachusetts License-School Psychology
Behavior Specialist	<ul style="list-style-type: none"> • Provide training to teachers and staff on behavior methodology/strategies • Determine goals • Monitor and support implementation of behavior plans • Consult with teachers and staff • Conduct functional behavior assessments • Write and monitor behavior plans 	<ul style="list-style-type: none"> • Board Certified Behavior Analyst • Massachusetts License-Severe/Moderate Special Needs
Assistive Technology Specialists		
Instructional Inclusive Specialists	<ul style="list-style-type: none"> • Consult and collaborate with general education teachers and staff • Integrate technology into instruction • Provide instructional modeling of inclusionary practices 	<ul style="list-style-type: none"> • Massachusetts certification in moderate/intensive special needs
Autism Specialist	<ul style="list-style-type: none"> • Support general and special education teachers • Provide professional development • Organize and monitor student 	<ul style="list-style-type: none"> • Bachelors Degree • Five years of experience teaching students with autism

	progress by reviewing data	
Compliance Specialist	<ul style="list-style-type: none"> • Monitor IEP and 504 Compliance • Prepares district and department for compliance reviews • Design and deliver training on state and federal guidelines for special education • Monitor data relevant to programs/services and service delivery • Monitor and track timelines with evaluation timelines 	<ul style="list-style-type: none"> • Bachelors degree in Special Education, Psychology or Counseling • Five years related experience
Teacher-In-Charge 504	<ul style="list-style-type: none"> • Support, Train and supervise the development and implementation of the 504 service plans • Consult and collaborate with the school-level 504 designee to ensure implementation of the devised plans. 	<ul style="list-style-type: none"> • Bachelors degree in Psychology or Counseling
Teacher-In-Charge School Entry	<ul style="list-style-type: none"> • Market programs and services available to families of students who have an identified or suspected disability. • Develop processes and procedures for school entry for students new to CPS who have an identified or suspected disability. • Transition students to schools and appropriate services based on their individual needs. 	<ul style="list-style-type: none"> • Bachelors degree in Special Education, Psychology or Counseling Curriculum, masters preferred. • Five years experience as a Special Education teacher, School Psychologist/Team Chair or Counselor/Social Worker.
Reintegration Specialist	<ul style="list-style-type: none"> • Collaborate with school teams to prepare for students returning from more restrictive educational placements in district as well as out-of-district including 45-day placements. • Train school teams including the school principal in appropriate behavior strategies and academic strategies that ensure students' success. • Design individual reintegration plans for students in collaboration with the students' current school, the lead teacher, coordinator(s) and 	<ul style="list-style-type: none"> • Bachelor's degree in Special Education and/or Counseling required • Five years experience as a Special Education teacher, interventionist, behavior specialist or School Counselor/Social Worker in a public school setting.

	behavior specialist(s).	
Lead Teacher-High School/Upper School/Out-of-District	<ul style="list-style-type: none"> • Assist special education teachers and service providers with organizing services and supports for students with disabilities at the high school, upper schools and out-of-district. • In collaboration with the Coordinator, monitors all student records for high school, upper school and out-of-district students with disabilities. • Participates in transition meetings for students moving to the upper schools and high school. • Supports classroom teachers with the training of Para-professionals regarding appropriate strategies and supports for individual students and groups of students. 	<ul style="list-style-type: none"> • Bachelor's degree in Special Education, School Psychology and/or Counseling required • Five years experience as a special education teacher, school psychologists or school counselor/social worker.
Lead Related Service Therapist	<ul style="list-style-type: none"> • Provide direct services to students (i.e. speech, language, occupational and/or physical therapy). • Provide and organize professional development, mentoring and support to the therapist. • Organize therapist in designing and executing professional learning communities to share expertise. 	<ul style="list-style-type: none"> • Bachelor's degree in Special Education and/or as a Speech/Language Pathologist, Physical Therapist or Occupational Therapist required • Eight years experience as Related Service Provider
Lead Behavior Specialist	<ul style="list-style-type: none"> • Assist schools with the collection and analysis of social, emotional, and/or behavior data to inform decisions regarding services and supports in schools. • Conduct and/or secure school-based professional development focused on appropriate supports for students with social, emotional, and/or behavior needs. • Work collaboratively with the behavior specialists in developing and designing appropriate behavior plans and supports for individual students. 	<ul style="list-style-type: none"> • Bachelor's degree in Special Education, School Psychology and/or Counseling/Social Work required, Master's preferred. • Five years experience as a special education teacher, school psychologists, behavior specialist or school counselor/social worker. • School and Clinical experience required, at least one -year mental health experience.
Floor-time	<ul style="list-style-type: none"> • Provide floor-time instruction to 	<ul style="list-style-type: none"> • Bachelors degree in special

Specialist	<ul style="list-style-type: none"> individuals/small group Design and implement effective classroom floor-time systems 	<ul style="list-style-type: none"> education DIR/Floor-time Clinician Certification
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Professional Staff Experience

National Board Certification	Years of Experience	Bachelors	Masters	Masters +15	Masters +30	Masters +45	Masters +60	Doctorate
7	>1- 40years	9	74	55	36	26	31	13

The Office of Student Services employs 244 professional staff with a range of skill levels and experience. Professional staff are those who have completed a degreed program and have a teaching and/or a certification from the Department of Elementary and Secondary Education in a specialized area such as Psychology, Counseling, Physical Therapy, Occupational Therapy or one of the related service areas.

Currently, there are seven professional staff members who have earned National Board Certification. All seven are Speech/Language Pathologists. As referenced in the table above, experience of the professional staff range from less than one year to forty years with more than half of the staff who have fifteen years or more. This supports the longevity and stability of the teaching and related services staff. Sixty-six percent of the professional staff has earned a Masters plus or higher degree.

Forty percent of the department’s Physical Therapist, Occupational Therapist and Speech Therapist have past and/or current clinical (clinic or hospital) experience. This experience ensures that students and families have a broad view of the student’s needs and make school and private therapy consultation seamless. Over fifty percent of the Adjustment Counselors/Social Workers have previous experience in private counseling, hospital care or community care as a social worker. The School Psychologists range in experience as Clinical Psychologist to Psychiatrist. They have experience working in clinical settings, private practices, hospital care and therapeutic residential/day schools.

All of the district’s Behavior Specialists are licensed as Board Certified Behavior Analyst. They also have a range of experience across settings including clinical, hospital settings to residential/day schools. The district’s Lead Behavior Specialist is also a Licensed Clinical Social Worker with experience developing therapeutic classrooms. The Office of Student Services employs skilled professionals with a variety of skills and experience across settings. It is believed that this level of skill and experience supports the district in creating a comprehensive support system for students and families.

CONCLUSION

The Office of Student Services is one of the largest departments in the district that employs a wide range of employees who are charged to address the diverse needs of the learners who enter and attend our school district. One of the primary concerns of the leadership in the department is ensuring appropriate professional development and coaching for the staff to ensure the use of current, research and evidenced based practices are being implemented with students and that there is clarity for the staff and school principals regarding their roles and responsibility to students with disabilities. This analysis has created an opportunity to explore the needs of students and staff that will support the continuous improvement efforts of the district as a whole.

APPENDIX A

(Organization Chart)

APPENDIX B

(Job Descriptions)

Available Upon Request