

Proportionate Share – Meeting Notes

March 18, 2015



AGENCY PRESENTATIONS (SERVICE PLAN PROVIDERS SELECTED BY SPS)

- **SPRING ACADEMY**

- Tutors work with students at their private schools in a 1:1 setting
- Currently provides professional development opportunities the last Friday of every month; private school teachers/parents can participate at no cost. Contact Rob or Ryan @ Spring Academy for information or to reserve a seat

Process: Gather information, planning, Service Plan meeting, begin tutoring, communication with school and parents

Teacher Selection: Highly selective; up to 50 candidates for each hire

Staff & Systems: Open communication & ongoing development (curriculum, technology, continuous teacher training)

Looking Forward: Summer programs available to families (private pay) w/ cost reduction options (much less than district rate since tutoring is provided on-site @ Spring Academy)

- **YELLOW WOOD ACADEMY**

- 50 teachers (7 spec. ed. certified)
- Tutors work with students at their private schools in a 1:1 setting
- Partnerships with other public schools & districts
- 40 full-time students on campus
- Primarily individual support; moving towards small group format
- Summer programs available (private pay)
- Currently offers professional development to YWA staff every 3rd Friday of the month (3:30-5:00); private school teachers can participate for minimal fee w/clock hour option; contact Len Aron @ YWA for more information or to reserve a seat
- Melissa Richmond (Spec. Ed. Teacher/Learning Specialist at Yellow Wood):
 - Helps with Coordination of Service Plans, goal development and working with tutors; primary contact at Yellow Wood
 - Goal progress reports coming in near future

- **BRIGHTMONT ACADEMY**

- Not currently serving SPS students because they are only available to serve students on campus this year (may change next year)

- Provide customized attention to students
- Core values: leadership, employ best practice, focus on learning, staff development, understanding whole child/learning styles, strong communication, collaboration and goal setting for students & staff
- Highly selective teacher selection process
- Focus on Spec. Ed. Needs, accommodate learning disabilities, social/emotional needs, etc.
- Teachers constantly adjust learning plans following assessment and recording progress towards goals; accommodations provided to students
- Professional development opportunities at each site (Seattle/Bellevue/Sammamish)
- Weekly progress reports
- Parent Night & informational events (2-4 events w/clock hours for community outreach)

- **HAMLIN ROBINSON LEARNING CENTER**

- David Kipnis, Learning Center Director, not present (Stacy Turner, Principal Hamlin Robinson School, speaking on behalf of David and the Learning Center)
- School founded 32 years ago; Learning Center started in 2012
- Vision: community outreach, tutoring for students and professional development for teachers/parents (Slingerland, Wired for reading, etc.)
- Summer program available (private pay); multi-sensory instruction in reading & writing
- A few tutors are going out to private schools (working in 5 private schools currently); otherwise, students are served in the Learning Center
- Professional development open to general public; Slingerland training in summer for teachers; 133 hour course for \$2700

- **ASPIRING YOUTH (RYTHER)**

- Ben Wahl, Program Coordinator, not in attendance
- Social skills groups or one-on-one; does not provide academic services
- Although SPS has announced that reduction in funding will result in an early (and unanticipated) end to services, Aspiring Youth feels morally compelled to continue as planned; currently enrolled SPS students on Service Plans will be allowed to continue through the end of the school year.



BUDGET UPDATE

- Due to reduction in funds, services were originally projected to end on April 24, 2015; the revised end date (now finalized) is May 8, 2015 (additional 2 weeks of service)
- Contracts will be modified to reflect early termination date
- Services costs currently range from \$70,000 to \$80,000 per month
- Additional \$80,000 has been reclaimed after reducing larger contracts to reflect early termination date
- District will provide an exact service end date following Spring Break (UPDATE: May 8, 2015 will be the final date of services for all students except those affected by YWA's tutor recall)



COLLABORATIVE CONSULTATION PROCESS (RE: SERVICES FOR 2015-16)

- Reviewed current Service Plan and referral statistics:
 - Total eligible private school students – 295
 - Students with Service Plans – 162
 - Students eligible/accessing services:
 - Reading 152/93
 - Writing 159/92
 - Math – 113/72
 - Social/Behavior – 116/38
 - Speech – 130/47
 - OT/PT/Both – 50/16
 - 2 or more academic areas – 157/89
 - Private School Assessment Team (2014-15):
 - 194 referrals
 - 136 decisions to evaluate
 - 69 completed evaluations (67 pending or in-process)
 - 18/69 INELIGIBLE; 26% of students tested are INELIGIBLE
 - ❖ The team needs to do a better job of screening; of students evaluated (especially with the huge increases in numbers of referrals), there should be no more than 5-10% found INELIGIBLE
 - ❖ The PSAT will be reviewing their screening practice as well as individual school referrals(% of students referred who are ultimately determined eligible for special education)
 - ❖ GENERAL rule of thumb – eligible students are performing in lower 10% in area(s) of concern
 - ❖ Strong referral packets include standardized test scores (if possible), curriculum based assessments, student work samples (good idea to include work samples from classmates performing above/at/below grade level expectations, grade book entries, etc.), report cards, etc.)

- Reviewed hourly agency rates (\$60-\$74); group agreed that schools should be encouraged to use their own providers for service delivery whenever possible – for the same cost, services could be doubled.
- REMINDER: For individuals to become service providers:
 - Meet the same qualifications as District service providers, aside from the “Highly Qualified” requirement. Must be certificated, or monitored by a certificated teacher, and maintain appropriate credentials
 - Have a WA State business license (can be obtained online)
 - Fingerprinted within the past two years (District can look up fingerprint records through OSPI if the provider doesn’t have verification documents); individuals can be fingerprinted at the District office by appointment only (206-252-0215)
 - Current student and service schedule identified
 - Complete W-9 and Personal Services Contract; provided by District when the above requirements have been met
- Re: OT/PT/Speech services for next year – insurance may cover these related services but does not cover academic tutoring
- Discussion: SOCIAL vs. SPEECH/OT/PT vs. ACADEMICS; benefits of all services, can we provide direct services AND indirect services?
- No votes for OT/PT services; half of the group indicated that their preference would be for speech and social to take priority over academics, while the other half felt that academics should be priority services in the 2015-16 school year.
 - Robin suggested that Ben Wahl (Aspiring Youth - social skills) offer workshops to schools once or twice a year, as a way to offer social skills as an indirect service



VOTING DISCUSSION & OUTCOMES

- *Social as indirect service* -----17 votes
- *Reduce number of academic sessions to two 45-minute sessions per week*-----19 votes
 - The group proposed that parents have the option of choosing whether their child receives two sessions in ONE academic area, or one session each in TWO academic areas.
- OT providers are difficult to identify and currently have the highest hourly rate; the District was unable to identify any PT providers for the 2014-15 school year, so that services hasn’t been available to any students.
- Continue with the provision of equipment (Question: Can school or parent purchase equipment at a reduced cost? Answer: No)
- To reduce costs, schools can help coordinate the scheduling of back-to-back services and make an effort to combine students into small groups whenever possible
- Offer at least two academic sessions per week and reduce the total number of service months (on either end of the school year). For example, begin services in mid-October to early November and plan to continue through the end of April or early May.

- Consider raising hourly rate for private school providers
 - Group ultimately concluded that the rate can remain the same (\$35/hour), as long as the teachers are allowed to bill for one hour per 45-minute session, to allow for planning and prep time. Agencies currently bill in this manner.

***** NOTE:**

- All agencies agreed that services are most effective if students receive at least two sessions per academic area, per week. Any less would result in “diluted services” and adequate progress on goals couldn’t be guaranteed.
- For scheduling purposes, as well as efficacy, agencies have stated that sessions should be 45 minutes in length