

**RAYMOND SCHOOL DISTRICT**  
**Expenditures by Object Codes (Special Services)**

			<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	
			<u>Actuals</u>	<u>Actuals</u>	<u>Actuals</u>	<u>BUDGET</u>	<u>BUDGET</u>	<u>pg</u>
500111	ADMIN SALARY							
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12330019	500111	SPEDDIR	82,385	82,912	82,790	85,626	65,183	
TOTAL REG SALARY			82,385	82,912	82,790	85,626	65,183	
500111	ADMIN SALARY							
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11215119	500112	ES RESOURC	57,657	33,327	35,030	36,920	36,920	
11215219	500112	MS RESOURC	178,084	161,222	158,017	172,791	172,791	
11215319	500112	HS RESOURC	71,884	84,599	94,985	98,447	84,228	
11220119	500112	ES COORDTR	53,813	55,293	56,814	56,814	66,000	
11220219	500112	MS COORDTR	66,632	68,298	69,807	69,807	65,120	
11220319	500112	HS COORDTR	54,000	55,343	57,150	57,150	38,007	
11230119	500112	ES INCLUSN	263,053	215,673	241,939	249,906	191,849	
11230319	500112	HS INCLUSN	122,091	127,278	137,369	145,013	155,483	
12150119	500112	ES SPEECH	57,657	102,221	108,128	111,823	61,435	
12150219	500112	MS SPEECH	55,183	-	-	-	-	
12150319	500112	HS SPEECH	36,355	-	-	-	-	
TOTAL PROFESSIONAL EDUC SALARIES			1,016,409	903,254	959,239	998,671	871,833	
500113	PROFESSIONAL-OTHER							
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11240019	500113	DW AUTISM	38,985	40,542	32,634	46,633	46,633	
11250019	500113	DW TUTOR	9,680	2,488	3,933	9,254	3,950	
11280019	500113	DW ESY	58,215	47,315	40,564	54,452	50,298	
12126019	500113	DW ODD COORD	16,183	7,500	7,500	7,500	0	
12163019	500113	DW O.T.	61,637	62,487	64,454	65,517	65,517	
TOTAL PROFESSIONAL OTHER			184,700	160,332	149,085	183,356	166,398	
500114	AIDES SALARY							
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11200119	500114	ES SPED	269,210	322,572	390,088	375,999	471,073	
11200219	500114	MS SPED	245,286	248,858	271,696	293,923	295,525	
11200319	500114	HS SPED	187,981	186,106	159,674	208,144	219,843	
11215119	500114	ES RESOURC	16,116	16,527	-	-	-	
11240019	500114	DW AUTISM AIDE	12,586	12,912	-	-	-	
12150119	500114	ES SPEECH	15,294	15,681	7,024	16,684	-	
TOTAL AIDES SALARY			746,473	802,656	828,482	894,750	986,441	
500115	OFFICE/CLERIC							
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12330019	500115	DW SPED	25,514	26,003	26,103	27,394	28,288	
TOTAL OFFICE/CLERICAL			25,514	26,003	26,103	27,394	28,288	
500130	OVERTIME SALARY							
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12330019	500130	SPED OT	-	-	-	100	100	
TOTAL OVERTIME SALARY			-	-	-	100	100	(1)

			<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	
			<u>Actuals</u>	<u>Actuals</u>	<u>Actuals</u>	<u>BUDGET</u>	<u>BUDGET</u>	<u>pg</u>
<b>TOTAL SALARIES</b>			<b>2,055,481</b>	<b>1,975,157</b>	<b>2,045,699</b>	<b>2,189,897</b>	<b>2,118,243</b>	
500211	HEALTH INSURANCE							
11200119	500211	ES SPED	229,897	263,426	346,444	398,556	528,704	
11200219	500211	MS SPED	213,747	208,071	226,200	322,224	282,346	
11200319	500211	HS SPED	176,649	175,187	180,705	262,167	259,847	
11215119	500211	ES RESOURC	17,828	38,227	21,574	23,327	25,660	
11215219	500211	MS RESOURC	81,578	78,789	48,619	55,294	60,824	
11215319	500211	HS RESOURC	31,740	20,173	21,574	23,327	25,660	
11220119	500211	ES COORDTR	17,599	20,617	18,363	20,764	22,696	
11220219	500211	MS COORDTR	21,235	20,617	18,508	20,764	18,157	
11220319	500211	HS COORDTR	-	-	16,836	20,764	10,213	
11230119	500211	ES INCLUSN	83,164	64,056	50,089	66,529	19,008	
11230319	500211	HS INCLUSN	29,885	39,213	37,554	40,607	60,824	
11240019	500211	DW AUTISM	25,906	27,350	19,138	17,281	25,660	
12126019	500211	DW ODD COORD	-	-	2,213	-	-	
12150119	500211	ES SPEECH	39,636	60,749	52,031	67,210	25,660	
12150219	500211	MS SPEECH	21,808	-	-	-	-	
12150319	500211	HS SPEECH	23,297	-	-	-	-	
12163019	500211	DW O. T.	21,809	22,528	21,018	23,327	19,009	
12330019	500211	SPED&ASST	36,816	39,155	36,382	43,134	39,519	
TOTAL HEALTH INSURANCE			1,072,594	1,078,158	1,117,248	1,405,275	1,423,787	
500212	DENTAL INSURANCE							
11215119	500212	ES RESOURC	802	-	-	-	-	
11215219	500212	MS RESOURC	4,873	4,408	4,403	4,679	4,679	
11215319	500212	HS RESOURC	1,498	1,605	1,699	1,620	1,370	
11220119	500212	ES COORDTR	1,935	2,153	2,108	2,107	2,107	
11220219	500212	MS COORDTR	2,153	2,153	2,108	2,107	1,686	
11220319	500212	HS COORDTR	667	667	1,999	2,107	970	
11230119	500212	ES INCLUSN	4,830	3,828	3,306	3,559	3,077	
11230319	500212	HS INCLUSN	1,920	2,483	2,483	2,508	3,309	
11240019	500212	DW AUTISM	563	623	1,080	810	1,370	
12150119	500212	ES SPEECH	1,357	2,809	2,717	2,740	1,370	
12150219	500212	MS SPEECH	1,357	-	-	-	-	
12150319	500212	HS SPEECH	1,357	-	-	-	-	
12163019	500212	DW O. T.	1,370	1,357	1,218	1,370	810	
12330019	500212	SPEDDIR	2,329	2,345	2,090	2,331	4,358	
TOTAL DENTAL INSURANCE			27,011	24,431	25,211	25,938	25,106	
500213	LIFE INSURANCE							
11200119	500213	ES SPED	354	429	464	461	576	
11200219	500213	MS SPED	340	342	317	384	384	
11200319	500213	HS SPED	240	244	195	269	269	
11215119	500213	ES RESOURC	67	67	48	48	48	
11215219	500213	MS RESOURC	192	192	184	192	192	(2)

			14-15	15-16	16-17	17-18	18-19	
			<u>Actuals</u>	<u>Actuals</u>	<u>Actuals</u>	<u>BUDGET</u>	<u>BUDGET</u>	<u>pg</u>
11215319	500213	HS RESOURC	96	92	96	96	96	
11220119	500213	ES COORDTR	136	144	144	144	144	
11220219	500213	MS COORDTR	144	144	144	144	115	
11220319	500213	HS COORDTR	144	144	144	144	65	
11230119	500213	ES INCLUSN	239	180	192	192	192	
11230319	500213	HS INCLUSN	144	144	144	144	144	
11240019	500213	DW AUTISM	67	67	48	48	48	
12126019	500213	DW ODD COORD	45	-	-	-	-	
12150119	500213	ES SPEECH	67	115	105	115	48	
12150219	500213	MS SPEECH	48	-	-	-	-	
12150319	500213	HS SPEECH	48	-	-	-	-	
12163019	500213	DW O. T.	48	48	48	48	48	
12330019	500213	SPED DIR&ASST	162	163	164	163	271	
TOTAL LIFE INSURANCE			2,581	2,515	2,437	2,592	2,640	

500214 DISABILITY INSURANCE

11220119	500214	ES COORD	145	149	149	154	157	
11220219	500214	MS COORD	181	184	185	189	152	
11220319	500214	HS COORD	146	150	154	155	85	
12126019	500214	DW ODD COORD	21	-	-	-	-	
12330019	500214	SPEDDIR	194	189	189	189	331	
TOTAL DISABILITY INSURANCE			687	672	677	687	725	

500220 SOCIAL SECURITY

11200119	500220	ES SPED	18,341	21,287	25,535	23,859	34,292	
11200219	500220	MS SPED	16,358	16,260	17,836	18,406	21,646	
11200319	500220	HS SPED	12,332	11,822	9,735	12,125	16,067	
11215119	500220	ES RESOURC	5,463	3,608	2,505	2,710	2,699	
11215219	500220	MS RESOURC	12,198	11,337	11,554	12,844	12,817	
11215319	500220	HS RESOURC	4,983	6,140	6,968	7,376	6,260	
11220119	500220	ES COORDTR	3,739	3,785	4,100	4,250	4,945	
11220219	500220	MS COORDTR	4,663	4,786	4,974	4,878	4,581	
11220319	500220	HS COORDTR	4,133	4,236	4,323	4,276	2,788	
11230119	500220	ES INCLUSN	18,676	15,508	18,031	18,707	14,546	
11230319	500220	HS INCLUSN	8,834	9,184	10,364	10,854	11,560	
11240019	500220	DW AUTISM	3,591	3,686	2,263	3,462	3,407	
11250019	500220	DW TUTOR	893	161	301	708	302	
11280019	500220	EXT SCL YR	4,454	3,626	3,103	4,166	3,848	
12126019	500220	DW ODD COORD	1,238	573	559	574	0	
12150119	500220	ES SPEECH	4,977	8,381	8,424	9,169	4,516	
12150219	500220	MS SPEECH	3,841	-	-	-	-	
12150319	500220	HS SPEECH	2,462	-	-	-	-	
12163019	500220	DW O. T.	4,318	4,428	4,629	4,840	4,899	
12330019	500220	SPEDDIR	8,027	8,046	7,799	8,188	7,041	
TOTAL SOCIAL SECURITY			143,521	136,854	143,003	151,392	156,214	(3)

			<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	
			<u>Actuals</u>	<u>Actuals</u>	<u>Actuals</u>	<u>BUDGET</u>	<u>BUDGET</u>	<u>pg</u>
500231	NON TEACHER RETIREMENT							
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11200119	500231	ES SPED	23	-	-	-	-	
12330019	500231	SPED ASST	2,754	2,905	2,919	3,128	3,230	
TOTAL NON TEACHER RETIREMENT			2,777	2,905	2,919	3,128	3,230	
500232	TEACHER RETIREMENT							
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11215119	500232	ES RESOURC	8,164	5,222	5,489	6,409	6,409	
11215219	500232	MS RESOURC	25,217	25,264	24,761	29,997	29,997	
11215319	500232	HS RESOURC	10,179	13,257	14,884	17,090	14,622	
11220119	500232	ES COORDTR	7,620	8,664	8,903	9,863	11,458	
11220219	500232	MS COORDTR	9,435	10,702	10,939	12,118	11,306	
11220319	500232	HS COORDTR	7,646	8,672	8,955	9,921	6,598	
11230119	500232	ES INCLUSN	37,259	33,796	37,912	43,384	33,305	
11230319	500232	HS INCLUSN	17,288	19,945	21,526	25,174	26,992	
11240019	500232	DW AUTISM	5,520	6,353	5,119	8,095	8,095	
11250019	500232	DW TUTOR	877	100	-	1,606	686	
11280019	500232	EXT SCL YR	5,269	4,610	3,818	7,090	6,549	
12126019	500232	DW ODD COORD	0	1,175	1,175	1,302	0	
12150119	500232	ES SPEECH	8,164	16,018	16,943	19,412	10,665	
12150219	500232	MS SPEECH	7,814	-	-	-	-	
12150319	500232	HS SPEECH	5,148	-	-	-	-	
12163019	500232	DW O. T.	8,728	9,792	10,100	11,374	11,374	
12330019	500232	SPED DIR	11,708	12,992	12,973	14,865	11,316	
TOTAL TEACHER RETIREMENT			176,036	176,562	183,497	217,700	189,372	
500241	WORKSHOP REIMBURSEMENT							
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11200019	500241	DW SPED	500	882	-	500	500	
TOTAL WORKSHOP REIMBURSEMENT			500	882	-	500	500	
<b>TOTAL BENEFITS</b>			<b>1,425,707</b>	<b>1,422,979</b>	<b>1,474,992</b>	<b>1,807,212</b>	<b>1,801,574</b>	
<b>TOTAL SALARY AND BENEFITS</b>			<b>3,481,188</b>	<b>3,398,136</b>	<b>3,520,691</b>	<b>3,997,109</b>	<b>3,919,817</b>	
500320	PROF DEVELOP SERV.							
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11230019	500320	DW INCLUSN	2,332	1,000	399	500	500	
TOTAL PROF DEVELOP SERV.			2,332	1,000	399	500	500	
500321	PROF DEVELOP-INSTRUCT							
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11200019	500321	DW SPED	2,347	1,836	776	2,000	1,000	
11240019	500321	DW AUTISM	1,000	1,000	-	-	-	
TOTAL PROF DEVELOP-INSTRUCT			3,347	2,836	776	2,000	1,000	
500323	PROF SVCS FOR PUPILS							
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11200019	500323	SPED PLATO	-	5,100	5,738	5,100	0	(4)

			<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	
			<u>Actuals</u>	<u>Actuals</u>	<u>Actuals</u>	<u>BUDGET</u>	<u>BUDGET</u>	<u>pg</u>
11240019	500323	DW AUTISM	4,978	2,168	3,950	2,000	4,000	
11250019	500323	SPED TUTOR	145	1,066	1,050	1,000	5,000	
11280019	500323	BEHAVIOR, SPEECH, P	336,597	627,812	839,064	620,900	819,000	
12140019	500323	DW PSYCH	-	4,463	-	-	0	
TOTAL PROF SVCS FOR PUPILS			341,720	640,609	849,802	629,000	828,000	
500330 OTHER SERVICES								
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11200019	500330	DW SPED LEGAL	11,222	26,385	9,870	20,000	20,000	
TOTAL OTHER SERVICES			11,222	26,385	9,870	20,000	20,000	
500519 STUDENT TRANSPORTATION								
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12722018	500519	HOMELESS	15,545	18,253	44,611	23,500	46,000	
12722019	500519	SPEDBUS	354,246	369,666	360,107	407,500	370,991	
TOTAL STUDENT TRANSPORTATION			369,791	387,919	404,718	431,000	416,991	
500531 COMMUNICATIONS								
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12330019	500531	SPED OFFIC	633	2,385	1,613	1,950	1,600	
TOTAL COMMUNICATIONS			633	2,385	1,613	1,950	1,600	
500534 POSTAGE FEES								
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12330019	500534	SPED	111	165	122	200	150	
TOTAL POSTAGE FEES			111	165	122	200	150	
500550 PRINTING & BINDING								
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11200019	500550	DW SPED	1,400	-	-	-	0	
TOTAL PRINTING & BINDING			1,400	-	-	-	0	
500561 TUITION WITHIN STATE								
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11200119	500561	ES SPED	-	20,068	47,835	37,000	12,000	
11200219	500561	MS SPED	-	-	2,329	-	27,000	
11200319	500561	HS SPED	-	445	450	2,000	9,500	
TOTAL TUITION WITHIN STATE			-	20,513	50,614	39,000	48,500	
500569 PRIVATE OUT OF DISTRICT								
11200119	500569	ES SPED	194,472	164,552	42,828	61,000	157,000	
11200219	500569	MS SPED	450,231	400,969	398,942	157,000	223,000	
11200319	500569	HS SPED	493,166	444,495	275,958	592,000	611,000	
TOTAL PRIVATE OUT OF DISTRICT			1,137,869	1,010,016	717,728	810,000	991,000	
500580 TRAVEL								
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11200019	500580	DW SPED	4,708	5,883	9,176	5,500	5,500	
TOTAL TRAVEL			4,708	5,883	9,176	5,500	5,500	(5)

			<u>14-15</u>	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>	
			<u>Actuals</u>	<u>Actuals</u>	<u>Actuals</u>	<u>BUDGET</u>	<u>BUDGET</u>	<u>pg</u>
500610	GENERAL SUPPLIES							
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11200019	500610	DW SPED	1,588	1,563	1,310	2,400	2,956	
11200119	500610	ES SPED	1,500	3,430	1,500	3,275	1,382	
11200219	500610	MS SPED	1,500	2,569	1,697	1,500	2,013	
11200319	500610	HS SPED	1,500	1,491	1,499	4,000	2,840	
11240019	500610	DW AUTISM	1,589	1,970	1,503	2,500	2,300	
12142019	500610	DW PSYCH	2,001	4,526	4,000	2,620	4,500	
12150019	500610	DW SPEECH	1,498	2,672	1,499	1,000	1,880	
12163019	500610	DW OT	500	900	248	500	2,000	
TOTAL GENERAL SUPPLIES			11,676	19,121	13,256	17,795	19,871	
500731	NEW EQUIPMENT							
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11200019	500731	DW SPED	1,966	-	1,563	-	-	
11215119	500731	ES RESOURCE	-	500	-	-	-	
11230019	500731	DW INCLUS	-	500	-	-	-	
11230119	500731	ES INCLUS	1,572	500	830	825	1,248	
11230219	500731	MS INCLUS	200	500	415	1,100	500	
11230319	500731	HS INCLUS	161	485	4,326	275	500	
TOTAL NEW EQUIPMENT			3,899	2,485	7,134	2,200	2,248	
500733	NEW FURNITURE & FIXTURES							
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11200019	500733	DW SPED	193	1,207	201	-	-	
11215119	500733	ES RESOURCE	4,152	732	-	-	-	
12130319	500733	HS INCLUS	-	-	-	-	600	
TOTAL NEW FURNITURE & FIXTUR			4,345	1,939	201	-	600	
500735	REPLACE EQUIPMENT							
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12225019	500735	DW SPED	-	-	-	-	8,322	
TOTAL REPLACE EQUIPMENT			-	-	-	-	8,322	
500810	DUES & FEES							
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11200019	500810	MEDICAID	36,405	10,593	23,141	20,000	20,000	
12330019	500810	DW SPED	1,316	680	-	1,500	1,500	
TOTAL DUES & FEES			37,721	11,273	23,141	21,500	21,500	
<b>TOTAL NON-SALARY RELATED EXPENSES</b>			<b>1,930,774</b>	<b>2,132,529</b>	<b>2,088,550</b>	<b>1,980,645</b>	<b>2,365,782</b>	
<b>TOTAL SPECIAL SERVICES</b>			<b>5,411,962</b>	<b>5,530,665</b>	<b>5,609,241</b>	<b>5,977,754</b>	<b>6,285,599</b>	<b>(6)</b>

**Raymond School District Fiscal Year 2019 Budget Process Special Initiative**

Special Education Administration Initiative Submitted by Tina H. McCoy - SAU 33 - October 2017

Problem	Proposed Solution	Advantages	Proposed Cost	Other Relevant or Mitigating Factors
<p>1. We have four special education administrators for a district of less than 1,300 students, which is a staffing pattern that is more liberal than necessary. 2. The structure that we currently have for special education administration (one coordinator for each school plus a District Director) is not conducive to smooth transitions from school to school or from school into life options after secondary education. 3. A myriad of required summer tasks are difficult to achieve with the number of days in the current contracts of curriculum coordinators.</p>	<p>1. Eliminate one position for a total of three special education administrators for our district. 2. Restructure the positions in a way that is efficient, realistic and much more conducive to supporting students to transition successfully from school to school and into adult life. 3. The proposed structure is as follows: A - One coordinator for preschool through grade four, with the additional requirement that the elementary coordinator follow (attend student/parent meetings) students into fifth grade. B. One coordinator for grades 5-9 ; this coordinator would serve as the LEA (Local Education Agency) representative and work to transition students successfully into high school. C. The High School Coordinator would also serve as the Director of Student Services with the stipulation that a grant funded transition coordinator will serve as the LEA representative and IEP facilitator at meetings for students in grades 10 and up. This will provide a post-high school transition focus to all IEP meetings and keep teams oriented toward planning for the future of each student post high school. It would also ensure that the Director is available across the District as needed (and not continually in attendance at routine meetings. 4. Increase the contract days of two coordinators to 220; contract days for Director would remain 260.</p>	<p>1. Reduced cost to the Raymond School District. 2. Increased emphasis, ownership and accountability of smooth transitions for students with educational disabilities as they move from school to school and/or into life past high school.</p>	<p>Total cost of compensation for all four special education administrators is \$448,117 (salaries and benefits). With the reduction of one position, the total projected cost of three administrators (two with increased contract days) is \$360,084 , a <b>savings of \$80,033</b> for the Raymond School District.</p>	<p>Many configurations of special education administration in the District were considered before this recommendation was finalized. While there are other viable ways to divide the responsibilities of coordinators and the Director, this option is the most student-oriented. Smoother transitions for students will reduce difficulties or potential regression as students experience new settings, situations and routines in our school system.</p>

**Raymond School District Fiscal Year 2019 Budget Process Special Initiative**

**YEES (Youth Educational Employment Service) Case Worker/Bob Bickford, Principal/Iber Holmes Gove Middle School/October 25, 2017**

<b>Problem</b>	<b>Proposed Solution</b>	<b>Advantages</b>	<b>Proposed Cost</b>	<b>Other Relevant or Mitigating Factors</b>
<p>We have a number of high risk students at the middle school. Students who have significant academic, social, behavioral, and/or truancy issues. On average there were 27 failing grades per quarter last year with 4 students required to attend summer school and 2 being retained as a result of failing more than 2 courses for the year. Eighty two (82) students had 10 or more unexcused absences and 21 students had 10 or more discipline referrals per year. If these students do not receive significant individual support they are statistically more likely to engage in risky behavior and have a higher probability of not completing high school.</p>	<p>Obtain the services of a full time YEES (Youth Educational Employment Service) case worker that can focus 100% of their work on those students who have been identified by the school's Student Intervention Team (SIT) as those in the greatest need of support. YEES is a New Hampshire state certified adolescent therapeutic care program and a Medicaid provider. Unlike other offerings in the state, YEES provides services to both student and families providing consistent resources and interventions that assures students meet their behavioral and academic goals per their IEP as needed. They also can provide around-the-clock services including home visits and student transportation. The assistance of a YEES caseworker can help reduce the suspension/ expulsion rates: A key indicator monitored by the DOE for special education compliance (Indicator 4)</p>	<p>The YEES caseworker is assigned to our most challenging students who are at the greatest risk of becoming dropouts and/or not graduating with their classmates. The YEES caseload is determined by our Student Intervention Team (SIT) based on collected data related to academic success, behavior and/or truancy. The goal of the YEES caseworker is to significantly improve the student's productive participation and attendance in school. As the YEES caseworker is a contracted service to the district and they are not a school district employee, they have much greater flexibility in working with the students and their families. They are able to go to the home and bring the student to school, as well as to other appointments that have a positive impact on the student's productivity at school. Evidence of their efficacy can be seen by the work being completed at RHS in terms of improved climate and culture and the significant reduction in the suspension rate. In addition YEES had a very limited exposure at IHGMS few years ago their efforts helped the district save the cost of one out of district placement</p>	<p>According to the Special Education Director, the contract for our YEES case manager is <b>\$62,000</b> per school year. The spec ed director is suggesting that we place 30% of that in the general education portion of the MS budget (\$18,6000.00) The remaining 70% (\$43,400.00) be added into the special education contracted services budget (as part of this initiative).. In addition there is a very strong likelihood that the 70% share could be funded through IDEA .</p>	<p>SY 17-18 is a pilot year for YEES at IGHMS . At no cost to our District, a YEES case worker is supporting students and families at IHGMS. We have already seen significant improvement of our most high risk students spending more time in the classrooms and engaged in their learning. The YEES caseworker can provide in school and out of school suspension resources. Their services can significantly decrease the likelihood of out of district special education placements (on average one out of district placement is \$65,000). YEES is a program that has data proven success throughout NH in both student outcome and financial saving to school districts</p>



I have been asked to share my perspective of the value in having the YEES program at IHGMS. For the past 5-years, I have had the opportunity to work with Marc Pantazis who has held the role of YEES caseworker at RHS. This particular role was identified, as a support service need due to a high number of students with truancy, social/emotional/behavioral and academic problems. Students identified for the YEES caseload are referred through our student intervention team (SIT). SIT members review various data points to determine our most at-risk students. The role of the YEES caseworker has become an integral role within the RTI model by increasing student attendance, class participation, academic success and increased school-family relationships. Marc acts as a mentor not only for his students and their families but also to staff members who directly work with or teach his students. Furthermore, his involvement has prevented out of district placement for several students who were highly at-risk.

Given the position loss of the school counselor who served our population of students with social/emotional/behavioral needs at IHGMS, the role of the YEES caseworker has been exceptionally beneficial for our most high needs students. As YEES caseworker at IHGMS, Adam Tack has effortlessly stepped into his role. He has quickly built a rapport with his students, while maintaining boundaries and providing clear expectations. He works closely with all staff that work with his students to support them while also advocating for students' needs. In the short time Adam has been here he has proven himself instrumental in supporting all of his students; however, one student in particular has made tremendous gains. This child missed over 50% of his school year last year and failed all of his classes. With the involvement of YEES, he has significantly increased his attendance, is actively participating in the classroom, and has average grades in all but one subject area.

In short, I have witnessed 5-years of the benefits of having a YEES worker at the high school and I am already impressed with the effectiveness of the YEES worker at IGHMS. Marc and Adam work closely together on a daily basis to ensure they are being consistent in their roles. To have this position in both buildings allows for consistency of service delivery as well as improved ease of transition for our significantly high risk 8<sup>th</sup> grade students going into 9<sup>th</sup> grade.

Respectfully submitted,

 10/29/17

Kate Grieve  
School Psychologist