



BROOKFIELD PUBLIC SCHOOLS LEADERSHIP REORGANIZATION- 3/12/18



Purpose:

- Follow Board of Education 2018-2019 Budget Directive
- Meet Changing Context
- Improve Services and Programming for Students
- Provide Faculty and Staff with Enhanced Supervision and Support

Scope:

- Brookfield High School - Science & Math Leadership Structure
- District & School Level - Special Education/Pupil Services Leadership Structure

BHS LEADERSHIP REORGANIZATION

Goal:

- Follow BOE Directive to reduce 1 Administrator Position

Plan:

- Eliminate Math Department Head at BHS
- Eliminate Science Department Head at BHS
- **Create new STEM (Science, Technology, Engineering, Math) leader position for BHS** (NOTE: Parallel to this year's consolidation of SS & English to Humanities in 2017-2018)

Benefits:

- Coherence & Alignment of Science & Math Programs at Brookfield High School
- Alignment to NGSS
- Alignment to Strategic Coherence Plan (Creativity, Innovation, Communication, Collaboration, Critical Thinking, Problem Solving)
- Keeping Up with integration of technology
- Provide Foundation for Future Employment

Delta:

- May lose valued employees due to restructuring
- STEM Leader will not teach classes

SPECIAL EDUCATION SERVICES REORGANIZATION

Goals: Address Unanticipated Changes

- Change #1 – Need for Social/ Emotional Programming to Support K-12 Students
- Change #2 – Resignation of Elementary Department Chair (Taking Leadership Role in Another District)

Plan:

- Eliminate Current 3 Teacher Level Department Chair Positions (10 months)
- Create 2 Special Education Supervisor Positions (Administrator – 12 Month)
 - Pre K- 5 & 6-12/ Transition
- Reallocate one of the Department Chair Positions to a New School Psychologist Position

Benefits:

- Added Value - 12 month employees, will be responsible for ESY (Extended School Year)
- Administrative capacity and authority for evaluation & supervision of faculty and staff
- Offices will remain in the buildings in order to provide on site support
- Maintain positive transitions between buildings
- Meet students Social/Emotional needs in the our schools
- Develop and Implement Therapeutic Programming
- Budget Neutral Now /Anticipated Savings in the Future – Provide in district programming

Delta:

- Some staff may feel less supported without having a department chair assigned exclusively to their school

SPECIAL EDUCATION SERVICES REORGANIZATION (CON'T)

- **Why Therapeutic Programming?**
- Local/state/national trend: more students presenting with significant social-emotional needs
- We are not currently staffed to provide a continuum of social-emotional supports or in district therapeutic programming
- Our own teachers have articulated the need to address social-emotional support
- The budget overage in Special education is due in large part to unmet social-emotional needs that are not provided in district
- **Provide therapeutic services for students in our schools with significant needs: Reassigning a Department Chair as a School Psychologist provides us with the capacity to:**
 - Restructure BHS Alternative program to provide emotional and behavioral supports
 - Develop therapeutic program at WMS to provide emotional and behavioral supports similar to the envisioned BHS Alternative Program
 - Reorganize elementary special education roles and caseloads to meet social-emotional needs
 - Develop social-emotional learning curriculum and behavioral programming in order to improve emotional regulation and social skills for students across all grade levels
 - Establish district-wide School Climate Coordinator

THANK YOU

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QUESTIONS