



Improving the Productivity of Special Education Systems

OUR DISTRICT



- **14 elementary**
- **2 middles**
- **2 comprehensive highs**
- **1 alternative high**
- **4 charters**

- **14,310 enrollment**
- **1,862 SWD**
- **13% SpEd eligible**
- **75 licensed sped staff**
- **200 SpEd support staff**

OUR CHALLENGE



11% BUDGET CUTS

=

\$1.4 MILLION LESS



What the-! Hey, wait a minute, fellow- don't push, punk! Whose idea was this? There's gotta be a better way...

RATIONALE FOR CHANGE



To increase

- student achievement,
- quality of services, and
- productivity

while maintaining

- student safety and
- the instructional integrity of

the District's special education programs.

RATIONALE FOR CHANGE



- **Focuses** responsibilities
- **Focuses** instructional resources
- **Preserves** instructional support
- **Decreases** redundancies
- **Increases** collaboration

OUTCOMES



- **11.2% DECREASE IN DROPOUT RATES**
- **12.5% INCREASE IN GRADUATION RATES**
- **NO INCREASE IN MOE**

OUTCOMES



2015-2016 ODE PARENT SURVEY

To what level do you agree with the following:	Agree & Strongly Agree (%)
The procedural safeguards were explained to me in understandable terms	89
I had the opportunity to provide input during my child's evaluation	95
The [IEP] team asked for and considered my input on goals for my child's IEP	87
My child is receiving all of the services listed on the IEP	86
I received periodic reports on my child's progress toward IEP goals	90
My child's IEP provides the direction and plan for helping my child reach his/her long-term goals after he/she leaves public school.	80

PROCESS FOR CHANGE



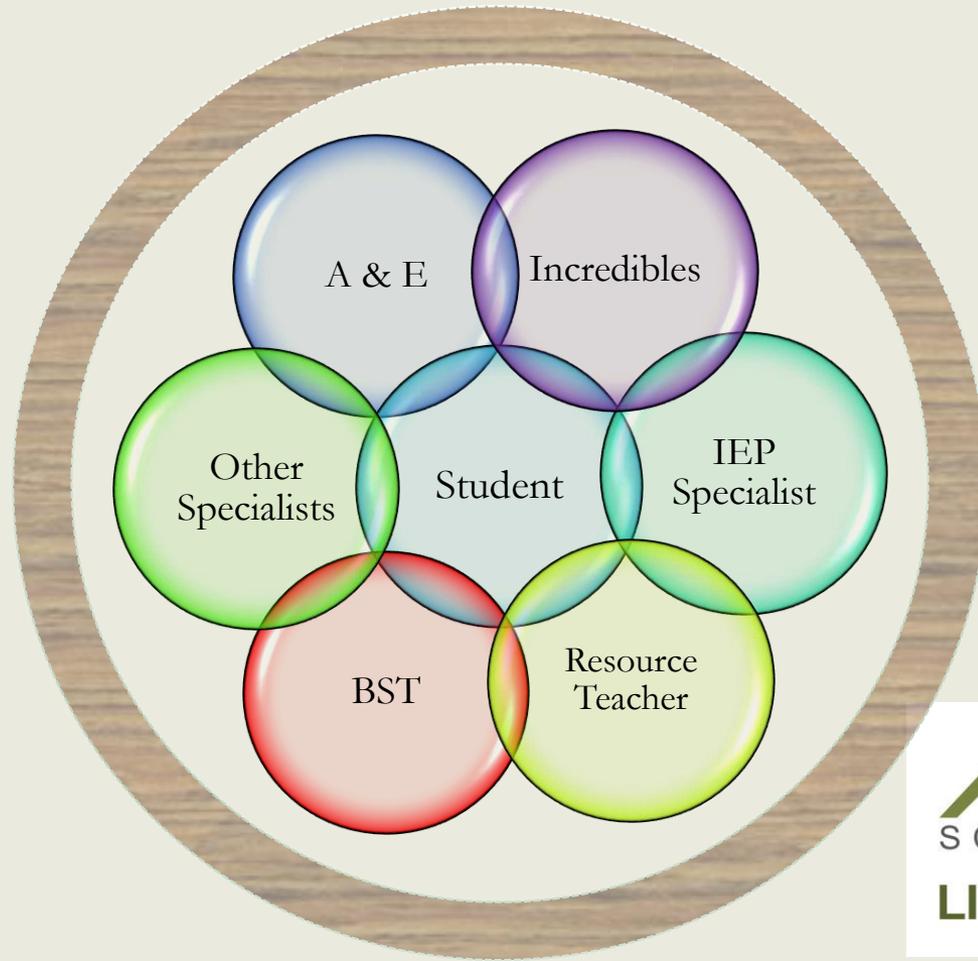
- Why?
- What?
- How?
- Think Tank
- Spending your Dots
- Development Surveys
- Implementation
- Feedback & Tweaking

TIMELINE



- YEAR 1: PLANNING YEAR**
- YEAR 2: ASSESSMENT & EVALUATION TEAM
BEHAVIOR-SOCIAL SUPPORT TEAM**
- YEAR 4: PILOT IEP SPECIALISTS AT
ELEMENTARY RESOURCE**
- YEAR 5: IEP SPECIALISTS AT
ELEMENTARY RESOURCE**
- YEAR 6: IEP SPECIALISTS AT SECONDARY
RESOURCE**

Special Education Model



ASSESSMENT & EVALUATION TEAM

Purpose



- **Aligns** evaluation practices
- **Provides** high quality evaluation
- **Improves** response time
- **Increases** consistency and fidelity

Assessment & Evaluation



Services

- Pre-referral Screenings
- Assessments
- Evaluation Reports
- Initial & Triennial Eligibilities
- Instructional Recommendations
- Parent Resources

Priorities

- Intake Process
- Case Staffing & Collaboration
- Central Hub for Support
- Cost Effective

Behavior-Social Support Team

Purpose



BEHAVIOR-SOCIAL SUPPORT TEAM SUPPORTS STUDENTS IN THEIR LEAST RESTRICTIVE ENVIRONMENT WHERE STUDENTS CAN LEARN AND DEMONSTRATE:

- *SAFETY*
- *SELF-MANAGEMENT*
- *FOLLOWING DIRECTIONS*
- *RESPECTFUL INTERACTIONS*
- *COOPERATION WITH OTHERS*
- *POSITIVE PEER INTERACTIONS*

BEHAVIOR-SOCIAL SUPPORT TEAM STRUCTURE



Team Lead

- Educational Assistant
- Skills Trainer
- Autism Support

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***SKILLS TRAINER – CONTRACTED AGENCY**

***AUTISM SUPPORT – REGIONAL DOLLARS**

School Psychologist/ Behavior Specialist Priorities



FUNCTIONAL BEHAVIOR ASSESSMENTS
BEHAVIOR INTERVENTION PLANNING
IN-CLASS STUDENT COACHING
IEP AND CLASSROOM PLANNING
RISK AND THREAT ASSESSMENTS
MENTOR/TEACHER TRAINING
SMALL-GROUP INSTRUCTION
CONSULTATION
CRISIS PREVENTION TRAINING (CPI)
CURRICULUM PLANNING
BEHAVIOR SCREENING WITH A&E
TEAM MANAGEMENT AND SUPPORT!

Levels of Behavioral Support

Level 4: FBA

- Consent Required
- FBA
- BIP
- Individual coaching
- Mentor/Teacher training and support
- Small group instruction
- IEP recommendations

Level 3: Identified Individual Students

- Identify Target Behavior(s)
- Replacement behavior training
- Data collection for effectiveness and progress
- Individual coaching
- mentor/teacher training and support
- Small group instruction
- IEP recommendations

Level 2: Targeted Group Instruction

- Students with behavior or social needs listed under SDI and provided by school team
- Accommodations under related service being implemented
- Small/large group instruction provided by BST

Level 1: Consultation

- SPED Students Only
- Minor Accommodations
- Listed as yearly amount on IEP. BST as provider
- Must fill out Initial teacher checklist form

Level 1

Level 2



Consultation

- Students in SPED only
- ITCL required
- IEP accommodations & modifications
- Supports under RS as hours/year

Targeted Group Instruction

- Students needing self-management or social supports
- Accommodations are being implemented and supported
- Small/large-group instruction provided by BST

Level 3

Level 4

Identifying Individual Student Need

- Data collection
- Identify target behaviors
- Replacement behavior training
- Individual coaching
- Mentor/teacher training
- IEP accommodations

Behavior Assessment Planning

- Consent for FBA
- FBA development
- BIP development
- Individual coaching
- Safety planning
- Next steps

Behavior-Social Support Team Priorities



The Team

- School Psychologist/
Behavior Specialist
- Educational Assistant
- Skills Trainer
- Autism Support
Services

Team-based Services

- Consultation
- In-class interventions
- Social skills group
- Self-management
training
 - Calming stations
- Coaching in the
classroom
 - Pre-teach
 - Skill stream

IEP SPECIALISTS

Purpose

- **Collaboration**
- **Accurate IEP and evaluation paperwork**
- **Encourages active team member participation**

IEP SPECIALISTS



Services

- IEPs
- 3-year re-evaluations
- Out-of-District transfer IEP & eligibilities
- Mentoring, coaching, and additional support

Priorities

- Meeting facilitation
- Data analysis
- Student progress and goals
- Accurate student files
- Building case manager support

Four IEP specialist divided among 20 schools-elementary and secondary

THE INCREDIBLES



Services

- Scheduling
- SPR&I Compliance Reviews
- Data Processing
- Caseload Management
- POC for Schools

Emphasis

- Highly trained staff
- Streamlined office
- Conduit for groups/workflow
- Compliance Review

RESOURCE TEACHER & PROGRAM

Benefits & Outcomes



- Student contact time (academically, behaviorally, socially)
- Batched IEPs
- Prep time
- Collaboration with general education teacher
- Meetings with support staff
- Mental health breaks
- Increased time for involvement with committees

RESOURCE TEACHER & PROGRAM



Student Supports

- Specially Designed Instruction
- Related Services
- Consultation
- Diagnostic Instruction
- Check-in/Check-out
- Co-Teaching
- Calming stations

Case Management

- Data Collection
- Progress Monitoring
- Referral Process
- IEP Revisions
- Verifying Fidelity of Accommodations

LESSONS LEARNED



- **LONG PROCESS**
- **CHANGE CAN BE HARD...AT FIRST**
- **LETTING GO OF CONTROL**
- **ALLOW FOR ALTERNATE WAYS OF THINKING AND DOING**
- **HURDLES ALONG THE WAY**
- **COMMUNICATION IS THE KEY**





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