

What is our goal for exceptional students?

Special education is a service, not a place.

The Exceptional Student Services team provides resources, supports, and services that allow students with disabilities to acquire the skills they need to pursue independent living, post-secondary readiness, and personal, academic, and professional success.

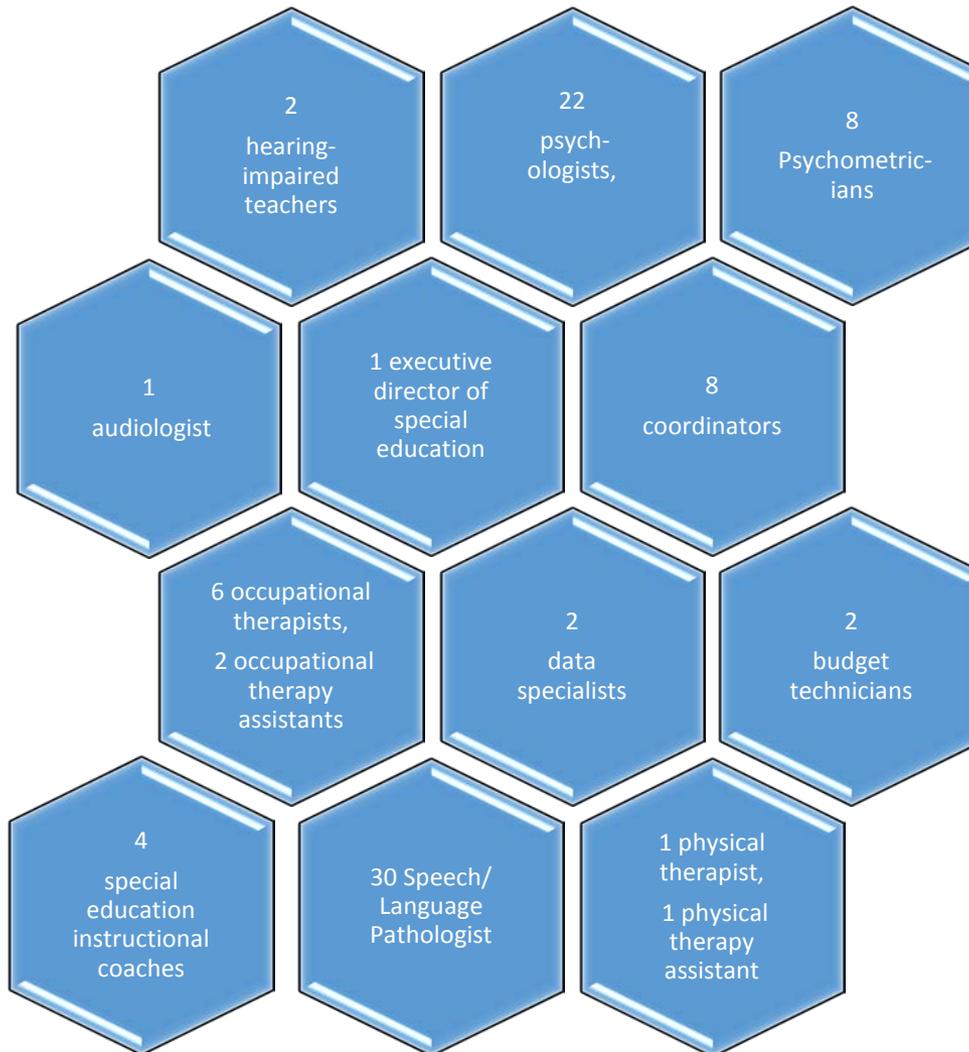
We will ensure that each child receives specialized instruction that minimizes the impact of his or her disability through a continuum of services, ranging from services within a general education classroom to fully contained classroom settings.

What are our guiding beliefs?

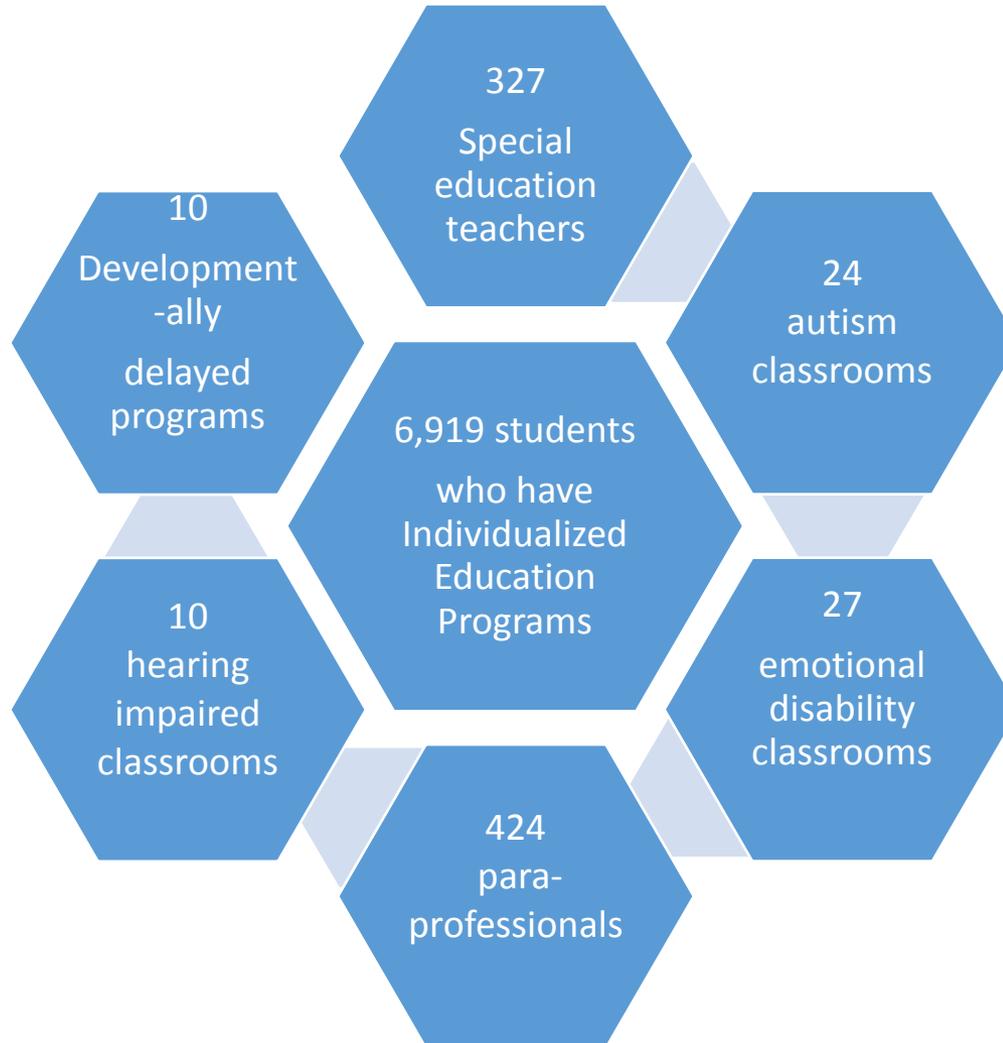
Maximizing individual strengths. Meeting individual needs.

- ❖ Students are our first priority.
- ❖ The education of exceptional students is everyone's responsibility.
- ❖ All students are unique individuals and should be valued for their physical, social, emotional, and intellectual differences.

Who is on the special education team?



Who do we support?



How do we compare locally?

	Tulsa Public School	Oklahoma City Public Schools	Union Public Schools
Total enrollment	37,323	40,819	15,960
General education	30,404	34,844	14,054
Special education	6,919	5,975	1,906
Special Education %	18.5%	14.6%	11.9%

What progress have we made?

In the 2016-2017 school year, we have:

- Improved the **data-collection process** to ensure data-informed decision-making;
- **Streamlined site-based** staffing to maximize the quality of services offered;
- Bolstered instructional supports and professional learning for teachers with the use of **embedded special education instructional coaches**;
- Significantly increased **embedded network support services**; and
- Fostered the conditions to **create inclusive learning environments** for children with disabilities in pre-kindergarten and kindergarten.

Why are we making changes to the special education team?

Special education students represent about 18.5% of our total enrollment across the district.

- This number has remained steady over the last three years.
- School-level enrollment ranges between 15%-30% which is above the national average.

Why are we making changes to the special education team?

Recruiting teachers with special education certification continues to be a challenge.

- We partner with the Oklahoma State Department of Education (OSDE) to run a Special Education Certification Bootcamp to serve as an alternate pathway to certification.
- Our special education teachers have told us that they need specialized classroom supports designed for their particular student populations.

Why are we making changes to the special education team?

Special education includes a number of state and federal reporting requirements, both at the school and district levels.

- We must ensure that we are at minimum in compliance with all requirements.
- We must use the data we collect to help drive continuous improvement of our special education programs and supports.

How did we develop these changes?

The special education team engaged in a year-long study of best practices in student services and worked with stakeholders and district leadership to design a team structure and program plan that will provide the best service possible to students, teachers, and families.

Stakeholder engagement included:

- On-going feedback from teachers
- On-going feedback from school leaders
- Insights from our special education parental advisory group
- Input from special education instructional coaches

What challenges are we trying to solve?

- ❖ Over-identifying students who need special education
- ❖ Balancing out disproportionality with behavior and suspensions
- ❖ Avoiding removal of students from their school of choice to participate in self-contained programs
- ❖ Ensuring quality of self-contained programs

What challenges are we trying to solve?

Over-identification of students

Multi-tiered systems of support strengthen our ability to personalize and differentiate supports for all students.

Aligning process and practice district-wide will:

- strengthen our identification process;
- reduce disproportionality among students identified; and
- decrease instances of misidentification.

When tiered interventions are delivered consistently, we can increase opportunities for exceptional students to learn in the least restrictive environment and without special education identification.

What challenges are we trying to solve?

Behavior and disproportionality in suspensions

Our 2015-2016 State District Data Report shows repeated suspensions of students with disabilities without significant interventions enacted and a disproportionality rate of 2.67%.

If we begin providing counseling as a related service when students display repeated patterns of behavior, it will result in fewer suspensions and disciplinary referrals.

What challenges are we trying to solve?

Students in self-contained programming

Oklahoma Department of Education

65.5% of students with Individualized Education Plans (IEPs) should be served in the general education classroom at or above 80% of the time.

Tulsa Public Schools

49.9% of our special education students with Individualized Education Plans are served in general education classrooms at or above 80% of the time.

Our long-term goal is to serve students in their school of choice with interventions and supports that meet their individual needs while relying less on self-contained programming. This will help us increase our number of students with exposure to their general education peers and further foster a culture of acceptance and inclusion in our schools and classrooms.

What are the primary changes to the autism programs and emotional disability?

Autism: two programs per site at Anderson, Bell, Hoover, Carnegie, Eugene Field, and Kendall-Whittier elementary schools

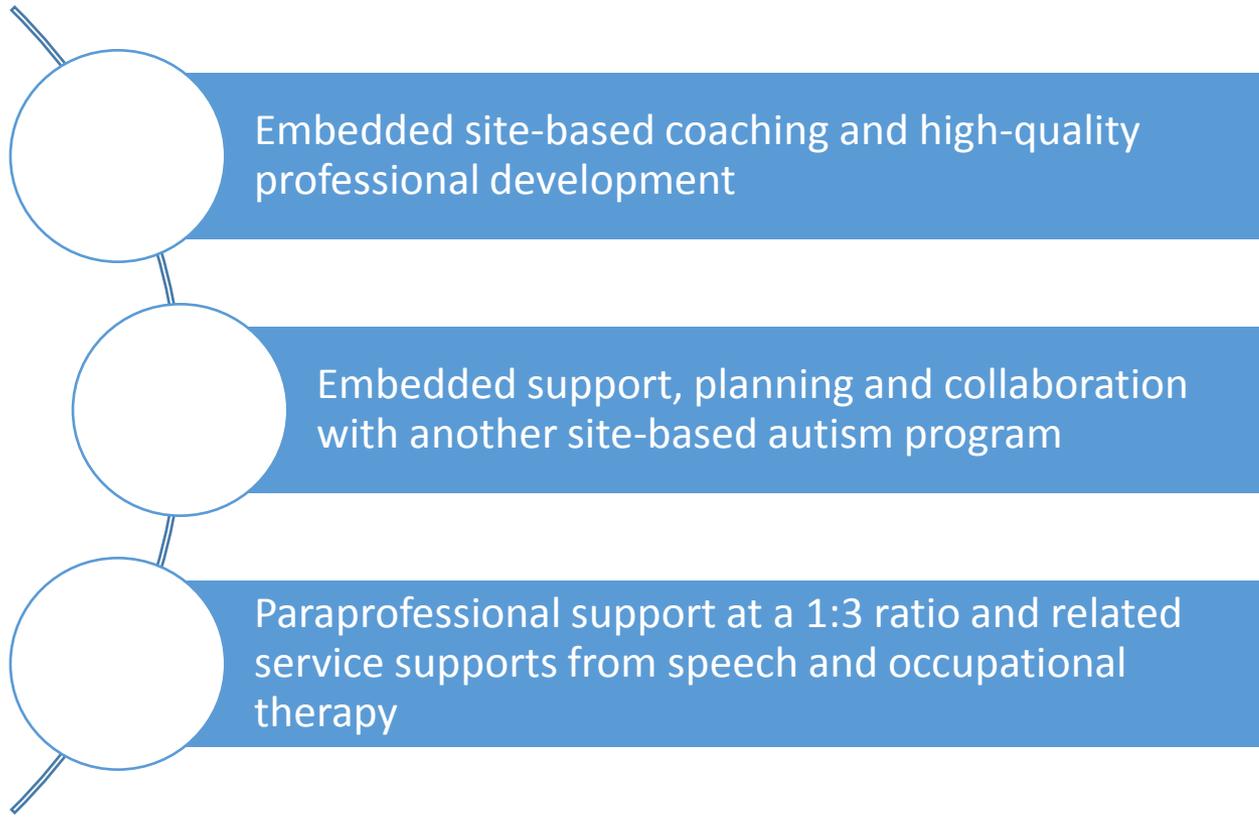
Emotional Disability: two programs per site at Wright, Chouteau, Hamilton and Salk elementary schools

Pairing programs allows for many different service options based on the needs of each school.

- Most students will have opportunities to attend schools closer to their home communities with same age peers or near-peers.
- Special education teachers will benefit from highly-specialized coaching based on program type.

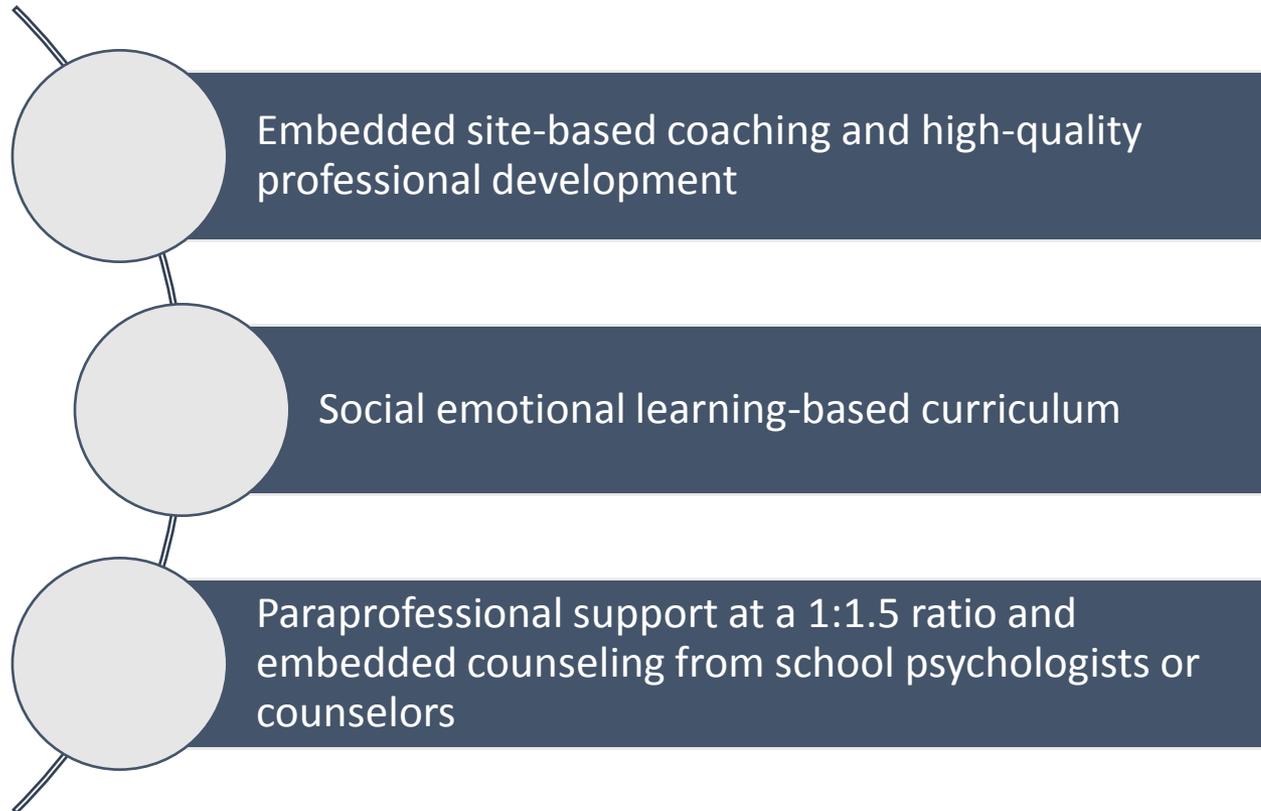
How will teachers be supported?

Autism Programming



How will teachers be supported?

Emotional Disability Programming



How will teachers be supported?

Improved access to instructional coaching

2 additional instructional coaches for emotional disability programs

2 additional instructional coaches for autism programs

4 special education instructional coaches

How will teachers be supported?

Five model classrooms serving our highest-need students

Teachers will have the opportunity to spend time in one (or more) of the five model classrooms throughout the district to observe best practices in action.

- MacArthur Elementary School will house an elementary program for students with autism and a program for students with emotional disabilities.
- Hale High School will house a secondary program for students with autism and a program for students with emotional disabilities.
- Hamilton Elementary School will house a program for students with emotional disabilities.

Where will these programs be located?

Autism – Elementary

Anderson, Bell, Carnegie,
Eugene Field, Hoover,
Kendall-Whittier, MacArthur

Emotional Disability – Elementary

Hamilton, Chouteau, Wright,
Salk, MacArthur

Multiple Disability – Elementary

Clinton, Cooper, Burroughs,
Jackson, Sequoyah

Autism – Secondary

Hale Jr. & High, Memorial Jr. &
High, Clinton/Webster Jr.,
Webster High

Emotional Disability – Secondary

All schools except Monroe,
Thoreau, McLain 7th

Multiple Disability – Secondary

Central, Edison Jr. & High,
Hale Jr. & High, Memorial

Hearing Impaired

Wright, Edison Middle & High

Developmentally Disabled

Anderson, Bell, Chouteau,
ECDC Reed, Grissom,
Hamilton, Hoover, Lanier,
Marshall, Patrick Henry, Peary

Questions?

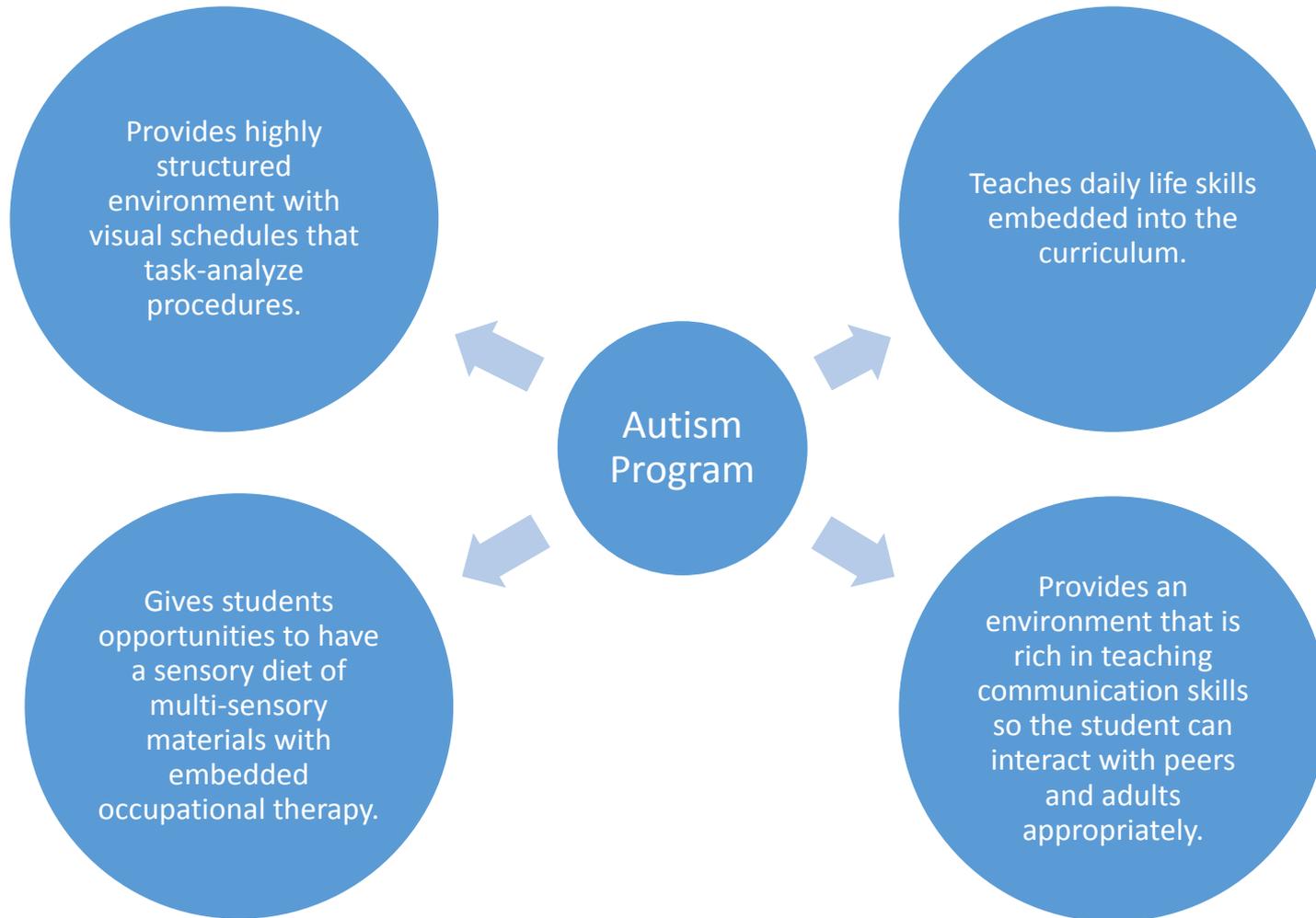


What are the staffing changes?

Teacher Allocations	2016-2017	2017-2018
Developmentally Delayed	14	13.5
Deaf/Hard of Hearing	9	9
Multiple Disabilities	13	14
Emotional Disability	27	20

Paraprofessional Allocations	2016-2017	2017-2018
Developmentally Delayed	12	10
Multiple Disabilities	45	42
Emotional Disability	54	25
Autism	72	54

What should a self-contained program look like?



What should a self-contained program look like?

