

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, April 3, 2024

NOTICE: The Board Work Session will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at <https://icecast.4j.lane.edu/board> and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/91225128314>, Webinar ID 912 2512 8314

The board will not hear public testimony during the work session.

**4:30 PM
Board Work Session**

- I. Call Work Session to Order
- II. Roll Call
- III. **Item for Information**
 - 1. Special Education Weighted Caseload Analysis 2
Presenters: Seth Pfaefflin, Director of Student Services; Liz Johnson, District Inclusion; Tony Lyman, Facilitating Teacher
 - 2. Behavior Systems Update 54
Presenters: Jeffry Johnson, Director of Elementary Education; Seth Pfaefflin, Director of Student Services
- IV. Adjourn Work Session

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INFORMATION FOR THE DEAF AND HARD OF HEARING:
Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



ITEM FOR INFORMATION

Board Work Session

Date of Meeting:

April 3, 2024

Title:

Special Education Weighted Caseload Analysis

Presenters:

Seth Pfaefflin, Director Student Services; Liz Johnson District Inclusion; Tony Lyman, Facilitation Teacher

Background:

Many districts and states use a weighted caseload model to try to more equitably distribute special education staffing. A weighted caseload approach involves analyzing each Individual Education Plan (IEP) to determine the extent of services written into it. There are many different weighted caseload models in use across the country. In 4J, we began researching weighted caseload models in the 2018-2019 school year, with ongoing collaboration from the Student Services Rep Council. This work was delayed due to the Covid pandemic, but we have made significant progress over the past year and have completed a first run pilot of a 4J Weighted Caseload Analysis. This work has already helped inform special education staffing for the 2024-2025 school year. We will be sharing information on the weighted caseload analysis conducted this year, applications of it, limitations of it, as well as recommendations for future years.

Options and Alternatives:

Previously, we used a caseload model for distributing special education staffing. However, this does not reflect that some students require more services and supports than other students. We would like to continue work on a weighted caseload approach in order to be more equitable with distributing special education staffing, to better address the needs of students and staff in our system.

Budget/Resource Implications:

The results from the Weighted Caseload Analysis recommended expanding special education staffing in several locations. The Student Services Department submitted staffing proposals that expanded licensed special education teacher staffing by 2.25 FTE and this was approved.

Board and Superintendent Goals:

This work directly supports the Board and Superintendent goal of Advancing Equity: A coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved.

Recommendation:

We recommend continuing development and refinement of a 4J Weighted Caseload approach for special education staffing. We also recommend further professional development for special education teachers to address alignment issues on IEP services and supports.

4J Weighted Caseload for Special Education Case Managers

An Internal Analysis of Factors Contributing to Caseload Complexity

By Liz Johnson and Tony Lyman

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Background

Historically, 4J has assigned each special education case manager a number of students based on FTE status with subjective consideration given to the needs of students. In the past, CLCs (Comprehensive Learning Centers) had lower caseloads with more complex student needs and LCs (Learning Centers) had higher caseloads with less complex student needs. Determining which students needed the different levels of service was based on IEP placement (i.e. in general education classroom 40-79%= CLC and 80% or more= LC), the capacity of the program, and the needs of the students.

CLCs were regional programs and some students were bussed to these programs outside of their neighborhood school boundaries. CLC programs were staffed more heavily than LC programs, and allowed teachers the opportunity to choose to work with more students with more complex needs while providing those special educators with more specialized training.

As the district moved towards increased inclusion for our students receiving special education support and services, it became clear that the benefits of these regional programs were being overshadowed by the exclusion of students from their neighborhood community, the opportunity to attend school with neighborhood friends and family members, and CLCs did not always ensure the least restrictive environment (LRE).

These programs were dismantled with the hope that students would spend less time in a self contained classroom and would be able to be more included in the general education classroom at their neighborhood school.

This change also coincided with a global pandemic that had deep impacts on our students and families. This combined with the dismantling of regional programs has revealed that many students are experiencing trauma as well as increased social and behavioral needs.

The district has been interested in weighted caseloads for a number of years but the time and work associated with such a project was prohibitive. With the creation of a new position that is jointly supervised by both the district and the union, the capacity to do this work is now available and is being led by the Inclusion Advisor in partnership with Staff Development Specialists in the Student Services department.

Why Weighted Caseloads?

Weighting caseloads takes the needs of individual students into account when considering staffing and the workload of special educators. Knowing the level of complexity and subsequent support needed for individual students and/or programs makes for a more equitable distribution of workload and allows for targeting of student needs more accurately. In the context of inclusive practice, schools need to be able to reallocate resources quickly, and having a weight on students makes this process easier.

Methods

Overview

In November 2023 a roster of **enrolled students** with IEPs was compiled for each 4J school and sorted based on the assigned case manager. Each student's IEP was manually examined for the presence of 11 identified factors that would increase the complexity of case management for that student (see the **Proposed 4J Weighted Special Education Caseload Model**). The **average raw and weighted number** of students assigned to 1.0 FTE Case Managers at each level (e.g., Elementary, Middle, High, etc.) was calculated, and school caseload totals were compared against these district averages. As an additional consideration, each school received an addition to their weighted student total based on the **rate of mobility** for their school, resulting in the **Total Weighted Caseload** for each school.

Enrollment Data

Between November and December 2023, we ran Synergy SE report CAS01 - Case Load¹ for each school and program in 4J. The report presented a list of employees listed in Synergy as a Case Manager for at least one student enrolled at the school. This included non-SPED employees (e.g., counselors, school nurses, etc.) who regularly access student information in synergy, so the list was cross-referenced with a Student Services Department (SSD) employee list to determine which employees were serving as SPED case managers at the school.

4J Weighted Special Education Caseload Model

Several national education groups, including the National Education Association (NEA) and the American Speech-Language-Hearing Association (ASHA), advocate for the use of weighted models to accurately determine the workload required of case managers. These workload models typically use minutes of service, or minutes of Specially Designed Instruction (SDI), to determine the amount of impact toward a case manager's workload. This measure of workload impact is logical and effective, as it considers the day-to-day staffing needs in order to provide service to a student.

In examining IEPs in 4J, it quickly became obvious that there is too much variability in the way SDI/Service minutes are written to use it as an accurate and equitable basis for workload analysis. In some cases, it is apparent that the minutes of SDI are written incorrectly, and in others it simply appears that there is not a consistent, commonly-understood standard for calculating minutes. As a result the need to develop another way to evaluate individual student complexity with regard to case management.

A list of 11 IEP components/services that could increase the case management demands was agreed upon. Each student would be given a base score of 1, and weight would then be added in increments of 0.1 or 0.2, depending on the presence of these

components/services. The table below describes each of these components, and how each factor would be determined to be included.

Figure 1: IEP Factors included in Weighted Case Management Model

Factor	Description	Weight Given
Areas of SDI	All students on an IEP have at least one area of SDI, and it is common to have up to 3 areas of SDI. Additional weight was given to those who had 4 or more areas of SDI	1-3 Areas of SDI: 1 (Base for all students) 4+ Areas of SDI: +0.1
Special Factors	Indicates the presence of "Special Factors" listed in section H of the IEP. Factors include: <ul style="list-style-type: none"> • Behavior • Limited English Proficiency • Blind/Visual Impairment • Communication Needs • Deaf/Hard of Hearing • Need for Assistive Technology 	+0.1 for each Special Factor present
Safety Plan and/or Behavior Support Plan	Indicates that a student requires a safety plan, Behavior Support Plan, or both of these documents. *Note: This is a binary category; only one option can be selected for an individual student.*	Safety Plan only: +0.1 Or BSP Only or BSP and Safety Plan: +0.2
Nursing	Student has a medical plan, or requires other services from school nursing staff	+0.1
AAC	Student requires the use of an Assistive/Augmentative Communication device	+0.1
Feeding Protocol	Student has a specific plan for staff-assisted and/or supervised feeding/eating	+0.1
Toileting Protocol	Student has a specific plan for staff-assisted and/or supervised toileting.	+0.1
Requires 1:1	IEP indicates that the student requires one-on-one support or supervision for at least a portion of the day.	+0.1
Abbreviated School Day	Student is on an Abbreviated School Day (e.g., a schedule dictating that they will attend school for less time in a day/week than other students). *Note: New legislation in Oregon requires a significant increase in	+0.1

	documentations and meetings when a student is on an Abbreviated School Day	
Modifications	Student has modifications (e.g., supports that change the academic standards a student is being taught, or on which a student is being assessed).	+0.1
Transition	Indicated the presence of Transition planning on an IEP, which includes a separate Present Levels, and separate goals from the rest of the IEP. *Note: This is a required section for students who will be 16 or older during the active period of the IEP, but can be put in place by team decision for younger students as well.	+0.1

After an IEP was evaluated and scored using these criteria, a student would have a weighted number assigned to them that indicated the relative weight and complexity of case management required. For example a student with 4 areas of SDI, a special factor for communication needs, and who is on an abbreviated school day, would receive a score of 1.3 (1 for SDI in 1-3 areas, and +0.1 each for SDI in 4+ areas, one special factor, and abbreviated school day). See Appendix A for an example of the raw data spreadsheet.

Additional services that a student may receive such as Speech-Language, Occupational/Physical Therapy, and ELD, were not included because while they do represent additional areas and minutes of service they are typically managed in their entirety by a specialist other than the SPED Case Manager. Consultation with general education teachers and other service providers, such as Speech Language Pathologists and Occupational Therapists, was not included in the weighting process. These consultation/collaboration minutes are an expected responsibility of the job and therefore are not weighted.

District Averages - Unweighted and Weighted

For all calculations and comparisons involving a district average, calculations were done using a group of 604 elementary, 397 middle school, and 449 high school students. Several groups of students served by IEPs in the district were not included in these calculations: 80 elementary life skills students were calculated as a separate group; 75 students were a part of some outlier programs that could not easily be compared to typical caseloads in the district (e.g., Sheldon TEN, Eugene Online Academy, Connections); 425 students were not included because they are served by speech-only IEPs, and are case managed by Speech-Language Pathologists in the district.

Case Managers

At the elementary level, 4J currently has assigned 31.25 FTE to Special Education Teachers who perform Case Management duties across the 18 elementary schools. 28 FTE is assigned to full-time positions, while 2.5 FTE is assigned to half-time positions, and one position is staffed at 0.75 FTE. For all calculations involving averages, the figure of 31.25 FTE was used, and the averages for any .5 FTE or 0.75 FTE positions was determined by taking 50% or 75% of the 1.0 FTE average.

The Middle School and High School FTE allotments are both more straightforward than elementary with each of the 8 middle schools having an identical 2.0 FTE assigned to them, totalling 16.0 FTE. Of the 4 comprehensive high schools examined, two schools are assigned 5.0 FTE, and two schools are assigned 4.0 FTE, totalling 18.0 FTE. Neither Middle School nor High School have any .5 FTE positions assigned.

Mobility

Student mobility, or the rate at which students move between schools, districts, or states, can significantly increase the number of students that an individual case manager serves during the course of a given school year. Additionally, mobility is not a constant factor across the district as some schools experience student mobility at a much higher rate than others. It was determined that student mobility needed to be considered as a weighting factor, however, it could not be easily factored into an individual case manager's caseload. Therefore, each school was given additional weighting based on its own mobility rate.

To calculate this, school mobility rates, expressed as a percentage of the total school enrollment, was gathered from the 4J Needs Index. The mobility rate was converted into a number of students by multiplying the total school population by the mobility rate. Then, to determine the average number of special education students that would move into the school, the converted mobility number was multiplied by the percentage of the school population that is currently served by an IEP. Finally, we determined that each student who was added to the school's caseload should be given an additional 0.1 weighting to account for the added case management duties necessary when a student moves in mid-year.

Figure 2: Example of Mobility Calculation

School: Cesar Chavez Elementary School		
Calculation	Formula	Equation
Number of Mobile Students	Total School Enrollment multiplied by Mobility Rate	$345 * 0.268 = 92.46$
Number of Mobile SPED Students	Number of Mobile Students multiplied by school SPED Percentage	$92.46 * 0.22 = 20.34$
Added Caseload Weight for	Number of Mobile SPED	$20.34 * 0.1 = 2.03 (2.0)$

Mobile SPED Students	students multiplied by weighting factor of 0.1, rounded to nearest 0.1	
Total Weighted Caseload, including Mobility	School's Weighted Caseload plus Added Weight for Mobile SPED Students	59.6 + 2.0 = 61.6

Charter schools, elementary Life Skills, and four outlier programs did not have any available mobility data. As such, the Total Weighted Caseload is identical to the Total Number of Students - Weighted for each of these schools or programs.

Percentage Increase from Unweighted to Weighted

Each of the above measures is calculated within each level or category, which makes cross-level or cross-district comparison of caseloads impossible. However, one area of commonality can be found in the percentage of increase for each building or program's caseload from unweighted to Total Weighted. Simply, the Total Weighted Caseload is divided by the Unweighted Caseload, and the increase is reported as a percentage. The following example is calculated for Churchill High School

Unweighted Caseload	Total Weighted Caseload	Calculation	% of change
109	136.6	$136.6/109=1.2532$ $1.2532 - 1=.2532$	25.32%

Because weighted caseload was calculated using the same tool and criteria across all levels and programs, the percentage increase can be used to compare the complexity of caseloads across the district.

Results

Summary of Caseload Review - By Level

These tables show a summary of the data collected for each of the schools included in our weighting, separated by either level or type of school/program. It shows amount of FTE assigned to the building/program (current as of November 2023), actual number of students on IEPs enrolled at the school (prior to weighting), the total number of students after they had been evaluated with the caseload weighting tool, the school's calculated mobility factor (if available), and the Total Weighted Caseload (# of Students - Weighted plus Mobility Factor). Finally, it breaks down the Total Weighted Caseload per 1.0 FTE assigned to the building.

Figure 3: Summary of Elementary Caseload Review

School	Amount of FTE (non-Life Skills)	# of Students - Unweighted	# of Students - Weighted	Mobility Factor	Total Weighted Caseload (# per 1.0 FTE)
Adams	2.0	33	39.4	1.2	40.6 (20.3)
Awbrey Park	2.0	40	51.7	0.9	52.6 (26.3)
Buena Vista	0.5	14	16	0.1	15.1 (32.2)
Camas Ridge	2.0	33	42.2	0.9	43.1 (21.55)
Charlemagne	0.5	8	9	0.2	9.2 (18.4)
Chavez	3.0	48	59.6	2.0	61.6 (20.53)
Edgewood	2.0	37	45.1	0.7	45.8 (22.9)
Edison	2.0	32	38.9	1.3	40.2 (20.1)
Family	0.5	13	15.5	0.3	15.8 (31.6)
Gilham	3.0	49	62.3	1.5	63.8 (21.26)
Holt	2.5	54	64.4	1.8	66.2 (26.48)
Howard	3.0	44	54	2.1	56.1 (18.7)
McCornack	2.0	40	47.7	1.3	49 (24.5)
River Road	1.0	22	27.1	0.8	27.9 (27.9)
Spring Creek	2.0	42	53.1	1.6	54.7 (27.35)

Twin Oaks	1.5	29	34.2	0.5	34.7 (23.13)
Willagillespie	2.0	48	58.1	2.1	60.2 (30.1)
Yujin Gakuen	0.75	14	16.5	0.2	16.7 (22.26)
District Average	-	19.48	23.67	.62	- (24.29)

Figure 4: Summary of Elementary Life Skills Caseload Review

School	Amount of FTE	# of Students - Unweighted	# of Students - Weighted	Mobility Factor	Total Weighted Caseload
Adams	1.0	10	15.8	N/A	15.8
Charlemagne	1.0	9	13.6	N/A	13.6
Chavez	1.0	12	18.7	N/A	18.7
Gilham	1.0	13	20.7	N/A	20.7
Howard	1.0	12	20	N/A	20.0
Spring Creek	1.0	12	19	N/A	19.0
Willagillespie	1.0	12	18	N/A	18.0
District Average (per 1.0 FTE)	-	11.43	17.97	N/A	17.97

Figure 5: Summary of Middle School Caseload Review

School	Amount of FTE	# of Students - Unweighted	# of Students - Weighted	Mobility Factor	Total Weighted Caseload (# per 1.0 FTE)
Arts and Technology Academy (ATA)	2.0	45	53.9	1.1	55.0 (27.5)
Cal Young	2.0	49	55.5	1.7	57.2 (28.6)
Kennedy	2.0	51	58.9	1.7	60.6 (30.3)
Kelly	2.0	52	60.6	1.5	62.1 (31.05)
Madison	2.0	49	56.3	1.2	57.5 (28.75)
Monroe	2.0	55	63.3	1.0	64.3 (32.15)
Roosevelt	2.0	58	64.8	1.1	65.9 (32.95)
Spencer Butte	2.0	38	44.3	0.9	45.2 (22.6)
District Average	-	24.81	28.60	.64	- (29.24)

Figure 6: Summary of High School Caseload Review

School	Amount of FTE	# of Students - Unweighted	# of Students - Weighted	Mobility Factor	Total Weighted Caseload (# per 1.0 FTE)
Churchill High	5.0	109	132.3	4.34	136.6 (27.32)
North Eugene High	5.0	122	143.7	4.96	148.7 (29.74)
Sheldon High	4.0	114	134.1	3.18	137.3 (34.325)
South Eugene High	4.0	104	126.4	2.84	129.2 (32.3)

District Average (per 1.0 FTE)	-	24.94	29.81	.85	- (30.66)
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Figure 7: Summary of Charter School Caseload Review

School	Amount of FTE	# of Students - Unweighted	# of Students - Weighted	Mobility Factor	Total Weighted Caseload (# per 1.0 FTE)
Coburg Charter	0.75	17	18.3	N/A	18.3 (24.4)
Ridgeline Montessori	1.0	23	25.5	N/A	25.5 (25.5)
Village Charter	0.5	13	14.3	N/A	14.3 (28.6)
Network Charter	1.0	33	40	N/A	40 (40.0)
Twin River	0.5	11	12.2	N/A	12.2 (24.4)
District Average (per 1.0 FTE)	-	25.86	29.41	N/A	29.41

**Note: 4J Mobility data does not include Charter Schools, so the Total Weighted Caseload figure for Charter schools is identical to the Total number of Students - Weighted.*

Figure 8: Summary of Outlier Programs Caseload Review

School	Amount of FTE	# of Students - Unweighted	# of Students - Weighted	Mobility Factor	Total Weighted Caseload
EOA Elementary	.25	3	3.7	N/A	3.7
Sheldon TEN	2.0	24	35.5	N/A	35.5
EOA Middle/High	1.0	24	28.2	N/A	28.2
Connections	2.0	24	29.10	N/A	29.1
District Average (per 1.0 FTE)	-	-	-	-	-

**Note: Unlike all of the other programs/levels discussed, these four programs do not have any corollary within 4J. As such, they do not have a district average to compare to.*

Range of Caseloads per Level of FTE - By Level

These tables show the range of staffing levels (e.g., Amount of FTE assigned to a building) represented at each level in 4J, and the range of caseloads currently being served at schools with the same level of staffing.

Figure 9: Range - Elementary Unweighted and Weighted Caseloads compared to District Average by FTE

Amount of Assigned FTE	District Average: Un-Weighted Caseload	Min. # of students: Un-weighted	Max. # of students: Un-Weighted	District Average: Total Weighted Caseload	Min. Total Weighted Caseload	Max. Total Weighted Caseload
0.5	9.74	8	14	12.25	9.2	16.1
0.75	14.61	14*	-	18.37	16.7	-
1.0	19.48	22*	-	24.49	27.9*	-
1.5	29.23	29*	-	36.74	34.7*	-
2.0	38.97	32	48	48.98	40.2	60.2
2.5	48.71	54*	-	61.23	66.2*	-
3.0	58.45	44	49	73.47	56.1	63.8

**Denotes that there is only one school with that FTE allotment*

Figure 10: Range - Elementary Life Skills Unweighted and Weighted Caseloads compared to District Average by FTE

Amount of Assigned FTE	District Average: Un-Weighted Caseload	Min. # of students: Un-weighted	Max. # of students: Un-Weighted	District Average: Total Weighted Caseload	Min. Total Weighted Caseload	Max. Total Weighted Caseload
1.0	11.43	9	13	17.97	13.6	20.7

Figure 11: Range - Middle School Unweighted and Weighted Caseloads compared to District Average by FTE

Amount of Assigned FTE	District Average: Un-Weighted Caseload	Min. # of students: Un-weighted	Max. # of students: Un-Weighted	District Average: Total Weighted Caseload	Min. Total Weighted Caseload	Max. Total Weighted Caseload
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2.0	49.63	38	58	58.475	45.2	65.9
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Figure 12: Range - High School Unweighted and Weighted Caseloads compared to District Average by FTE

Amount of Assigned FTE	District Average: Un-Weighted Caseload	Min. # of students: Un-weighted	Max. # of students: Un-Weighted	District Average: Total Weighted Caseload	Min. Total Weighted Caseload	Max. Total Weighted Caseload
4.0	99.78	104	114	122.62	129.2	137.3
5.0	124.72	109	122	153.28	136.6	148.7

Figure 13: Range - Charter Schools Unweighted and Weighted Caseloads compared to District Average by FTE

Amount of Assigned FTE	District Average: Un-Weighted Caseload	Min. # of students: Un-weighted	Max. # of students: Un-Weighted	District Average: Total Weighted Caseload	Min. Total Weighted Caseload	Max. Total Weighted Caseload
0.5	12.93	11	13	14.70	12.2	14.3
0.75	19.4	17	-	22.06	18.3	-
1.0	25.86	23	33	29.41	25.5	40.0

Total Weighted Caseload - Distance from District Average - By Level

These charts illustrate how far above or below each school's Total Weighted Caseload (TWC) is relative to the district average at that level. This is expressed as a positive or negative percentage, with negative percentage indicating that the TWC is below the district average, and a positive percentage indicating that the TWC is above the district average.

Figure 14: Elementary Total Weighted Caseload - Distance from District Average

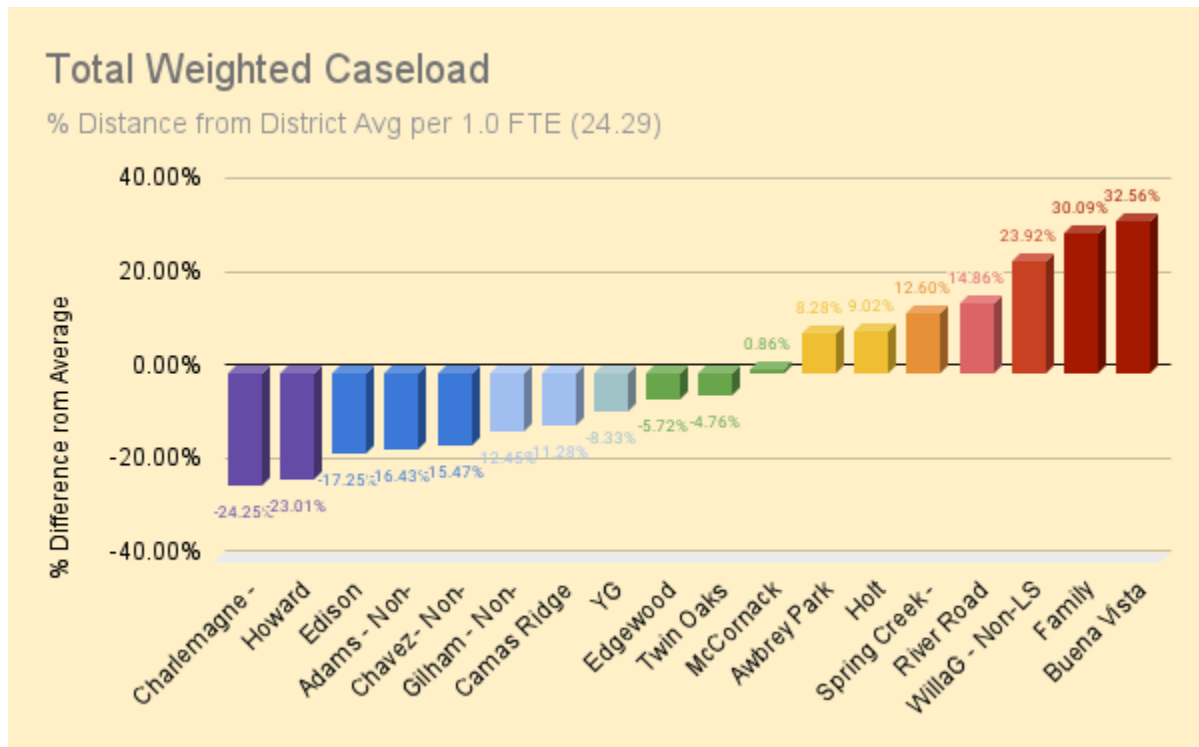


Figure 15: Elementary Life Skills Total Weighted Caseload - Distance from District Average

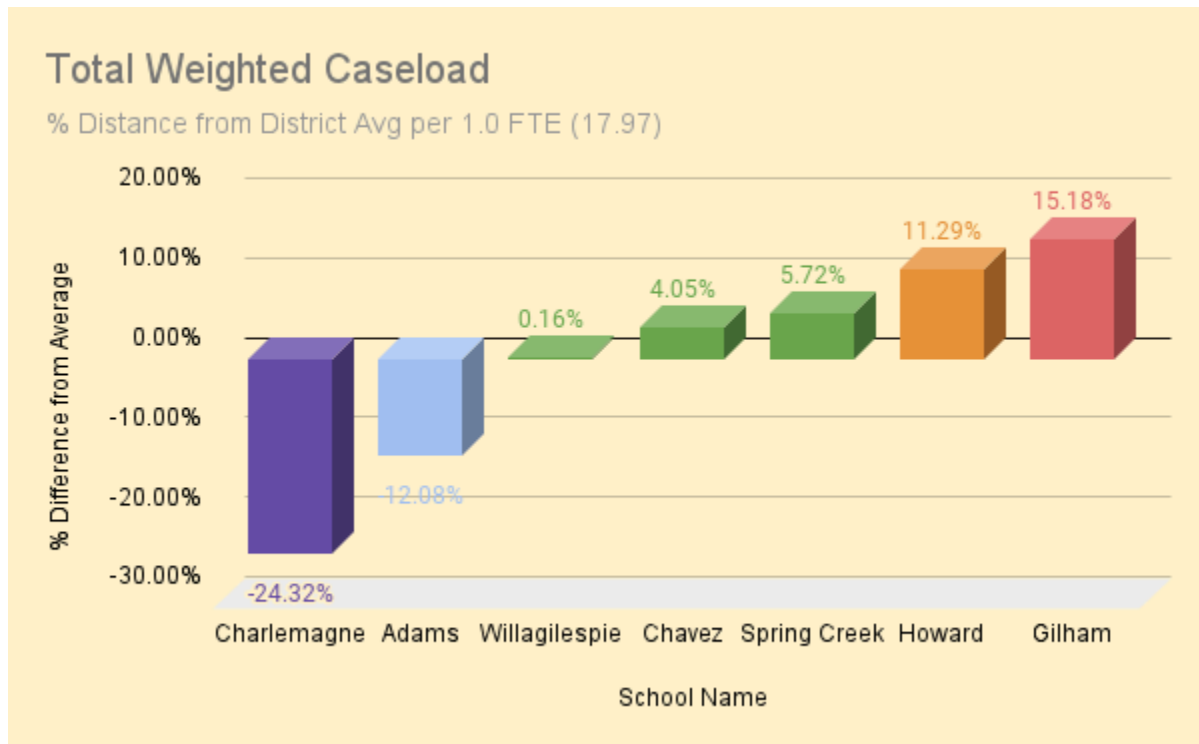


Figure 16: Middle School Total Weighted Caseload - Distance from District Average

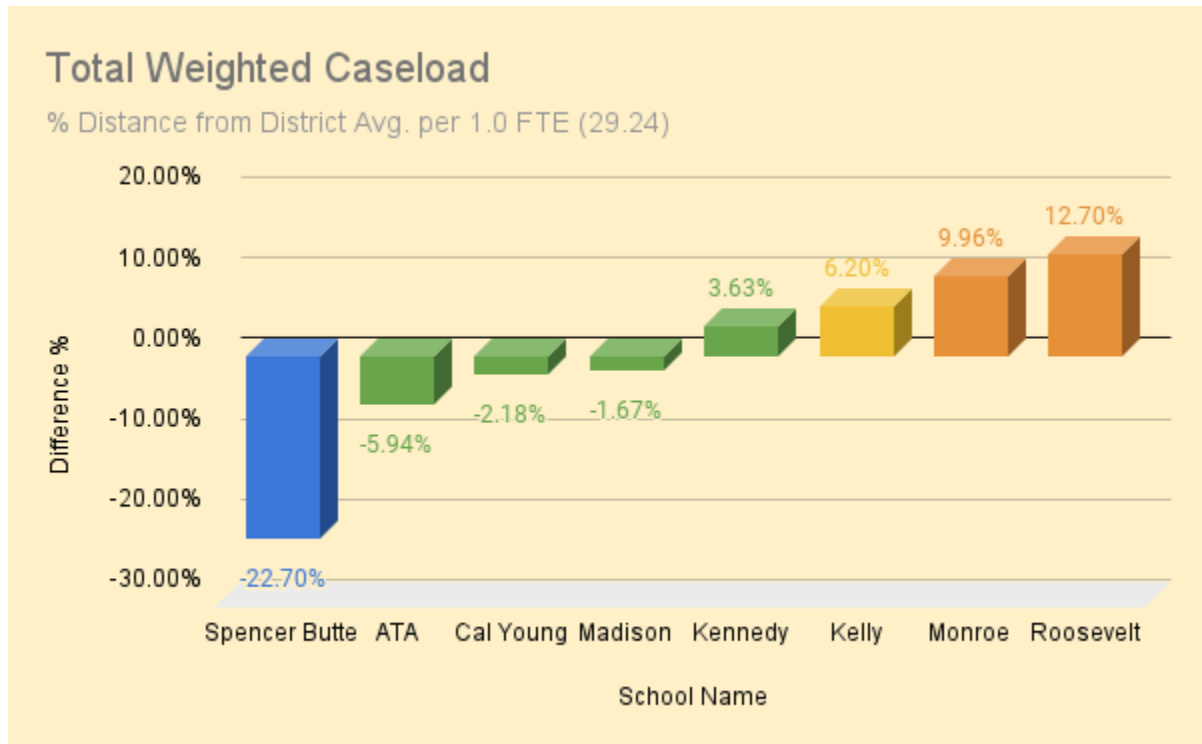


Figure 17: High School Total Weighted Caseload - Distance from District Average

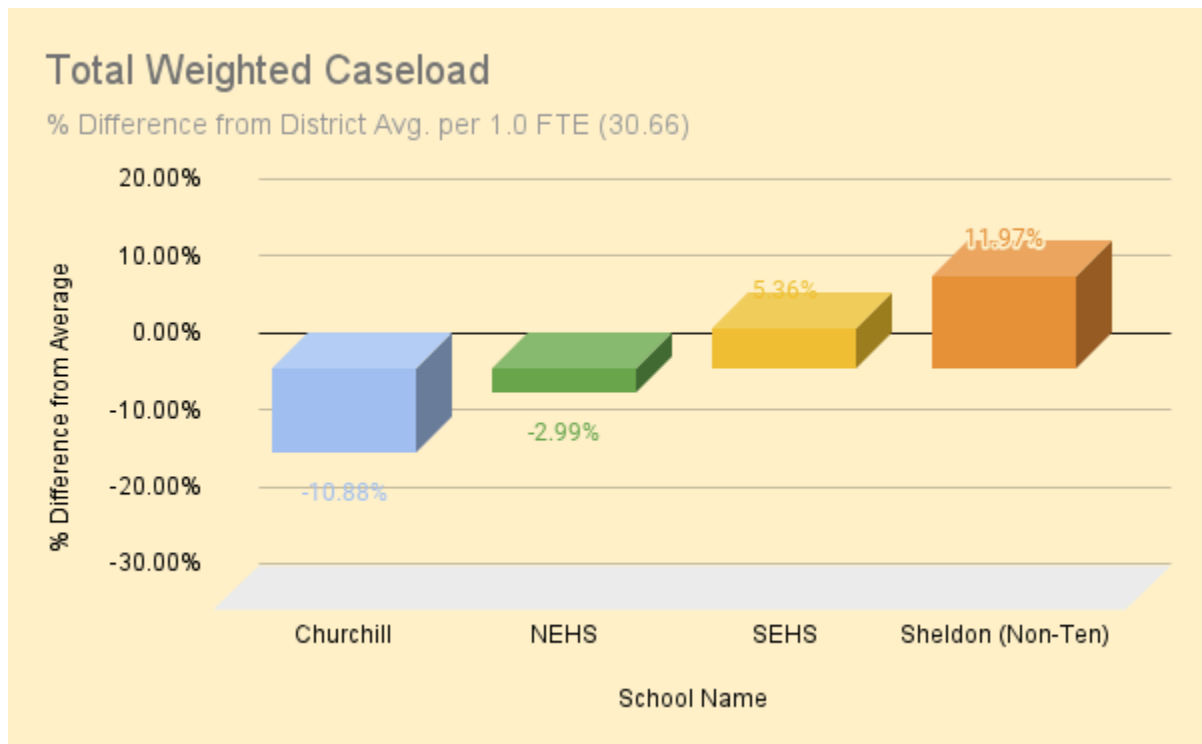
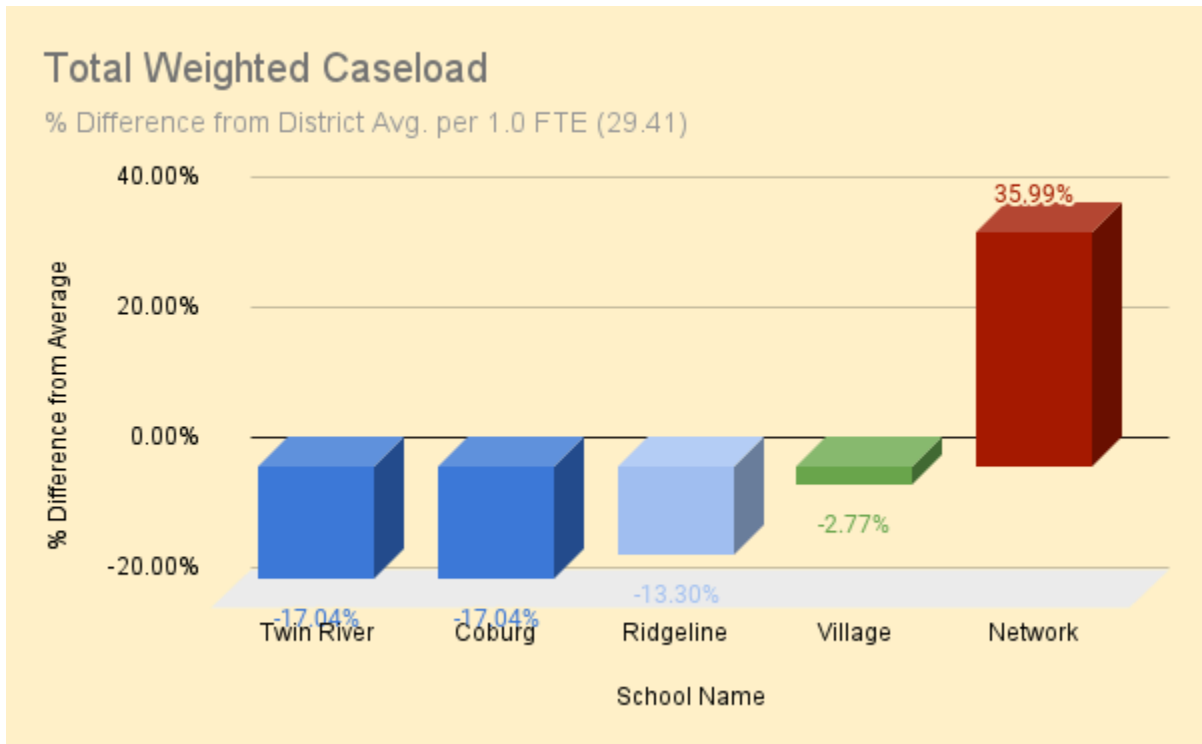


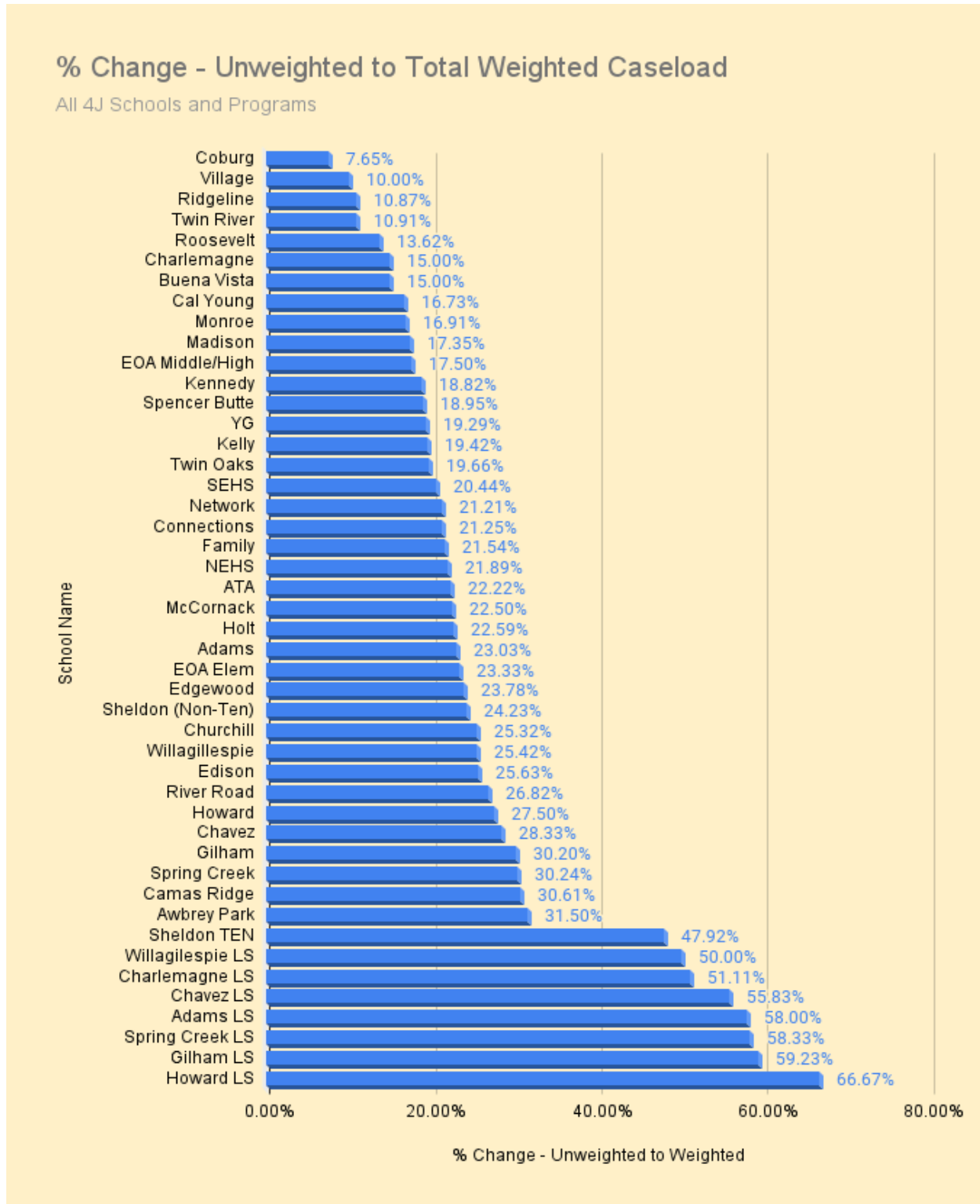
Figure 18: Charter Schools Total Weighted Caseload - Distance from District Average



Change from Unweighted to Total Weighted Caseload

This chart shows the amount of increase between unweighted and weighted caseloads for each school and program in 4J. This is intended to represent relative caseload complexity.

Figure 19: Percentage Change Between Unweighted and Weighted Caseloads



Discussion

Overview

This analysis was performed as a moment-in-time snapshot of caseloads across the 4J district. Both because this is the first time that this data has been collected in this district, and because of limitations presented by the IEPs themselves, there is not currently any mechanism by which these caseloads can be examined in a continuous, dynamic manner. Even in this limited scope, the analysis brought to light a number of key findings surrounding equity in caseload at various staffing levels and at specific schools, the relative complexity of caseloads across the district, and a lack of consistency for what should be expected of someone assigned to a 1.0 FTE case management position.

Half-Time Positions

As of November 2023, five case managers in 4J are working .5 FTE positions, all at the elementary level. Three of those positions are at schools where the .5 FTE position is the sole case manager for the building (Buena Vista, Charlemagne, and Family), while the other two are at schools with at least one 1.0 FTE case manager (Twin Oaks - 1.5 total FTE; Holt - 2.5 total FTE). For the purposes of calculating average caseload within the district, the assumption was made that the caseload for a .5 FTE case manager would be half that of a 1.0 FTE case manager.

Figure 20: Buildings with 0.5 Assigned FTE - Comparison to District Average

School	# of Students - Unweighted	# of Students - Weighted	Mobility Factor	Total Weighted Caseload (# per 1.0 FTE)	TWC % above or below District Average
Charlemagne	8	9	0.2	9.2 (18.4)	-24.25%
District Average	9.66	11.83	.31	12.15 (24.29)	-
Family	13	15.5	0.3	15.8 (31.6)	+30.09%
Buena Vista	14	16	0.1	15.1 (32.2)	+32.56%

Of the three schools with only 0.5 FTE assigned, only Charlemagne carries a caseload at or below the district average. Family and Buena Vista are both significantly above the district averages for both unweighted and Total Weighted Caseloads. In fact, these two schools rank as

the highest traditional schools in the district for percentage above the district average for Total Weighted Caseload; only Network Charter School carries a caseload with a higher percentage above the district average.

This is not to say that a case manager assigned at 0.5 FTE is not ever appropriate. Included alongside other 1.0 FTE case managers (such as at Twin Oaks and Holt), a 0.5 FTE case manager can play a significant role in balancing out the caseloads of their full-time colleagues. However, the protection of having other staff with whom to equitably distribute caseloads is a luxury not afforded to those staffing a school on their own. Not only are these case managers currently serving a caseload that far exceeds the district average, but they are also particularly vulnerable to year-to-year variability of the number of students in Special Education enrolled in their schools.

Staffing Inequity

One of the objectives in examining weighted caseloads in 4J is to determine whether buildings are being resourced equitably with regard to both the number of students they serve and the complexity of their caseloads. Two specific schools stood out for how disparate their level of staffing was relative to the caseload they carry.

Willagillespie Elementary

The table below highlights a comparison between the three elementary schools staffed at 3.0 FTE and Willagillespie Elementary, currently staffed at 2.0 FTE. The district average for a 2.5 staffing level is included for reference.

School Name	Amount of Assigned FTE	# of students: Un-Weighted	Total Weighted Caseload
Howard	3.0	44	56.1
Willagillespie	2.0	48	60.2
Dist. Average	2.5	48.71	61.23
Chavez	3.0	48	61.6
Gilham	3.0	49	63.8

A comparison of both unweighted and Total Weighted Caseloads shows that Willagillespie is currently serving as many or more students than each of the three schools staffed at 3.0. Additionally, both Willagillespie and each of the 3.0 staffed schools align much more closely with the district average for a 2.5 FTE staffing level.

Knowing that staffing is not always responsive to year-to-year changes in enrollment or caseload, we examined school and Special Education enrollment for each of these schools for three years dating back to the 2021-22 school year. The discrepancy between these schools could be explained if the schools staffed at 3.0 FTE had seen a significant decrease in either enrollment or percentage of students in Special Education over the past couple of years, or if there had been significant increases at Willagillespie over the same time period, and staffing had not been adjusted accordingly. The following table shows current enrollment, and how enrollment and Special Education percentage have changed over the past 3 school years.

School Name	Current Enrollment	Enrollment Change: 2021-22 to 2023-24	Current IEP %	IEP % change: 2021-22 to 2023-24
Howard	498	+42 (8.4%)	18.1%	-1.6%
Chavez	341	+26 (7.6%)	22.0%	+1.0%
Gilham	575	+40 (6.9%)	15.3%	+3%
Willagillespie	449	+14 (3.1%)	23.8%	+7.5%

Amongst these four schools, since the 2021-22 school year, Willagillespie has had the smallest overall growth in student body, but the largest increase in percentage of the student body being served by an IEP. Additionally, they have the highest percentage of students served by an IEP of any of the four schools.

Network Charter School

Charter schools were compared as their own group, as it is known that staffing decisions occur differently for this subset of schools than for other levels throughout the district. Even in this internal comparison, Network Charter stood out as having a caseload considerably disparate to other schools.

At 35.99% above the district average for charter schools, Network stands as the highest over district average for any school in any of the groups examined. It is also has the largest gap in distance from average compared to other schools within the group; Network is 38.76% above the next closest school (Village, -2.77% from district average), while the next closest gap occurs at the high school level, with 6.6% separating the Sheldon High School (+11.97%) and South Eugene High School (+5.36%).

Additionally, and perhaps more importantly, the case manager assigned to Network Charter is the only case manager in the district assigned to teach, case manage, *and* perform eligibility evaluations for students on their caseload. This represents a significant increase in workload that cannot be quantified within the current caseload model.

What is 1.0 FTE?

Across all levels in the district, there is huge discrepancy in what is being asked of someone being assigned to 1.0 FTE. Assuming that all buildings will divide caseloads in their buildings exactly equally, and taking 1.0 equivalent for any positions that are less than 1.0 FTE (e.g., 0.5 and 0.75 FTE positions), the following table looks at the wide range of case management responsibilities per 1.0 FTE across the district.

Level	Minimum Total Weighted Caseload	Maximum Total Weighted Caseload
4J - All Levels	18.4	40.0
Elementary	18.4	32.2
Secondary	22.6	40.0

*Excludes data from life skills and outlier programs - Elementary, Middle, High, and Charter schools are included.

This massive discrepancy is not only internally inequitable, but it also ignores the larger issue of defining, using some outside standard, what would be considered a fair and reasonable caseload to assign to a 1.0 FTE case manager.

Data Not Included

It is important to identify the pieces of data that were not included and why. As mentioned in the Methods section, collaboration and/or consultation minutes (time spent consulting with other service providers such as Occupational Therapists, SLPs, general education teachers, etc.) were not included in the weighted formula as this is an expected responsibility of the job.

Additionally, there was no weighting assigned to students who are in the special education referral/initial eligibility process. Across all schools/programs, there were approximately 81 students who were in the process of being initially evaluated for special education. This data was not included as the bulk of the eligibility process falls on the school psychologists.

Another piece of data that was not considered in the weighted formula or overall data analysis was the role that Educational Assistants (EAs) play in the special education classroom. While EAs play a vital role in service delivery, our current weighted caseload model purposefully attempts to exclude service delivery as a factor due to inconsistent documentation of service minutes throughout the district. Instead, the model looks at how these factors would affect case management duties such as additional paperwork, meetings, data collection, etc.

Finally, the team considered factoring in the extra workload that comes with transitioning preschool students with IFSPs to kindergarten. While it was recognized that this transition process represents a potentially significant amount of work for Case Managers serving Kinder students, it was determined both that the “moment-in-time” analysis being done did not reflect these incoming transitions, and the potential for high variability year-to-year did not allow for these transitions to be projected (as was done with the mobility rate).

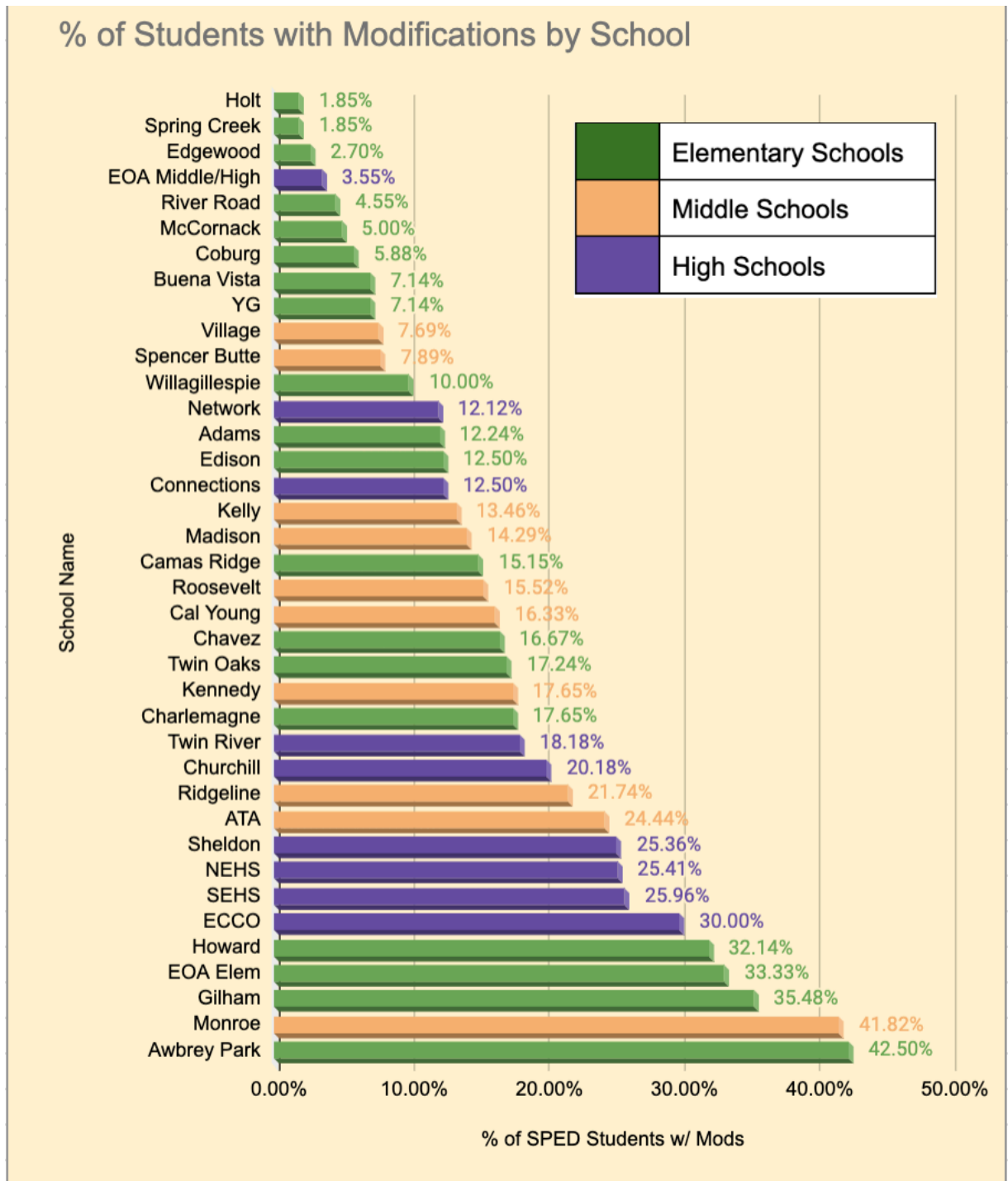
Limitations

There were several limitations that were discovered during this project which are important to highlight to fully represent the breadth of the project. The largest limitation is that this is an internal (within district) comparison of data. It lacks a standard that would determine what should be considered a fair workload for a case manager in comparison to colleagues in other districts or states. In other words, with these results, we cannot purport to be able to define what a typical and fair 1.0 FTE special education case manager looks like in relation to others outside of our district.

Another limitation of this project is the gross inaccuracies and inconsistencies in how IEPs are written across the district. As mentioned in the Methods section, the inconsistency of how specially designed instructional minutes are determined limits our ability to complete a workload formula based on minutes working with students as well as consultation with colleagues. Given this limitation, this project used a weighting formula (Fig. 1) based on the needs of individual students in each building/program. Furthermore, during the course of this project, it was discovered that there are several factors that are inconsistently reported on IEPs across the system. For example, some case managers check the “yes” box for the special factor regarding assistive technology (assigning an additional weight of .1) for services such as speech-to-text or text-to-speech, while others may simply list speech-to-text as an accommodation which is not weighted in this formula. These inconsistencies are considered limitations as they may have affected the weighting of a particular caseload who uses a specific practice exclusive to their program/building. An additional example would be the large variation between schools on the number of students with modifications listed on the service summary page of the IEP. Modifications refer to practices or materials that change, lower, or reduce state-required learning standards. (Council of Chief State School Officers Accessibility Manual). Modifications are changes to the *breadth, depth, or complexity* of the standards to which a student is being assessed. Typically, modifications are reserved for students who cannot access instruction through specially designed instruction and accommodations alone. Throughout this process, it was observed that in several cases, accommodations were wrongfully listed as modifications. The intention of this project was to weigh students based on how the IEPs are currently written, not to pass judgment on which supports were appropriate or correctly written. In other words, even if an identified support was not a true modification, it was weighted as one since that was how the current IEP was written.

The following graph shows the percentage of students on IEPs who have modifications listed in their plan:

Figure 21: Percentage of Students on IEP with Modifications



**Note: While Life Skills classrooms (a program where one might see an increased number of students with modifications) were included in the above data, the number of students with modifications listed on their IEP was between 0-2 at each of the seven elementary life skills programs and therefore does not significantly affect the percentage at those schools (Adams, Charlemagne, Chavez, Gilham, Howard, Spring Creek, Willagillespie)*

Considerations for Next Steps & Recommendations

Next Steps:

The complexity of this project is such that it should be considered an ongoing process and a system would need to be developed for assigning weight to caseloads each school year. While there is value in using the weighted model that we did, it would be more beneficial to use a model that relies on service delivery minutes and inclusionary practices as its primary metrics. In order to achieve this, the district would need to invest time and resources into creating comprehensive guidance on how case managers assign minutes for Specially Designed Instruction (SDI) to each goal area on an IEP, standardizing minutes needed for consultation, as well as carving out dedicated time for collaboration between special education and general education colleagues. With this approach, the district would be able to shift to using the NEA model of weighting caseloads that examines service and instructional times, as well as inclusionary practices (co-teaching, co-planning etc.) rather than weighting based on student need/complexity alone. The benefits would be that it is far more sustainable and accurate, as well as allowing for a more comprehensive examination of the way in which educational assistants are used to provide services and support to students.

Recommendations:

This project provided an opportunity for the team to make three priority recommendations, which are detailed in [Appendix B](#).

The first recommendation addresses the inaccuracies and inconsistencies found throughout this project. The team reviewed nearly 1,700 IEPs for students across the district K-12+. This is not a comprehensive list of common IEP errors as there are sections of the IEP that were not reviewed for this project (i.e. details of the present levels, goals, non-participation justification).

The second recommendation is in regards to license staffing of special education teachers. The team does not recommend a decrease in staffing for any building or program but has both general and specific staffing recommendations.

The third recommendation is based on the results of this project, the team recommends that professional development opportunities be created to address the inaccuracies and inconsistencies in how IEPs are written in the district. These recommendations include creating guidance and professional development spaces that address these issues.

APPENDIX A: Examples of Raw Data

Elementary Example:

Student	SDI (1-3 areas) + 1	SDI (4+ areas) .1	Special Factors (DHH, Vision, ELL) .1 per special factor	BSP only OR BSP + Safety Plan .2	Safety Plan .1	Health/ Nursing .1	AAC .1	Feeding Protocol .1	Toileting protocol .1	Requires 1:1 .1	Abbreviated School Day .1	Modifications .1	Transition (16+ years old) .1	Total for student
	1	0.1	0.1											1.2
	1		0.1											1.1
	1		0.1											1.1
	1		0.2											1.2
	1		0.1											1.1
	1	0.1	0.1						0.1					1.3
	1		0.1											1.1
	1	0.1	0.3	0.2										1.6
	1		0.1			0.1								1.2
	1	0.1	0.1											1.2
	1		0.1											1.1
	1		0.2	0.2					0.1					1.5
	1		0.1	0.2						0.1	0.1			1.5
	1		0.1			0.1			0.1	0.1				1.4

Secondary Example:

Student	SDI (1-3 areas) + 1	SDI (4+ areas) .1	Special Factors (DHH, Vision, ELL) .1 per special factor	BSP only OR BSP + Safety Plan .2	Safety Plan .1	Health/ Nursing .1	AAC .1	Feeding Protocol .1	Toileting protocol .1	Requires 1:1 .1	Abbreviated School Day .1	Modifications .1	Transition (16+ years old) .1	Total for student
	1	0.1										0.1	0.1	1.3
	1	0.1	0.1										0.1	1.3
	1	0.1	0.1										0.1	1.3
	1												0.1	1.1
	1												0.1	1.1
	1												0.1	1.1
	1												0.1	1.1
	1												0.1	1.1
	1												0.1	1.1
	1	0.1										0.1	0.1	1.3
	1												0.1	1.1
	1												0.1	1.1
	1	0.1										0.1	0.1	1.3

Life Skills Example:

Student	SDI (1-3 areas) + 1	SDI (4+ areas) .1	Special Factors (DHH, Vision, ELL) .1 per special factor	BSP only OR BSP + Safety Plan .2	Safety Plan .1	Health/ Nursing .1	AAC .1	Feeding Protocol .1	Toileting protocol .1	Requires 1:1 .1	Abbreviated School Day .1	Modifications .1	Transition (16+ years old) .1	Total for student
	1	0.1	0.2				0.1		0.1					1.5
	1	0.1	0.3				0.1			0.1				1.6
	1	0.1	0.3	0.2					0.1	0.1				1.8
	1	0.1	0.3	0.2			0.1			0.1				1.8
	1	0.1	0.3				0.1		0.1	0.1	0.1			1.8
	1	0.1	0.1											1.2
	1	0.1	0.2				0.1			0.1	0.1			1.6
	1		0.2				0.1		0.1					1.4
	1	0.1	0.3				0.1							1.5
	1	0.1	0.3			0.1	0.1			0.1	0.1			1.8
	1		0.3				0.1		0.1					1.5
														0
	1	0.1	0.2			0.1				0.1				1.5

APPENDIX B: Recommendations

Priority Recommendation #1: Addressing factors affecting IEP Accuracy & Consistency

Section B. IEP Team Members

Common Error	Correction
Listing the position of Case Manager under team members	<p>Case manager is not a recognized required team member and should not be listed on the cover page. The minimum required team members listed should be:</p> <ol style="list-style-type: none"> SpEd Teacher District Representative Individual Interpreting Evaluation Regular Ed Teacher <p>**Exception: In the case of a SpEd teacher with a <u>restricted or emergency license</u> who has been assigned a case manager to oversee paperwork, this person may be listed as a Case Manager of record.**</p>
Listing a District Representative who did not attend the meeting	District Representative is a required team member at all IEP meetings. If a principal is listed as a DR but they did not attend, then the SpEd teacher becomes the DR and should be listed as such.

Section C: Summary of Present Levels of Academic Achievement and Functional Performance

Common Error	Correction
Listing concerns of the school/staff under the section “concerns of the parent(s) for enhancing the education of the student”	<p>If the school staff wants to document concerns for enhancing the education of the student, they may do so under “additional present levels”.</p> <p>The section for parent concerns is strictly for parents and should not be shared with school staff concerns.</p>
<p>Under the section “present levels of developmental and functional performance (including results of initial or most recent evaluations)”, two common errors occurred:</p> <ul style="list-style-type: none"> a. Listing evaluation results without citing the report or evaluator b. Omitting initial or recent evaluation results 	<ul style="list-style-type: none"> a. When listing the results of the initial or most recent recent evaluation, the title, date, and evaluator of the report should be cited. For example, “In the Psychoeducational Evaluation Report dated 4/13/21, conducted by (insert name of school psych/SpEd consultant), the findings show...” b. The results of the initial or most recent evaluation should always be listed with the most current information available.

Section H. Special Factors for IEP Development

Common Error	Correction
Checking “yes” for the question “Does the student’s behavior impede his or her learning or that of others?” and listing “see attached BSP” but not attaching the actual BSP to the IEP document	If in the explanation given, it says BSP (Behavior Support Plan), see attached, then it needs to be attached in the attachment tab within the IEP in Synergy.

Section K. Service Summary

Common Error	Correction
<p><i>Accommodations: Protocols/Plans</i> Various Protocols are listed in accommodations (i.e. Seizure Protocol, Feeding Protocol, Toileting Protocol, BSP, Safety Plan, etc.) but are not attached to the IEP document</p>	If a protocol of any kind is listed under accommodations, then it needs to be attached in the attachment tab within the IEP in Synergy.
<p><i>Accommodations: All listed in one block</i> Multiple accommodations being listed in the same cell in Synergy</p>	Each accommodation needs to be entered into its own cell that includes the title/description of the accommodation, provider, role, anticipated location, time, and frequency

<p><i>Accommodations: Modified curriculum/grading</i></p>	<p>If any curriculum is modified (i.e. is changed in breadth, depth, or complexity), then it needs to be listed under the modifications section of the Service Summary.</p>
<p><i>Modifications: Protocols/Plans listed as a Modification</i> Listing protocols and plans in the modifications section rather than the accommodations section of the Service Summary</p>	<p>All health, feeding, toileting, behavior, or communication plans are considered an accommodation needed for the student to safely access their education. This is not a modification to the breadth, depth, or complexity of what the student is expected to know or the standards by which they are being assessed. Furthermore, modifications are typically academic in nature and would not apply to plans or protocols.</p>
<p><i>Modifications: Understanding the impact of adding modifications to IEPs for younger students.</i> Many young students (as young as kindergarten) have modifications listed on their IEP that could/should be listed as accommodations.</p>	<p>Accommodations are in place to address the following questions:</p> <ul style="list-style-type: none"> ● Who? ● When? ● Where? ● How? <p>While modifications are in place to address what is being taught and are generally academic in nature. It is difficult to determine the need for modifications for students in the younger grades before they have been given adequate instruction and time to reach goals with accommodations in place.</p>

Priority Recommendation #2: SSD Staffing

Elementary School Staffing:

Examine and considering increasing FTE at the following buildings (in order of priority):

- Buena Vista (+.25 FTE)
- Family School (+.25 FTE)
- Willagillespie (+1.0 FTE)
- River Road (examine & discuss)
- Spring Creek (examine & discuss)

Middle School Staffing:

There are no staffing recommendations for the middle school level at this time.

*Examine and consider how educational assistants impact delivery of services and support.

High School Staffing:

There are no staffing recommendations for the high school level at this time.

*Examine and consider how educational assistants impact delivery of services and support.

Charter School Staffing:

Examine and considering increasing FTE at the following buildings (in order of priority):

- Network Charter (+.5 FTE)
 - Could also consider increasing EA support and/or reallocating SpEd eligibility responsibilities back to the district School Psych/SpEd Consultant team, while maintaining 1.0 FTE.

In addition to the above staffing recommendations, the district should examine the results of this project and work towards a standard that is considered a fair and reasonable caseload to assign to a 1.0 FTE case manager.

Priority Recommendation #3: Professional Development Opportunities

All Levels PD (for special education teachers and administrators):

1. IEP Audit: Once a year at each school in the district, a team of colleagues knowledgeable about IEP compliance spends 2-4 hours reviewing randomly selected IEPs to determine completeness, identify potential errors and make corresponding corrections. This will typically result in amendments needing to be made to the IEPs reviewed.
2. PD regarding the differences between accommodations and modifications.
3. PD on recognizing and correcting common IEP errors.

District Level Leadership and Itinerant Staff:

1. Bring a team together to determine what constitutes marking “yes” on the assistive technology special factor (Section H of the IEP) and create district guidance on it.
2. Create district guidance on how to determine, document, and deliver Specially Designed Instruction. This will help the district to move to a weighted caseload model that considers service delivery rather than, or in addition to, student complexity as demonstrated by this project.

Weighted Caseload Results

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Internal District Wide Analysis of Factors
Contributing to Caseload Complexity

School Board Work Session 4.3.2024

Introductions

Our presenters today are:

- Liz Johnson- Inclusion Advisor
- Tony Lyman- Staff Development Specialist
- Seth Pfaefflin- Student Services Director

Why Weighted Caseloads?

- Takes the needs of individual students into account when considering special education staffing
- More equitable distribution of workload and staffing
- Helps target student needs more accurately



The Weighted Formula

This formula was adapted from the 4J SLP's weighted model, and is similar to other weighted models.

Weighted factors include:

- Areas of SDI (specially designed instruction) **(1-1.1)**
- Special Factors **(.1 per special factor)**
- Safety Plan / Behavior Support Plan (BSP) **(.1-.2)**
- Protocols (feeding, toileting, health, etc) **(.1 per protocol/plan)**
- 1:1 support **(.1)**
- Modifications **(.1)**
- Augmentative Alternative Communication (AAC) **(.1)**
- Abbreviated School Day **(.1)**
- Transition services (for student 16+ years old) **(.1)**

Mobility Factor - (Enrollment x Mobility % x SPED Enrollment % x .1 weight)

Example of Raw Data Collection (Elementary)

Student	SDI (1-3 areas) + 1	SDI (4+ areas) .1	Special Factors (DHH, Vision, ELL) .1 per special factor	BSP only OR BSP + Safety Plan .2	Safety Plan .1	Health/ Nursing .1	AAC .1	Feeding Protocol .1	Toileting protocol .1	Requires 1:1 .1	Abbreviated School Day .1	Modifications .1	Transition (16+ years old) .1	Total for student
	1	0.1	0.1											1.2
	1		0.1											37 1.1
	1		0.1											1.1
	1		0.2											1.2
	1		0.1											1.1
	1	0.1	0.1						0.1					1.3
	1		0.1											1.1
	1	0.1	0.3	0.2										1.6
	1		0.1			0.1								1.2
	1	0.1	0.1											1.2
	1		0.1											1.1
	1		0.2	0.2				0.1						1.5
	1		0.1	0.2						0.1	0.1			1.5
	1		0.1			0.1			0.1	0.1				1.4

Weighted Caseload Models and SDI

There are many different weighted caseload models in use across the United States.

Ideally, weighted factors would include:

- Minutes of specially designed instruction (SDI) to determine caseload weight
- A better representation of the day-to-day demands of serving individual students
- Additional resources such as EA support

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We are not able to use some of the existing workload models until we deliver further training and achieve better alignment on how service minutes are documented on our IEPs. We currently have tremendous amounts of variability and/or inaccuracy in documentation of service minutes.

Factors Not Weighted

- Consultation (listed under Supports for School Personnel)
 - i.e. Consultation with Autism Consultant, Occupational Therapist, or Physical Therapist
- Interpreters (reflected in special factors weight but not weighed separately)
- Specially designed Instruction (SDI) and related service providers

Limitations

- Internal comparison of weighted numbers to raw caseload numbers- (of note, our 4J caseload numbers are better than many similar sized districts).
- Inaccuracies and inconsistencies of IEPs
 - SDI minutes
 - Special factors
 - Accommodations & modifications

Overview of the Data

Total # of Students on IEPs: **2,112**

1,695 IEPs analyzed for this Weighted Approach

Total # of teachers/FTE (including full and part time; not including LS):

41

Elementary 35 teachers/31.25 FTE

Middle 16 teachers/16.0 FTE

High 18 teachers/18.0 FTE

Charter 5 teachers/3.75 FTE

Outlier Programs (EOA, TEN, Connections) 6 teachers/5.25 FTE

Total # of students in SpEd Referral Process: **81**

Average Caseload

How did we calculate the average?

- Based on 1.0 FTE
- Did not include Elementary Life Skills, Sheldon TEN, EOA, Connections, and students on Speech-Only IEPs

42

	Unweighted	Weighted
Elementary	19.48	23.67
Middle	24.81	28.60
High	24.94	29.81

Total Weighted Caseload Ranges

Range of Total Weighted Caseload (TWC) per 1.0 FTE

Level	Dist. Avg.	Minimum TWC	Maximum TWC
Elementary	23.67	18.4	32.2
Middle	28.60	22.6	32.95
High	29.81	27.32	34.325
Charter	29.41	24.4	40.0

43

**Note: Full report breaks this data down for each individual staffing level

What is 1.0 FTE?

- Case managers sometimes end up with different caseloads numbers for a given year; this can change during a year, and staffing is re-adjusted each Spring for the following year to equalize as much as possible.
 - Minimum TWC per 1.0 FTE - 18.2
 - Maximum TWC per 1.0 FTE - 40.0
 - Difference - 21.8 weighted students, or an increase of 119%
- Oregon lacks a statewide caseload cap that could help ensure that these caseloads are kept equitable
 - Agreement on an equitable caseload is needed to ensure fair work expectations for case managers

Weighted Model Staffing Recommendations

- Willagillespie Elementary School - Add 1.0 FTE
 - Current caseload equals or exceeds schools with 3.0 FTE
- Network Charter School - Add 0.5 FTE
 - Currently carrying the highest 1.0 FTE TWC (40.0) in the district at any level
- Family School, Buena Vista- Staff at .75 FTE
 - Family School and Buena Vista - Highest % above average @ Elementary Level
 - 30.09% and 32.56%
 - Would match FTE at comparable schools (e.g., Yujin Gakuen)

45

Total Additional FTE Request: 2.0 FTE across 4 schools

Professional Development Recommendations

- Provide ongoing, targeted IEP writing support to Case Managers; improve utilization of Goalbook Toolkit IEP software that has been purchased for special ed teachers.
- Establish clear guidelines for how and when to include factors in the IEP (e.g., Assistive Technology special factor)
- Continue training case managers on accurately applying accommodations, modifications, and specially designed instruction.

Accommodations & Modifications

We have wide variability on use of accommodations and modifications.

If a student has modifications on their IEP in high school, they do not earn a regular diploma. They can earn a modified diploma, an extended diploma or alternative certificate.

In 4J in 2022-2023, of our students finishing high school in 4 years, we had 3% of them earn a modified diploma, extended diploma or alt certificate. Statewide, this was 4.8% of students.

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[\(Figure 21: p. 24 of full report\)](#)

The information in Figure 21 shows we need to do substantial work with staff on how to appropriately use accommodations, modifications and SDI.

Next Steps

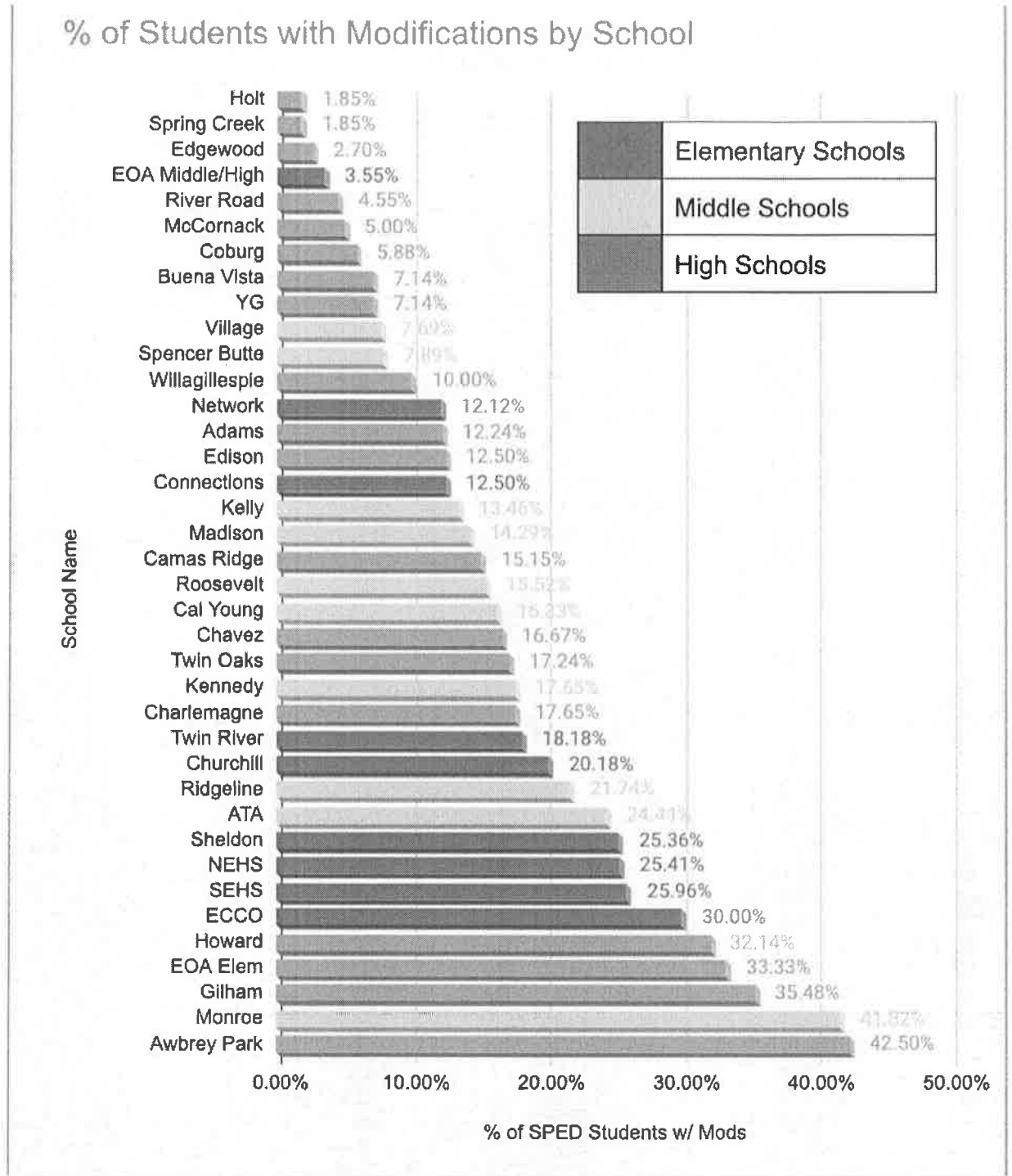
- Develop and deliver professional learning opportunities for special education teachers
- Look at mobility numbers at the end of this school year
- Develop a system and/or tool for ease of weighting
- Explicitly define & communicate inclusive practices and continuum of services. We also need time with general education teachers for professional development on inclusive practices.

Thoughts/Questions

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Thank you for your time and
attention!

Figure 21: Percentage of Students on IEP with Modifications



**Note: While Life Skills classrooms (a program where one might see an increased number of students with modifications) were included in the above data, the number of students with modifications listed on their IEP was between 0-2 at each of the seven elementary life skills programs and therefore does not significantly affect the percentage at those schools (Adams, Charlemagne, Chavez, Gilham, Howard, Spring Creek, Willagillespie)*

Elementary Caseload Comparisons Fall 2023				
District	Average Caseload			
Eugene	17.92	Avg caseload is 19.5, excluding Life Skills		
Medford	26			
Hillsboro	27			
Springfield	22.5			
Bend-Lapine	15.7			

Middle Caseload Comparisons Fall 2023				
District	Average Caseload			
Eugene	27			
Medford	31			
Hillsboro	35			
Springfield	13.04			
Bend-Lapine	22.5			
High School Caseload Comparisons Fall 2023				
District	Average Caseload			
Eugene	26.28			
Medford	39			
Hillsboro	35			
Springfield	24.5			
Bend-Lapine	20.5			

MTSS in 4J: A Vivid Vision for a High-Quality Multi-Tiered System of Supports

Imagine a school environment where all students thrive. Every learner receives the support they need, not just to succeed academically, but to flourish socially, emotionally, and personally. This vision is built upon a robust Multi-Tiered System of Supports (MTSS), a framework that proactively identifies student needs and provides targeted interventions to ensure success for all.

Equity and Excellence at the Forefront:

A high-quality MTSS prioritizes **equity**. It recognizes the diverse learning styles and needs of all students, dismantling barriers and ensuring every child receives the support they deserve. This system operates under the principle of **prevention, not intervention**. By providing a strong foundation of Tier 1 instruction, coupled with readily available Tier 2 and 3 supports, we prevent struggles from escalating.

The Pillars of a Thriving MTSS:

- **Data-Driven Decision Making:** Evidence, not intuition, guides our actions. We utilize a comprehensive data system to identify at-risk students, monitor progress, and continuously refine our practices. Common assessments, progress monitoring tools, and universal screeners provide a clear picture of student needs.
- **Collaborative Leadership:** Strong leadership facilitated through Leadership Plans champions the MTSS framework. The leadership structure creates a culture of collaboration, fostering communication and shared responsibility among educators, administrators, and families. Regular meetings ensure alignment and a unified approach to student support.

- **Tiered Interventions:** A continuum of research-based interventions is readily available at each tier. Tier 1 focuses on high-quality core instruction that benefits all students. Tier 2 offers targeted interventions for students demonstrating early signs of difficulty. Tier 3 provides intensive support for those requiring more specialized interventions.
- **Professional Development:** Educators are empowered through ongoing professional development focused on MTSS best practices. This includes training on data analysis, differentiation strategies, and effective Tier 2 and 3 interventions. Regular professional learning communities allow educators to share best practices and problem-solve collaboratively.
- **Family and Community Engagement:** Families are integral members of the MTSS team. We foster open communication by providing regular progress reports, explaining interventions, and creating opportunities for collaboration. Community resources are leveraged to provide additional support for students and families.
- **MTSS as a Continuous Improvement Cycle:** The MTSS is a dynamic system, continuously evolving through data analysis and reflection. By using the School Continuous Improvement Plans (SCIP) as the driving force behind school improvement efforts, and leadership positions as the vehicle for pursuing those goals, we regularly evaluate the effectiveness of our interventions, refine our practices, and celebrate successes.

To achieve this Vision three years from now, we will need to implement the following Strategic Action Plans (SAP)

- MTSS Spring 2024 Synergy Pilot
- MTSS 2024-2025 Strategic Action Plan: Year 1



ITEM FOR INFORMATION

Work Session

Date of Meeting:

April 3, 2024

Title:

Behavior Systems Update

Presenters:

Jeffrey Johnson, Director of Elementary Education; Seth Pfaefflin, Director of Student Services

Background:

On December 13th, 2023, Jeff Johnson and Seth Pfaefflin presented at a School Board work session on “Behavior Systems Updates.” We have been asked by the Board to come back for another work session to share further information about 4J Behavior Systems and the work being done to support schools and students who engage in challenging behaviors.

Options and Alternatives:

This work session is to provide updated information on work being done in Eugene School District 4J on our behavior support systems. It is essential that our district has strong behavior systems to provide for the needs of children, including those who need more intensive supports. We need to continue to invest in these systems, strengthening them where needed.

Budget/Resource Implications:

There are several budget and resource considerations for expanding our behavioral supports for SY 2024-2025. Assistant principals are being added to the largest elementary schools. There have been two additional licensed positions added to Buena Vista and Edgewood for expanding Student Success Coordinators. Each high school also recently had a Student Success Coordinator position added to support our high school students. Additionally, we are requesting 2.0 FTE to hire additional MTSS consultants to support systems in schools.

Board and Superintendent Goals:

This work and the updated information shared on 4J behavior systems connects to the goals of Engaged Community, Equity Advanced and Well-Rounded Education.

Recommendation:

We recommend providing the suggested investments in supporting behavior systems in Eugene School District. This involves expanding some staff positions, implementing Multi-Tiered Systems of Support using our new Synergy module, and expanding training opportunities for staff.

Discipline Flowchart For Teachers

[\(Click here to view Administrator flowchart\)](#)

Ongoing Universal Strategies: Teach, prompt and encourage desired behavior & focus on relationships

Quick Reference Guide: Classroom Climate & Practices

Low-level behavior of concern
in classroom that is NOT
substantially disruptive or unsafe

→ Reteach, prompt and encourage appropriate behavior

Quick Reference Guide:
Classroom-level Interventions

If Minor Referral is Written:

- Teacher documents (on the referral) the immediate action (See **Quick Reference Guide: Classroom Responses for Minors**)
- Teacher contacts family

For repeated incidents

→ Teacher requests assistance from intervention team or student (eg 504, IEP, BSP) team

Behavior of concern that is substantially disruptive and not responsive to redirection

→ Follow **building agreements** for requesting assistance or sending student to agreed location

Is the behavior a safety concern or potentially require administrative decision around discipline?

NO

Student will be connected with a supportive adult such as counselor, SSC, BBSA or office staff to assist with de-escalation and debriefing. When possible and appropriate, this person may also facilitate re-entry.
→ **Teacher supports student in re-entry** to class as soon as possible when no safety concerns are present

YES

As soon as possible

An administrator or designee will meet with the student when they are calm, safe and able to debrief. This includes:

- Gathering information from student and others involved
- Debriefing with student to determine needs and next steps
- Communicating with the family about the above.

If/when a Major Referral is written:

Administrative decision on response/ action to take

Administrator (or designee) phone call home to follow up

Administrator communication back to teacher regarding next steps, including planning for re-entry

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[Click here for 4J Minor/Major Behavior Definitions for Staff](#)

4J Minor/Major Behavior Definitions for Staff

(for additional definitions, please reference the [4J Discipline Matrix](#))

<p>*Subjective Behaviors (3 D's) - Students of color, and students with disabilities, are more likely to be given referrals for subjective behaviors (e.g. defiance, disrespect, disruption), and more likely to receive harsher discipline for these behaviors compared with their peers.</p>		
<p>For lower intensity incidents OR for 1st incident see Minors-below), consider: Revisiting/Strengthening Classroom Climate & Practices and Implementing Classroom-level Interventions</p>		
	<p>Minor Classroom-level responses</p>	<p>Major Administrator responses</p>
<p>*Disrespect <i>Use caution and check bias here</i></p>	<p style="text-align: center;">Minor Disrespect</p> <p>Not following directions, ignoring, walking away from an adult, low level insults or arguing</p>	<p style="text-align: center;">Major Disrespect</p> <p>Targeted messages or insults toward a person that are disruptive to instruction or other school activities</p>
<p>*Defiance <i>Use caution and check bias here</i></p>	<p style="text-align: center;">Minor Defiance</p> <p>Not following directions, ignoring, walking away from an adult, low level insults or arguing</p>	<p style="text-align: center;">Major Defiance</p> <p>Continued refusal to follow directions or arguing, after attempts to offer support or intervention that is disruptive to instruction or other school activities and can not be managed in that setting</p>
<p>*Disruption <i>Use caution and check bias here</i></p>	<p style="text-align: center;">Minor Disruption</p> <p>Ongoing talk-outs, off-task with other students, making noises, out of seat/area</p>	<p style="text-align: center;">Major Disruption</p> <p>Student behavior that disrupts instruction or other school activities, cannot be managed within the setting</p> <p>AND~Presents a reasonable risk of imminent and substantial physical or bodily injury</p> <p>AND/OR ~Is severe, pervasive, and/or persistent and/or ongoing after intervention</p>

Building Agreements for getting assistance with major behavior concerns

Behavior of concern that is **substantially disruptive** & not responsive to redirection

Is the behavior a safety concern and/or likely to require an adult to assist?

NO, STUDENT CAN SAFELY TRANSITION

Use a calm, supportive tone and words to direct student to the following:

- Location (s):
- Documentation to send with student:
- Other procedures:

YES, STUDENT MAY NEED ADULT TO MAINTAIN SAFETY

Use a calm, supportive tone and words, call for assistance:

- Person to call:
- Information to provide:
- Any agreements about follow up:

4J Room Clear Procedures and Guidance

Room Clears are when all students in the classroom are moved to a separate location to maintain student safety or dignity. The student who is exhibiting unsafe behaviors or needing dignity remains in the classroom with another adult while the other students leave to continue their instruction elsewhere..

Safety example: If other students are in danger of being injured because a student is repeatedly throwing chairs and objects.

Dignity example: A student removes their clothing and is naked in the classroom, and attempts to put clothes back on or cover up are not successful.

Before Doing a Room Clear:

- 1) Have a plan in advance. Know where you will take the students, and be ready to continue instruction in the new location. Example options are: library, cafeteria, or an empty classroom.
- 2) Before initiating a room clear, try to help the student take a break (either in the classroom or in a school break space). **Catching things early before the escalation proceeds further is a key.**
- 3) Have a communication plan with the office-school wide procedures in place for principal, behavior EA, or other staff who will come assist.

Steps to Conduct a Room Clear:

- 1) Calmly tell students to stand up and walk to the _____ (location). Potentially appoint a student line leader (if appropriate, like in elementary schools).
- 2) Call the office for support for the student who is unsafe or needing privacy / dignity. Use initials or non-specific terminology so as to protect the student's identity.
- 3) Remain calm by using a steady, quiet, & compassionate voice and give clear simple directions with the student who is struggling and the other students who are leaving the classroom. Be prepared for the disruptive student to further escalate as the other students are leaving. Use calm words to reassure the struggling student. Fewer words are better, as escalated brains don't process well.
- 4) Ensure that a supportive adult is with the student who is struggling before you leave the classroom environment. Do not leave the student alone, and do not hold the door shut on them alone in a classroom...that is a seclusion.
- 5) Return all students to the classroom once you receive communication that the classroom is safe for return.
- 6) Document the incident.
- 7) The principal will communicate the incident with parents or guardians, and document the call and the conversation.
- 8) Determine consequences with the principal, using a [restorative approach](#).
- 9) Meet as a team to create or make any changes needed to the safety plan or behavior support plan. Focus on prevention and teaching of skills to prevent further disruptions.
- 10) If a restraint was used be sure to document that using state reporting forms and hold a debrief meeting within 48 hours of the incident. If you are unsure whether a physical intervention qualifies as a restraint, speak with your building administrator.

**Criteria for Initiating a Room Clear
For Safety and/or Disruption**

Room clears should only be used to respond to behavior that constitutes a threat to students/staff or that is so disruptive that learning cannot continue. They may also need to be used to maintain student dignity, such as a student has disrobed and refused to cover themselves. Room Clears should be used with caution because of the impact to instructional time. There may be times when a room clear is written into an individual student plan earlier in an escalation, but this is the exception rather than the rule.

Examples: Room clear may be appropriate	Nonexample: Room clear not appropriate
	Respond according to student plan or follow classroom procedures for responding to escalating behavior
Student is repeatedly throwing heavy or sharp objects that could cause injury to staff or students or is creating a physically dangerous or unsafe environment for students to learn.	Student is tossing items at the ground or around their instructional area with no physical risk to others.
Student is repeatedly using harmful, harassing, and abusive language in class, such as the use of slurs, and cannot be redirected to a break outside the classroom	Student is verbally refusing to do work, making comments such as “I’m not doing this”, “You can’t make me”, etc...
Student is creating a disruption that is longer than a few minutes longer than a few minutes, not responsive to teacher redirection or intervention, and instruction cannot continue (screaming, yelling out repeatedly, knocking items over or obviously engaging in property damage)	Student is refusing work or shutting down, but not disrupting instruction. For example, sitting under a desk, head down, not responding, wandering around the room without disrupting instruction.
Student’s safety/ support/ success plan has the use of room clear written into it and the specific plan threshold has been met	Student’s behavior is labeled “attention getting” and staff want to try removing the peers as an intervention.

Resources for additional guidance

Behavior Systems Update

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— School Board Work Session —
4.3.2024

Multi Tiered Systems of Support (MTSS)

A Multi-Tiered System of Support is a proactive and preventative framework that integrates data and instruction to maximize student achievement and supports students' academic, social/emotional, attendance and behavior needs from a strengths-based perspective.

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Tier 1- Universal Supports for All Kids

Tier 2- Additional Supports

Tier 3- Intensive Supports

Multi Tiered Systems of Support (MTSS)

- 4J purchased the Synergy MTSS module for district-wide use in all schools
- A District team has been working with Synergy staff to get this configured and ready for use
- The MTSS module is available in the “TRAIN” database to simulate use and start learning how to use it to track interventions

Multi Tiered Systems of Support (MTSS)

- Planning underway for building based **Interventions** teams next year
- Planned coordination with building Leadership plans, SCIP plans, and ensuring every school has Intervention teams and structures in place for effective delivery of Tier 2 and Tier 3 programming
- Focusing on strong Tier 1 systems in each school- research shows that having a strong Tier 1 is essential for a school to function effectively; otherwise, too many students end up needing Tier 2 and Tier 3 supports

Exemplary Models

- Awbrey Park and McCornack
- Model systems to support students with MTSS
- In January, the principals from Awbrey Park and McCornack shared systems and strategies in use at their schools.
- Meeting with other elementary principals to dig into their systems on a deeper level.

Expanded Behavior EA (BBSA) Trainings

- Going into Sept 2023, we expanded from one Behavior EA to two Behavior EAs for each elementary school. Each middle school also has a Behavior EA to support students.
- We moved from a once a month training that was poorly attended, to required trainings three times a month. The additional trainings were to strengthen the skillsets of the staff and to anchor common understanding and approach across the staff.
- As we plan for next year, we are considering moving to twice a month trainings, listening to feedback from the buildings about balanced time between training them and having them in the buildings.

Expanded MANDT trainings

- Oregon Senate Bill 283 was passed by the 2023 Oregon Legislature and it requires a trained adult for every 50 students.
- Accordingly, we have been expanding the number of Mandt trainings, so we are in compliance with the new law.
- We train all principals, Behavior EAs, Student Success Coordinators, Significant Needs (Life Skills) EAs, Life Skill Teachers, as well as some special ed teachers and EAs who provide physical behavioral interventions when required.
- Mandt is 2 full days for initial certification, and then a 1 day refresher is needed every year to maintain certification.

District Systems Assistance Teams (SAT)

- We started out with the notion of building BAT teams- Behavior Assistance Teams that can support buildings with effective behavioral interventions.
- As our specialists, consultants, principals, and district leaders collaborated, they recommended that we shift BAT to SAT and focus on supporting systems work in the schools. The systems are ESSENTIAL! They represent the health of the building and the capacity to support children in need.
- To effectively support SAT teams and buildings, we recommend adding two additional MTSS consultant positions, for a total of 4.
- We will continue to have behavior consultants to support the INDIVIDUAL needs of children. (Tier 2 and Tier 3 work).

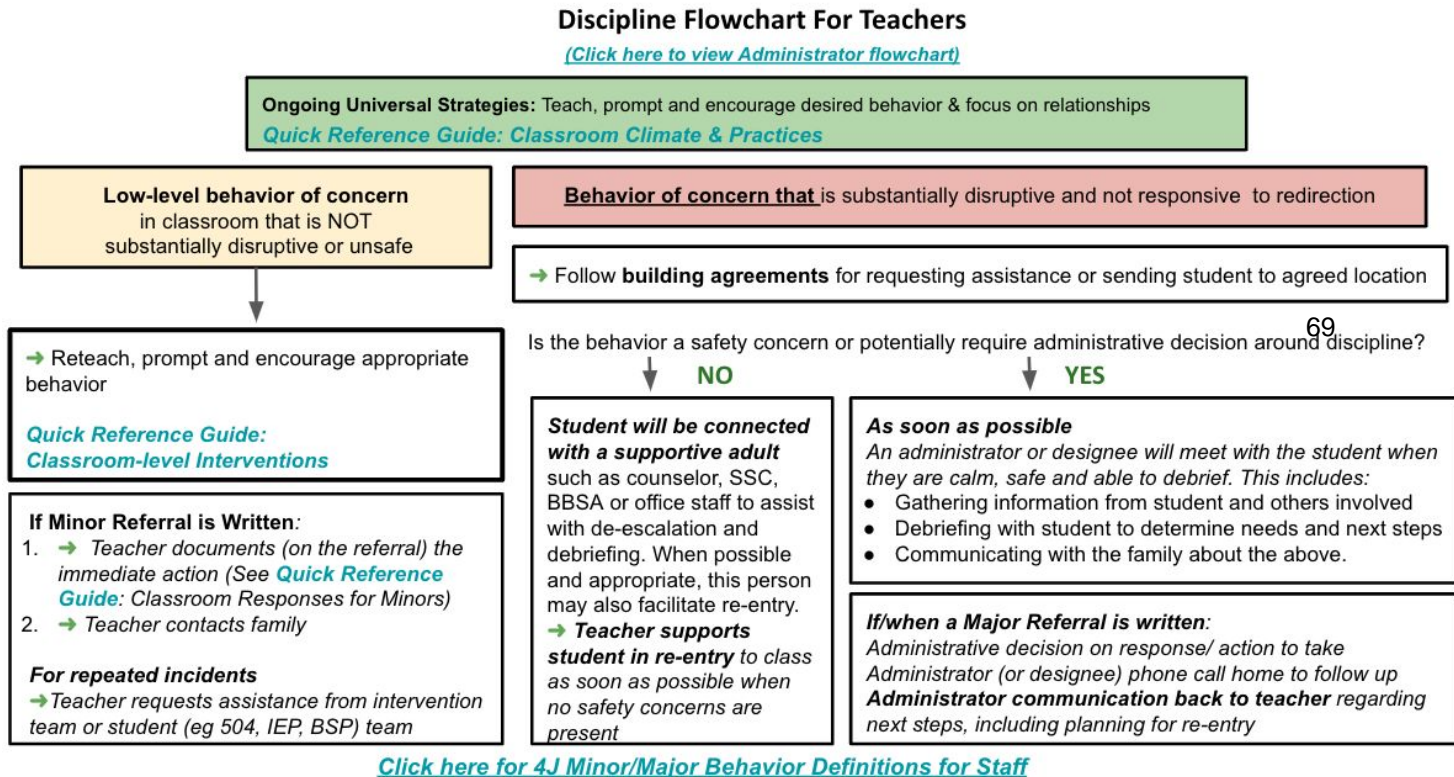
Tiered Systems Analysis

- On January 8th, we met with K-12 principals and each building was asked to complete a self-analysis of their Tiered Intervention Systems. We targeted Tier 1 completion around the end of February and to complete the analysis of Tiers 2 & 3 in April.
- As of March 22nd, we received a completed Tier 1 Analysis from 15 of 19 elementary schools, from 5 of 8 middle schools, and from 2 of our 5 high schools.
- Tier 2 and 3 Analysis has been completed by 8 elementary schools, 2 middle schools, and 1 high school. We will work with each school to get all tiers analyzed this year.
- Our Systems Assistance Teams will be using this information to provide targeted assistance to schools.

Discipline Matrix Teacher Flowchart

This flowchart was updated in January 2024, and all K-12 principals were trained on January 8th.

Principals were then to train the teachers in their buildings so that all are fluent with our discipline procedures.



Alignment on Room Clear Procedures

- On March 18th, we provided updated guidance and training to Elementary Principals on Room Clear procedures. Shasta Quigley, Mandy Brookshear and Seth Pfaefflin collaborated to deliver the training.
- Room clears are when all students in the classroom are moved to a separate location to maintain student safety or dignity.
- Building principals will anchor their staff on room clears procedure, and will engage in planning at the building level so all are prepared.

Staffing and Hiring to Enhance Building Supports

- We are adding another 2.0 FTE for Student Success Coordinators to expand these supports at the Buena Vista and Edgewood Elementaries.
- We are adding Assistant Principals to Howard, Holt, and Willagillespie. Our four biggest elementary schools will each have this position to help support students and staff. ⁷¹
- We are adding a Student Success Coordinator to each high school as well. They will collaborate with 9th Grade Success Teams, provide data analysis and intervention responses, provide support to teachers and classrooms, and offer academic and behavior assistance.

Thoughts/Questions?

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Thank you for all your time
and attention!